2007-2013 ADULT EDUCATION (GRUNDTVIG) PROGRAMME IN-SERVICE TRAINING ACTIVITIES EVALUATION AND IMPACT ANALYSIS REPORT

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ADULT EDUCATION (GRUNDTVIG) PROGRAMME IN-SERVICE TRAINING ACTIVITIES

THE EVALUATION AND IMPACT ANALYSIS REPORT

Centre for EU Education and Youth Programmes
(Turkish National Agency)

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Adult Education Unit

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EXECUTIVE SUMMARY

OBJECTIVE AND METHODOLOGY

The aim of this report is to evaluate and to analyse the impact of Adult Education (Grundtvig) In Service Training implemented by Turkish National Agency between 2007-2013. Within this general aim, the general evaluation of the Adult Education (Grundtvig) In Service Training and by using scientific research techniques and methods based on quantitative and qualitative criteria the analysis and the evaluation of the participation in the projects have been set as sub aims.

In the first phase of the research, an analysis of national call for proposals, the strategic priorities set by EU and Turkey and other papers related with the subject has been finalised. Furthermore, focus group meetings with the National Agency's staff those worked between 2007-2013 in Adult Education (Grundtvig) In Service Training have been organised to comprehend the theme in all details and to identify the problems in project life cycle. After this preparation period which became the basis of the research, a survey has been created to find out the experience of the participants in Adult Education (Grundtvig) In Service Training and probable impacts of the activities within the Programme (see Appendix 1). The survey has been created in a form allowing the usage with online tools. The survey has been e-mailed to all participants of the Programme those listed from the database of the National Agency and the responses have been saved automatically. In the second phase of the research, another survey has been created for the applicants those failed to get the grant in the same period (see Appendix 2). The involvement of rejected applicants into the survey has aimed two objectives. Firstly, to evaluate the project cycle from the application period to the finalisation of the activity from different perspectives and secondly to find out the similarities and differences between the rejected and granted applicants. Since the study does not have an experimental research dimension and a scanning approach; the rejected applicants have not been considered as a control group and eventually the interpretations have been made accordingly.

In the third phase of the study, an analysis of the application form provided by the National Agency to the beneficiaries has been accomplished. In this context, the descriptive data such as the features of the applicants and the ratio of granted and rejected applications has been analysed under the related titles. In the fourth and final phase, the final reports of the beneficiaries have been analysed. In this phase, one-to-one meetings have been organised with the beneficiaries those selected with the principle of maximum diversity. In the final stage of the study, focus group meetings have been organised with the beneficiaries who could reflect the participation in different years.

The analysis of the data has been processed synchronously with the steps defined above and the reporting has been created within a similar sorting. The main data used in the study has been obtained from the participants' responses to the survey. This data, apart from the other data obtained, has been analysed in four main dimension; relevance, efficiency, effectiveness and dissemination.

BASIC FINDINGS

The participants of Adult Education (Grundtvig) In Service Training Programme

The evaluation and the analysis of the impact of Adult Education (Grundtvig) In Service Training 2007-2013 has been completed with the 113 participants' responses to the survey. Within the survey, primarily the parameters such as the gender, age range, organisation type, sector, educational level and subject area, the competence in the activity language, the results of first applications, the resources of information about the programme, the activity duration, and the satisfaction level of the activity have been obtained. Also, analyses have been carried out within the relevance, efficiency, effectiveness and dissemination context and each analysis has been interpreted by the qualitative interviews.

The age range of the participants has been found out as well balanced. The findings from the age range clearly shows that more than half of the participants are between the ages of 31-40. Two third of the respondents are from public sector, whereas one third of them is from private sector. Most of the ones from public sector are education staff of the

primary, secondary schools and universities. It has been noted that the ratio of the staff from the Public Training Centres, where adult education is one of the most important dimensions, among all participants in the Programme is not a remarkable level. This result simply represents the gap between the findings and the expectation in reaching the target group within the Programme.

It is a prior condition that the participants should have a certain level of English, since the activities in Europe are being run in English. Since most of the staff in adult education are English teachers, this situation helps them to acquire one of the requirements to be able to participate in the Programme. The competence level in the activity language also coincides with this case. The respondents have stated that they have perfect or advanced level of English. This finding has to be considered with the fact that most of the participants are English teachers.

It can be indicated that, the level of education is an important determinant in the interest of participation and getting approval to the Programme. When the first applications to the Programme have been examined in line with the level of education, it has been found that the level of approval increases with the level of education.

Half of the respondents indicated the National Agency as the main information source. From the qualitative interviews it has been understood that the applicants could easily reach the necessary information from the web site and the staff of the National Agency for the application and participation procedures. These qualitative data also show that the National Agency has a qualified infrastructure to carry out in publishing the calls, application and assessment procedures, the preparation for the participation in the programme. Another point to be underlined from the qualitative interviews is the level of satisfaction with the activity. Almost all of the respondents indicated that they highly satisfied with the activity. This finding can be interpreted as the natural result of the content and the organisation of the activity, but also this result has to be considered as the output of the support to the participants by the National Agency. The high level of satisfaction of the activity also has an effect in developing positive behaviour in participating in other activities in the context of cooperation with Europe.

The findings show that the duration of the activities were generally one or two weeks and with a very little exception longer than 15 days. This result can be interpreted as the participants cannot have longer periods far from their offices since they have duties and tasks to carry out due to their legal status in their public service.

Within the relevance context, a detailed study in the related documents has been carried out. This study has introduced the EU's strategic priorities and objectives and the relevancy of those with Turkey's national priorities and strategies in Adult Education Programme's perspective. Secondly, the calls for proposal in LLP of the National Agency have been reviewed and it has been noted that these calls were in a complementary mode of the European Commission's general calls for proposals. Finally, the data achieved from the focus group meetings held with both participants of the programme and the staff of the National Agency, also with the one-to-one meetings, has been used to analyse the relevance criteria. From the interviews with the National Agency staff, it has been found out that the objectives of LLP are coherent with national policy priorities, lifelong learning strategies and socio-economic needs of Turkey. In these interviews, one of the most important components of the relevance theme has emerged as the methodology used in describing the national priorities. The National Agency staff agreed on that the priorities of LLP identified by EU Commission have been set as the main framework and then the national priorities have been settled from the needs of the country by staying in the framework mentioned above. Another issue underlined by the staff is that the national demands are highly compatible with the EU's priorities. While identifying the national priorities the topic of how important that the qualifications of the applicants is also a remarkable parameter in the perspective of the objectives of LLP. From this point of view, even the target group of LLP has been set quite wide, particularly in Turkey, the target group has been naturally limited by the English teachers/instructors. The determination of what extent the objectives of EU Commission and Turkey in the Programme have been reached has emerged as one of the most difficult points to be described due to the absence of computation mechanism.

- An assessment of the extent to which the objectives of the Adult Education (Grundtvig) Programme has been achieved or realised has been demonstrated in

the national context through the views of the beneficiaries of these programmes. In this context, the qualitative findings from the focus group interviews and individual interviews with the participants can be summarized as follows.

- The vast majority of beneficiaries have indicated that their activities or areas are related to the activity that they have participated.

- Participants stated that there is consistency between the content of the programme and the declared aims of the programme and they exemplified it in the context of their activities.

- As for the other beneficiaries participating in the activity, there are different approaches regarding the needs of the group and the extent to which education meet these needs. Especially the English language level, the fact that the participants are teaching at different educational levels, the skill differences in terms of technology use, can be listed as the most negative factors mentioned in this issue.

- Different approaches have emerged regarding the contribution of the activity to the development of the institution for which the beneficiaries are working. For example, some of the participants indicate that the activity they attended contribute to their institutions. Participants have thought that the contribution to the organisation is often related to the encouragement of their colleague.

- Encouraging tolerance and respect for intercultural dialogue and other cultures are emphasized as one of the most important goals of the LLP. In this sense, participants indicating that contribution of activities to the realisrealisation of this goal is quite high and they shared their experiences, particularly in the context of prejudices, and they mentioned that most of these prejudices were overcome after the activity.

In the analysis of the effectiveness criterion, the results related to the expectations of the participants in terms of personal, cultural and professional areas and their thoughts about the efficacy of the activity were evaluated.

The evaluations of the participants on the cultural and occupational expectations in the process of going abroad for the activities and their effects on the individual development

of the same subjects after attending the activity were evaluated together to make a proper comparison.

It has seen that the mostly expected subjects by the participants are cultural and intercultural interaction and the contribution of the activity to the individual and vocational improvement.

Although, the expectations for vocational improvement are higher in the subjects related to the field of education, it is relatively at the average level in the subjects such as alternative measurement and evaluation techniques and the use of Information and Communication Technologies (ICT) in courses. As for the expectation of cultural issues, the issue of recognition and interaction with different cultures is at the core and the results show that the activity is very effective in this respect. In general, it has been found that the activity is effective in many areas, although the level of expectation is higher than the level of efficiency in all subjects other than overcoming the prejudices of the other participants. This difference is apparent in the use of new teaching methods and in the development of information about the field. The area where participants do not find their activities at high levels is about institutional level issues. It is also worth noting that many of the participants do not have high expectations for the issues that transcend their own initiative, such as creating change and transformation in the institution or opening new courses. The issue that the activity is more effective than the expectation is the issue of overcoming prejudices about differences. The qualitative data of the study also support the effectiveness of the activity in this regard. Participants in the interviews stated that activities they attended helped their personal improvement and imbricate with their lives. In particular, an important emphasis has been placed on seeing a foreign country and developing the personal vision accordingly. In summary, it has been understood that the participants did not express a positive opinion on the subjects of which they did not have high expectations.

It has been understood that the activity contributes positively to participants' teaching areas, vocational performance and motivation, but is not directly influential in the climbing of career steps. It has been found that the activity is highly effective in

motivating learners, especially in various subjects, and in increasing their emphasis on teaching spaces.

Within the framework of effectiveness criterion, participants' attitudes towards cooperative activities with Europe and their views on the nature of the activity were evaluated. Activities have been assessed positively by the vast majority of participants in terms of time, content, forms of organisation and organisation of events, participant profile and accommodation and eating and drinking possibilities. Participation in activities has been effective at high levels in terms of continuing the interaction with the people they met in the course of the activity and they encourage their own vocational environment to similar activities. However, it has also been observed that these interactions do not lay the groundwork for partnerships and new activities. Despite the analysis of qualitative data, it was understood that the participants generally interacted with the people they participated together in the activities, but did not mostly use this interaction and connection into projects and similar activities. The results show that participants are in a positive attitude towards cooperation with Europe and participation in new activities. The answers obtained from qualitative data are also parallel to these findings. Particularly, many respondents expressed increase in their attitude to re-apply and desire to participate in the projects.

Within the framework of the activities it was understood that the situations that participants had problems are few and participants did not have serious problems related to the activity in general. In the focus group interviews with the National Agency experts, it was understood that the experts were most concerned with the process of application and evaluation, which were the most challenging in the project cycle. In this framework it can be said that the high number of applications and accordingly the increased workload are the heading factors that affect the responsiveness to the demands of the participants. It has also been understood through interviews with participants, similarly that they have not experienced problems with activities but found the application process challenging. This point of view of the National Agency experts and the challenges faced by the applicant's overlap at this point.

Within the framework of the dissemination criterion, the effects of the action on the cause of structural and permanent changes in the direction of the programme's objectives have been analysed. Dissemination activities of those participating in the activities are usually limited to their own institutions or other institutions of the same structure. Concerning the effects of activities, this status in line with the fact that effects at institutional level are at a low level compared to other areas. The majority of dissemination activities outside the institution are also oral presentations. However, it has been seen that sharing with local authorities is remarkable in non-institutional dissemination activities. When assessed on the basis of qualitative interviews, it is seen that external dissemination activities are much more barren than in-house dissemination. It has been stated that the most important point for carrying out the external activity is the difficulties in finding the platforms where the dissemination activity can be carried out.

When the contents of dissemination activities are examined, it is seen that oral presentations are made or the instructional materials are developed in general. In the qualitative interviews, when they asked whom served the learnings in the activities other than themselves, two main groups were mentioned: the learners and the colleagues. This fact may be related to the problems of dissemination. This is a natural consequence of the emergence of other trainers/teachers and learners as the sole beneficiaries, as participants limit their dissemination activities largely to institutions and organisations.

In the qualitative data of the study also narratives have encountered showing analogy with the findings in the questionnaires. Interviewees expressed that they have mostly passed along their experience related to In-Service Training Activities to their students or colleagues through presentations in general. It is possible to say that presentations made within the institution are the most widely used dissemination activities. In these presentations, it was seen that the main purpose, and therefore the content, was to inform those who wanted to go abroad like themselves. Participants emphasized that personal effort is the most important parameter in dissemination activities and that the support of institutions for these activities is important.

Rejected Applications for Adult Education (Grundtvig) Programme In-Service Training Activity

When the demographical frame of the participants was examined, based on the responses given to the questions by 74 participants whom Grundtvig applications were rejected, it was understood that the numbers of the male and female participants were close to each other and participants made their applications from the three largest cities of Turkey such as Ankara in the first place, İstanbul and İzmir. It is believed that the presence of the National Agency in Ankara is effective in bringing Ankara openly to the forefront of other cities in terms of application. Accordingly, the rejection rates are higher in three major cities than in the others. However, when looking at the occupations of the participants, it is seen that most of the participants consisted of people working in the public sector educational services (teachers, university personnel etc.) and about half of the participants have graduate degree (M.A, M.Sc. or Ph. D)

The findings show that almost all of the participants whose Grundtvig application is rejected have done their applications in the language of the English and they see themselves at good and excellent level in basic foreign language competence such as reading, writing and speaking. In addition, it is understood that at least one of the three participants is/are trainer/s in foreign language subjects, and most of these participants are also English trainers/teachers. In this respect, it is more meaningful that one fourth of the participants' education subject is teaching English, and one of five participants country of activity in the application forms is UK where English is spoken as the main language.

When expectations of participants for their personal development are taken into consideration it is seen that, expectations are realised intensively in the fields of having cultural and social competences, acknowledging other cultures and establishing relationships with other people; another important area in terms of personal developmental expectations is subjects related to the teaching and learning processes such as increasing learning motivation of learners and learning new teaching methods. When it comes to the expectations of practicing personal qualifications in the occupation, it is understood that the expectations are realised on the subjects emphasizing the importance of interaction between cultures and individuals such as developing skills to work with

different and multicultural groups and establishing professional links with foreigners. This is in line with the intercultural interaction goal of the Grundtvig mobility, as it is in the participants' expectations of personal development. In the same direction, when the expectations of the participants at the institutional level are taken into consideration, expectations are largely realised in areas that focus on cultural interaction and business union at both individual and institutional level; in addition, there is a high expectation in areas directly related to education and training such as the development of new teaching materials and transfer of new teaching methods to the working institution.

Opinions of interest and desire for similar processes of the applicants' after rejection show that more than half of the participants have less interest and desire to participate in the activities. In other words, it can be said that the rejection of Grundtvig application caused the participants to lose interest and willingness to similar application processes in later period of their lives. Decrease in the interest and desire of the participants whom applications were rejected is due to following reasons; participants' inability to understand why their Grundtvig application is rejected, their frustration in this regard and the inability to obtain information to write better projects by learning their incompetence in the application process; and procedures of the evaluation process of the applied organisation were effective rather than the problems arising from themselves.

Adult Education (Grundtvig) Programme In-Service Training Activity Final Reports

The evaluation of the final reports completed by 2897 individuals participating in the Adult Education (Grundtvig) IST Activities was carried out by separating the reports into two different periods, the final reports of the years 2007-2009 and 2010-2013. It has been seen that there is a high positive trend in the effectiveness of the activity in each evaluation area. The 2007-2009 period reports include data related to the types of institutions that participants serve for and gender distribution with the effectiveness of the activity in specific areas and general assessment of organisation and academic content of the activity. In the 2010-2013 period results reports, the evaluations of the activities which the participants have attended were interpreted in four separate chapters. These chapters consist of the effects of participation on personal and vocational development, students

and colleagues, the institution and the local environment and also the general assessments of the activities of the IST activity.

In the 2007-2009 period reports, the majority of the participants valued activities as good or very good on the subjects of the material quality of the activity, accommodation and the food, the quality and the organisation of the information provided in the operational process, this demonstrate that the activities are qualified. In addition, as seen in the findings of the questionnaire for the participants of the Adult Education (Grundtvig) IST Activities, almost all the participants indicated that they were satisfied with the activities. Evaluations on the level of the activities reveal that the activity is generally effective. Particularly, it has been seen that it has significant influences on individual and vocational development of the trainer, intercultural interactions and widespread participation in the activities. However, it is understood that the activity is not very effective at the point of dissemination of the gains obtained in the activity process throughout the institution and application to the work.

Evaluation of 2010-2013 final reports was made by analysing the questions under each heading. Due to the evaluation of impacts of activities on personal and occupational developmental in the final reports, it has seen that the majority of participants found activities highly effective in matters that directly contribute to personal and professional development such as following innovations and increasing knowledge about new methods and techniques. It has been observed that the ratio of those who find the activities moderately effective at the point of increasing organisational/ managerial/leadership skills significantly differ from those who find them moderately effective in other subjects. Factors resulting from the individual characteristics of participants may be influential in the formation of this condition, as well as external factors.

The results of the questionnaire of those participating in the Adult Education (Grundtvig) IST Activities also revealed a similar profile. According to these results, personal and vocational qualifications where high expectations related to the activity is the point in question, are more in line with the development of individuals in their fields. Conclusions on the effects of the activity also show that the activity is highly effective in these areas. In addition, there is not a high level of expectations to improve management skills, to gain achievement in evaluation methods. Due to the conclusions of the effects of the

activity, it is understood that the activity is highly effective in the subject of the cultural and intercultural gains. In addition, activities have important influences for participation in similar activities and for establishing networks at international level and for acquiring a social environment.

Another topic covered in the final reports deals with detailed assessments of the impacts of activity participation, in the framework of learners and colleagues, on situations such as motivating students and encouraging colleagues to participate in similar activities. Activities have been found to be highly effective at the point of promoting colleagues in Europe's Cooperation Programmes. Motivating and encouraging other people in their surroundings in the context of the activity can also be associated with the high levels of satisfaction of the participants.

Another issue that has been assessed in the final reports of 2010-2013 is the impact of participation in the activity on the institution and the local environment. While the activity was found to be highly effective in the relations and co-operation with colleagues at the institutional level, it was not found to be as effective in the organisational changes and innovation and changes at the management level. The findings related to the impacts and effects at the institutional level from the questionnaire of participants of Adult Education (Grundtvig) IST Activities, showed that the participants are in expectation on subjects directly affecting the institutional structure, but those who found the activity to be influential in this subject were not at the same level. The fact that participants do not find activity effective at a very high level at the point of providing career change also supports the idea that the area of effectiveness of activities is limited to the individual field or the dissemination of it depends on the individual effort and the conditions in the institution being employed.

Finally, the reports included data on the evaluation of the operational process in terms of order and content. It is understood that those who fill out the final report, mostly tend to have a positive tendency on the subjects such as the presentation of the activity and the relevancy of the content, the quality of the materials and the organisational arrangement and find the activity highly effective in these matters.

GENERAL EVALUATION

When all of the data are considered together, it can be said that Grundtvig IST Activities have significant effects on the participants. In the impact-expectation analysis, although the expectations were higher than the effects, it was seen that the participants felt many impacts in their active lives and professional careers. The differences in expectation-impact, on the other hand, occurred positively in expectation and effectiveness. In another expression, a proposition, often labelled "I had a very high expectation," is met with the item "the effect was at a high level" in the part where the effects are asked. The intensity of the effect is quite apparent in both the questionnaires and the qualitative interviews. High expectation ratios in the surveys of the rejected ones, and the expectation ratios of the accepted ones are also very close to each other. When the results of the final reports and the responses of the ones accepted are considered together, the results are seen to overlap with each other.

In the final reports of 2007-2013, it is important for the respondents to respond positively to the questions posed to them at a high level, although this is considered as the success of the activities in the first place, the development of a new scale in this regard is important for the healthier analysis of the impact analyses. Nevertheless, the data obtained from the participant survey and the activity reports overlap with each other at many points, in particular the effect to the professional development.

When the ones having accepted application to the Adult Education (Grundtvig) IST Activities compared to those having rejected, it appears that similarities in career change have emerged, although there are considerable differences in the interests and aspirations among them, especially regarding the re-application of the projects. A large proportion of the participants agreed that in-service training did not create any change in their careers. Although in very small proportions, in-service training seems to have an impact on the change to another job and rewarding. However, the general conception of this data is that the activities do not have a widespread influence on career advancement. Likewise, those who are rejected say that there is no change in their careers in close rates to those accepted. The comparison of these two is not meaningful. Here, the effect of rejection on

career is not examined. It is only the main objective to make a general conclusion about the impact of the activity, looking at what kind of career changes this group has experienced in the years to come.

It is stated as the main objective to make a general conclusion about the impact of the activity by looking at the differences and career changes of the group in the following years. On the other hand, the majority of the participants also consist of educators/teachers, so it can be said that the problem of vertical mobility in teaching profession may lead to such a result. In other words, the output of the activity related to career has been rather limited due to this reason. In the final reports, the view that the activity has expanded the career expectancy and hopes has also emerged as a common opinion. Nearly all of the participants expressed such expectation.

Activities seem to have had a significant positive impact on subjects such as satisfaction and motivation. Although participants encounter difficulties time to time, with such a ratio of 90%, they indicate that they are quite satisfied with their participation in these activities. More importantly, it appears that those who participated in the activities have repeatedly filed applications overtime and some of their applications have been accepted. At the other extreme, it appears that the motivation of those whose applications were rejected has decreased. Although such a finding is not surprising, an interpretation can be made as the refused group need further clarification or feedback related to their rejection. Because refused people often indicate that the cause of the rejection is not themselves. It is seen that, even at very low rates the dissatisfaction rate increases as the duration of operations decreases.

As regards to co-operation with Europe, which is one of the key objectives of the programmes, it is understood that the participants in the activities are then included in various research and project networks and that they continue to meet after the activities with the people they met during the activities. Almost all the participants seem to agree that the activity especially encourages to other European Union events. Some of the participants also had the opportunity to develop joint projects. As the data show, it is understood that English trainers/teachers constitute the main participant category of these activities. This can be valued in two aspects. First, English teachers having less language

problems will decrease communication problems while increasing activity participation; on the other hand, the involvement of trainers/teachers in activities from a single area include some problems in terms of both having the potential to create problems within schools and in terms of dissemination.

As this report shows, perhaps one of the most important issues to focus on is that most of the participants are English instructors or lecturers. This fact is the same for both accepted and rejected ones. Therefore, there are no significant differences in terms of group characteristics or evaluations of the activities in the questionnaire. Many topics from expectations from participated activities to dissemination activities, may associate from the cause of participation of instructors and lecturers from a particular subject.

Looking at the data obtained from both the qualitative interviews and the questionnaires, it is seen that the heading most difficult area is the dissemination activities. Participants say they do not know how to disseminate and also do not have appropriate platforms. For this reason, they are able to transfer what they have learned to the individuals they have personally and face to face related, only in their own institutions. In this sense, dissemination activities are usually limited to the institution being studied.

SUGGESTIONS

- Foreign language being one of the application criteria, provides an important advantage to English teachers/trainers and an important part of applicants and admitted ones are also composed of this group. Depending on this situation, other teachers/trainers who do not know foreign languages well or know at all cannot even apply. Expanding the profile of the participant and increasing the number of people from other subjects/fields is an important problem to be solved.

- It has been determined that complementary expectations and impacts for professional competence, such as increasing knowledge about new approaches in management, increasing skills in using information and communication technologies (ICTs), increasing knowledge on conflict management and increasing knowledge about new measurement and evaluation methods, are relatively low.

- On the other hand, the fact that the activities do not have any effect on the participants' careers supports the finding that the expectation and impact level on these items is not as high as in other cultural and professional areas. In other words, activities that are not influential outside the occupational fields of the participants have no effect on career change. In this context, participants who want to take part in training activities for different areas may be exposed to positive discrimination so that expectations and effects on low-rate items and positive effects on the career development of participants can be increased.

- Expectations and impacts on classroom management, career opportunities and information and communication technologies have been found to be low. In this context, it can be explained that the effect on career is also low. Priority can be given to those who apply for activities in these areas in order to increase the efficiency of participation in these areas. Supporting activities to acquire new skills that participants need differently from their vocational areas may increase their career impact.

- It is important that people with disabilities and disadvantaged groups are involved in activities and arrangements. It may be useful to set national criteria for this, especially to identify the disabled group and to encourage them to apply, if necessary to support them.

- It is often seen that the justification of rejection is based on injustices made against them. In the great sense, the view that their rejection does not arise from themselves, that the applicants are not assessed properly or appropriately, arises as a prevailing opinion among those who are rejected. Giving feedback to rejected applicants or giving project writing support can be effective in regaining their motivation. Again, this can be seen as an important way to reduce the criticism of National Agency and its functioning.

- Many of the applicants accept that they apply again and participate in the programme. Some say that they have gone on to these activities many times, even though they have never been accepted by their own institutions. This suggests that

the referral system is becoming professional at the same time. Those who understand the terminology and system of application therefore have much more advantage compared to others. For this reason, to those who had certain times of acceptance must be given either a waiting period or a quota of participation. For example, those who participate twice in the activity should be entitled to apply again two years later at the earliest. Priority may be given to other ones that have not received acceptance before.

- One of the most important steps in achieving the objectives of the activities is the realisrealisation of dissemination activities. However, it seems that the dissemination in the current situation cannot be achieved in the desired rate. For this reason, standardization of the dissemination activities in the coordination of the National Agency may be an important contribution. Annually, allowing large-scale organisations to share their experiences can also have a motivating effect. Reserving the areas in their web sites to participants where they can share their activities also contribute to disseminate experience sharing. In order for the dissemination activities beyond the institutions to be carried out, the support and encouragement of other state institutions should be provided and the bureaucratic obstacle should be removed. Establishment of a unit specializing in measurement and evaluation, focused on dissemination activities within the National Agency, and carrying out bridge-building activities between the field and the National Agency can ensure that dissemination activities become systematic.

- Some scales or questionnaires must be applied before attendance so that the actual impact of the participatory activities can be assessed. Following the end of the activity, the same scales or questionnaires should be reapplied and differentiations should be determined. In this way, it is possible to make impact analyses in much shorter time and more efficiently.

INTRODUCTION

This study includes the Evaluation and Impact Analysis of Adult Education (Grundtvig) Programme In-service Training Activity carried out within the Presidency on behalf of the Centre for European Union Education and Youth Programmes within the Ministry for European Union Affairs, between the years 2007-2013. The main objective of the study is the general evaluation of the In-Service Training Activity within the scope of Adult Education (Grundtvig) Programme, conducted by the Centre for European Union Education and Youth Programmes, between the years 2007-2013 and the measurement and analysis of the possible effects of participation in tasks carried out within the scope of this activity, using scientific research methods and techniques based on qualitative and quantitative criteria. Within the context of this goal, the sub-objectives of the study can be listed as follows:

- To ensure taking remedial measures and developing suggestions contributing to a more qualified and effective implementation of the activities to be carried out by the Centre in the coming years, by reporting the impacts and results, with the quantitative and qualitative analyses, achieved within the programmes specified by the financial support provided by the Centre for European Union Education and Youth Programmes in the period 2007-2013.

- To determine to what extent the relevant programmes carried out by the Centre for European Union Education and Youth Programmes have contributed to the achievement of, primarily the objectives and priorities of the programme stated in the relevant year's Programme Guides and National Agency Guides, and secondly the objectives and priorities partaking in the strategic plans and documents belonging to relevant sector at the national level.

- To identify problems faced by the beneficiaries, the control group and the Centre staff on the basis of project cycle stages.

- On the part of beneficiaries, to measure the effect of their contribution in the activity in terms of the level of basic knowledge and skill, foreign language development and whether it contributes to their professional development.

- Identifying behavioural changes of the beneficiaries who participate in the project, in terms of specific situations such as career planning, working in collaboration, tolerance towards different cultures.
- To identify the beneficiaries' reasons for applying for the programme, the development of their personal and professional qualifications, and their expectations from the programme and expected ratings of expectations, regarding their institutional impact on the sending organisation.
- To identify the dissemination activities used and to evaluate the ways to disseminate, make available and promote the results of the programme.
- To determine whether the beneficiaries or the sending institution has undertaken an initiative in the direction of European cooperation after the activity.
- To produce proposals for the development of programme implementations and provide input to programmes to be implemented in the coming years.

The assessment and impact analysis work that was structured within these objectives was based on the programme objectives and priorities that existed during 2007-2013 period. The assessment criteria covered in the framework of impact analysis are covered under four headings:

A) Relevancy: This criterion refers to the determination of the effectiveness of project outputs or mobility activities on a programme-by-programme basis, both at the level specified by the European Commission's programme guides, and at the point of contribution to the objectives set out in the national reference texts or the targets set.

B) Effectiveness: The effectiveness measure includes the level of achievement of the objectives and the level of contribution of the project results to the programme objectives.

C) Efficiency: Efficiency refers to the issues related to the cost of achieving the targeted impacts, and how well inputs, in terms of quality, quantity and time, have been transformed into project activities to affect the quality of project results.

D) Dissemination: Dissemination activities are the requirements drawn up by the programme rules to ensure that the content and outputs of the projects produced and the experiences and activities learned are not confined to the place where the project or individual activity is carried out and carried to a wider audience.

CHAPTER I

In this section, Lifelong Learning Programme and Adult Education (Grundtvig) Programme is addressed in order to provide background information for the research of the Evaluation and Impact Analysis of Adult Education (Grundtvig) Programme In-service Training Activity implemented within the Centre for European Union Education and Youth Programmes within the Ministry for European Union Affairs, between the years 2007-2013. Comenius, Erasmus, Leonardo da Vinci, Grundtvig Programmes carried out within Lifelong Learning Programmes and the Youth Programme and including the five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and Industrialized Countries Cooperation Programme) are collected under the heading of Erasmus+ Programme as of January 1st 2014[3]. Therefore, the information presented in this chapter includes studies carried out under the framework of Lifelong Learning Programme between the years 2007 and 2013.

1.1. OVERVIEW OF LIFELONG LEARNING PROGRAMME (LLP)

The Lifelong Learning Programme is a framework programme that incorporates various subprogrammes and activities within its context and has a unifying feature being at the forefront. The Lifelong Learning Programme, a European Union community programme, provides opportunities for individuals to participate in educational and instructional activities that encourage them to develop themselves throughout Europe at any time of their life. In 1995, Socrates and Leonardo da Vinci programmes were created by bringing together the programmes in different fields and in 2007, these two programmes were combined and the Lifelong Learning Programme was introduced. The Lifelong Learning Programme (LLP) covering the 2007-2013 period was established by the decision of the European Parliament and Council dated at November 15th 2006 and number 1720/2006/EC. Our country has also contributed to this Programme with the Memorandum of Understanding, which entered into force on July 3rd 2007.

The objectives of the Lifelong Learning Programme can be summarized as follows:

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[3] For detailed information on Erasmus+ see (http://ua.gov.tr/programlar/erasmus-programme%C4%B1)

- To encourage change, cooperation and mobility among education and training institutions within EU so that these institutions and their systems can be a reference point in the world quality,

- To contribute to the modernisation and adaptation of the education and training systems in the participating countries,

- To bring European added value to individual citizens participating in the programme's mobility and other co-operation activities,

- To combat social exclusion, ethnocentrism, racism and prejudices through intercultural dialogue and cooperative activities,

- To promote understanding and co-operation among European people and to strengthen the European dimension.

In the Lifelong Learning Programme, there are four sectoral programmes (Comenius, Erasmus, Leonardo da Vinci, Grundtvig) and the Transversal Programme and the Jean Monnet programme in addition. As can be understood from the name of the programme, all the sectoral programmes under the Lifelong Learning Programme as a whole represent the stages of education and learning possibilities and their phases that a person can take throughout his/her life. All projects and activities are carried out within the scope of a sub-programme under the Lifelong Learning Programme and centered at 5 countries. Although being under the same framework programme, the target groups, procedures and processes of these subprogrammes are quite different from each other.

School Education (Comenius) Programme: The School Education Programme aims to provide students with the knowledge and understanding of European cultural and linguistic diversity and values between the students and the educational staff in order to achieve Lisbon goals and to acquire the basic skills necessary for the personal development of the students. These objectives include increasing the quality of education through cooperation with European countries in the field of "School Education" and encouraging language learning by providing cultural dialogue. In this direction, it tries to establish cooperation between institutions related to education in European countries. The target group of the Comenius programme consists of preschools, primary and secondary education institutions and educational faculties.

Higher Education (Erasmus) Programme: The Higher Education (Erasmus) Programme is a European Union programme to encourage European higher education institutions to cooperate with each other. It provides gratuitous financial support (grant) for higher education institutions to produce joint projects with each other and to put into practice; to make short-term student and staff mobilization. It also encourages the development of relationships and cooperation between higher education institutions and business circles in order to improve the higher education system in line with the needs of the business world and to increase the employability of university graduates in the business world.

Vocational Education and Training (Leonardo da Vinci) Programme: The Vocational Education and Training (Leonardo da Vinci) Programme is a programme to support and improve the policies on vocational training of the member of EU and candidate countries. The target group of the programme is all official and private institutions and organisations with legal personality, educational institutions and SMEs, NGOs and local authorities. The Leonardo da Vinci Programme aims to develop qualifications, to encourage innovation in vocational education systems and practices through the development of inter-country cooperation and to strengthen the European dimension in vocational education. The mobility of the people responsible for vocational education, in the scope of Mobility which is implemented within the scope of the programme, and carried out between all private sector and public institutions and vocational education institutions, provides the exchange between the countries and the applications made in different countries abroad in all professions, meanwhile carrying out international internship activities among the people in the world of labour, including the unemployed and students who are receiving vocational education at the basic level. In the scope of Partnerships within the framework of the Leonardo da Vinci Programme, also support collaborations between institutions and achieving broad and applicable products by uncovering the mobility between these institutions. In the scope of Transfer of Innovation, dissemination of good practice across countries through partnership between the countries and the adaptation of innovative products, tools, methods and practices developed in different contexts to the national needs of linguistic, cultural and legal aspects are supported.

Adult Education (Grundtvig) Programme: The Adult Education (Grundtvig) Programme aims to meet the needs arising from the continuous renewal of information and increase employment opportunities and adapt to changes in society by providing various opportunities for adults to improve their knowledge and qualifications during their lifetime. Grundtvig focuses on all types of adult education and non-formal education other than vocational education. It targets educational institutions in adult education with non-formal educators, teachers, trainers/teachers and other staff, and organisations that provide such educational opportunities. Broad education institutions in particular, non-governmental organisations, research centers, consultancy and information/ communication organisations, private institutions and higher education institutions can work together through partnerships between countries, European Union projects and networks and act in international mobility activities. Further information on the Adult Education (Grundtvig) Programme will be given in Part 2.

Transversal Programme: The Transversal Programme is a programme that promotes the European co-operation and the quality and recognition of the education systems of member states in areas that generally involve the activities of two or more sub-programmes. the activities under the programme only Study Visits are carried out in a country-centered manner. The aim of Study Visits is to facilitate exchange of information and experience, especially in preschool, primary, secondary and vocational training areas, among decision-makers and training specialists in areas of common interest for participating countries.

1.2. ADULT EDUCATION (GRUNDTVIG) PROGRAMME

The Adult Education (Grundtvig) Programme is an adult education or in other words non-formal education programme that entered into force in 2000 and operates under the Lifelong Learning Programme. The programme aims to enable adult learners who have completed or not completed basic education to remain mentally healthy and to adapt to social change while offering opportunities to improve their knowledge and skills in order to increase their employment opportunities.

Grundtvig focuses on all types of adult education and non-formal education other than vocational education. It targets students, teachers, trainers/teachers and other staff in broad education with educational institutions in the field of adult education and organisations that provide such educational opportunities. The Programme is open to public and private institutions and organisations at all levels, especially civil society organisations such as associations, foundations, chambers and trade unions, also public education centers, municipalities, museums, libraries, prisons and institutions that carry out activities related to any field of adult education and trainers/teachers and managers who offer education services in this field. Grants are given to real persons and legal entities participating in the Grundtvig Programme in different amounts depending on the activity and the duration of the activity they are attending. Non-formal education institutions in particular, non-governmental organisations, research centers, consultancy and information/communication organisations, private institutions and higher education institutions can work together through partnerships between countries, European Union projects and networks.

1.2.1. Goals of the Programme

The objectives of the Adult Education (Grundtvig) Programme can be summarized as follows:

- To help solve the educational problem of the aging population of Europe, to provide various opportunities for adults to increase their knowledge and qualifications,
- To increase the skills, improve the accessibility of people involved in adult education throughout Europe,

- To increase the quality and number of business associations among institutions involved in adult education throughout Europe,
- To promote the development and dissemination of innovative adult education and management practices,
- To ensuring that people from different social groups and circles, especially those who leave their education before the age and basic qualifications, can access adult education,
- To support innovative information-communication-based training content, services and applications,
- To give priority to disabled people.

1.2.2. Activities in the Scope of the Adult Education (Grundtvig) Programme Project Activities

Learning Partnerships: Business associations between organisations operating in adult education.

Volunteer Projects*:* Two-sided projects of one organisation with an organisation from another European country. The purpose of Volunteer Projects is to exchange between these two organisations in order to benefit from the experience and knowledge of professionals over 50 years of age.

Working Groups: It is an activity that allows adult learners to participate in Working Groups (such as learning activities and workshops) organised in another country that is a member of the Lifelong Learning Programme. The Working Groups may be organised by any organisation engaged in activities in any field of education.

Project Support Activities: There are two types of Project Support Activities, Preparatory Visits and Contact Seminars. Preparatory Visits are an opportunity for organisations to better familiarize with their project partners to prepare for the projects to be offered under the programme, prepare a work plan and fill out the application form and other required documents. Contact Seminars are one of the means of finding partners for potential projects to be offered under the programme. The Contact Seminars are seminars organised by National Agencies with the support of the EU Commission, which

are held in different topics related to adult education and attended by representatives from many countries.

Individual Activities

In-Service Training Activity*:* Activity is the participation of trainees who provide adult education, people working professionally in any field of adult education and people working in positions such as manager in adult education institutions to an in-service training abroad. In-service training courses can be at least 5 days and up to 6 weeks. The activity provides grant support for travel and visa costs, course fees, per diems for food and accommodation costs, foreign language, cultural and pedagogical preparation, and additional costs if the participant is disabled.

Visits and Exchanges Activity: It is an activity for trainees providing adult education, professionals working in any field of adult education, with people working in positions such as management in adult education institutions and people engaged in academic studies related to adult education

Assistantship/apprenticeship: Grundtvig Assistantship is serving of trainees providing adult education, professionals working in any field of adult education, people working in positions such as management in adult education institutions and people engaged in academic studies related to adult education, as a Grundtvig Assistant (assistant educator), in an institution that operates in the same or similar field abroad.

Other Activities

In-service Training Course Organising: Organisations with the capacity to organise in-service training activities in any area of adult education can save their activities to the http://ec.europa.eu/education/trainingdatabase/ database, which is run by the EU Commission and includes In-Service Courses for the Lifelong Learning Programme Courses and open these activities to international participants.

Hosts for Visits and Exchanges and Assistantship: Organisations working in any field of adult education can take participants from abroad to organise activities such

as observation, visit, work training, internship or for events they are going to organise such as conferences, seminars, workshops, fairs, etc.

Central Grundtvig Activities: Within the scope of the Central Grundtvig Activities there are three types of projects. These are; Grundtvig Multilateral Projects, Grundtvig Multilateral Network Projects and Grundtvig Supporting Activities.

1.3. GRUNDTVIG IN-SERVICE TRAINING ACTIVITIES[4]

As noted above, this study focuses on the In-Service Training Activity within the Adult Education (Grundtvig) Programme conducted by the Centre for European Union Education and Youth Programmes between years 2007-2013. For this reason, information on the general framework of the activity in question carried out between years 2007-2013 is presented in the following subheadings.

1.3.1 Definition and Purpose of the Activity

The Grundtvig In-Service Training Activity, which was carried out between years 2007-2013, is focused on providing people who are working in institutions which gives adult education and the ones responsible for in-service training of these people, to have training up to six weeks in a country other than the one they are working in and the aim is to support increasing the quality of Lifelong education. The Grundtvig In-Service training activities enable people working in the field of adult learning (formal, non-formal, informal) to undertake a training course abroad. Participants should improve their practical teaching, coaching, counselling or management skills and gain a broader understanding of adult learning in Europe. In-service training can last from five working days to six weeks.

The Grundtvig Action of the Socrates II Programme (2000-2006), and its successor sectoral programme within the EU's Lifelong Learning Programme (2007-2013), have provided and continue to offer important practical support to the implementation of adult learning policies. Rather than seeking to impact directly on adult education systems,

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2   Information under this heading is compiled from the document on the given page. http://www.ua.gov.tr/programmelar/erasmus-programme%C4%B1/yeti%C5%9Fkin-e%C4%9Fitimi-programme%C4%B1/2007-2013-d%C3%B6nemine-ait-bilgi-ve-belgeler/grundtvig-hizmeti%C3%A7i-e%C4%9Fitim-faaliyetleri

Grundtvig has emphasised the role of greater collaboration in building capacity and in increasing the transfer of know-how among participants in multilateral projects, networks, learning partnerships or mobility activities

It is aimed at the participants to develop skills such as practical teaching, motivation, counselling and management and to gain a wider knowledge of Lifelong learning in Europe.

The basic condition for granting a grant to participate in Adult Education (Grundtvig) In-Service Training Activity, is arranged within the framework of the adult education activity of the applicant's broad education. These activities include:

- The content and presentation of adult education, especially as the course content and training methodology,

- Accessibility of learning opportunities for adults (especially for disadvantaged groups),

- Adult education management, (supporting services such as management, quality management, guidance and counselling at local and regional level, programmes based on social issues related to adult education)

- Work on system/policy development in adult education; grant methods, development of cooperation between training providers working in different education categories, work like measurement and evaluation.

Adult Education (Grundtvig) grant is based on the agreement of applicant's professional life with the goals aimed at obtaining from abroad training and the provision of the required quality criteria, added value of the education abroad to be more compared to one in his/her home country.

1.3.2. Application Conditions

In order to apply for the Adult Education (Grundtvig) Programme In-Service Training Activity for the period 2007-2013, it has been stated that the following special and general conditions must be met:

General Conditions

- Being a citizen of a member country in the Lifelong Learning Programme (LLP),

- If a citizen of a country other than those mentioned above, being registered in a school, higher education, vocational training or adult education institution in a member country of the Lifelong Learning Programme (LLP) or having work or resident permit within the laws of the related country.

Special Conditions

- People currently employed in full or part-time, permanent or voluntary in any field of the adult education sector. In accordance with this definition, the following people were included in the scope of the activity:

- Teachers/trainers working in adult education,

- Administrative staff of institutions and organisations that provide educational opportunities for adults, directly or indirectly,

- Persons involved in cross-cultural adult education, or working with immigrants, passengers, mobile workers or marginalized groups,

- People working with adults with special education needs,

- People working with adults at risk (such as cohesion/integration educators and street educators)

- Guides or career counsellors,

- People working in local or regional authorities related to adult education, inspectors.

- Persons involved in in-service training of adult education personnel,

- Former teachers or other educational staff who return professionally to provide adult education after a break,

- Individuals who have completed a programme that provides a career in adult education and want to start a career or return to adult education,

- Individuals who wish to transfer from other professions to the field of adult education or persons who would like to work in adult education due to special circumstances.

National Conditions

It has been stressed that people who meet general and special conditions must also fulfill the national conditions published in the National Call for Proposals.

Other Conditions

Under this title it is stated that:

- The organiser of the in-service course must be an organisation of a member of the Lifelong Learning Programme (LLP) and should be in one of these countries,

- Applicants who are not resident in a country where they reside and/or work cannot attend a course,

- Applicants who are working (permanent job or voluntary job) are mandatory to apply through the organisation they are working with, applicants who are not working can apply directly as individual applicants

CHAPTER II

METHODOLOGY

In this section, the research approach, model, sample groups, working groups, application steps, data collection techniques and tools, application of these techniques and tools, and analysis of collected data are given.

Yıldırım (2004) describes science as the finding of hypotheses (explanatory generalisations) that explain the facts by following the path of logical thinking based on controlled observation and observation results and method of verifying these hypotheses. In this context, the basic function of science can be expressed as understanding, explaining and controlling (Karasar, 2006). The understanding function is related to the answer of the question of 'what' and the explanation function to the answer of 'why' question. The control function is realised by controlling the social events in the light of the information produced in these two functions. Whatever the philosophical basis of a work, whatever method and technique are used, it must fulfill these functions in order to be scientific. In this research it is aimed at the evaluation of Adult Education (Grundtvig) In-Service Training Activities and Impact Analyses for 2007-2013 period, different research insights, data collection methods and analysis techniques have been used together so that the specified functions can be realised.

2.1. Basic Approaches in the Research Method

Quantitative and qualitative research methods can be used at different stages of a long-term study. Punch (2005) emphasizes that it can be benefited from both approaches for their strengths, that these approaches can compensate for each other's weaknesses, and that quantitative research facilitates qualitative research. Within this understanding, various approaches have been used in the study from both approaches. In the Evaluation and Impact Analysis of 2007-2013 period Adult Education (Grundtvig) In-Service Training Activities, to obtain qualitative data scanning; to obtain quantitative data the basic interpretive pattern approach has been used.

Surveying models are research approaches aimed at describing past or present situations as they exist (Karasar, 2005). In this study, it was described from various angles how the

activities affected the lives of the participants in the 2007-2013 period Adult Education (Grundtvig) In-Service Training Activities, through the analysis of the forms filled out by the applicants, the final reports filled out by the participants and the responses of the respondents to the questionnaire developed in the context of the research objectives. However, the basic interpretive pattern was used to obtain qualitative data in the context of the objectives of the research. In the studies in which the basic interpreter pattern is used, the direct description of the experience of any situation/event is valid, regardless of the psychological structures of the individual. In this context, negotiations were held to allow to convey participants' experiences in order to determine the impacts of the 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activities on their lives.

In conclusion, in this study, a mixed research model was developed by using both quantitative and qualitative approaches in combination to evaluate the 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activities and Impact Analysis.

2.2. Model of the Research

Qualitative and quantitative data were collected in order to carry out the Evaluation and Impact Analysis of 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activities. The mixed research pattern was used because the obtained data were interpreted to form a whole. Mixed research design; involves collection of qualitative and quantitative data related to the same basic phenomenon in a single study or study series, analysing and interpreting them (Leech and Onwuegbuzie, 2007). In this context, Creswell and Clark (2011) list the characteristics of the mixed method research as follows:

- Mixed method is an approach that involves the combination of qualitative and quantitative methods in research.

- It includes the collection and analysis of both qualitative and quantitative data in a single study.

- The fact that the research problem is more clear and understandable through the combination of qualitative and quantitative methods constitutes the basis of the mixed methodology.

When examining the area of the methodology topic, different classifications of types of mixed method are found. For example, Creswell and Clark (2011) divide mixed research designs into six types as; convergent parallel hybrid method design, descriptory sequential hybrid method design, exploratory sequential hybrid method design, inward mixed methods, converter mixed design and multi-stage mixed design applications. In this research, a multi-stage mixed design typology has been adopted which is widely used in long-run multi-projects and accommodates many mixed method typologies.

According to the principle that the multi-stage mixed design is based on; a single data set is not sufficient because different data types are required for each research problem that seeks solutions to different research problems. This pattern is used when quantitative or qualitative data are needed to answer research problems for a mainly qualitative or quantitative study (Clark, Creswell, Green and Shope, 2008).

The data of this study were collected using the techniques of document review, questionnaire, individual interview and focus group interview, so that both quantitative and qualitative data are of equal weight. Sometimes these data are collected simultaneously, sometimes in a sequential manner. When evaluated in terms of data collection processes, it seems that the most appropriate research design for this research is a multi-stage mixed design.

2.3. Universe of the Research

All objects, events and individuals within the scope of any research are called the universe (Arseven, 2001). The universe of this research is the individuals who apply for the 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activities. The study's universe is 2749 participants who have applied to participate in the 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activities.

2.4. Sample of the Research

The sample is a small cluster, chosen according to certain rules, chosen from a certain class and suitable for representing the chosen universe. Research is mostly done on sample clusters and the results obtained are generalized to the relevant universes (Karasar, 2005). Since the second phase of the research did not have access to the whole of the universe, a sample was taken to represent the universe by making sample calculations.

As mentioned above, the universe of the researchers is 2749 participants whose applications are accepted for the 2007-2013 period Adult Education (Grundtvig) Programme In-Service Training Activity. In the study, by accessing the application forms filled in by the 2749 participants and the final reports filled in by the applicants whose applications were accepted, access to the universe itself was possible.

In order to generalize the results of the questionnaire to be applied in this study to the universe, the sample size is calculated with the following formula:

$$n = \frac{N z_{\alpha/2}^2 P(1-P)}{d^2(N-1) + z_{\alpha/2}^2 P(1-P)}$$

$z_{\alpha/2}$: According to the determined $\alpha/2$ error level, value to be found from z-table

P: The frequency of occurrence of the phenomenon studied in the mainstream

d: Sampling error

N: Universe

n: Sample

In this formula, sampling error .10, significance level i.e. type 1 error level .05 and incidence frequency p and q (1-p) values .5 were taken. According to this calculation, the number of samples taken from the individuals whose applications were accepted for the in-service training activities for 2007-2013 period to represent the universe should be approximately 85 participants. In this study, 113 participants whose application were

accepted completed the questionnaire. In other words, those who participate in this activity and are accepted as applicants can be represented on the basis of the error shares indicated; in other words, the generalizability of the sample to the universe is provided within the scope of the error margin specified.

In addition, quantitative data sources of the study can be summarized as follows: Quantitative data were obtained from the 113 participants partaking in Adult Education (Grundtvig) Programme In-Service Training Activities between years 2007-2013 and answered the survey, from the final reports filled by the 538 participants partaking in the related programme between years 2010-1013, from the application forms filled by the 2749 participants who wanted to take place in these activities between years 2007-2013 and from the final reports filled by the 105 participants partaking in these activities between years 2007-2009.

Individual interviews and focus group interviews were conducted during the second phase of the study. In addition, working groups have been identified for qualitative interviews. In this context, a focus group meeting[3] was held between the 6 specialists[4], involved in the process period of Adult Education (Grundtvig) Programme In-service Training Activities between years 2007-2013 at the National Agency, in which they shared and discussed what they experienced during the project cycle. In addition, a focus group meeting was held in Ankara with 8 people who have high experience in projects. On the other hand, individual qualitative interviews[5] were conducted with a total of 47 people selected by the National Agency authorities in accordance with the maximum diversity.

2.5. Data Collection and Data Collection Tools

In the study, both quantitative and qualitative data were collected with equal weight, by questionnaire, observation, individual interviews and focus group interviews.

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[3] The quotations included in the text from these focus groups are coded as O.G.

[4] The quotations included in the text from these focus groups are coded as N.A.

[5] The quotations included in the text from these interviews are coded as G. Here the distinction between male and female was made with the letters E and K.

Survey Technique

The most reliable source of knowledge about the characteristics of people, the behaviours they show, the opinions or beliefs they have and the attitudes they have are the oral and written explanations of their own (Balcı, 2001). As one of the methods of collecting information, the survey, which is one of the various techniques developed in this respect, is very effective in collecting information about stimulation, reflection, attitude, thoughts and experiences, which cannot be observed by others, of the individuals who are subject to research (Özoğlu, 1992). This data collection tool consists of a number of questions without the participation of the researcher, non-personal, directly to the people to be researched (Ekiz, 2003). Survey; is a tool used to collect objective information on various issues of interest to society (Gökçe, 2004).

In this study; survey data obtained from 2007-2013 Adult Education (Grundtvig) Programme In-service Training Activities application and final reports and the data obtained from Adult Education (Grundtvig) Programme In-Service Training Activities Effectiveness Questionnaire (Appendix 1-2) prepared for the study were used.

A broad literature review of the research, writing the research problems that define the purpose of the research and its boundaries, and identifying the variables in the research problems should precede the questionnaire for the collection of data (Arseven, 2001). Variables of this study were determined by examining the data collected by the National Agency conducting Grundtvig (Adult Education) Programmes.

2007-2013 Adult Education (Grundtvig) Programme In-Service Training Activity Application Form

An information collection form prepared by the European Commission that individuals who wish to participate in the respective programme must fill out.

2007-2013 Adult Education (Grundtvig) Programme In-Service Training Activity Final Reports

Forms prepared by the European Commission that are used to gather information about the activities performed by the participating individuals.

Adult Education (Grundtvig) Programme In-Service Training Activity Effectiveness Questionnaire

It was formed as a result of the conversion of the information obtained from review of the international reports and related literature into questionnaire items. Participants and rejected questionnaires consist of 6 sections. The questions consist of Likert type and multiple choice questions. There are common and different questions in both surveys. The aim of this survey is to develop the experiences of the participants during and after the activities carried out within the framework of the in-service training activity, and the effects that these activities have on their lives. In this context, survey questions were collected under five themes: general, congruency/relevance, efficiency, effectiveness and dissemination. The questionnaires were then reviewed by academicians and National Agency experts and finalized by making necessary corrections.

2.6. Survey Validity

Superficial validity is obtained by gathering the opinions and ideas of the investigator himself/herself, his/her close friends, other non-experts on the topic, and the respondents who participate in the pilot survey as to whether or not a test/scale measures the researched structure (Şencan, 2005). In this study, survey data obtained from the 2007-2013 Adult Education (Grundtvig) Programme In-Service Training Application Forms and final reports were prepared by internal experts. The Adult Education (Grundtvig) Programme In-Service Training Activity effectiveness questionnaire (Appendix 1-2) was prepared by educational science specialists and finalized by the National Agency experts.

2.7. Survey Reliability

Reliability means how accurately a measurement tool measures the feature that it is aiming to measure (Hovardaoğlu, 2000). In general, for a tool to be reliable, it must measure the phenomenon as valid and consistent and produce reproducible results (Özdamar, 2004).

2.8. Individual Interviews

Steward and Cash (1985) describe the interview as a process of mutual and interactive communication based on the questioning and responding style for a pre-determined and

serious purpose. As one of the most frequently used qualitative research methods, interviews are aimed at capturing and understanding the relativeness and mobility of social phenomena even for a moment. The most important contribution of these methods is to enable the investigated subject to be seen from the point of view of the concerned individuals and revealing the social construction and processes that constitute these aspects of view.

During the preparation of interview questions, the literature search was conducted by educational science experts who are experienced in international exchange programmes. Interview questions drafts prepared by these experts were shared with the National Agency experts, questions were discussed and the interview questions were finalized. In this context, interview questions were collected under five themes: general, relevancy, efficiency, effectiveness and dissemination.

Individual interviews within this study were conducted with individuals who were admitted to the 2007-2013 Adult Education (Grundtvig) Programme In-Service Training Activities and lasted approximately 30-40 minutes.

2.9. Focus Group Interviews

The group environment encourages people to explain their opinions and perceptions on the grounds of reason and cause. If a research is exploring these aspects of human behaviour, this makes group interviews an attractive way of collecting data (Punch, 2005). Focus group interviews were conducted with participants in this study. Focus group participants discuss the predefined topic title under the direction or management of a session chair (moderator). The moderator participates in a focus group to vitalize the relationship between the group members and ensure that the discussion does not move away from the topic. A typical focus group session lasts from 1 to 3 hours. Ideally, focus group sessions will yield healthier results when performed in places organised for such sessions (Steward and Shamdasani, 1990).

During the preparation of the focus group interview questions, the literature was searched by the educational science experts who were experienced in international exchange programmes and the prepared draft interview questions were shared with the National Agency experts and the questions were discussed and interview questions were finalized.

In the context of the objectives of this research, the first focus group interview was conducted with the in-house directors and experts at the National Agency. Through this interview, the process of managing and executing the 2007-2013 Adult Education (Grundtvig) Programme In-Service Training Activities, the changing, developing or unchangeable aspects of this process and the ongoing problems have been put forward. In addition, programme managers and experts have also identified the impressions about the effects of the activities carried out in the context of the programmes concerned on the participants. The second focus interview was made with 8 people participating in the Grundtvig Programme In-Service Training Activities and the School Education (Comenius) Programme In-Service Training Activities between years 2007-2013. These people were selected from those who responded to the questionnaires and participated in activities in different years between 2007 and 2013.

2.10. Analysis of Data

Analysis of Quantitative Data

The classification and ranking scales obtained from the questionnaire, application and final reports were processed into SPSS 16 packet programme and analysed by Chi-Square technique. The Kay-Square test examines whether the values of the expected numbers differ significantly from each other with the numbers-values observed in the apparatuses that are formed according to the levels of two classified variables (Büyüköztürk, 2008). Since it has seen that the pore numbers with the value smaller than 5 expected in the analysis, exceed 20% of the total number of pores, no significant comment was made on the significance test (Büyüköztürk, 2008), but only the frequencies and percentages were used in the interpretations over the cross-graphs (Büyüköztürk 2008). The cross-graph provides the possibility to examine the opinions determined in the classification or ranking scale in relation to any topic in general with regard to subgroups according to a classified variable (Büyüköztürk, 2008). In this study, survey results were analysed by creating frequency, percentage, Kay-Square technique and cross charts.

Analysis of Qualitative Data

Qualitative research is an approach foregrounding the researching and understanding the social contexts in which they are connected (Glaser, 1978). The reason for the preference of individual and focus group interviewing at this stage of the study is to reveal the effects of the Adult Education (Grundtvig) Programme In-Service Training Activities on the participants by interpreting the findings of the questionnaire study and the qualitative study findings together. Each interview was answered in turn by the participants and the interview process continued until the participants had no information to add. Then, the voice recordings were transferred to the computer environment, edited and analysed.

The analysis of the data was done by content analysis method. The QSR NVIVO 8 qualitative research programme was used in this analysis process. The purpose of content analysis is to bring together similar data within the framework of specific concepts and themes and to interpret them by arranging them in a way that readers can understand (Yıldırım and Şimşek, 2005). For this reason, coding was done through interview texts which is the first step of content analysis. Coding is the process of identifying text fragments or data fragments that exemplify the same theoretical or descriptive idea (Gibbs, 2002; cited in Kuş, 2006). Coding and theming of the interview records in this way is suitable for the structure of the content analysis. These coding operations were performed in QSR NVIVO 8 computer programme. The codes that are classified under theme headings have been charted.

In the QSR NVIVO 8 qualitative research programme, various models can be created to visualize the connections and the relations between the data. Preparing a model in qualitative research patterns is seen and proposed as an important process (Miles and Huberman, 1994). In this study, the QSR NVIVO 8 programme was used to encode and convert interview data, and then the analysis results (output) were expressed as models.

In this context, the analysis process is completed by interpreting the data obtained from the questionnaire, reports, individual interviews and focus group discussions under five headings as general, relevancy, efficiency, effectiveness and dissemination.

2.11. Research Design Scheme

DOCUMENT REVIEW

The examination of the application forms and final reports of the In-service Training Activities of the Adult Education (Grundtvig) Programme and conversion them to the excell documents

SURVEY TECHNIQUE
The Process of the Survey Development

Survey Reliability	Survey Validity and the Opinions of the Specialists

DATA ANALYSIS GENERATED FROM SURVEYS AND REPORTS

Analysis of the Data Transacted to the SPSS Programme

Focus group interviews(with experienced participants and specialists) Text content analysis Classification of codes according to the problems Generation of the themes	QUALITATIVE RESEARCH	Individual interviews(with paticipants) Text content analysis Classification of the problems according to the problems Generation of the themes Generation of models

Interpretation and Explanation of the Qualitative and Quantitative Research Results Together

Reaching a conceptual framework as a result of the explanations and interpretations

Reaching a model related to the conceptual framework

CHAPTER III

FINDINGS AND INTERPRETATION

3.1. Findings and Comments Related to Questionnaires of Participation in Adult Education (Grundtvig) In-Service Training Activities

3.1.1. Adult Education (Grundtvig) In-Service Training Activity[6] Descriptive/ Cross Analyses

In this section, Evaluation and Impact Analysis of Adult Education (Grundtvig) IST Activities carried out within the Centre for European Union Education and Youth Programmes within the Ministry for European Union Affairs, between the years 2007-2013, is analysed in the context of information given in the survey by programme beneficiaries.

Graph 1. Distribution of Participants by Gender

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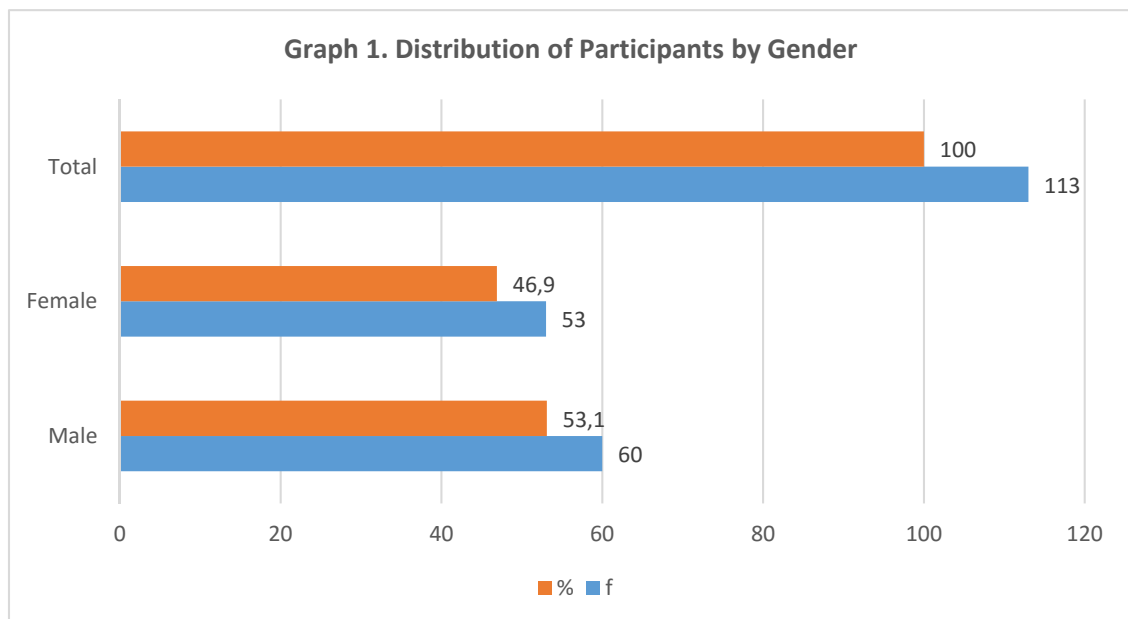
[6] In the following sections of the text, the Adult Education (Grundtvig) Programme In-Service Training term will be abbreviated and used as Grundtvig Programme IST.

Graph 1 shows the distribution of the beneficiaries of the Adult Education (Grundtvig) IST Activities conducted between years 2007-2013 classified by the total number of participant and gender of those participating in this survey. Accordingly, the number of respondents who responded to the survey is 113. 46,9% of the participants are women (53 people) and 53,1% are men (60 people).

Graph 2. Distribution of Participants by Age

Age	%	f
Total	100	113
51 and elder	5,3	6
41-50	26,5	30
31-40	51,3	58
21-30	16,8	19
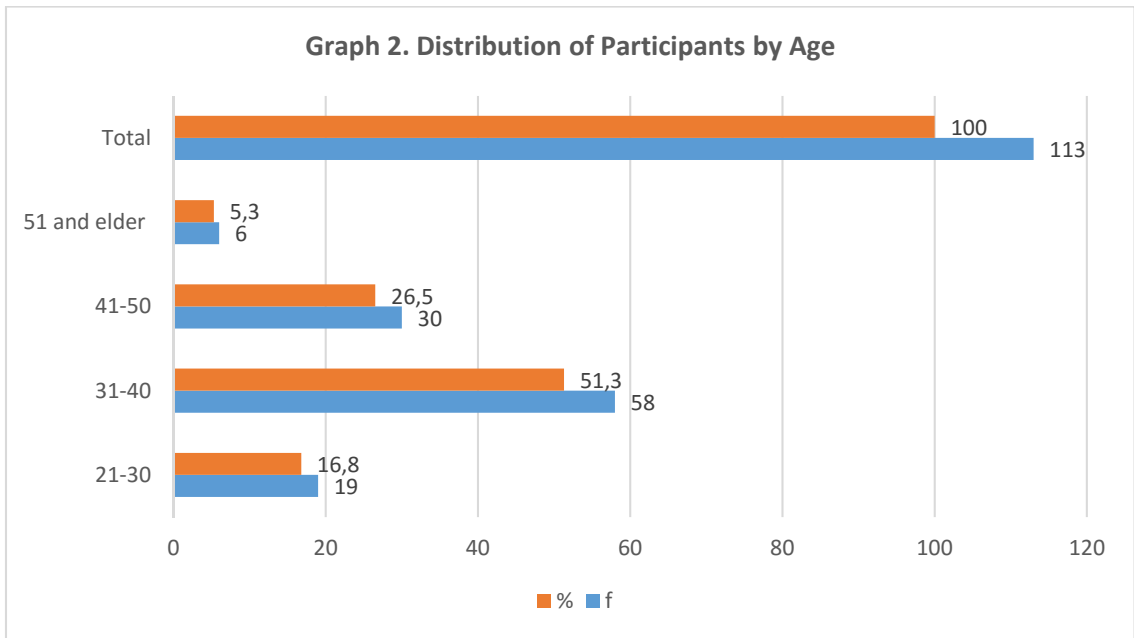
The vast majority of respondents (51,3%) are in the age range of 31-40 years. It is determined that 16,8% of the participants are between the ages of 21-30 and 26,5% are between the ages of 41-50. It is remarkable that the ratio of participants aged 51 and over is 5,3%. It is understood from these data that the participants are predominantly under 40 years of age and participants over 40 years of age are limited within the total percentage.

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Graph 3. Distribution of Participants by Region

Region	%	f
Total	100	113
Southeastern Anatolia	6,2	7
Middle Eastern Anatolia	1,8	2
Northeastern Anatolia	1,8	2
Eastern Black Sea	1,8	2
Western Black Sea	4,4	5
Central Anatolia	3,5	4
Mediterranean	8	9
Western Anatolia	32,7	37
Eastern Marmara	8	9
Aegean	13,3	15
Western Marmara	7,1	8
İstanbul	11,5	13
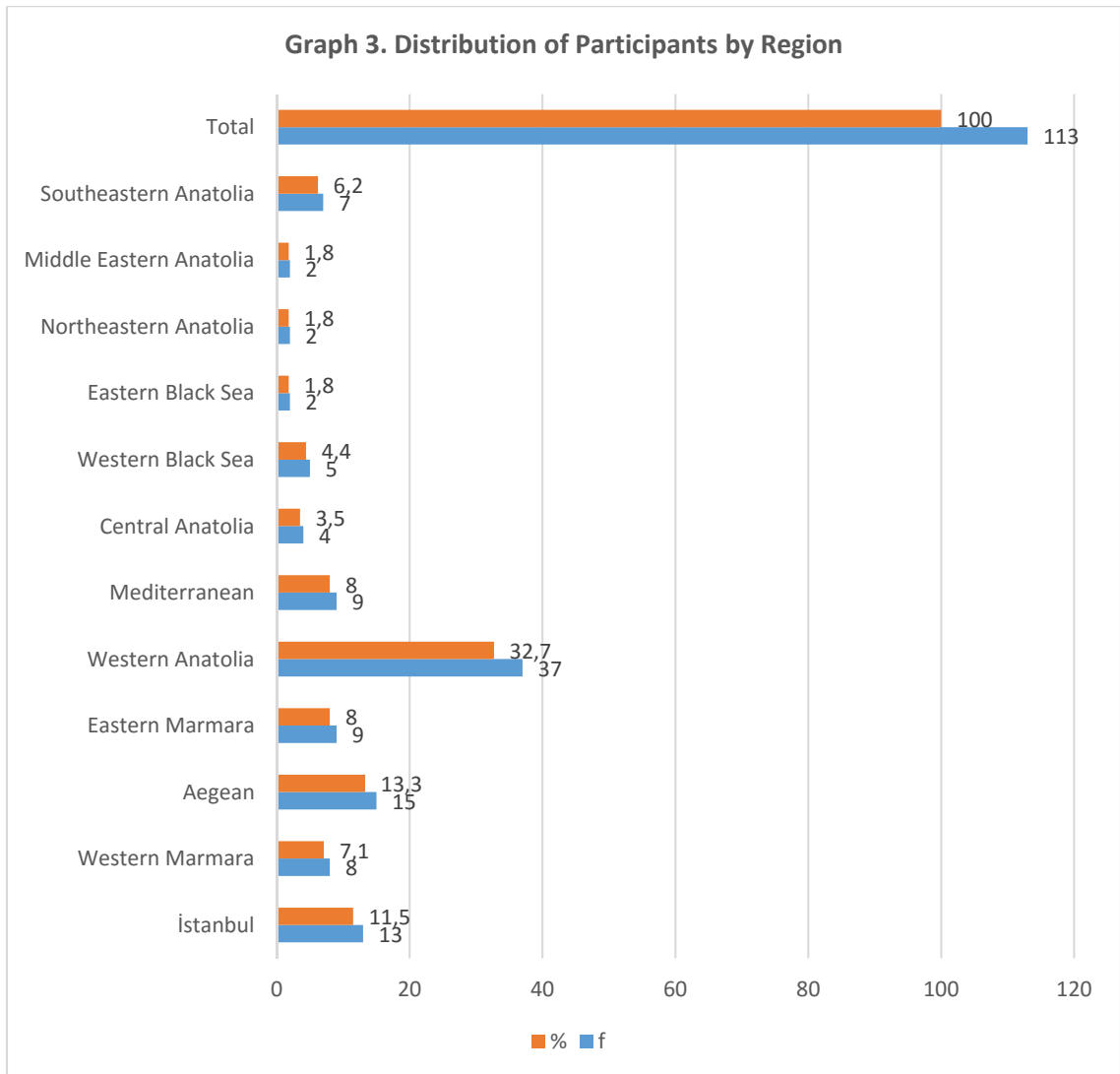
Graph 3 shows data on the regions in which the participants participated in the activity according to the 12 regions separated according to the NUTS 1 classification of the Turkish Statistical Institute. It is seen that 32,7% of the participants are from the Western Anatolia region, 11,5% from the İstanbul region, 8% from the Mediterranean region, and 13,3% are from the Aegean region. It is understood that the regions where the participants were represented with minimum rates are Northeast Anatolia (1,8%), Middle East Anatolia (1,8%) and Eastern Black Sea (1,8%).

Graph 4. Distribution of Participants by Sector

Sector	%	f
Total	100	113
Private	27,4	31
Public	72,6	82
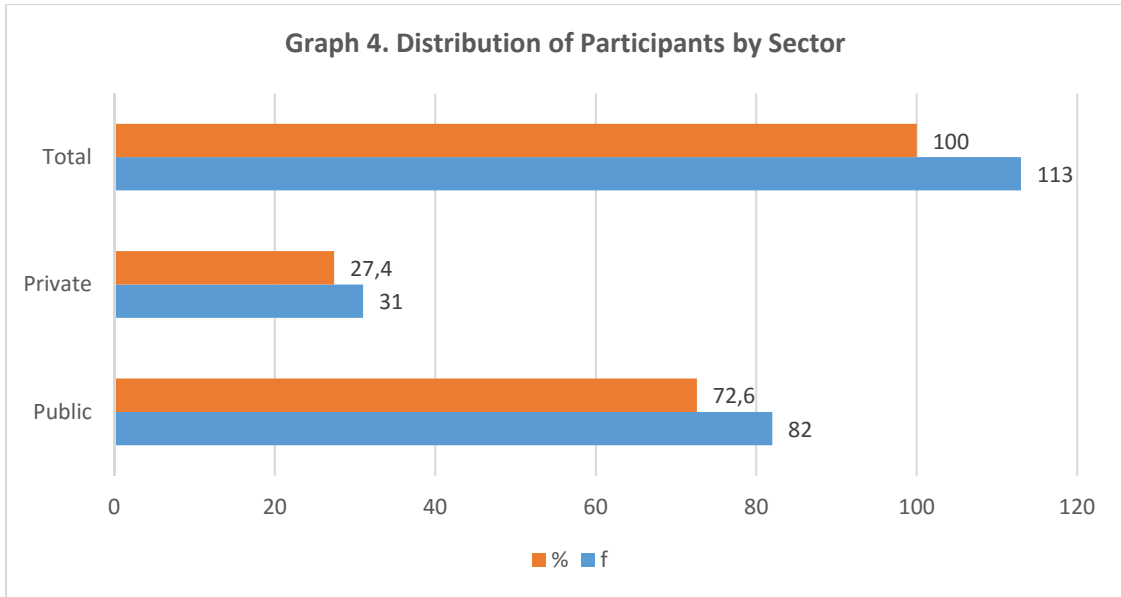
Graph 4 contains data on the distribution of participants according to the sector they work in. According to these figures, 27,4% of the participants are in private sector and 72,6% are in public institutions.

Graph 5. Distribution of Participants by Occupation

Occupation	%	f
Total	100	113
Other	12,4	14
Private institution and organization employees	4,4	5
NGO staff	1,8	2
NGO manager	0,9	1
Public education center staff	1,8	2
University Staff	39,8	45
School administration staff (Asst. manager, officer, etc.)	0,9	1
Teacher	37,2	42
School manager	0,9	1
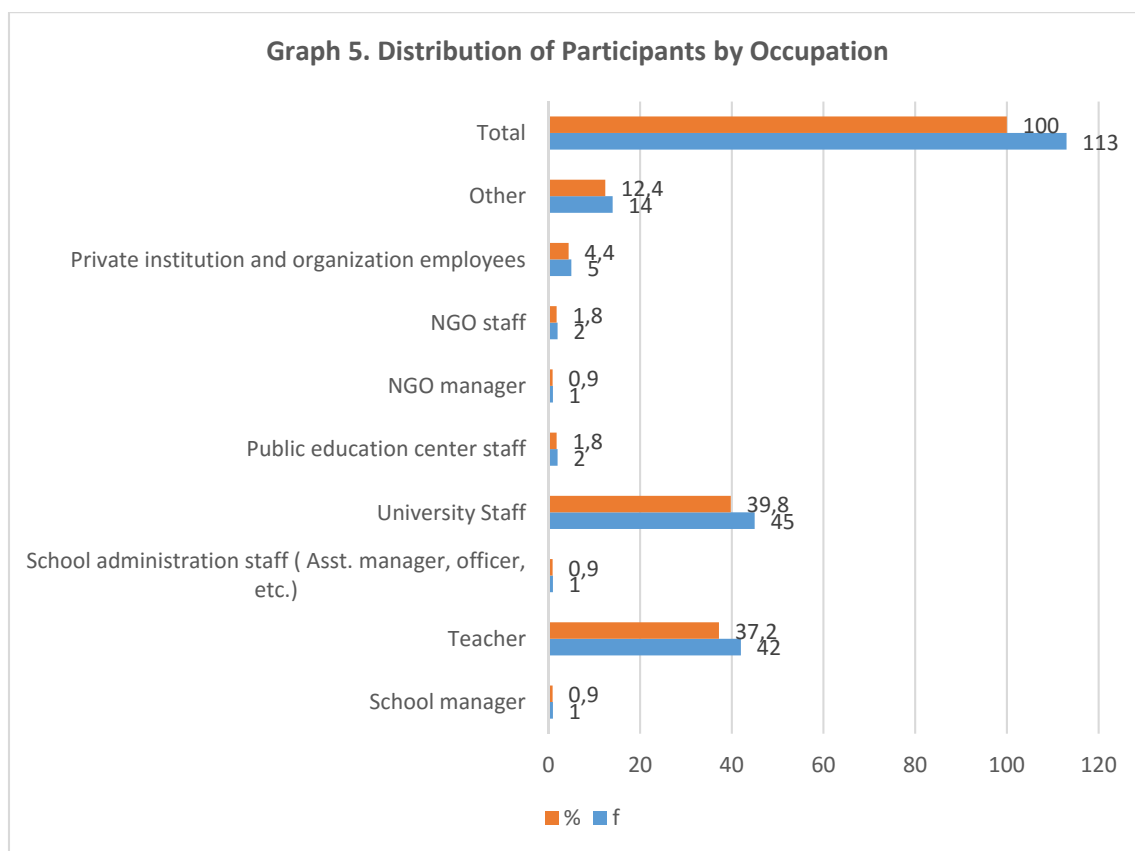
In Graph 5, information is given about the job participants have during the period they applied. A very serious proportion of the participants is composed of (39,8%) university staff and (37,2%) teachers. The proportion of employees in other jobs among participants is higher (12,4%) than those outside these two occupational groups. Considering these data, it can be said that a different set of target groups exists among the participants, different from the defined target group. It is understood that those who constitute a very small percentage of the total participants are the school administrative staff, the employees in private institutions and organisations, the NGO employees, the Public Education Centre staff and the school managers.

Graph 6. Distribution of Participants by Subject

Subject	f	%
Total	70	100
Other (Foreign Language, Visual Arts, Vocational...)	5	7,1
Special Education	1	1,4
Pre-school teaching	1	1,4
Machine Technology	2	2,9
Biology	1	1,4
Counselling	1	1,4
Electric-Electronics	3	4,3
German Language	2	2,9
Class Teacher	1	1,4
Mathematics	1	1,4
Information Technologies	1	1,4
English Language	51	72,9

■ % ■ f
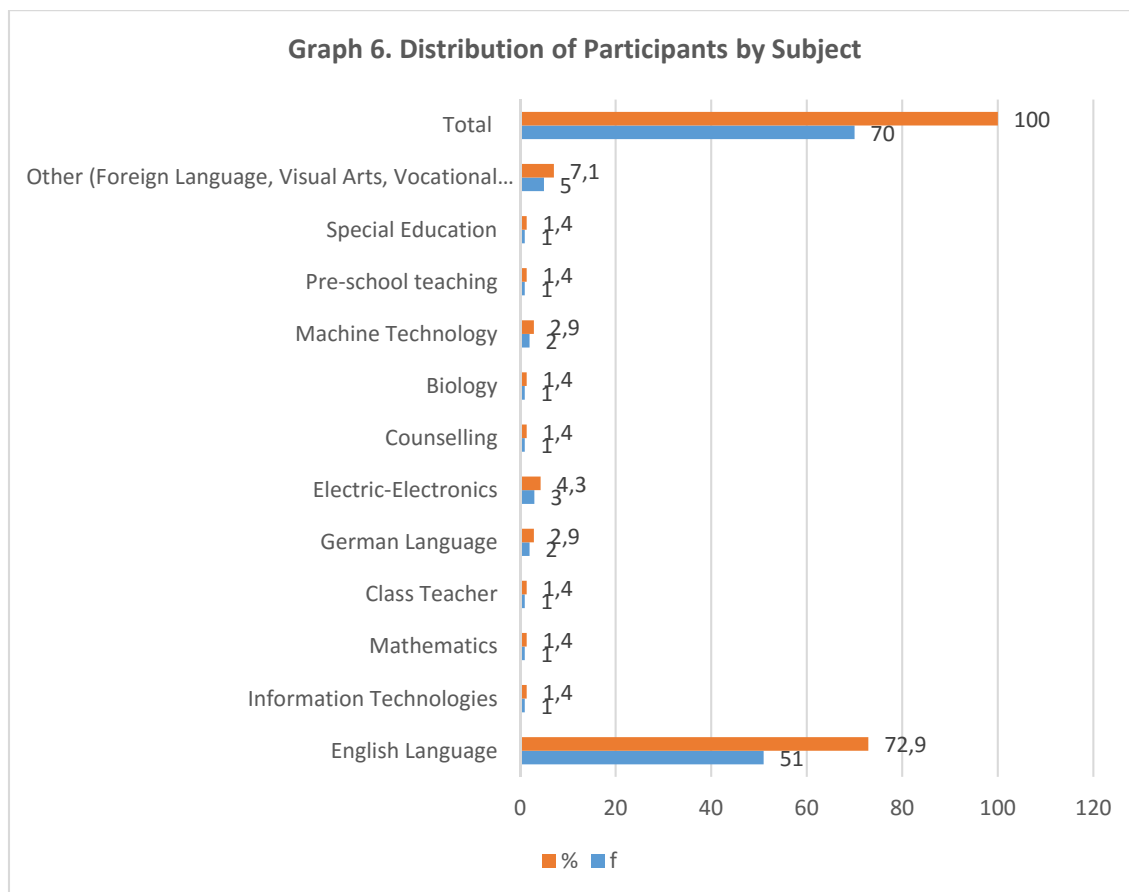
Graph 6 shows that the vast majority of participants (72,9%) are from the English subject. It is understood that the proportion of participants from other subjects is limited and there is no concentration in any subject within this limit. The fact that a significant proportion of participants consist of English teachers is a condition that should be assessed by the structure and content of the activities. The fact that the activities are taking place in European countries and foreign languages, and therefore the possibility of the participation of people who do not have language problems already, may be one of the main determinants of this distribution.

Graph 7. Education Level of Participants

Category	%	f
Total	100	113
Ph. D	13,3	15
Post-graduate/ M.A M.S	38,1	43
Graduate/ B.A	48,7	55
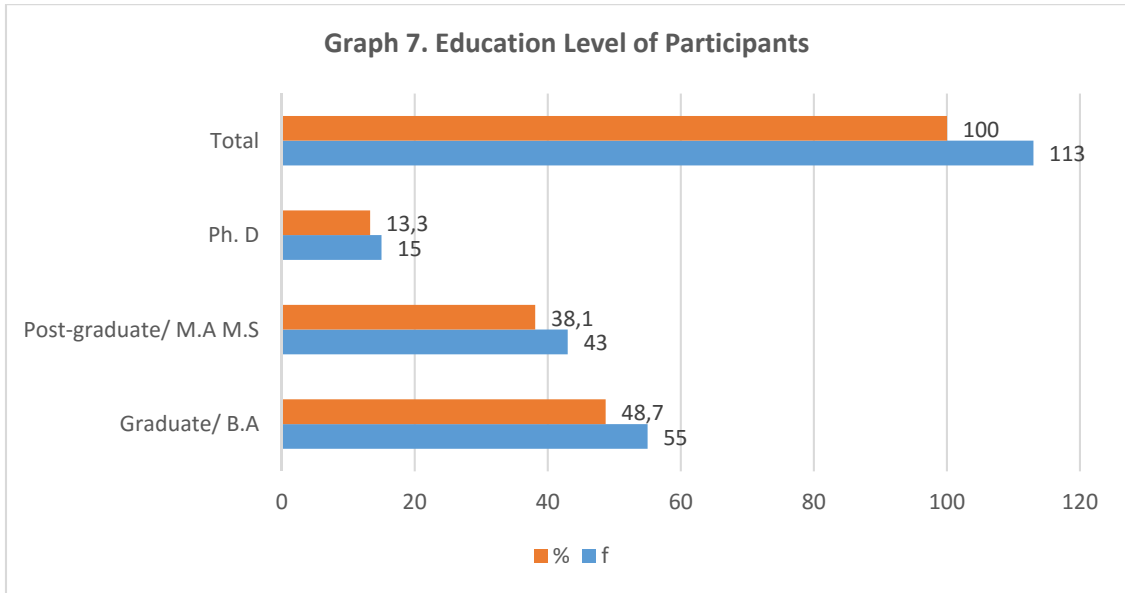
When the education level of the respondents is examined, it is seen that 48,7% (55 people) of those who were involved in the activity had a bachelor's degree as seen in Graph 7. The percentage of the participants who have master degree is 38,1% (43 people) and Ph.D degree is 13,3% (15 people).

Graph 8. Distribution of Participants by Institution Types

Institution Type	%	f
Total	100	112
Other	13,4	15
Elementary education	0,9	1
Private institution and organizations	7,1	8
Non-govermental organization	3,6	4
Public education center	8	9
University	42,9	48
Vocational high school	10,7	12
Secondary school	7,1	8
Middle school	3,6	4
Primary school	2,7	3
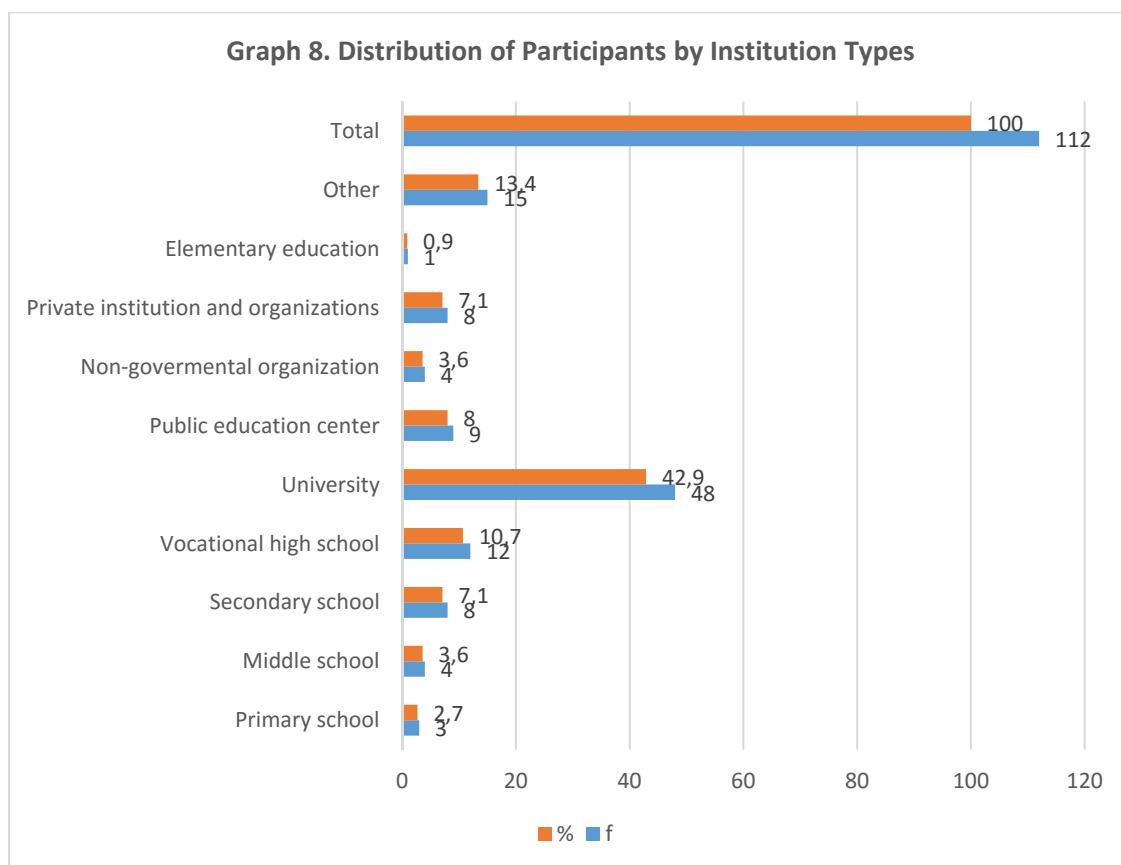
Graph 8 contains data on which institutions the participants are working in. It is seen that most of the participants are working at university (42,9%) and vocational high school (10,7%) level. These ratios are followed by other working participants with 13,4%. One person did not give information about the institution he/she works in. The situation that needs to be considered here is that a significant proportion of participants are teachers. An assessment can be made based on the distribution of teachers according to their education levels, taking into account the fact that, in the distribution of the participants according to elementary school, junior high school and high school, other administrative staff includes as well. The concentration of participant rates at the university level requires to consider that if these levels of education overlap with the content of the activities or if they provide any advantages in participating in the activities. It is necessary to think about whether it is relevant to have a participant profile at university level and the consistency of these profile with the context of the activity and is there a certain privilege.

Graph 9. Distribution of Participants by Sources of Information
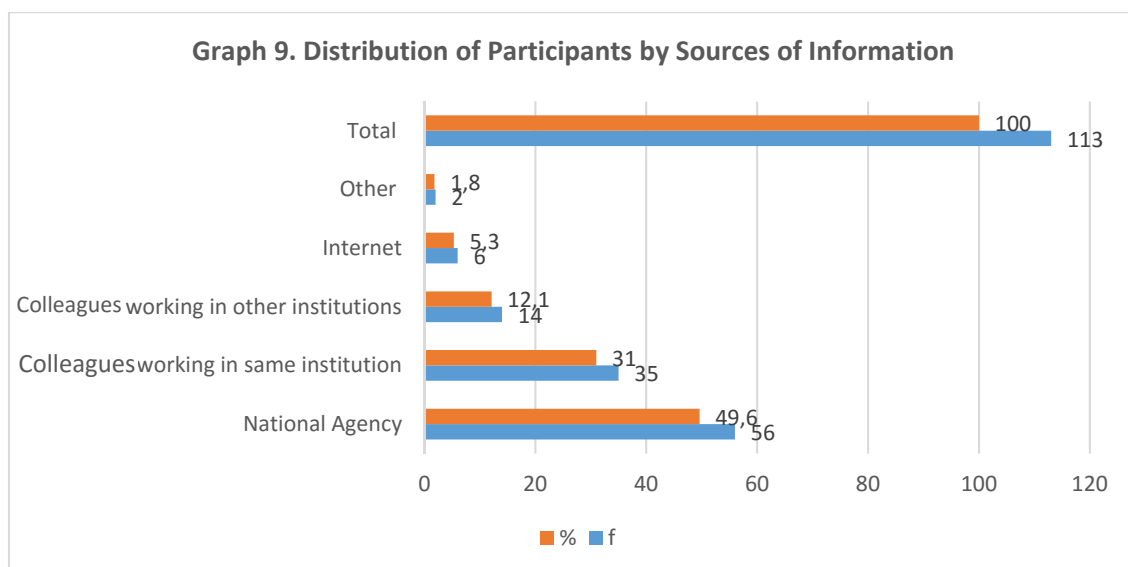
Graph 9 contains the data source that the participants collected information about the activity. It is understood that 49,6% of the participants are informed from National Agency, 31% friends in their institution, 12,4% friends in other institutions and 5,3% are informed on the internet.

Graph 10. Response Received from Application Results of Participants
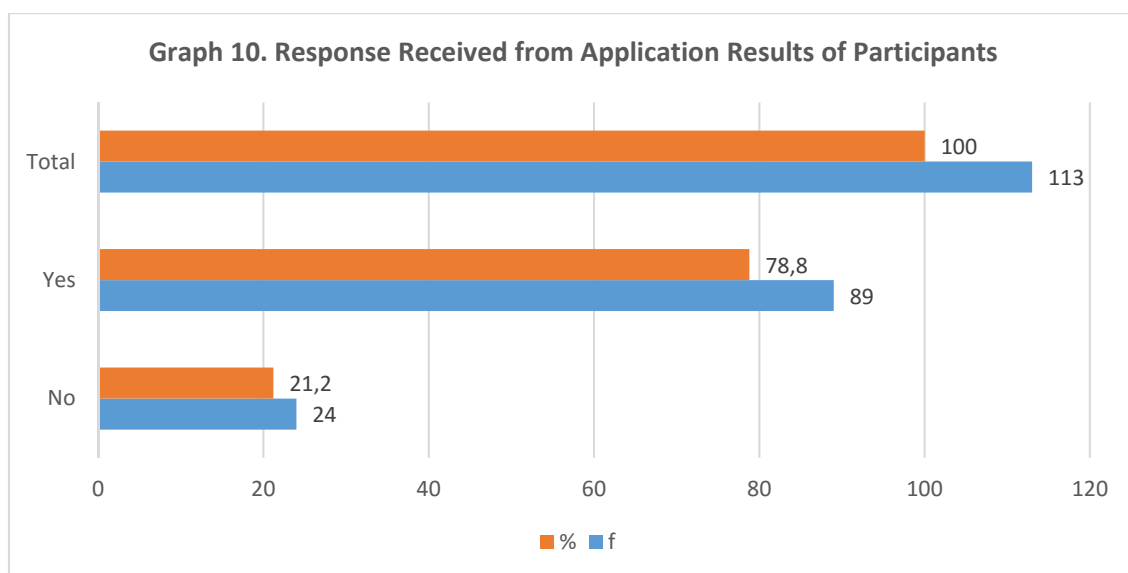
Graph 10 shows the responses that the participants received from their initial application for Adult Education (Grundtvig) IST Activity. According to this, 78,8% (89 people) of the first applications are accepted and 21,2% (24 people) are not accepted. The high rate of acceptance may be closely related to the number of applications and the preferred activity.

Graph 11. Distribution of Participants Per Annum

Year	%	f
Total	100	113
2013	25,7	29
2012	24,8	28
2011	17,7	20
2010	19,5	22
2009	4,4	5
2008	6,2	7
2007	1,8	2
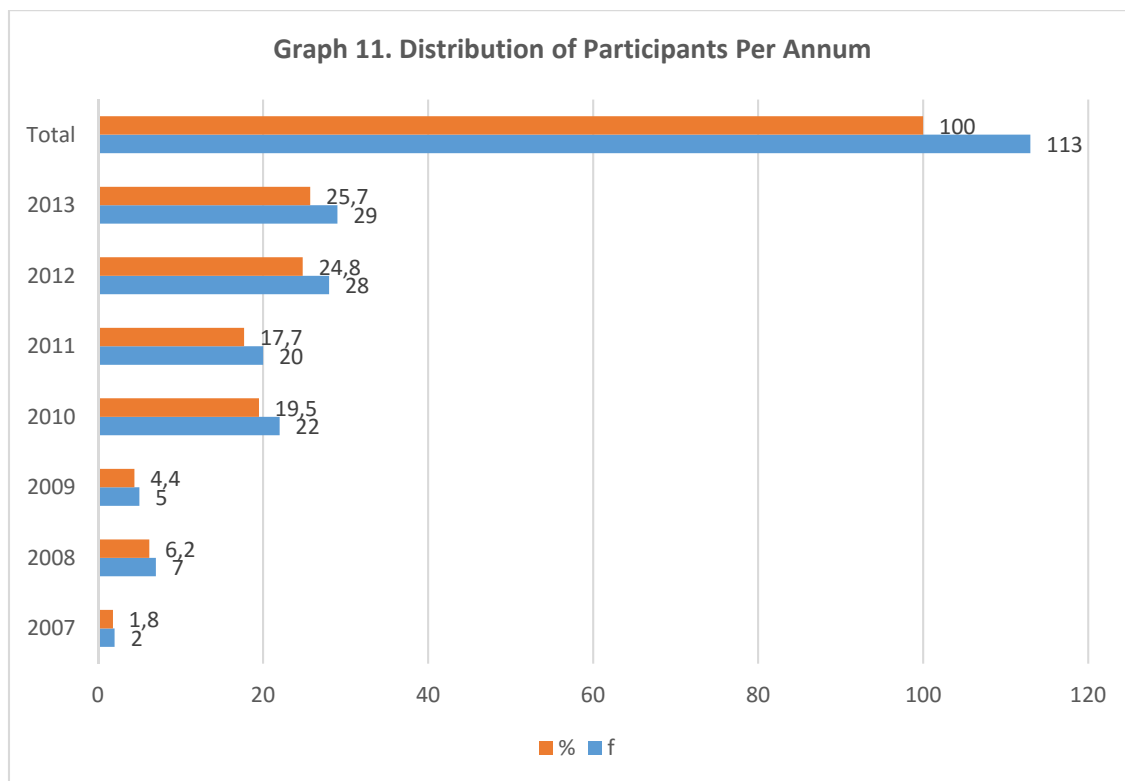
Graph 11 shows the examination of the distribution of respondents by years of participation in the Adult Education (Grundtvig) In-Service Training Activity and it is understood that 25,7% of the participants (29 people) participated in the activity in year 2013. Looking at a ranking, 24,8% of the participants are participated in the activity in 2012, 19,5% in 2010, 17,7% in 2011, 6,2% in 2008, 4,4% in 2009, 1,8% in 2007.

Table 1. Countries in which Activities Realised

Countries	F	%
Germany	3	2,7
Austria	1	0,9
United Kingdom	44	38,9
Czech Republic	5	4,4
France	5	4,4
Netherlands	5	4,4
Ireland	5	4,4
Spain	4	3,5
Sweden	2	1,8
Italy	26	23
Latvia	4	3,5
Malta	2	1,8
Portugal	3	2,7
Romania	1	0,9
Slovenia	1	0,9
Greece	2	1,8
Total	**113**	**100**

Table 1 contains the county data where the participants have gone to in order to participate in the activity. It is understood that the participation rate in Italy (23%) and in the United Kingdom (38%) is remarkable, while activities have been carried out in almost all European countries.

Graph 12. Distribution of Participants by Activity Duration

Category	%	f
Total	100	113
15+	2,7	3
12-15 days	29,2	33
8-12 days	16,8	19
5-8 days	51,3	58
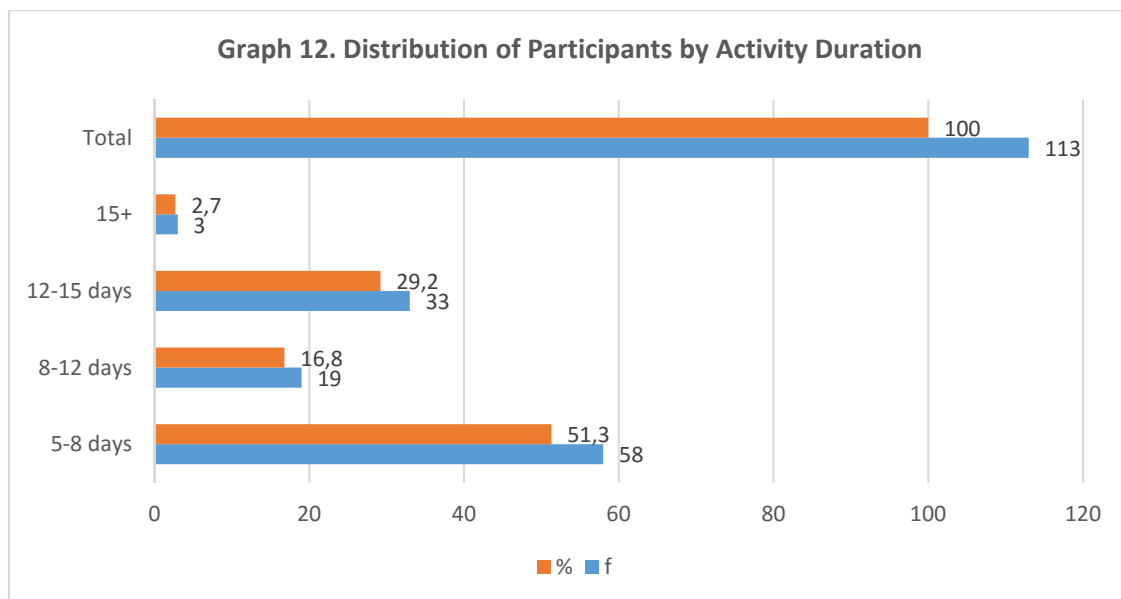
Graph 12 contains data of how many days' participants participated in the activities. 51,3% of participants participated in 5-8 days, 16,8% in 8-12 days, 29,2% in 12-15 days and 2,7% in more than 15 days. On the basis of this data, it can be said that the activities the participants attended were mostly continued one or two weeks.

Graph 13. The Language Used at the First Participation in the Activity

Language	%	f
Total	100	113
Greek	0,9	1
English	94,7	107
French	1,8	2
German	2,7	3
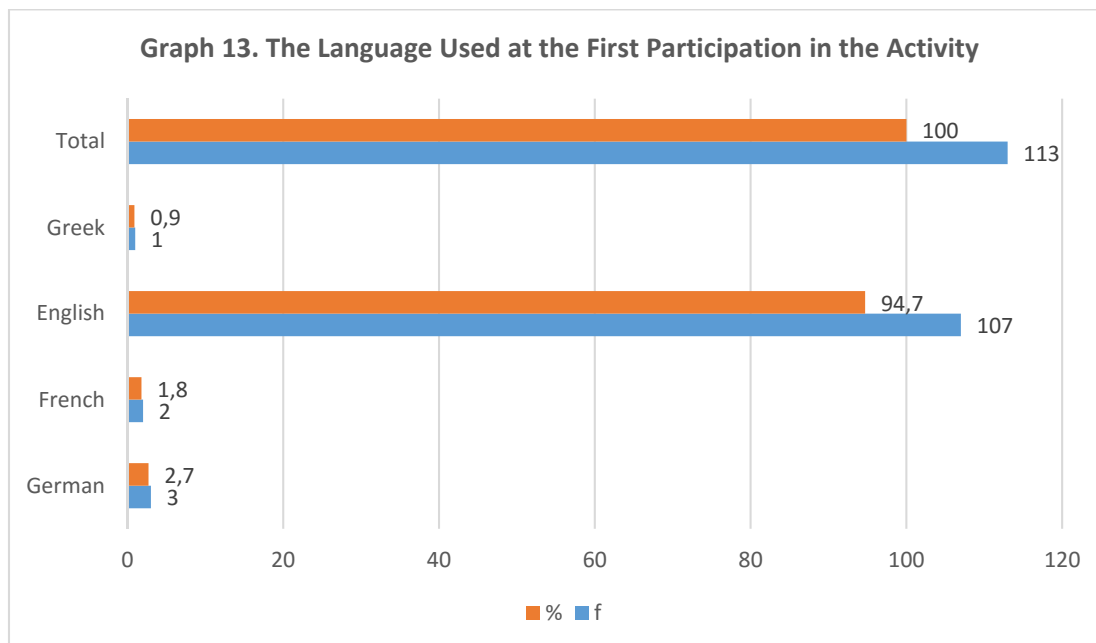
In Graph 13, data presented related to the language used in the first activity the participants responded to the questionnaire in which they participated in the Adult Education (Grundtvig) IST Activity. When Graph 13 is examined, the percentage of

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people saying the language they are working in as English is 94,7% (107 people). Languages other than English are 2,7% (3 people) Deutsch, 1,8% (2 people) French and 0,9% (1 person) Greek, respectively. As it is both international and the most widely known language in Turkey, it can be a natural result that the language of participation is English.

Graph 14. Level of Speaking Skills of the Language Used at the First Participation

Level	%	f
Total	100	113
Inadequate	1,8	2
Intermediate	19,5	22
Excellent	46	52
Good	31,9	36
Very inadequate	0,9	1
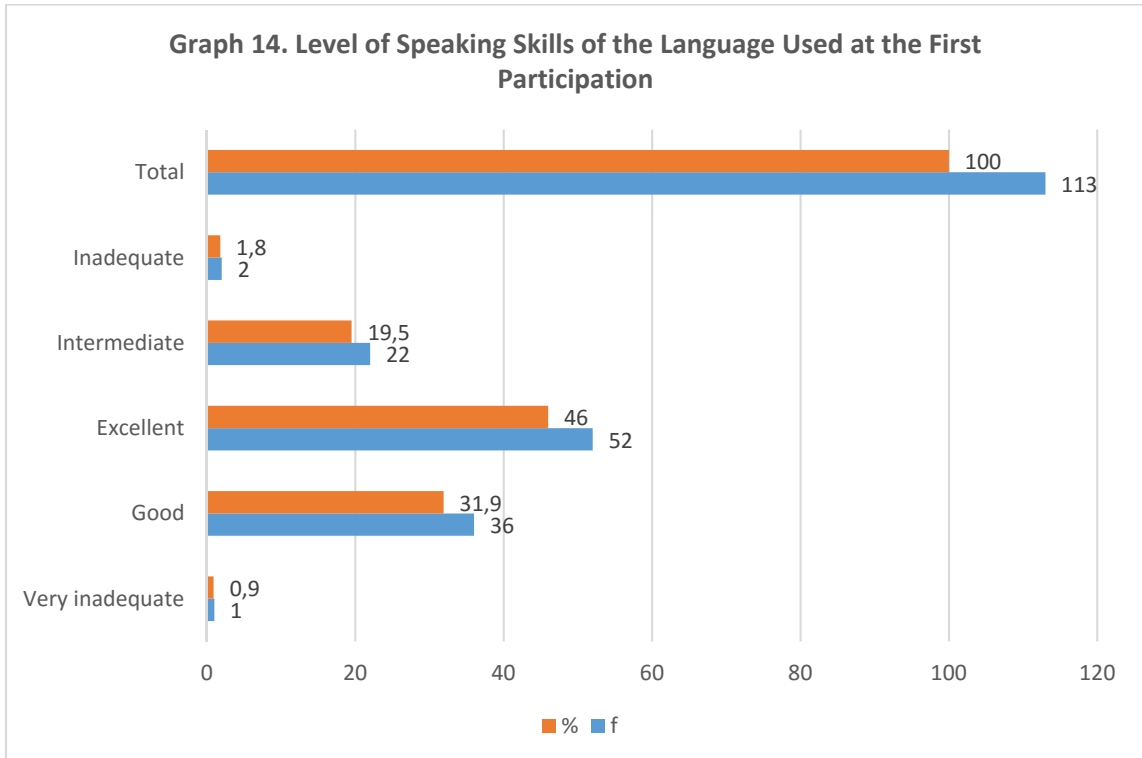
According to Graph 14, which shows the level of ability to speak the language of activity during the first participation in the Adult Education (Grundtvig) IST Activity, data show that 46% (52 people) of the participants who responded to the survey are able to speak language at perfect level and 31% (36 people) at good level. 19,5% of the participants (22 people) stated that they can speak their language of activity at intermediate level. While 1,8% (2 people) stated that the level of speaking is inadequate in the working language, 0,9% (1 person) said it was very inadequate. It is understood that participants consider themselves sufficiently competent when evaluating the speaking skills of the activities they participate in. On the other hand, it should not be forgotten that this is a personal assessment. In this sense, no comment can be done on what level of speaking skills they really have.

Graph 15. Level of Reading Skills of the Language Used at the First Participation

Category	%	f
Total	100	113
Intermediate	5,3	6
Excellent	60,2	68
Good	33,6	38
Very inadequate	0,9	1

■ % ■ f
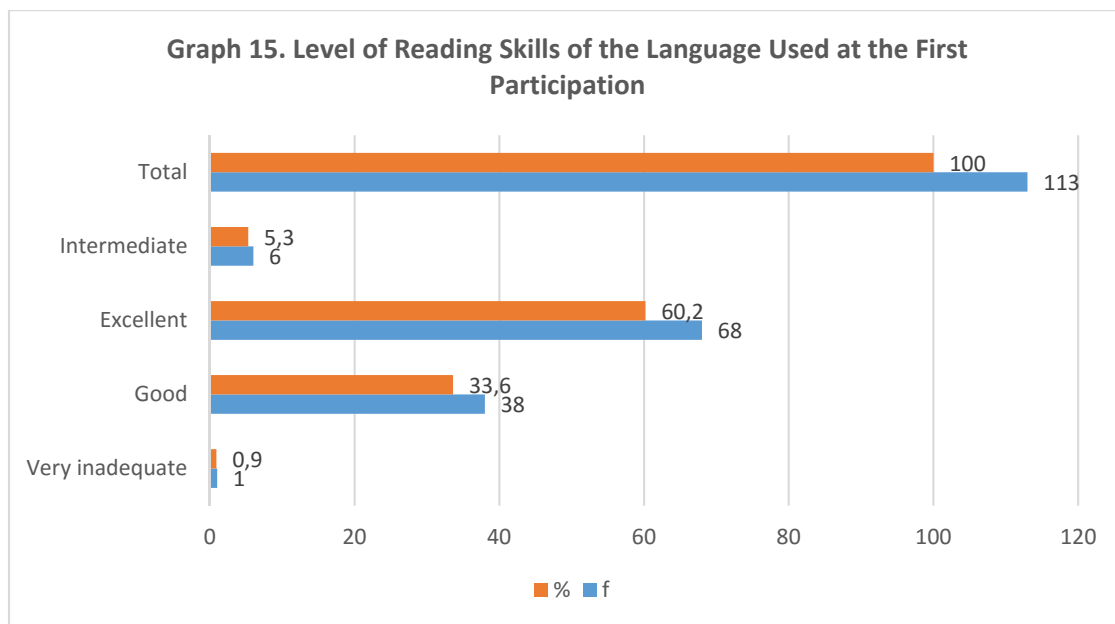
Graph 15 shows the levels of reading skills of participants in the language of activity, during their first participation in the Adult Education (Grundtvig) IST Activity. When the data in Graph 15 examined, it is seen that 60,2% (68 people) indicate that their reading skills are excellent and 33,6% (38 people) at good level. While 5.3% of the participants (6 people) states that their reading skills in the activity language were moderate, 0,9% (1 person) states that his/her is very inadequate. Similar to the speaking skills, it is understood that the participants have seen themselves at a very high level in the reading skills. It should also be remembered that this is a personal assessment.

Graph 16. Level of Writing Skills of the Language Used at the First Participation

Level	%	f
Total	100	113
Intermediate	16,8	19
Excellent	51,3	58
Good	31	35
Very inadequate	0,9	1
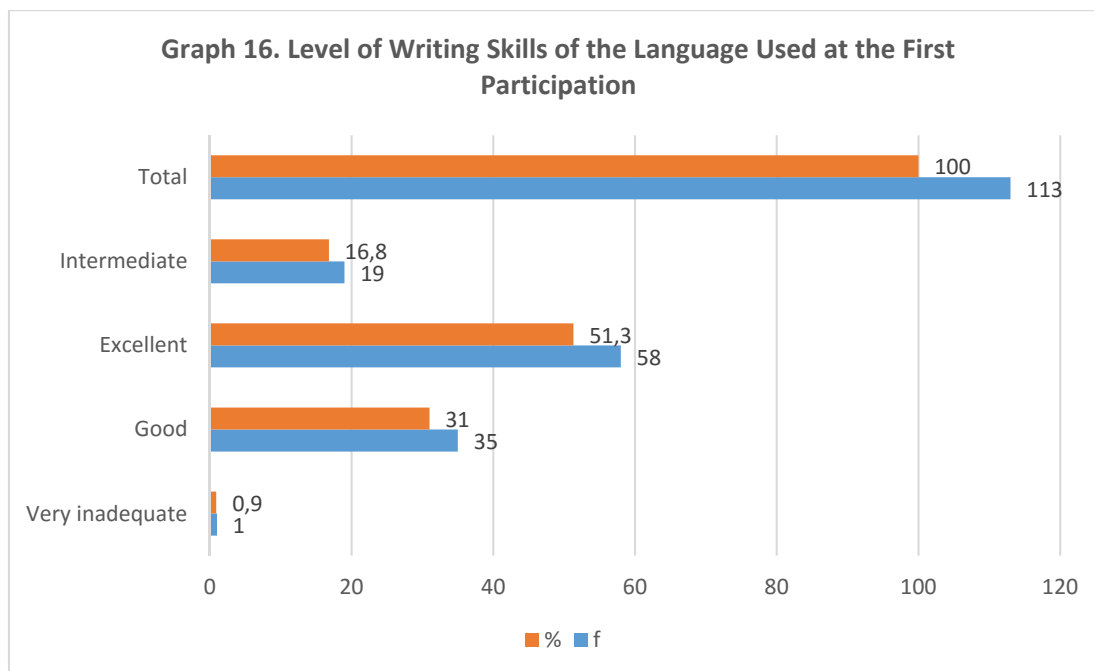
When the data are examined in Graph 16, showing the levels of writing in the activity language, for participants who responded to the questionnaire during their initial participation in the Adult Education (Grundtvig) In-Service Training Activity, the proportion of those with excellent writing skills is 51,3% (58 people). While 31% of the participants (35 people) states that they have good writing skills, 16,8% (19 people) have intermediate and 0,9% (1 person) has very insufficient. It is understood that this is also the case for perception of writing skills which is very similar to speaking and reading skills.

Graph 17. Level of Satisfaction as to Participation

Category	%	f
Total	100	113
Very Satisfied	54	61
Satisfied	38,1	43
Partially Satisfied	6,2	7
Not Satisfied	1,8	2
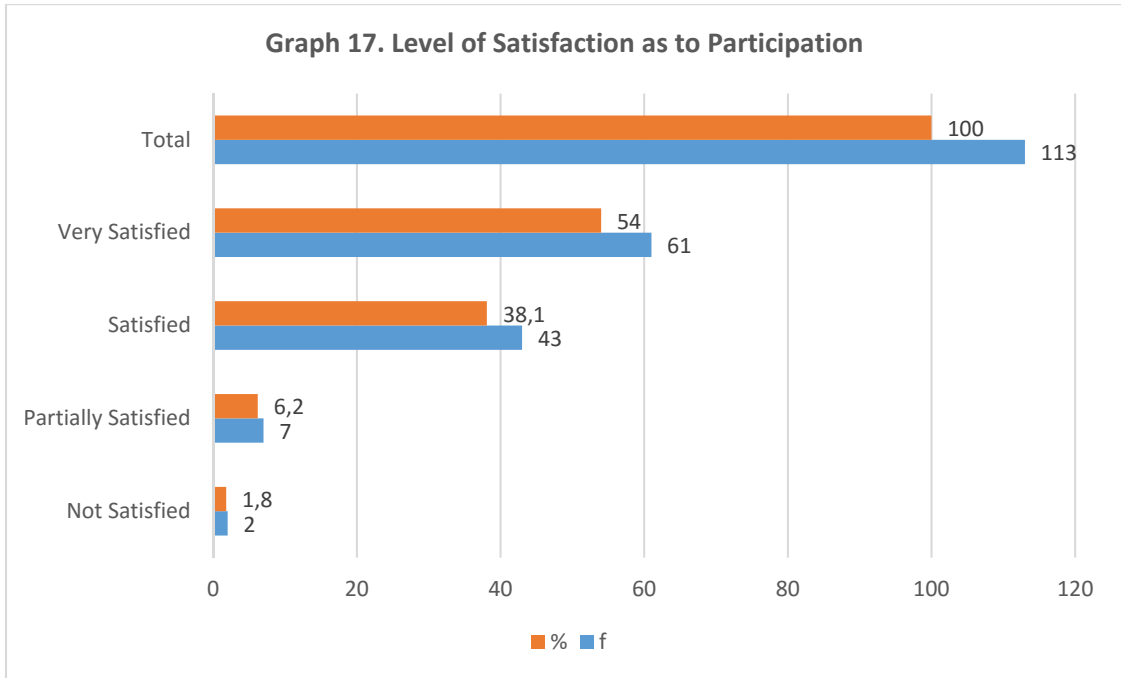
It is seen in the graph above that more than 90% of the participants expressed satisfaction with the activity they attended. This is a very high rate of satisfaction and an important indicator of the success of the activity.

Graph 18. The Relationship Between the Education Level and First Application Results of the Participants
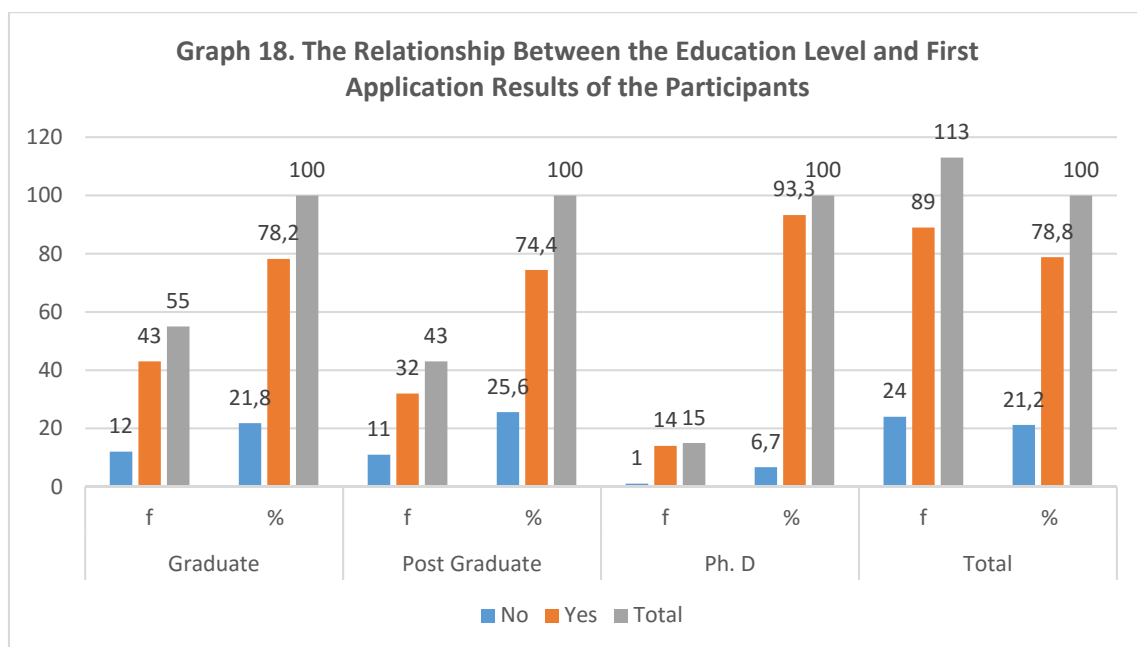
Graph 18 is presented together with responses to the initial application of the Adult Education (Grundtvig) IST Activity according to the level of education of participants. When the data in Graph 18 is examined, the number of participants whose first applications have been accepted is 89, having a ratio of 78,8% among the ones that answered the questionnaire. It is seen that 93,3% (14 people) of the participants have Ph.D. degree, 78,2% (43 persons) have B.A degree and 74,4% (32 persons) of has M.A degree and are accepted as the first application. On the other hand, the number of participants whose first application was not accepted is 24, with a ratio of 21,2% among the ones that answered the questionnaire.

25,6% (11 people) of the participants whose first application resulted negatively have M.A degree, 21,8% (12 people) B.A degree, 6,7% (1 person) has Ph.D. degree. It can be said that the level of education is effective in acceptance in the first application. When we look at the percentage of acceptance, it seems that there is a linear increase towards the doctorate from the undergraduate. On the other hand, it should also be noted that most of the applicants to the activities are undergraduates. Nevertheless, the rejection of only one of the 14 doctorate level participants can be considered as a very striking data. Considering that the questionnaire did not set any quota for education, one should be

cautious in interpretations of how educational level and acceptance/rejection rates are related.
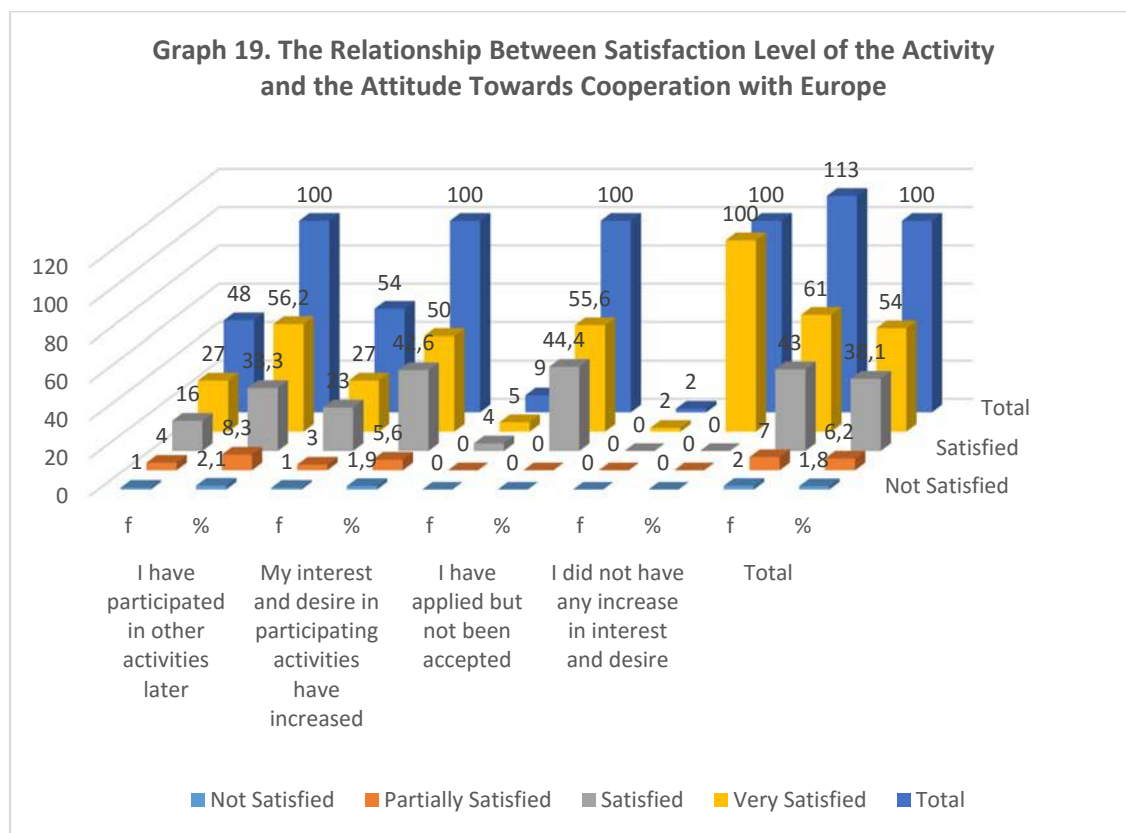
Graph 19. The Relationship Between Satisfaction Level of the Activity and the Attitude Towards Cooperation with Europe

The relationship between the level of satisfaction of participants who responded to the survey related to Adult Education (Grundtvig) IST Activity with the attitudes towards cooperation with Europe at the end of the activity are presented in Graph 19. When these data are analysed, it is understood that almost all of the participants have a high level of satisfaction related to the activities in which they attended. In addition, when the level of satisfaction with the activities they attended and their attitudes towards cooperation are examined, it is understood that those who are satisfied with the activities they have attended have developed positive attitudes towards cooperation to be made later. 2 people stated that they did not have any increase in desire and interest stated that they were very satisfied with the activity. 8,3% of the respondents who have participated in the new activities later stated that they were partially satisfied with the activity they had already joined and 2,1% said they were not satisfied. 5,6% of the participants who had increase in desire and interest in participation in the activities stated that they were partially

satisfied with the activity they had already participated in and 1,9% were not satisfied. It is understood that these participants have developed a positive attitude towards cooperation with Europe, although they have indicated that they are partially satisfied and dissatisfied with the activity they have already attended.

Graph 20. The Relationship Between Level of Satisfaction of the Activity and Sector
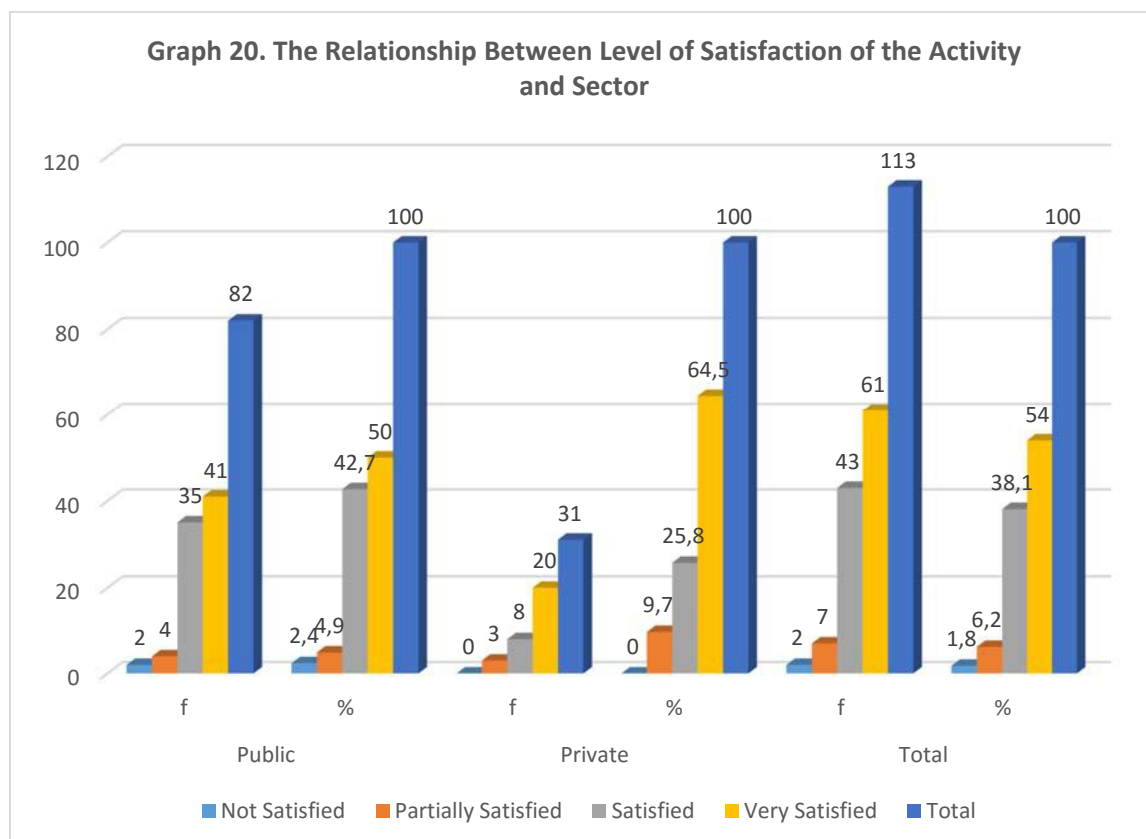
The relationship between the level of satisfaction of participants responded to the survey related to Adult Education (Grundtvig) IST Activity with the sectoral quality of the institution they work in is presented in Graph 20. As a natural consequence of the sectoral distribution of participants, the number of participants in the public sector at all levels of satisfaction is higher than in the private sector. However, participants in the private sector are more satisfied with the activity. Given the level of satisfaction with the activities, 50% (41 people) of the public employees and 64,5% (20 people) of the private sector employees are very satisfied. Again, 42,7% (35 people) of the employees in the public sector and 25,8% (8 people) in the private sector are satisfied with the activity. While 4,9% (4 people) of the public sector employees and 9,7% (3 people) of the private sector employees were partially satisfied with the activity, 2,4% (2 people) of the public sector

workers were dissatisfied. None of the participants in the private sector has expressed dissatisfaction with the activity.

Graph 21. The Relationship Between First Application Results and Level of Satisfaction as to Activity
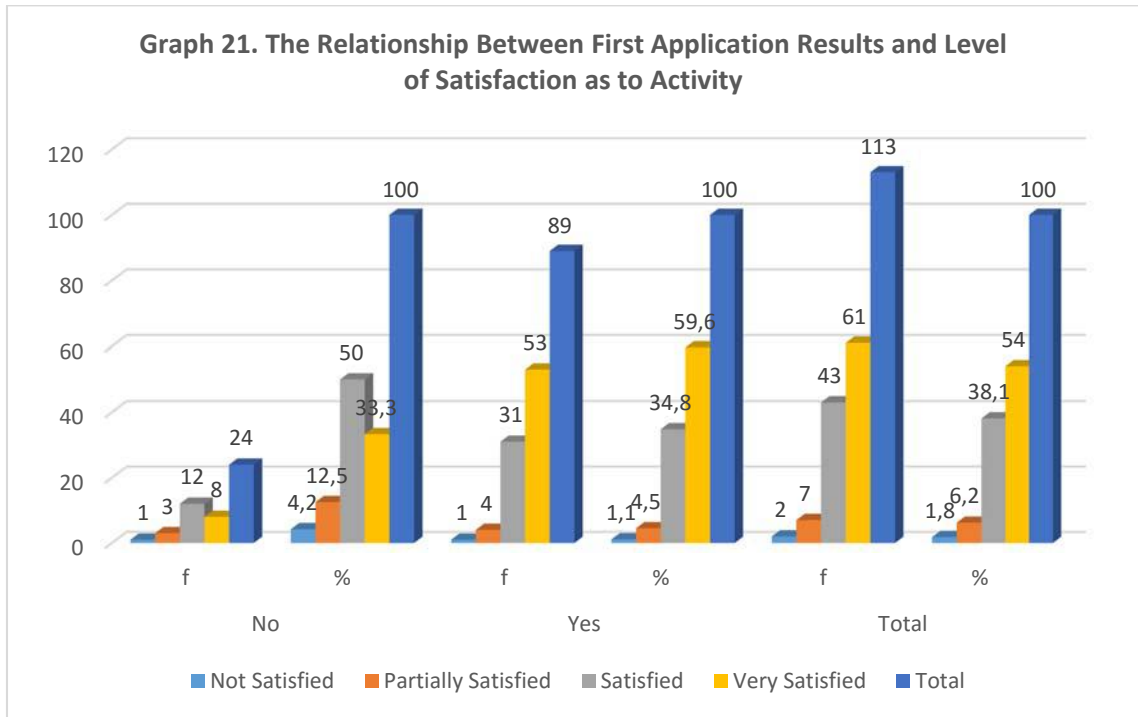
Graph 21 presents data of participants responded to the survey showing the initial application results to the Adult Education (Grundtvig) IST Activity with their level of satisfaction from the activities they attended. When the graph is examined, it is found that 59,6% (53 people) of the accepted ones in the first application were very satisfied with the activity, 34,8% (31 people) were satisfied, 4,5% (4 people) were partially satisfied, 1,1 (1 person) stated that they were not satisfied. When the satisfaction levels of those who were not accepted in first application were examined, it was found that 33,3% (8 people) of the participants were very satisfied with the activity, 50% (12 people) were satisfied, 12,5% (3 people) were partially satisfied and 4,2% (1 person) is not satisfied. In this sense, there is no direct relationship between level of satisfaction and acceptance or rejection in the first application.

Graph 22. The Relationship between Duration of the Activity and the Level of Satisfaction as to Activity
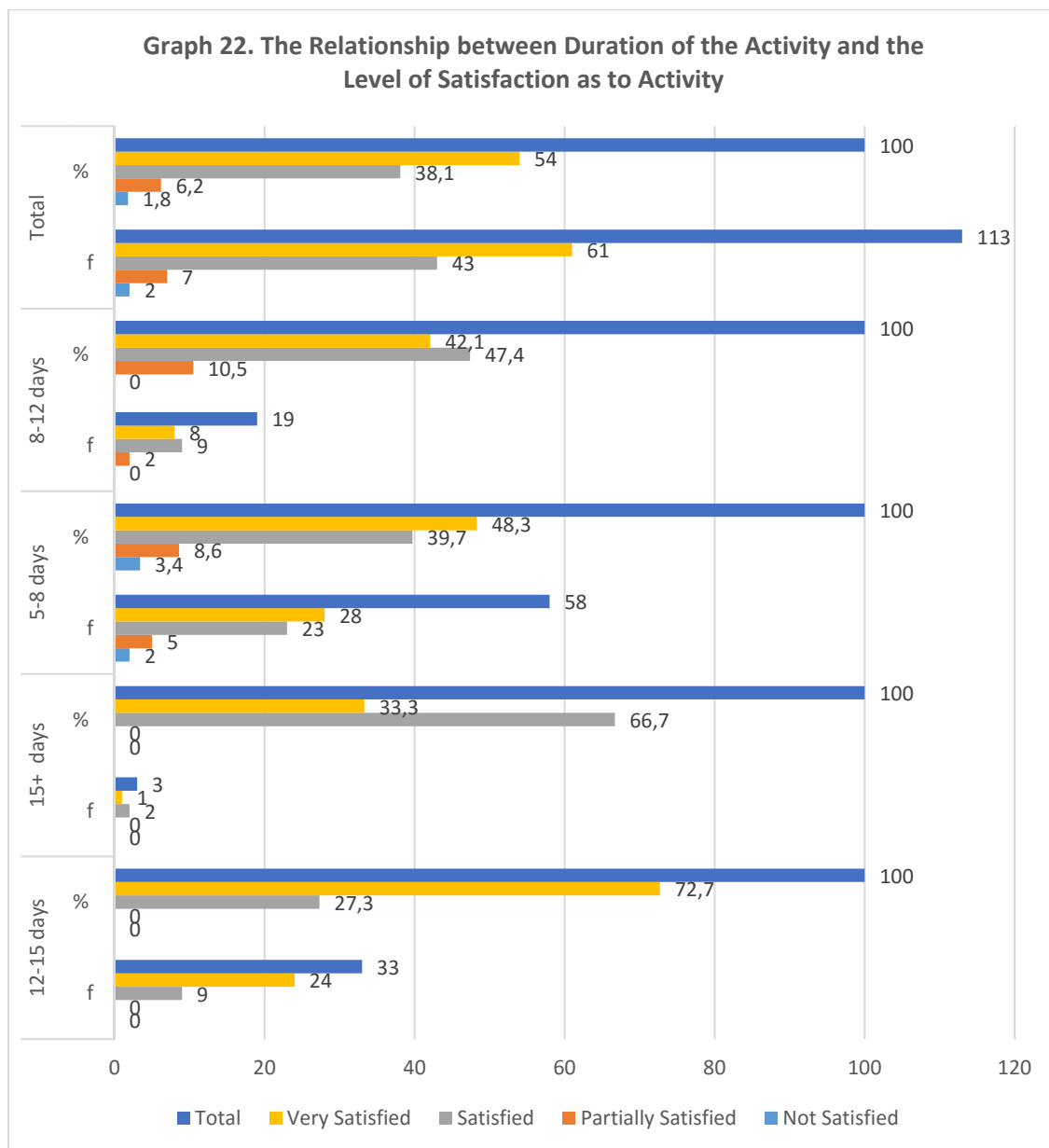
Graph 22 presents data showing the relationship between the duration of the activity and the level of satisfaction with the activity in the context of the Adult Education (Grundtvig) IST Activity of the participants who responded to the questionnaire. 5-8 days of activity according to Graph 22 constitutes the period of activity in which the participants are most clustered. However, it is understood that the highest level of satisfaction is 12-15 days of activities with 72,7% (24 people). 27,3% (9 people) of those who participated in 12-15 day activities were satisfied with the results. Secondly, 48,3% (28 people) were very satisfied with the activity in terms of 5-8 day activities, 39,7% (23 people) were satisfied

and 8,6% (5 people) were partially satisfied. 42,1% (8 people) were very satisfied with the 8-12 day activities, 47,4% (9 people) were satisfied and 10,5% (2 people) were partially satisfied. Even the ones who participated in the activities more than 15 days have the lowest ratio in the total, 66,7% stated that they were satisfied and 33,3% were very satisfied. It is understood that among the participants took place in 8-12, 12-15 days and more than 15 days of activities, there was no unsatisfied participant. All those who say they are not satisfied are those who participate in 5-8 day activities. As a result, as the duration of activity increases, it appears that there is also a considerable increase in the level of satisfaction of the participants.

Graph 23. The Relationship Between the First Application Results and Level of Writing Skills
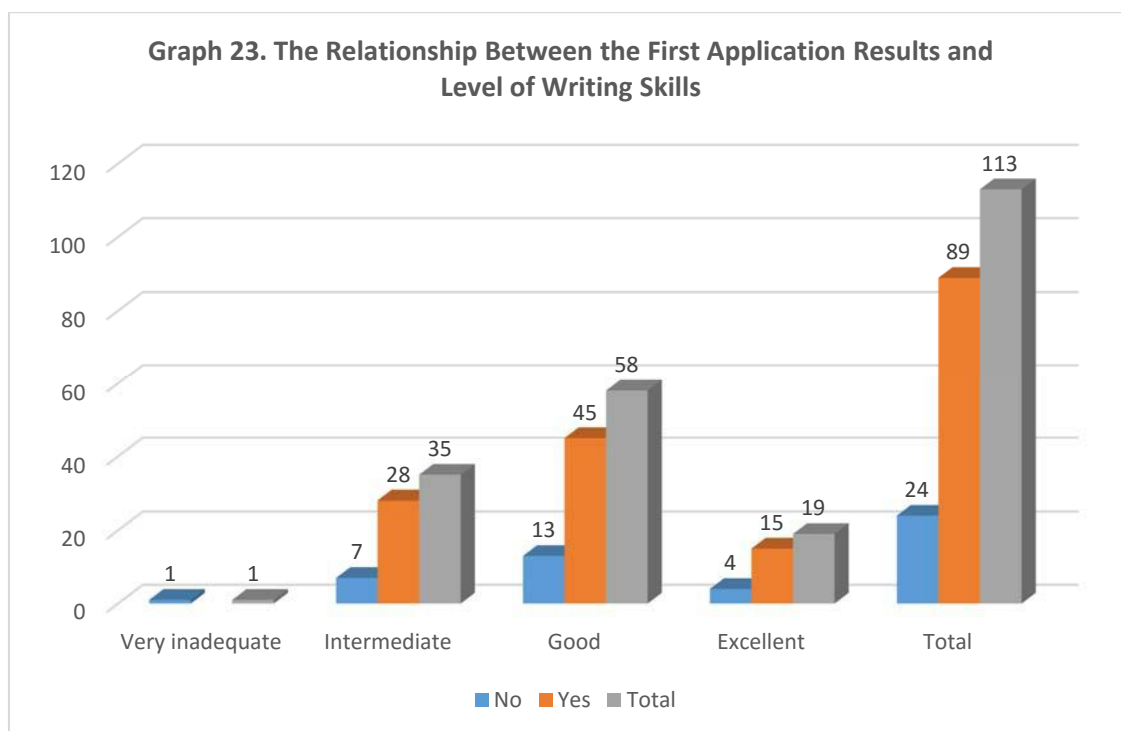
Graph 23 shows the relationship between the initial application results of the Adult Education (Grundtvig) IST Activity participants and the level of writing skills. Of the 113 participants, 89 (78,7%) were positive for the first application and 24 (21,3%) were negative. From the perspective of the level of writing skills, it is understood that whether or not the first application is accepted they state that their writing skills are generally high. According to this, 45 of the participants who stated that their writing skills are excellent are positive for the application and 13 is negative. Participants who indicated that their writing skills were at a good level had a result of 28 positive for the initial application and 7 negative. Of the 89 participants who were positive for the first application, 73 (82%) stated that the writing skills were good or excellent and 20 out of 24 participants (83,3%) who were negative for the first application. 15 (18%) of the respondents indicating that they have moderate writing skills were accepted, while 4 (16,7%) were rejected. It is noteworthy that only one participant, who stated that his writing skills were very inadequate, was accepted. In the light of these homogeneous ratios, it can be said that the level of writing skills did not have a direct effect on the initial application results of Adult Education (Grundtvig) participants.

Graph 24. The Relationship Between the First Application Results and Level of Reading Skills
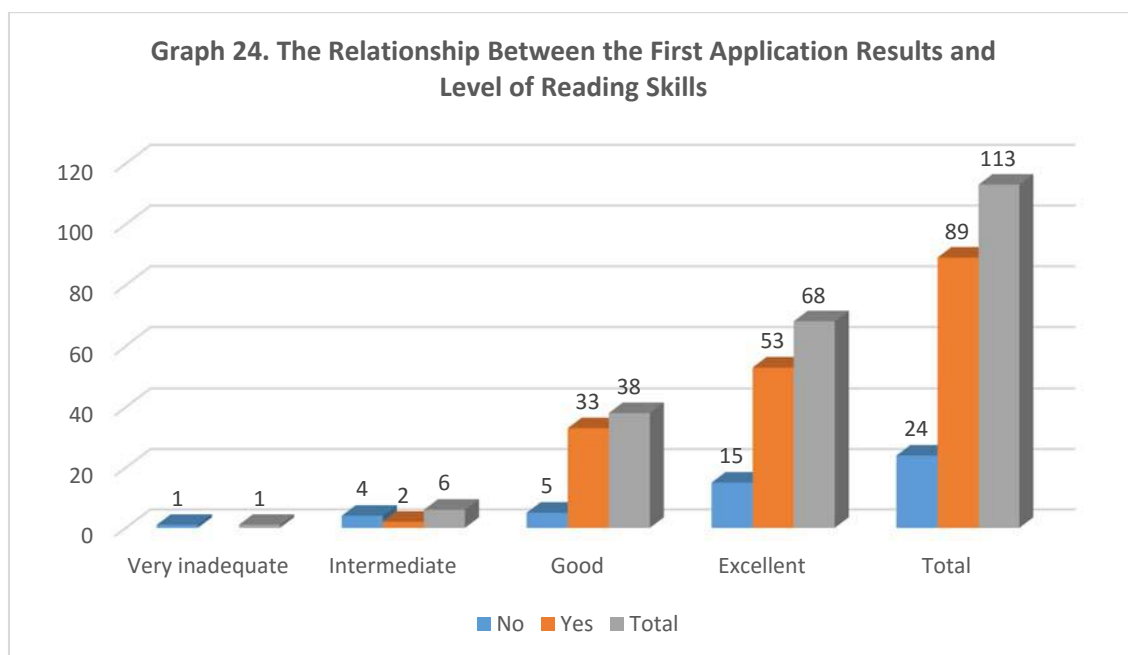
Graph 24 shows the relationship between initial application results of participants of the Adult Education (Grundtvig) IST Activities and reading skill levels. When looking at the data in Graph 24, 53 out of the 68 participants (77,9%) who expressed their reading skill level as excellent, the first application results were positive, 15 (22,1%) were negative, and 33 out of the 38 participants (86,8%) who expressed their reading skill level as good had positive first results and 5 (13,2%) negative. However, when looking at the six participants who expressed their reading level as moderate, it was found that the negative result of first application (66,6%) was more than the positive ones (33,4%). These data can be interpreted as the fact that the reading skills of the participants are influential in the initial application of Adult Education (Grundtvig) Programme. However, the fact that the only participant who saw himself insufficient in his/her reading skill had a positive outcome in his first application prevented the attainment of a general judgment that the reading skills of the participants of the Adult Education (Grundtvig) Programme had a significant influence on the initial application results.

Graph 25. The Relationship Between the First Application Results and Level of Speaking Skills

	Very Inadequate	Inadequate	Intermediate	Good	Excellent	Total
No	1	1	4	5	14	24
Yes		1	18	31	38	89
Total	1	2	22	36	52	113
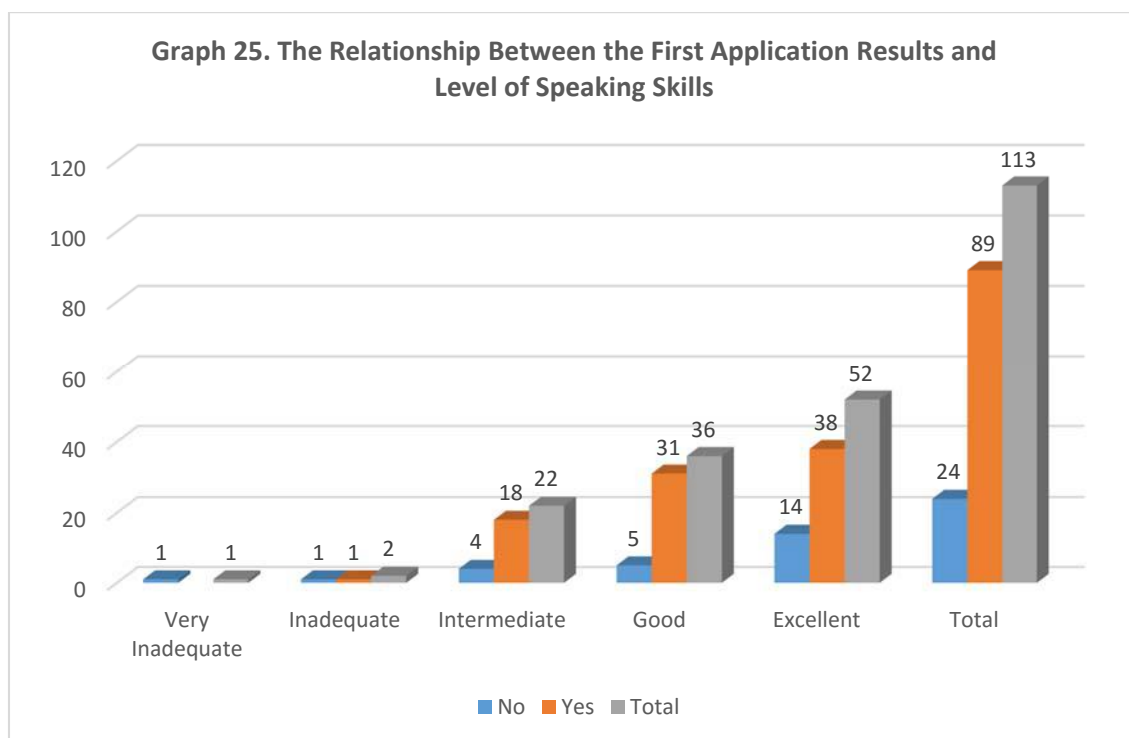
Graph 25 shows the relationship between the initial application results of participants of the Adult Education (Grundtvig) IST Activities and their speaking skills. According to this, it is understood that 38 out of 52 participants (73%) who stated that their speaking skill is at the perfect level received positive results in their first application and 14 of them (27%) negative; 31 of 36 participants (86,1%) indicating that their speaking skills were good had positive and 5 of them (13,9%) had negative results; 18 of the 22 participants (81,8%) indicating that their speaking skill was moderate had positive and 4 (18,2%) negative results; from two participants stating their speaking skill as inadequate, one of them had positive and the other had negative result.

Graph 26. The Relationship Between the First Application Results and the Language used in Activities
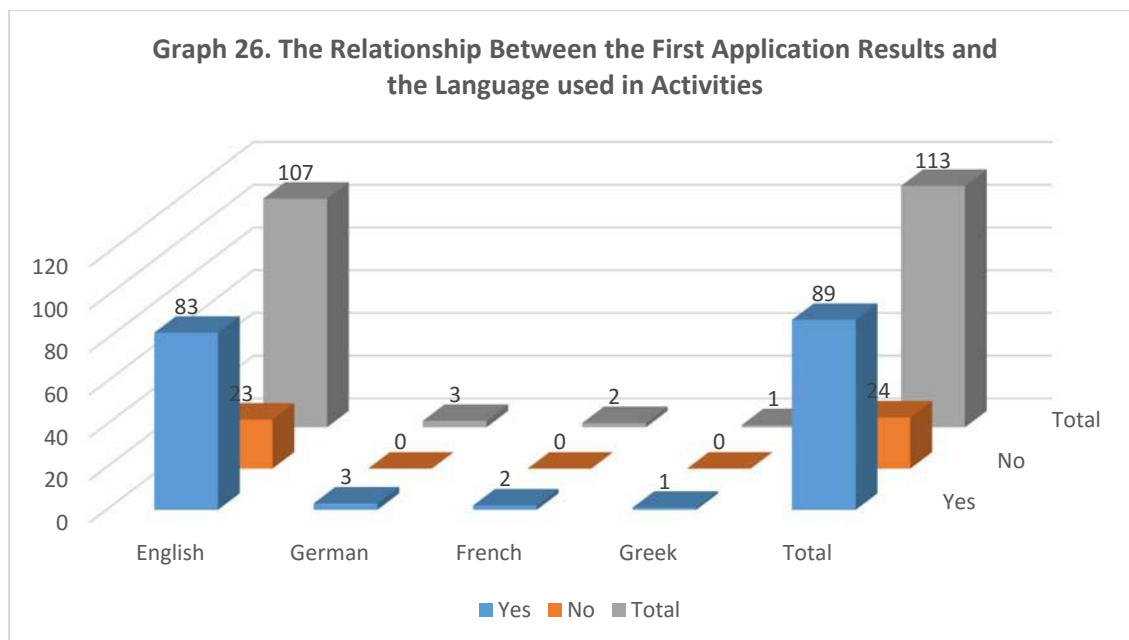
Graph 26 shows the relationship between initial application results of participants of the Adult Education (Grundtvig) IST Activities and the foreign languages used in the activities they participated in. According to this, it is understood that a great majority of the participants (94,6%) were using English, 83 of the 107 participants (77,5%) having foreign language as English were positive in their first application, 24 (22,5%) were negative. On the other hand, it can be seen that participants who speak German (3), French (2) and Greek (1) have received positive results in their first application.

3.1.2. Relevancy

The relevancy criterion has been identified as a very important criterion in the dimension of the medium and long term strategy and priorities of the Lifelong Learning Programme (LLP) in the European Union level and in the national strategic dimension as well. The relevance, which is one of the basic criteria in the context of the general and specific objectives of this research, refers to the relevancy of project outputs on each programme basis or mobility activities performed, with the purposes specified by the European Commission's programme guides, and also for the purposes specified or the goals determined in the national reference texts. Therefore, in interpreting the findings of relevance, the first dimension to consider is the relevancy of strategic objectives and priorities of the EU in the context of the LLP with Turkey's national strategies and priorities.

General and Specific Objectives of EU Lifelong Learning Programme

The Lifelong Learning Programme (LLP) covering the 2007-2013 period was established by decision of the European Parliament and the Council dated to November 15th 2006 and number 1720/2006/EC and entered into force on January 1st 2007. The LLP which has an overall aim through the Lifelong Learning process as "developing the community as an advanced information society, contributing to sustainable economic development, greater and better jobs and social cohesion and protecting the environment for future generations"[7], relies on supporting the interaction, cooperation and mobility between the education and training systems of the participating countries by providing project and individual activity grants. The aim of the programme is directly related to the aim of the Lisbon Strategy[8] and the goal of information society. The participation of Turkey in the Lifelong Learning Programme of 2007-2013 period was also realised with the Memorandum of Understanding signed on May 30th 2007[9].

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[7] The objectives of the Lifelong Learning Programme are set out in Part 1 of the decision of European Parliament and Council dated 15 November 2006 and number 1720/2006/EC, establishing an action programme in the field of lifelong learning. See online access to the full text of the subject dicision: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006D1720&from=EN

[8] See online access to the full text of the Lisbon European Council conclusion declaration dated March 23rd-24th 2000: http://www.europarl.europa.eu/summits/lis1_en.htm

[9] For online access:
http://mesbil.meb.gov.tr/genel/hayat%20boyu%20%C3%B6%C4%9Frenme%20dokuman.pdf

The specific objectives of the LLP identified in this context are as follows[10]:

a) Contributing to the quality of lifelong learning and promoting high performance, innovation and the European dimension in the field systems and applications;

b) To support the realisation of a European space for lifelong learning;

c) To help increasing the quality, attractiveness and accessibility of lifelong learning opportunities in the Member States;

d) Strengthen the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal satisfaction;

e) To help developing creativity, competitiveness, employability and entrepreneurial spirit;

f) To contribute to increasing the participation of people of all ages in Lifelong learning, including ones with special needs and disadvantaged groups, regardless of their socio-economic background;

g) To Promote language learning and language diversity;

h) To support the development of innovative information communication technologies (ICT) based content, services, pedagogies and applications for lifelong learning;

i) Strengthening the role of life-long learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and promoting tolerance and respect for other people and cultures;

j) To promote co-operation on quality assurance in the education and training field in Europe;

k) To exchange best practices in the areas covered by the Lifelong Learning Programme in order to encourage the best use of results, innovative products and processes, and to improve the quality of education and training.

In line with these sub-objectives, the EU Strategic Priorities for Lifelong Learning Programme[11] aims to strengthen the contribution provided through education and teaching, to achieve the goal of advancing EU as the most competitive information based

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[10] See for online access:
http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn=0 and
http://www.utbyten.se/Global/programme/llp/strategic_priorities_llp_2013-1.pdf
[11] For online access see: http://eacea.ec.europa.eu/static/en/llp_new/funding2007_en.htm

economy with sustainable economic development, more and better jobs and greater social adaptation. Each part of the programme will give priority to actions that support the development of national lifelong learning strategies by the participating countries and strengthen cooperation between different parts of the education and training system and lifelong learning continuity and support the acquisition of key competences. The priority areas identified in this framework have been updated in the strategy document[12] prepared for the 2008-2010 period and are listed in the following nine items[13]:

a) To promote the quality, access and openness of the education and training systems in Europe, in particular by encouraging the coherence of all phases of lifelong education and training systems, starting from early ages, and support the implementation of the Education and Training 2010 Study Programme by improving responsive learning paths between different systems likewise implementation of the European Qualifications Framework system;

b) To strengthen the education and training role in the Lisbon process both in Europe and at national level, not only to encourage competitiveness but also to ensure sustainable economic growth and social cohesion;

c) To strengthen the role of higher education institutions in enhancing the competitiveness, through the creation, dissemination and implementation of knowledge and innovation and, facilitating higher education access by strengthening the management of higher education institutions, excellence, student population and institutions diversifying themselves and promoting the equality of opportunity through action focused on system reform;

d) To encourage the implementation of the Copenhagen process's priorities at the national level and the recognition of widespread and informal learning in order to improve the quality and attractiveness of vocational education and training;

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[12] For online access see: http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn=0

[13] Translation from the original text belongs to the report authors and tried to be done as appropriate as possible. Possible faults are not under the responsibility of the National Agency.

e) To increase low participation rates in adult education, which is an obstacle to the capacity to adaptation to employment and the rapidly changing working environment of many member states;

f) To promote greater efficiency and equity in education and training systems and strengthening the policy and practice knowledge base by developing provisions especially for disadvantaged and preschool approaches;

g) To improve the quality of education and training of all types of learning staff, especially teachers and trainers/teachers;

h) To improve the mobility of individuals by using the Europass framework, including the application of the principles set out on mobility quality in the Recommendation Decision;

i) To Strengthen sustainable development, including energy and climate-related issues, through actions in all education and training sectors.

Within the strategic priorities mentioned above, the programme priorities[14] set for the 2008-2010 period Adult Education (Grundtvig) Programme are the following:

- Mobility and Partnerships: No priority has been given to mobility in terms of in-service training activities. However, in terms of partnerships, it has been stated that the applications made on the following issues will be given priority:
  - Any of the eight key competencies[15] set out in the European Parliament and Council Recommendation Decision dated December 18th 2006 and number 2006/962/EC, on key competences for lifelong learning;
  - To overcome the socio-economic disadvantages;
  - To support the integration of immigrants;
  - To increase the participation of older students;
  - To strengthen awareness and creativity.

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[14] For online access see: http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn=0

[15] Eight key competencies are: Communication in mother language; Foreign language communication; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Enterprise and entrepreneurship; Cultural awareness and expression. See online access to the full text of the subject decision:
http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=EN

- Multilateral Projects: It is stated that the projects bringing innovations and/or proven to be able to popularize innovations and good practice will be supported.

- Supporting Activities: It is stated that communication activities and situations will be supported for dissemination and use of results.

The main priorities of the LLP for the 2011-2013 period are the seven major initiatives at the European, national, regional and local levels, which are at the forefront of the European 2020 Strategy and are concerned with four of them[16].

a) To encourage cooperation between the educational world, education and work;

b) To support the initial and continuing education of teachers, trainers/teachers and administrators of educational institutions;

c) To encourage the acquisition of eight field key competences, such as communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning the learning, social and civic competences, enterprise and entrepreneurship understanding, cultural awareness and expression throughout the education and training system;

d) To promote social inclusion and gender equality in education and training, including the integration of migrants and Romany.

In the context of the above mentioned general priorities, there is no formal priority for Grundtvig mobility activities (In-Service Training, Visits and Exchanges, Assistantships, Voluntary Projects, Preparatory Visits) and Learning Partnerships within the framework of the Adult Education Grundtvig Programme. Whether national priorities or other national rules exist for these activities is the basic measure.

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[16] For online access see: http://www.utbyten.se/Global/programme/llp/strategic_priorities_llp_2013-1.pdf

Europe 2020 Strategy: European Strategy for Intelligent, Sustainable and Inclusive Growth (EU 2020)[17]

The "Education and Training 2010" Working Programme, the first concrete framework based on common objectives, which laid the foundation for European co-operation in the field of education and training, was developed by the European Union Council in March 2002 in the context of Lisbon Strategy. The aim of the work programme was to support the cooperation at EU level for the improvement of the education and training systems of the member and candidate countries. Education and Training 2020, the cornerstone of European co-operation in education and training, based on the outputs of the "Education and Training 2010" work programme and on the basis of the EU 2020 Strategy relies on the EU Council Final Declaration titled "Strategic Framework for Cooperation in Education and Training" published in EU Official Newspaper on May 28th 2009. The objectives of this strategic cooperation until 2020 are determined as:

a. To support the further development of the education and training systems of the member countries, which aim at the personal, social and professional success and satisfaction of all citizens,

b. To provide democratic values, social adaptation, active citizenship and intercultural dialogue.

In line with these co-operation principles, the Education and Training 2020 work programme aims to support the development of the education and training systems of the member states to overcome the barriers the EU has faced in the development process and to ensure everyone has access to Lifelong learning. In the EU Council Final Declaration titled "Strategic Framework for Cooperation in Education and Training", the four main objectives of Education and Training 2020 are determined as:

- Life-long learning and realisrealisation of mobility,

- To increase the quality and productivity of education and training,

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[17] For online access to documents under this heading see:
http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0016
http://www.ab.gov.tr/index.php?p=91&l=1
http://www.ab.gov.tr/files/SBYPB/Egitim%20ve%20Kultur/web_egitim_ve_ogretim_2020__3_.pdf

- The provision of equality, social solidarity and active citizenship,
- To promote creativity and innovation, including entrepreneurship, at every stage of education and training.

In line with these strategic goals, it is recommended that member states develop cooperation in these fields by 2020. In order to measure the achievement of the mentioned strategic goals, for the 2010-2020 period, there are indicators and European basic criteria in addition to the Council Declaration on Education and Training 2020 for these purposes. Among these key indicators and criteria, those related to adult education can be listed as follows:

- To ensure the participation of at least 15% of adults in life-long learning,
- To increase employability,
- To increase the foreign language learning rate, ensuring all EU citizens to learn at least one foreign language in addition to the mother tongues.

National Strategies[18]

Turkey is sharing along with the objectives and priorities of Union policies in the fields of education and culture, as indicated in the framework of 26th Chapter[19] titled "Studies Made in the Field of Education and Culture" within the scope of Turkey's full membership negotiations to the EU.

The work in the creation of a life-long learning system in Turkey has gained momentum since 2000's. In this scope; taking into consideration the 9th Development Plan, the Lifelong Learning Strategy Document for the period 2009-2013 was prepared and accepted with the Decision No 2009/21 dated 05/06/2009 of the High Planning Council. The activities consisting of 16 priorities and 68 measures covering all subjects related to education/training, from the school to the education of the elder people, from legislation

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[18] The information given under this heading has been compiled from the documents of Turkey Lifelong Learning Strategy Document 2009 and Turkey Lifelong Learning Strategy Document 2014-18. For online access respectively see:
http://mesbil.meb.gov.tr/genel/hayat%20boyu%20%C3%B6%C4%9Frenme%20dokuman.pdf and
http://abdigm.meb.gov.tr/projeler/ois/013.pdf
[19] For online access to the document where this information is compiled see:
http://www.ab.gov.tr/index.php?p=91&l=1

regulation to financing of education, were implemented by the relevant institutions and organisations.

The aim of preparing the document, which transforms the approaches adopted in the context of the Lifelong Learning System into strategies in the national context, is to create a Lifelong Learning System in Turkey that can respond to the needs and expectations of the society and bring it into operation and dissemination. There is a need for strengthening educational infrastructure and increasing the quality in parallel with developments in the perception of the concept of Lifelong Learning in Turkey to be inclusive of the whole of education. Given the specific needs of Turkey, the EU criteria and the "2010 Lisbon Common Educational Goals" and the decisions of the European Commission in the context of decisions taken at the Lisbon Summit held by the EU, national priorities are set as follows:

1. To make a legislative arrangement explicitly stating the duties and responsibilities of the parties for the coordination of lifelong learning
2. To establish of lifelong learning culture by increasing social awareness
3. To strengthen the data collection system for effective monitoring, evaluation and decision making
4. To increase the literacy rate by giving all the people literacy skills
5. To increase in schooling rates at all levels of education, especially primary education
6. To make the physical infrastructure of the educational institutions and the number and quality of the educational personnel to meet the needs
7. The constant updating of instructional programmes in line with changing needs
8. To make the use of information and communication technologies effective so that individuals can adapt to the changing needs of the times
9. To put special emphasis on disadvantaged individuals in the process of participation in lifelong learning
10. To empower of vocational guidance services within the context of lifelong learning
11. To establish of quality assurance system by activating vocational qualification system

12. To facilitate the transition between the training programmes and from school to work-from work to school

13. To deliver the quality of the workforce to a competitive level

14. To ensure that the financing of the lifelong learning is shared by the parties

15. To increase international cooperation and mobility within the context of lifelong learning

16. To support for lifelong learning activities to increase the active participation of the elderly in social and economic life

National Priorities in the Context of Adult Education (Grundtvig) In-Service Training Activity

When the Call for Proposals of the Lifelong Learning Programme (LLP) of the Centre for European Union Education and Youth Programmes, conducted between 2007-2013 is examined, it is seen that the General Call for Proposals published by the European Commission is complementary. The national call for proposals includes the European strategic priority areas, conditions under which each programme is benefited and administrative and financial provisions that apply to all countries participating in the Programme, including Turkey. It is emphasized that these rules are valid equally in project proposals to be submitted from our country within the scope of National Call for Proposals made during 2007-2013 and for individual activity applicants. Due to programme rules, subjects such as the countries participating the programme declaring additional national priorities for each country-centered (decentralized) sub-programme(s) and activities carried out by the National Agencies of the participating countries, setting administrative measures, and also national priorities, administrative measures and national grant amounts provided in the upper and lower limits specified by the Commission which are valid in our country in the framework of setting administrative measures and implementing national grant amounts are included in the National Call for Proposals between years 2007-2013. The national priorities included in the call for proposals may vary from year to year. When the National Call for Proposal in 2007, which is the starting year of the programme, is examined, it is stated that the applications for

courses, seminars and conferences within the scope of the Adult Education (Grundtvig) In-Service Training Activity will have priority over the following qualifications:

1. Applications made from regions and settlements where there are few applicants.

2. It is recommended that organisations apply with a single project of good quality. However, the project most suited to the structure and activity of its own organisations, in general, of organisations with more than one project application.

3. In case there are more than one partner organisation for a project in Turkey, the organisation that is the most appropriate for the project (taking into account criteria such as the highest score, which have never benefited).

4. The applications of public institutions and non-governmental organisations are prioritized according to the applications of private institutions, including those not for profit. In public institutions, non-formal education institutions (public education centers, local administrations, museums, libraries, prisons, etc.) have priority over organised educational institutions (universities, colleges, primary and secondary institutions).

In the 2008 Calls for Proposals, applications that meet the following requirements within the framework of national priorities have been given priority:

1. Applicants who have not received any project support until now within the scope of Adult Education (Grundtvig) IST Activities.

2. Non-formal education institutions (public education centers, local administrations, museums, libraries, prisons, etc.).

3. Applications of public institutions and non-governmental organisations.

In the 2009, 2010, and 2011 Calls for Proposals, common national priorities are seen in the context of the following:

1. Applicants who have never received a grant from the Lifelong Learning Programme or previous programmes have priority over the applicants of the grantees.

2. Applicants who have not received a grant within the last two years from the Lifelong Learning Programme or previous programmes have priority over the applications of the grantees.

3. Applications made from organisations directly involved in adult education (public education centers, local administrations, museums, libraries, prisons and NGOs directly engaged in adult education) take precedence over applications made from organisations that are not involved in adult education. In this article, applicants who worked in "elderly care homes" in 2010 and "special needed and disadvantaged learners" in 2011 were added.

It is seen that the 2012 and 2013 Proposal Calls have similar national priorities. According to this;

1. Applicants who have never received grants from any individual activity of the Adult Education (Grundtvig) Programme in the context of the Lifelong Learning Programme from 2007 onwards,

2. And applicants who work in museums, libraries, prisons, nursing homes and with special needed and disadvantaged learners have priorities.

Compliance of the Lifelong Learning Programme (LLP) with the National Policy Objectives

The question "How LLP objectives are contributing to national policy priorities, lifelong learning strategies and socio-economic needs?" is one of the key questions analysed in detail in the reports of the EU Lifelong Learning Programme Midterm Evaluation. These analyses are generally carried out within the framework of country reports and assess the current situation in different countries collectively. For example, in the Midterm Evaluation Report done in 2011[20], participant countries in general, including Turkey, argue that LLP objectives are in line with national policy priorities, lifelong learning strategies and socio-economic needs. The same point was also emphasized in the focus group interview with the National Agency experts. Responses to general objectives and

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[20] For online access see:
http://ec.europa.eu/dgs/education_culture/more_info/evaluations/docs/education/llp2011_en.pdf

strategic priorities of the LLP on the relevancy of national objectives and priorities are generally positive.

> *N.A. "Priorities in the overall strategy set by the Ministry of National Education (MONE), if we look at national priorities. I think that raising the quality of education is something that has always been on the agenda of Ministry of National Education (MONE). We can say that you cover it on a big scale. There are also specific National In-Service Activities, which are held in the country, directed towards teachers. This is one of the questions we already have in our application forms: Why do you want to get abroad, not in the country? What is added value? In general, it overlaps in great measure. "*

> *N.A. "In terms of Adult Education, Adult Education in Turkey was a question at that time. Of course the priorities of the European Commission were given, and we evaluated the applications accordingly. "*

As noted in the 2011 Midterm Evaluation Report, LLP objectives have often been regarded as key areas for the further development of national education and training systems, either integrated or implicit in national policy documents of many countries. As mentioned in the section on national strategies, Turkey shares the objectives and priorities of EU policies in the fields of education and culture. In the interview with the National Agency experts, the issue of national priorities has emerged as one of the most important components of the relevancy debate. Experts' views meet at the point that the EU's strategic objectives and priorities for LLP are regarded as the main framework, while national priorities are determined staying in this framework, by selecting among the country requirements identified by different institutions.

> *N.A. "The EU had priorities, of course, and after it emerged, each country's National Agency sets its national priorities according to the legislation of their country. They were giving the applications additional points that came from countries with fewer applicants."*

> *N.A. "The policy of supporting the areas decided by the National Agency among the national requirements determined in the context of EU priorities (by making use of National Institutions Reports) has been adopted."*

> *N.A. "The general policy of the National Agency is to distribute justice to different sectors as much as the general public. In this context, since there are also shortcomings in Turkey related to the European Commission' policies, these are reflected in administrative measures at the point of priority.*

> *N.A. "Our target was different from the rest, the schools were applying, but the NGOs were a bit more to come. The places we wanted to apply especially were such the library, the nursing and rehabilitation center for old persons etc. Because the application did not come, we were taking measures to increase them. In other words, statistics were drawn every year based on the general applications, according to which the National Agency would do it, on the basis of the coordinators, on a unit basis. But as far as I know the commission asked for a recommendation, before the application, there were additional criteria in these priorities, for example in the National Call for Proposals."*

Another point highlighted by the experts is that the national requirements in Turkey have largely overlapped with the priorities set forth by the European Commission. One example related to this is the Lifelong Learning Strategy Document for the period 2009-2013 which was prepared by MONE after taking into consideration the 9th Development Plan. As noted in the preface of this document where the Lisbon Strategy and the European Commission's decision dated November 21st 2001 and with reference number COM(2001)678 referred, transforming the policies and priorities set out in the 60th Government Programme by the Council of Ministers and the regulations partaking in the European Union Acquis Communautaire Programme to an action plan, it was decided to implement the short-term action plans that would be completed in 2007 and to implement them, in this context, the preparation of the Lifelong Learning Strategy Document was set forth. Also 9th Development Plan, as the basic policy document that sets out the transformations that Turkey will achieve with a holistic approach in economic, social and cultural fields; is designed as a basic strategy document that Turkey determines its transformation targets that set forth in the framework of EU. Again, education of disadvantaged groups in Turkey has an important place among the national needs.

> *N.A. "It is necessary to add something like this, of course, that the general policy of the National Agency is to distribute justice to different sectors as much as the general public. Our understanding is of different people benefiting instead of the same person to benefit many times. In providing this, thanks to the frameworks of the European Commission itself, there are some places based in adult education for example. There are things about the priorities of the commission, such as the prospect of Roman, disadvantages, street children, advocates of education for different groups, or proposing institutions like libraries, prisons, nursing homes. As there were shortcomings in Turkey regarding the rules laid down by the European Commission, we were trying to reflect these to our administrative measures more at the point of priority. At that time, the General Directorate of Lifelong Learning was just in the process of establishment. While it was*

establishing we exchanged opinions with MONE. At the time of the implementation of the programmes we could contact with them related to adults."

N.A. *"With the transition to Erasmus+ in 2014, I worked with the Ministry. In this respect, our Ministry made an effort to ensure the consistency of the national strategy policies and development plans with the plans of the National Agency in the new period.*

N.A. *"The structure of the business plans we have offered to the Commission during the Erasmus+ period has changed. The Commission has drawn up a completely strategic framework. Previously, we were only giving the answer of what you will do in this year, how many meetings and so on. But now, when you think what you are going to do in the strategic framework, we are releasing an officially accepted document. Awareness has increased because this document is going with friends in preparation. They are looking at the development plans in order to be able to work individually, they are looking at the plans of MONE, they are looking at the General Directorate of Lifelong Learning and they are making documents with Council of Higher Education. But beforehand, this work was done at a very high level and only in the form of transferring the slate. Now all documents have to be put into strategy work carried out according to the work plan. "*

Two issues highlighted in the European Commission's Midterm Evaluation Report 2011 are the higher mobility and the internationalization of education and training systems, among the most important objectives of the LLP. Generally, internationalization is understood as the establishment of partnerships between educational institutions and international cooperation. Therefore, internationalization is closely linked to the enhancement of the quality of education and training, and the increase in openness and working in intercultural settings. The LLP is seen as one of the main drivers of the internationalization of education and training in many countries. When considered in the context of both objectives, national needs are in line with targets.

N.A. *"We have supported hundreds and maybe thousands of people every time we send a person to a training activity. Of course, we can see that there is a lot of personal contribution. While some of them are very high, we know that there are also participants who have no benefit or benefit. Some of them really contributed career-oriented contributions in the sense of lifelong learning in a professional sense, but I think it is a small percentage. I do not think any of the other little faces do not make any contribution. But I think that even if you go abroad and go back, it is the contribution of the person in the sense of knowledge and skill. "*

In determining the national targets, the extent to which the applicant's characteristics are preliminary is an important parameter in relation to the objectives of the LLP. From this

point of view, the fact that the LLP has a wide range of target groups, has also brought the fact that specifically in Turkey is limited to English speakers. In other words, the goals of higher mobility and the internationalization of education and training systems have included only English-speaking groups in the national context.

> *N.A. "If we had to evaluate it, the person going abroad for the individual activity had to be able to benefit from this activity. Since we did not know a foreign language from the institution, which came from time to time, we were told that they did not participate in anything. Therefore, we were obliged to bring foreign language criterion to dispose of it. This would inevitably reveal the profile that provided the criterion, they were foreign language teachers, or the academic community in adult education, because academics in the academic community were academicians who said that they were much more successful than the teachers at the Public Education Centers. So the profile goes to a certain point automatically, and those who think that they can really benefit when they go are English teachers or who have certain level of language."*

The issue of whether the objectives of the European Commission or of the national targets are realised that it is the most difficult issue to identify, since there is no system of measurement.

> *N.A. "One of the most important of these was intercultural dialogue, encouragement of active citizenship, an increase in foreign language learning, and more goals as headlines. In the Erasmus+ programme, these jobs were among the numerical targets and were measurable. But earlier in the implementation of the programme, there were broadly framed titles, sub-activities serving these titles. But how much service did you have in the numerical sense of the answer to the question, nothing but the impressions you read from the reports and assessments can be a tool for you. So the measurement gives the impression of how much the question is answered. "*

Relevancy in Terms of Beneficiaries of the Lifelong Learning Programme (LLP) In-Service Training Activities

According to the European Commission's Midterm Evaluation Report 2011, greater accessibility to learning opportunities, promotion of widespread and informal learning, foreign language learning and adaptability are emphasized as very important Adult Education (Grundtvig) goals. The Adult Education (Grundtvig) Programme has created a European dimension and cooperation in the context of adult education and learning, and the number of beneficiaries of the Adult Education (Grundtvig) Programme has increased

every year. The Adult Education (Grundtvig) Programme creates added value by providing opportunities for mobility, change and cooperation to beneficiaries. It is necessary to consider the beneficiaries of the LLP programmes in evaluating whether or not these goals are achieved or actualized.

In the context of relevancy, participants were asked during the individual interviews that "How much related was the activity you were involved with your field/study subject?" The vast majority of beneficiaries have indicated that their field or study subject are related to the activity they are participating in.

> **E.G.1.** *"With the field I was working on directly, it was contributed to that, at least not to make a big difference, but to update things again is to refresh the information."*

> **K.G.2.** *"I am an English teacher, one of them is about teaching methods. I worked in adult education in a Public Education Center in 2010, which was a course related with it. Both of them were related to foreign language teaching techniques i.e. my field. Techniques and methods that we already learned in college. It was very good at reinvigorating. "*

> **E.G.4.** *"The working position with my space was overlapping. I worked at the EU project center then and it was very useful to me. Because the European Union was preparing the project planning. In the sense, wow to write a project, budget preparation and all the details were beautifully explained by the experts there. "*

Participants noted that the content of the programme was consistent across the announced objectives of the programme and they exemplified this in the context of their activities:

> **E.G.1.** *"Mine was really about Adult Education, the development of oral skills, and Grundtvig was interested in being involved in education."*

> **K.G.2.** *"For the purposes of the programme, there was a fusion of culture and sharing as far as I remember ... Yes, I think I have reached its aim completely in this sense."*

> **E.G.4.** *"The programme was tried to be done literally, if it was said. There was no difficulty in overlapping each other, what they did in this sense did. "*

> **E.G.5.** *"Yes, it is a system that supports the motivation of the teachers. You are coming together with people on the international scene. "*

In the context of other people involved in the activity, there are different approaches regarding the extent to which education overlaps with the needs of the group. Especially the English language level, the fact that the participants are teaching at different

educational levels, the skill differences in terms of technology use, can be listed as the most negative factors mentioned in this issue.

> *E.G.2.* *"Their needs were all the same as getting information. Education has already been done for him. There was no shortage, it was beautiful. "*

> *E.G.5.* *"I think education is very good quality, experts and people were competent people, so for 15 days the envelope was very productive for us."*

> *E.G.1.* *"Obviously there were very different needs. Once, the language level in the group showed differences. We were a group that went for that purpose, but in our group there were people with a basic English level who could not communicate properly. As we have seen, they are learning something from other countries, i.e. primary school teachers, language teachers, or adults in a place like a public education center, in order to be able to receive this prize. Basic education, like reading and writing. In other words, there were participants without language proficiency from other countries, but the course we attended was more for such a forward group. "*

In this issue, one of the participants also refers to the age difference between the participants and the negative effect of learning it:

> *K.G.2.* *"Those who went out of Turkey were usually very active, but there were teachers approaching retirement from Europe, they were very bored. They were bored with technical and method parts, but did not address them, but addressed me. So I do not know if they have reached their goal for them, but they have reached their goal for me. "*

A participant who observed that the participants from different countries could be different from one another in their intention to participate in the activity, expressed his/her worry:

> *E.G.4.* *"For example, we were aware that we went to that meeting as friends from Turkey. [...] 'as if they were chosen, as if they had come to visit. They were crowded. They came on the first day, and on the last day they came to get a certificate, they went sightseeing. I was a little sad about that. It would be better to send people who can do this or see it. "*

It is also understood that whether or not having relevant experience in the activity makes a difference:

> *E.G.6.* *"Participants from outside of me came from different countries. Maybe they did not install the camera as much as I did. Maybe they might be a bit tricky but I'm more effective because I'm experienced. This is a beautiful experiment for me. I can say that our other friends have been a little abstaining in this regard. "*

Different approaches are also stand out on the subject of the activity contributing to the development of the institution in which the beneficiaries are working. For example, some of the participants indicate that the activity they attended contribute to their institutions:

> *E.G.4. "I was at the EU project development coordination center then. It was very useful to improve the organisation by raising its own staff. "*

There are also participants who have associated contribution to the organisation more with their experience encouraging their colleagues:

> *E.G.6. "Especially our schoolmaster was very interested. After I arrived, I made a presentation about the activity here in terms of motivating our friends. I think my friends who went after me were also cultivated. In terms of institutional development, there was not much practice in the university environment except for winning the European vision, because our preparatory classes were removed. "*

A participant has evaluated the institutional contribution from the point of students in the institution:

> *E.G.3. "Because our university is a University in the east, we are working with 16 friends here in the Black Sea, I am the first person to go to Grundtvig. The students began to wonder, and they began to think that I was a successful teacher. We have not found much of an endowment here, but we have moved on to a higher position in the eyes of our students. "*

Another view is that such activities are carried out on an individual basis and that institutions do not have knowledge of these activities and therefore do not contribute to institutional development:

> *E.G.1. "Institutional development does not have a direct contribution because these activities require an individual application. In fact, the institutions are not very warm or encouraging, at least they are universities. Maybe the Ministry of National Education is supporting it. I applied with my own effort at that time, and the rector, the college director said, of course, a person who supported the situation, and signed the necessary documents and supported the application. But that person there can say no, you do not have a contribution, those dates are not suitable for us, I do not give permission. So I cannot say that the institutions are very supportive. Individuals find themselves and research and apply. There is not enough publicity in the institutions. At least I did not learn from the institution, I found it while I was researching it on my website, I found it because I joined another activity of National Agency before. But normally they should be introduced in institutions, have brochures, and should be studies about how they can benefit. At least in our institution there was no such thing. "*

Intercultural dialogue and encouraging tolerance and respect for other cultures is emphasized as one of the most important goals of the LLP. In this sense, participants indicated that their contribution to realising this goal was quite high, they shared their experience, particularly in the context of prejudices, and mentioned that most of these prejudices were broken after the activity:

> **O.G.1.** *"I think that projects have very serious benefits in terms of cultural interaction, in terms of breaking prejudices."*

> **O.G.3.** *"I had a prejudice, too. I thought the English had a personality colder than us. But when I went there, I saw that everyone was gentle and helpful. But in this sense, it's obviously useful to break my prejudice. "*

> **E.G.5.** *"We had serious concerns about the British. We had a perception that there is no family order and everyone lived individually and we think that the British had cold personalities. The family I stayed with was a family of about 60 years old, had a child almost at my age, and they were mature people. On the weekends, they would visit their relatives just like we do. The guests come to them in the evening. There is a family structure, so how is it normal for us to live. It was important to me, yes, I mean, I saw that people were not cold arrogant types either."*

In their comments on the cultural differences they encountered during the course of the activity, they also talked about the positive effects of these differences:

> **O.G.4.** *"I did not come back hurt by the differences. On the contrary, I learned new things and taught them. I've been working on a culture that I think is foreign to me. There, communication, I interacted. We have also created a point of view by making conversations about our own cultures and our arts. "*

> **O.G.2.** *"I think that responsibility in this regard falls to some of the course providers. The first course I went to was a two-week course. There were many from eastern European countries and also two Turkish people. One of our course providers gave us an assignment on the last day of the lesson. Each country will present its own country. Each and every unit told our country. It was a very binding event. In the meantime, my word mistakes were taken care of, warned. I learned a lot about both linguistic development and other countries. It will be very helpful if the course providers do it. "*

> **K.G.2.** *"Scottish culture was very interesting, especially during that period, they were trying to be independent, so I was not interested in telling their history at that time."*

> **K.G.1.** *"Italian culture is a very interesting and diverse culture."*

Given that there are cultural encounters in free time outside the activity, the experience shared by one participant is quite striking:

> ***O.G.5*** *"When I was in England, When I was in subway in the evening, I got up and gave my seat to an old lady. She was surprised. She has not seen anything like that in her life. After that she called me many times, inviting me to eat at home. It is once a blue moon that a British invites a stranger to eat at their house. And the English are very distant people, they do not communicate easily. So when I got up on the subway and gave my seat to the lady, it was something she had never seen before. "*

3.1.3. Effectiveness

The effectiveness criterion is considered as an analysis of the objectives of the Lifelong Learning Programme (LLP) sub-dimensions and the achievement of the intended outcomes. Activity, which is one of the key criteria in the context of the general and specific objectives of this research, includes the level of achievement of the objectives and the level of contribution of the project results to the programme objectives. In this framework activity is a measure of the extent to which the programme fulfills its general, specific and operational objectives, how the expected outputs of the programme are reached, and what positive/negative factors affect the output.

Expectations and Impacts of Adult Education (Grundtvig) IST Activities

Table 2. Expectations and Impacts of Personal Development

	Expectations-Effects	I had no expectation	It had no effect	I had low expectation	It had quite low effect	I had medium level expectation	It had effect	I had expectation at high level	It had effect at high level	I had very high level of expectation	It had very high level of effect
1	To build relationships with people from other countries.	-	0,9	2,7	9,7	20,4	23	48,7	35,4	28,3	31
2	To recognise other cultures.	0,9	-	0,9	6,2	15	24,8	54	34,5	29,2	34,5
3	To promote my own culture to other participants.	0,9	-	3,5	7,1	25,7	23,9	38,1	38,1	31,9	31
4	To break prejudices of other participants.	5,3	3,5	8	8,8	29,2	29,2	38,1	38,1	19,5	20,4
5	To improve my knowledge about my field.	0,9	5,3	2,7	8	14,2	28,3	36,3	32,7	46	25,7
6	To increase my motivation for teaching.	1,8	2,7	6,2	6,2	13,3	29,2	38,1	32,7	40,7	29,2
7	To learn new teaching methods.	2,7	6,2	5,3	10,6	12,4	29,2	36,3	31	43,4	23
8	To have cultural and social competences.	1,8	2,7	0,9	6,2	15	23,9	52,2	38,1	30,1	29,2
9	To have awareness about my own teaching methods and studies.	2,7	6,2	7,1	6,2	21,2	33,6	38,9	31,9	30,1	22,1
10	To have more information about new topics and discussions.	-	4,4	3,5	5,3	18,6	33,6	44,2	32,7	33,6	23,9
11	To develop foreign language.	12,4	11,5	14,2	21,2	23,9	25,7	22,1	25,7	27,4	15,9
12	To have more information and understanding about education systems.	2,7	7,1	6,2	12,4	23	32,7	38,1	32,7	30,1	15
13	To have high-level skills related to special needs in education.	8	15,9	20,4	23,9	28,3	33,6	27,4	16,8	15,9	9,7
14	To have more motivation to learn a foreign language.	15	14,2	13,3	12,4	21,2	30,1	24,8	25,7	25,7	17,7
15	To increase knowledge about new measurement and evaluation methods.	14,2	18,6	19,5	31,9	25,7	25,7	23	15,9	17,7	8
16	To improve the skills of communication and information technology (ICT) use.	10,6	18,6	21,2	31,9	27,4	25,7	23,9	14,2	16,8	9,7
17	To increase knowledge about new approaches to management.	19,5	26,5	23,9	18,6	26,5	31	18,6	16,8	11,5	7,1
18	To increase the knowledge of conflict management.	31	33,6	15,9	21,2	31	28,3	15,9	11,5	6,2	5,3

Table 2 gives data on the effects of participants participating in the study on the expectations of the subjects in the context of personal qualifications in the process of going abroad training in the framework of the Adult Education (Grundtvig) IST Activity and the effects on the personal development of the same subjects after participating in the activity. Expectations and influences are given separately in the questionnaire, but the above table is given in order to make comparison possible.

Participants' expectations seem to be concentrated mainly on cultural and intercultural interactions. To establish relationships with people from other countries (77%), to recognise other cultures (83,2%), to introduce their own culture to other participants (70%), to have intercultural and social competences (82,3%) and to break prejudices of other participants, were found to be predominantly high expectations. Another area where participants' expectations of activity were high was found to improve their personal and professional competence. However, high expectations such as developing knowledge about my field (82,3%), increasing my motivation for learning (78,8%), learning new teaching methods (79,7%) and having awareness about my own teaching methods and studies It is understood that the personal and vocational qualifications in question are mostly based on the development of individuals in their own fields. For example, it is important to increase the knowledge about the new approaches in management, to increase skills in the use of communication and information technology (ICT), to increase knowledge on conflict management and to increase the knowledge about new measurement and evaluation methods, but also in the context of the vocational competence of participants. It seems that the expectations in the conferences are not concentrated at a remarkable level.

Participants expressed their opinion that the activity they are attending was heavily influenced by the titles in the cultural themes and that the effectiveness was high. Taking into account the facts about the cultural expectations of the participants before participating in the activity, it can be reached that the activity is effective in this sense and the expectations of the participants in this field meet. 77% of respondents expressed a high expectation of establishing relations with people from other countries, 89,4% of them expressed that the activity was effective on this issue. Again, 83,2% of the

participants were in the expectation of recognition of other cultures, 93,8% of them stated that the activity was effective on this issue. Similarly, while 70% of participants are in the expectation of introducing their own cultures to other participants, 93% think activity is effective on this issue. Moreover, while 57,6% of those who were anticipating breaking the prejudices of the other participants were 87,7% of those who stated that the activity was effective on this issue. However, its impact on the development of personal and professional competences of the activity does not coincide with the degree of activity-related expectations and cultural effects. Participants mainly expressed the view that the expectations of personal and professional competence are very high and high. However, when it comes to the effects of the activity, it is seen that the ratio of those who say that it is very high is lagging behind those who think that it is effective and very effective. Similar results were observed on the data about the efficacy of subjects which are complementary to the occupational competence but do not offer any expectations for the participants so put on the back burner, such as increasing the knowledge of the new approaches in the management, increasing the skills on the use of Information and Communication Technology (ICT), increasing the knowledge on conflict management and increasing the knowledge on new measurement and evaluation methods. The percentage of respondents who view the activity as having a high level of effectiveness is very low.

Graph 27. The Difference Between the Expectations for And Impact on the Personal Development of the Participants of Grundtvig IST

Category	Value
To increase the knowledge of conflict management.	5,3
To increase knowledge about new approaches to management.	6,2
To improve the skills of communication and information technology (ICT) use.	16,8
To increase knowledge about new measurement and evaluation methods.	16,8
To have more motivation to learn a foreign language.	7,1
To have high-level skills related to special needs in education.	16,8
To have more information and understanding about education systems.	20,5
To develop foreign language.	7,9
To have more information about new topics and discussions.	21,2
To have awareness about my own teaching methods and studies.	15
To have cultural and social competences.	15
To learn new teaching methods.	25,7
To increase my motivation for teaching.	16,9
To improve my knowledge about my field.	23,9
To break prejudices of other participants.	-0,9
To promote my own culture to other participants.	0,9
To recognize other cultures.	14,2
To build relationships with people from other countries.	10,6

The graph above compares participants' expectations of the personal development of the activity they are attending and the effects they have on their personal development. The graph was obtained by removing the percentages from each other. Participants' expectation seems to be higher than the effects. The most striking differences appear to be "to understand teaching methods" (with a 25,7% difference) and "improve my

knowledge of the field" (with a 23,9% difference). The lowest differences appear to be in the proposals such as "Promoting my own culture with other participants" (with a difference of 0.9%) and "Increasing the knowledge of conflict management" (with a difference of 5. 3%).The proposition that the effect of the activity was seen as higher than expectations was "breaking the prejudices of the other participants" (with a difference of 0,9%). In this regard, participants think that the effect is higher than expectations. In general, it is understood that the expectations regarding the professional dimensions of personal development are higher than the effects. On the other hand, some skills, such as psychological skills and management skills, can be seen as the reason for their low expectations and their inadequacies. For a better understanding of the situation, the expected coverage rates of expectation are given below.

Graph 28. The Ratio of Expectation for and Impact on Personal Development of Grundtvig IST Activity Participants

Category	Value
To increase the knowledge of conflict management.	76
To increase knowledge about new approaches to management.	79,4
To improve the skills of communication and information technology (ICT) use.	58,7
To increase knowledge about new measurement and evaluation methods.	58,7
To have more motivation to learn a foreign language.	85,9
To have high-level skills related to special needs in education.	61,2
To have more information and understanding about education systems.	69,9
To develop foreign language.	84
To have more information about new topics and discussions.	72,8
To have awareness about my own teaching methods and studies.	78,3
To have cultural and social competences.	81,8
To learn new teaching methods.	67,8
To increase my motivation for teaching.	78,6
To improve my knowledge about my field.	71
To break prejudices of other participants.	101,6
To promote my own culture to other participants.	98,7
To recognize other cultures.	82,9

In the graph above, where the expectation shows how the effect is met, the differences between the expectation and the effect are better understood. For example, the difference between the expectations and the effects of suggesting to increase knowledge on conflict management is very low. The graph 28 shows that 76% of the expected effect is met. Again referring to Table 2, it is understood that this is due to both low expectations and low impact. In this sense, it is understood that the difference between the expectation effect and the expectation effect increases as the percentage of coverage, which is the coverage ratio in the above chart, decreases. If the percentage rises above 100%, it means the situation is reversed. In the chart, 101,6% of the respondents are suggesting breaking

the prejudices of the other participants. This means that the effects are higher than the expectations. When assessed in general, it is seen that the expectations-to-effect ratios are quite high, although there are differences between expectation-effect. In other words, participants think that personal development expectations are largely in response to the personal developmental implications of the activity.

In qualitative interviews, participants also stated that the activities they attended helped their personal development and that they responded personally to their lives. In particular, an important emphasis has been placed on seeing a foreign country and developing the personal vision accordingly.

> **G.E.1.** *"Absolutely responded. Once, knowledge and emotion increased. Every time we travel abroad in our country is a big win. It was useful in this sense. The second one was useful in my area. I knew other people, I knew other cultures and made friendships. There, for example, it was beneficial to build a network of people to make common projects. It was certainly personal and professionally beneficial. I mean, I have no direct experience with this activity, I just tried to transfer some of the achievements in the lessons to my classes. Apart from that, since I had development in my general culture, I have shared with people and my students about general culture. I can give presentations from time to time I give examples from there. "*

> **G.E.2.** *"Of course. For example, when I came to write an article on literature, it was an attempt to my career. Of course we had a cultural change in that country. After I participated, of course I understand people, I am aware, or my life continues in the same way. "*

> **G.E.3.** *"Later we tried to do an EU project with a few friends there, we worked on a few things, but we could not end up with a project application. But a friend from that group to Grundtvig made an EU project this year. 200 thousand pounds also received an acceptance. So I can give him an example. "*

> **G.K.1.** *"In my personal life, of course, the effect was, but my own profession in the cultural subculture from my point of view to life perspective, of course, going abroad to go to see a course is a very enriching experience. I think my vision has expanded in general. "*

> **G.K.2.** *"We all want to apply what we have learned here, maybe in that sense I can say that I am more willing. I was a graduate student at that time, not related to my profession but personally I wanted to do the doctorate abroad, for example. It created such awareness. "*

> **G.E.4.** *"Personally, it certainly helped me in my career. I continued to work there for a while, used my experience, but then I somehow got out of there, I returned to my institution. But I have been working in the Ministry of National Education,*

for example, with the information I have obtained there. I am thinking of writing a project using the information I got there. "

G.E.5. *"Self-confidence in the sense of personal life is increasing, so seeing more space is not like reading an individual, seeing and living individually. Your self-esteem is increasing, and at the same time you are a language teacher, so you are very excited about people speaking your mother tongue there. There are many expressions in our new everyday use that we learn, you learn a lot from books, you learn street language, and so on. Many contributions have been made for us."*

G.E.6. *"Firstly, I can say that it has a positive effect on personal development. We do not use foreign language very effectively here, and there was no possibility of using Turkish language. We made it through a foreign language meaning communication. This foreign language skill was a significant boost. Then I think that my own point of view also changed significantly. It was important for me to write scripts at this level and to take part in script. I watch the video we shoot from time to time. I think it is an important contribution at the point of the courses we have taken. I applied for a course, my activity in the sense of the script caught the attention of the managers. When we look at the institutional sense, we have friends who come to us from our friends who are thinking of going to courses even if we do not have a chance to practice because the preparatory classes have been removed. "*

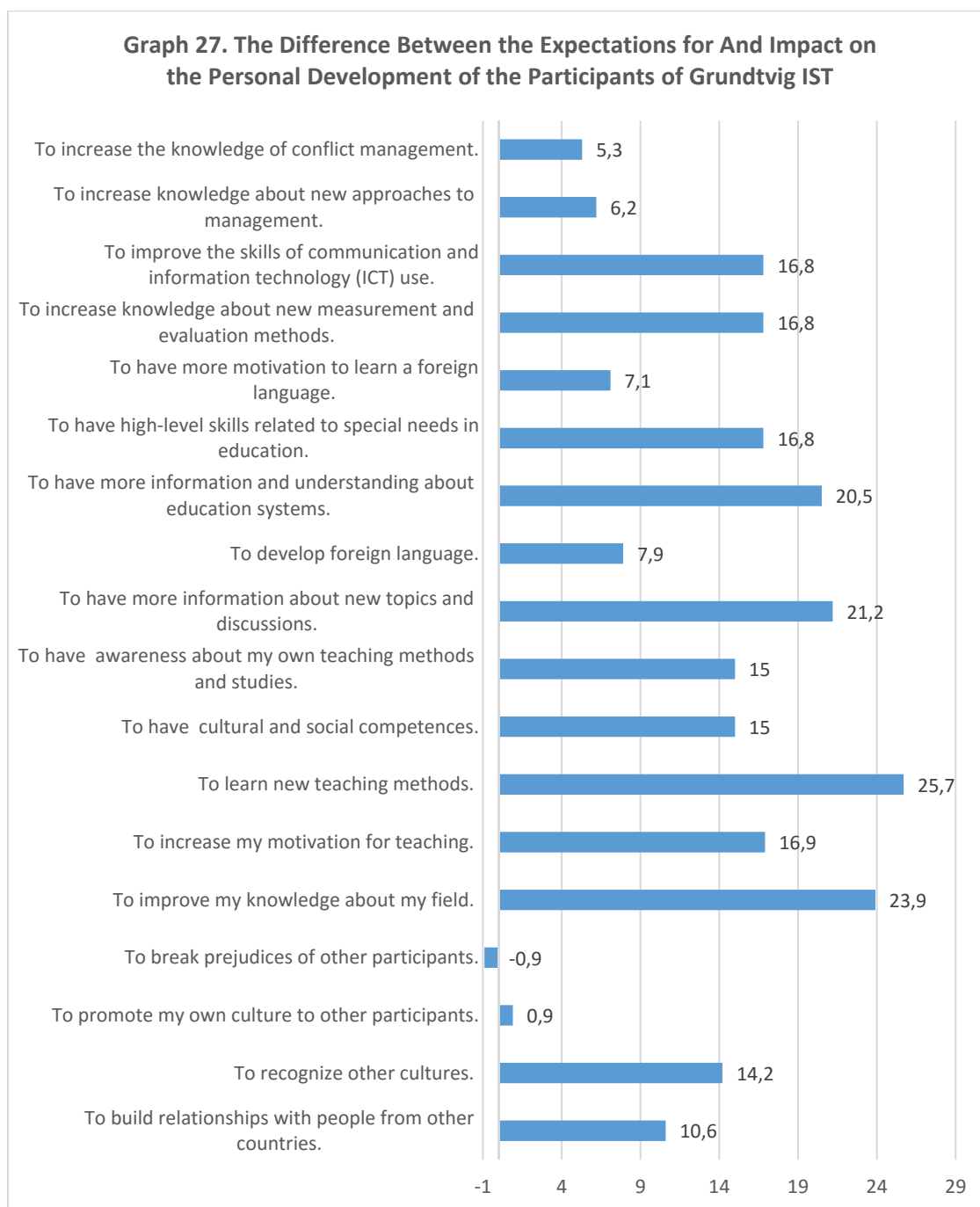**Table 3. Prospects and Impacts on the Application of Personal Qualifications to Work**

	Expectations-Effects	I had no expectation	It had no effect	I had low expectation	It had quite low effect	I had medium level expectation	It had effect	I had expectation at high level	It had effect at high level	I had a very high level of expectation	It had very high level of effect
1	To gain high motivation to continue to develop my professional qualifications	0,9	1,8	3,5	7,1	15	26,5	47,8	30,1	32,7	34,5
2	To establish professional contacts with foreigners		2,7	3,5	15,9	25,7	26,5	45,1	31,9	25,7	23
3	To apply new teaching and learning methods	2,7	7,1	8,8	10,6	18,6	32,7	36,3	31	33,6	18,6
4	To meet new learning content	1,8	8	8,8	8	15,9	34,5	37,2	26,5	36,3	23
5	To focus on the European dimension to learn	2,7	6,2	7,1	12,4	20,4	36,3	46,9	23,9	23	21,2
6	To develop working skills with different and multicultural groups	0,9	2,7	3,5	4,4	12,4	29,2	48,7	35,4	34,5	28,3
7	To improve the quality of foreign language teaching	6,2	11,5	8,8	13,3	16,8	25,7	33,6	31	34,5	18,6
8	To apply new classroom management tools and methods	9,7	9,7	8,8	17,7	18,6	31,9	39,8	25,7	23	15
9	To manage the class better and build better relationships with students	10,6	14,2	8	15	24,8	34,5	34,5	20,4	22,1	15,9
10	To have more career opportunities	9,7	32,7	13,3	21,2	27,4	18,6	30,1	13,3	19,5	14,2
11	To better use of information and communication technologies	8	17,7	23,9	23,9	23	31	30,1	10,6	15	16,8

Table 3 gives data on the participants' expectation for the application of personal qualifications to work, and the effects of the activity's personal qualifications on work implementation after attending the activity. Both of the questionnaires were asked in separate sections. (80,5%), establishing professional contacts with foreigners (70,8%), implementing new teaching and learning methods (69,9%), meeting new learning content (73,5%), to focus on the European dimension of learning (69,9%), to develop skills to work with different and multicultural groups (83,2%), and to improve the quality of foreign language teaching (68,1%). Classroom management and use of Information and Communication Technologies seem to be in a very important position, but it seems that this ratio does not intensify at a certain level and remarkably. It is also seen that the expectation is intensified and high level in the cultural field and in the subjects related to one's own field of work.

Participants' activity was particularly high (64,6%) in order to continue to develop their professional competencies, establishing professional connections with foreigners (54,9%) and developing working skills with different and multicultural groups (63,7%) It is understood that they are effective at the level. When compared with this data, it is possible to reach the result that the expectations of the participants in this area and the effects of the activity are significantly overlapped. It was understood that the participants did not express a positive opinion on the effectiveness of the issues that they did not enter into high expectations, and that a considerable part of them thought that the activities were not effective in these matters.

Graph 29. The difference between Expectation and Effectiveness in Use of the Personal Qualifications at Work

Category	Value
To better use of information and communication technologies	17,7
To have more career opportunities	22,1
To manage the class better and build better relationships with students	20,3
To apply new classroom management tools and methods	22,1
To improve the quality of foreign language teaching	18,5
To develop working skills with different and multicultural groups	19,5
To focus on the European dimension to learn	24,8
To meet new learning content	24
To apply new teaching and learning methods	20,3
To Establish professional contacts with foreigners	15,9
To gain high motivation to continue to develop my professional qualifications	15,9

Graph 29 provides a comparison of the expectations and effects of applying personal qualifications to work. As it can be easily seen in the chart that the expectations were higher for each proposition. This means that the expectations of the participants are not fully met. However, when looking at the expectation-effect table, it will be seen that the rates of both expectations and effects are quite high. Though the effects are lower in this sense than expectations, this lowness actually occurs at high expectations and impact levels. The situation can be understood more clearly when the following graph examines the rates of expectation coverage of ethics.

Graph 30. The Fulfillment of Expectations for the Implementation of the Personal Adequacies at Work

Category	Value
To better use of information and communication technologies	60,8
To have more career opportunities	55,4
To manage the class better and build better relationships with students	64,1
To apply new classroom management tools and methods	64,8
To improve the quality of foreign language teaching	72,8
To develop working skills with different and multicultural groups	76,6
To focus on the European dimension to learn	64,5
To meet new learning content	67,3
To apply new teaching and learning methods	71
To Establish professional contacts with foreigners	77,5
To gain high motivation to continue to develop my professional qualifications	80,2

In the Graph 30, the expectation-effect coverage ratios are given. It is advisable to have more career opportunities with the lowest percentage in the chart. This means that the low percentage expectation is less welcomed here. The fact that most of the participants are teachers can explain the low expectations of career opportunities. On the other hand, it can be said that this expectation is welcomed low and reflected in the graph for the people coming from other occupational groups. The area where the expectations are most welcomed is that the motivation for the development of professional competencies is at stake. Participants' expectations regarding the theme mentioned in this proposal before joining the activity were met at large. In this chapter, there is no proposition on the expectations of the effects. It can be said that the rate of meeting expectations with a general evaluation is quite high.

Table 4. Expectations and Impacts at Institutional Level

	Expectations and Effects	I had no expectation	It had no effect	I had low expectation	It had quite low effect	I had medium level expectation	It had effect	I had expectation at high level	It had effect at high level	I had a very high level of expectation	It had very high level of effect
1	To increase my colleagues' requests for taking place in similar activities	4,4	3,5	10,6	9,7	19,5	32,7	49,6	25,7	15,9	28,3
2	To increase cross-cultural sensitivity	1,8	4,4	6,2	12,4	17,7	35,4	47,8	28,3	26,5	19,5
3	To have better collaboration among colleagues	0,9	8	8,8	22,1	24,8	30,1	41,6	26,5	23,9	13,3
4	To have stronger European dimension in the day-to-day operation of the institution	2,7	14,2	11,5	22,1	30,1	35,4	36,3	15,9	19,5	12,4
5	To development/use of new teaching materials/programme	3,5	15	10,6	24,8	27,4	28,3	35,4	21,2	23	10,6
6	To introduce new teaching and learning methods to the institution where I work	4,4	15	10,6	25,7	24,8	26,5	37,2	21,2	23	11,5
7	To establish partnership/cooperation with foreign institutions	2,7	19,5	6,2	16,8	24,8	30,1	38,1	19,5	28,3	14,2
8	To introduce the new course and learning modules to the institution	7,1	15,9	12,4	25,7	24,8	29,2	37,2	19,5	18,6	9,7
9	To introduce new management strategies ideas and practices to the institution where I work	6,2	16,8	8,8	22,1	26,5	33,6	41,6	15,9	16,8	11,5
10	To increase the interest of the institution personnel to foreign language	23	23	10,6	22,1	27,4	31,9	31	11,5	8	11,5
11	To promote the CLIL (Instruction with Content and Language Integration), the teaching method in which the content and language are integrated,	31	40,7	13,3	22,1	30,1	26,5	16,8	3,5	8,8	7,1
12	(For employees in private institutions) To increase the diversity of foreign languages taught in the institution	41,4	51,7		13,8	27,6	13,8	13,8	6,9	17,2	13,8
13	(For employees in private institutions) To increase the hours of foreign language teaching	51,7	65,5	6,9	6,9	20,7	10,3	10,3	10,3	10,3	6,9

Table 4 contains data on the institutional level expectations of the participants in the Grundtvig IST Activities. It can be said that participants are predominantly expecting moderate and high expectations about the reflection of the institution they attended and that they have no expectation at all. Participants are of the opinion that these trainings contribute to many points in the institutional sense. However, it was seen that the expectations for the development of colleagues were particularly high, especially for the other participants, such as an increase in their desire to participate in similar activities (65,5%) and better co-operation (65,5%).Similarly, the development/use of new teaching materials/programmes (58,4%), the introduction of new teaching and learning methods to the institution in which they work (60,2%), the quality of educational processes such as introducing new courses and learning modules to the institution (55,8%). The issue of providing improvement in the issues that will directly affect the productivity is also the situation where the teachers are in high expectations. (74,3%), stronger European dimension (55,8%) in institutional day-to-day functioning, partnership/cooperation with foreign institutions (61,4%), introduction of new management strategies ideas and practices to the institution (58,4%), and they are expected to be highly anticipated in the issues to be transformed. It is understood that people who are working on foreign language, especially those working in private institutions, are generally not expecting institutional expectations from education. This can be explained by the fact that the emphasis on foreign languages in private institutions is more intense than in public schools, and that the areas that need to be developed are placed in the background for the sake of priority.

Participants' positive views on the effectiveness of the activities on which they are highly anticipated and their views that the subjects, which are not predominantly anticipated, are ineffective suggests that the expectations of the activity's institutional aspects of the activity are not realised at very high levels. However, it appears that the proportion of those who have changed the institutional structure of the activity in terms of institutional effectiveness and that have positive opinions on the issues that will improve the quality and efficiency of the educational processes and processes will not exceed the high expectations.

Graph 31. The Difference between Expectation and Effect at Instutional Level

Category	Value
(For employees in private institutions) To increase the hours of foreign language teaching	3,4
(For employees in private institutions) To increase the diversity of foreign languages taught in the institution	10,3
To promote the CLIL (Instruction with Content and Language Integration), the teaching method in...	15
To increase the interest of the institution personnel to foreign language	16
To introduce new management strategies ideas and practices to the institution where I work	31
To introduce the new course and learning modules to the institution	26,6
To establish partnership/cooperation with foreign institutions	32
To introduce new teaching and learning methods to the institution where I work	27,5
To development/use of new teaching materials/program	26,6
To have stronger European dimension in the day-to-day operation of the institution	27,5
To have better collaboration among colleagues	25,7
To increase cross-cultural sensitivity	26,5
To increase my colleagues' requests for taking place in similar activities	11,5

In the graph 31, there is a comparison of expectations and effects at the institutional level. It is understood that the lowest difference in this graph is seen to increase the hours of foreign language teaching and to increase the diversity of foreign language taught in the institution. Herein is a graph of expectation's satisfaction to understand whether the low level of difference is satisfied with the high expectation level or the low expectation level. The biggest differences are seen in establishing partnership/cooperation with foreign institutions and introducing new management strategies ideas and practices to the institution in which they work. It can be said at first glance that the expectations here are not enough to meet the effects. However, as noted earlier, this difference may also have occurred between high expectations levels. Therefore, you need to look at the following chart. There is no proposition where the effect is higher than the expectation.

Graph 32. The Ratio of Expectation to Effect at Institutional Level

Category	Value
(For employees in private institutions) To increase the hours of foreign language teaching	83,5
(For employees in private institutions) To increase the diversity of foreign languages taught in the institution	66,8
To promote the CLIL (Instruction with Content and Language Integration), the teaching method in…	41,4
To increase the interest of the institution personnel to foreign language	59
To introduce new management strategies ideas and practices to the institution where I work	46,9
To introduce the new course and learning modules to the institution	52,3
To establish partnership/cooperation with foreign institutions	50,8
To introduce new teaching and learning methods to the institution where I work	54,3
To development/use of new teaching materials/program	54,5
To have stronger European dimension in the day-to-day operation of the institution	50,7
To have better collaboration among colleagues	60,8
To increase cross-cultural sensitivity	64,3
To increase my colleagues' requests for taking place in similar activities	82,4

As it can be seen in the graph 32 that the expectation of increasing the hours of foreign language teaching meets the influences largely. When we look at the related table, it is seen that both expectation and effectiveness are quite low. It is possible to say that the expectations of my colleagues suggesting an increase in their requests for involvement in similar activities are at their highest level. Here, both expectations and effects are realised at a high level. On the other hand, it is possible to say that, compared to other expect-impact comparisons, expectations in this title were met less. Still, all but two are over 50%. This may be related to the fact that the Adult Education (Grundtvig) programme is more an individual activity. On the other hand, it should be taken into account that difficulties can also be encountered in transferring institutional adjustments to performance achievements.

Table 5. Impact of Adult Education (Grundtvig) Programme IST Activity on Students/Learners at Institutional Level

	Effects	It had no effect	It had very low effect	It had effect	It had high level of effect	It had very high level of effect
1	Interest of students/learners in other cultures	12,4	8,8	34,5	23	21,2
2	Students/ learners' thoughts on the European Union	12,4	12,4	30,1	24,8	20,4
3	Motivation of students/learners to learn	8,8	11,5	34,5	29,2	15,9
4	Ability of students/learners to work in teams	11,5	15	43,4	16,8	13,3
5	Positive climate within the class (such as respect, tolerance, cooperation)	16,8	8	46	18,6	10,6
6	Improve the ability of students/learners to learn personally	15	17,7	38,1	17,7	11,5
7	Social skills of students/learners	15	18,6	37,2	15	14,2
8	Foreign language learning of students	14,2	17,7	31,9	20,4	15,9
9	Motivation for students to use information and communication technologies (ICT)	27,4	19,5	31,9	13,3	8

The effects that the participants of the Adult Education (Grundtvig) IST Activity have observed on the students/learners after the activity period are seen in Table 5. The participants in the Adult Education (Grundtvig) IST Activity were the students with the highest effect to learn motivation (79,7%) and other cultures (78,8%); (75,2%), positive climate in the class (75,2%) and working ability in teams (73,5%), as well as in the near future. (68,1%), the ability to learn personally (67,3%) and improve their social skills (66,4%), and the least effective is the motivation of students to use ICT (53,1%) have observed. In the light of this data, it can be said that the teachers who participated in the Adult Education (Grundtvig) IST Activity observed positive effects on the students in general after the process.

Graph 33. Career related Effects

Category	%	f
Other	8	9
There was no change	69	78
Career change	4,4	5
Being awarded	86,2	9
Financial increase	0,9	1
Establishing own business	0	0
Promotion in another workplace	1,8	2
Transition to another workplace	5,3	6
Promotion in the same workplace	7,1	8
Finding a job	2,7	3
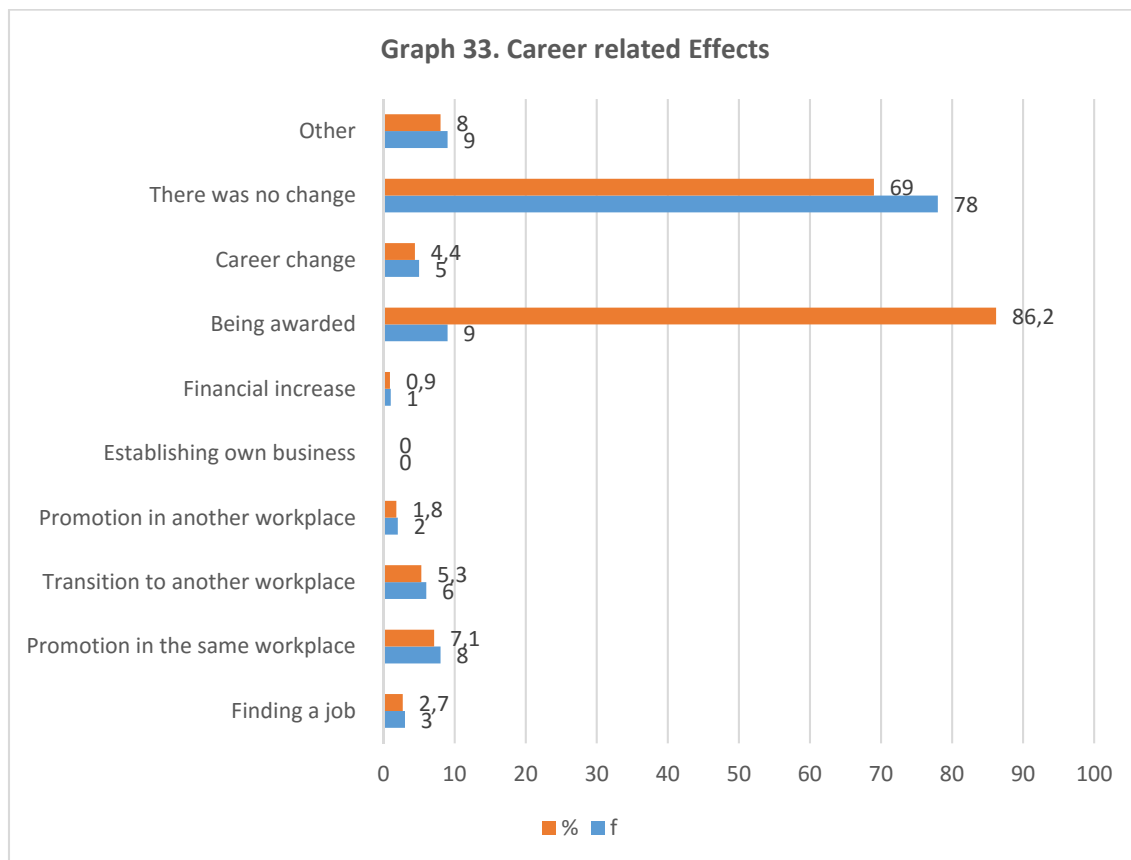
In Graph 33, statistical data shows if the participants of Adult Education (Grundtvig) IST Activity had any developments in their careers after attending the activity, if any, in which field the education has contributed to their careers. A significant proportion of participants (69%) indicated that in-service training did not cause any change in their careers. Even in very small proportions, it is seen that in-service training activity has an effect on the transition to another job (1,8%) and rewarding (8%). However, the general conception of this data is that the activities did not have a widespread effect on career advancement.

3.1.4. Efficiency

The efficiency criterion is considered as a relevant analysis principle in the context of the sub-dimensions of the Lifelong Learning Programme (LLP), the relationship between the resources used and the results obtained. The efficiency, which is one of the basic criteria in the context of the general and special purposes of this research, refers to the issues related to the cost of achieving the targeted effects and how well the inputs from quality and quantity, time and time are transformed into project activities so as to affect the quality of the project results. On the other hand, the most important indicators of the efficiency principle are seen as cooperation activities with Europe after the activity.

Graph 34. European Cooperation Activities

Activity	%	f
My colleagues are inspired by my experience and have participated in the Comenius/Grundtvig events	58,4	66
I inspired my colleagues to participate in Comenius/Grundtvig events	80,5	91
With the experience I have gained in the past, ... a joint Comenius/Gruntvig with people I have not...	12,4	14
With the experience I have gained in the past, ... a joint Comenius/Grundtvig with people I have not...	15	17
We have realized a joint Comenius/Grundtvig project with the people I met at the event	3,5	4
We planned a joint Comenius/Grundtvig event with the people I met at the event	15	17
I am still in touch with the trainers who have conducted the event	42,5	48
I'm still seeing with people I met at the events	72,6	82

When the data on co-operative activities with Europe were examined, it was observed that the great majority of the participants wanted to participate in Adult Education (Grundtvig) IST Activities (80,5%) while being equally present with the other people they met in the activities (72,6%) and their colleagues in their environment. When the responses were examined, it was found that 58,4% of the participants were satisfied with their participation in the Adult Education (Grundtvig) IST Activities by their own peers,

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42,5% of the respondents still seeing the activist, 15% stated that Grundtvig planned the activity and 15% planned a joint Grundtvig activity with the people they met in the activities. It is the ratio of 3,5% stating that the participants have realised a joint Grundtvig project with the people they met during the activities.

From the answers to the questions in the interviews with the participants in the Adult Education (Grundtvig) IST Activity "Did participating in the activity helped you establish a communication network? Are there any people you still see? Do you have a common project or other activity with the people you have met in the activity?", it is understood that the participants generally interact with the people they have participated in the activity, but do not convert this interaction mostly into projects and similar activities. Some of the participants' opinions on this subject are as follows;

> *G.E.30. "The people I see are not so concrete as to turn into a project. I made my efforts within the next 3-4 years from the event. It was very effective in terms of communication network. "*

> *G.K.31. "Yes, I already have contacts, but I have not done any projects."*

> *G.E.32. "We had a project with a Romanian teacher we met with them, we still have a project together."*

> *G.E.2. "There are a few people. I did not do a joint project, then after I did it individually, I did not do it with them. "*

> *G.E.3. "It was not a booklet, but as I said, I was giving away information to friends in chat rooms, and after that, three of my friends left."*

> *G.K.1. "Actually, we did, but it did not happen. Something that originated from us is our contact. In particular, the reason for the lack of communication is very little participation in the courses I went to. But if I had chosen a wider range of courses, I would certainly be able to do something like that, and I would definitely consider it as an opportunity for an entrepreneur. "*

> *G.E.4. "That is to say, although there is no communication network, there are individual contacts. There are people who cannot do that project but can communicate in line with my needs. "*

> *G.E.5. "It was. We do not have a common project, but there are still people we see, we have a communication network. "*

> *G.E.6. "We are still in touch with the participants through Facebook and e-mail, but we did not have much chance to do so much in the sense of developing a different project."*

Graph 35. Other European Cooperation Activities
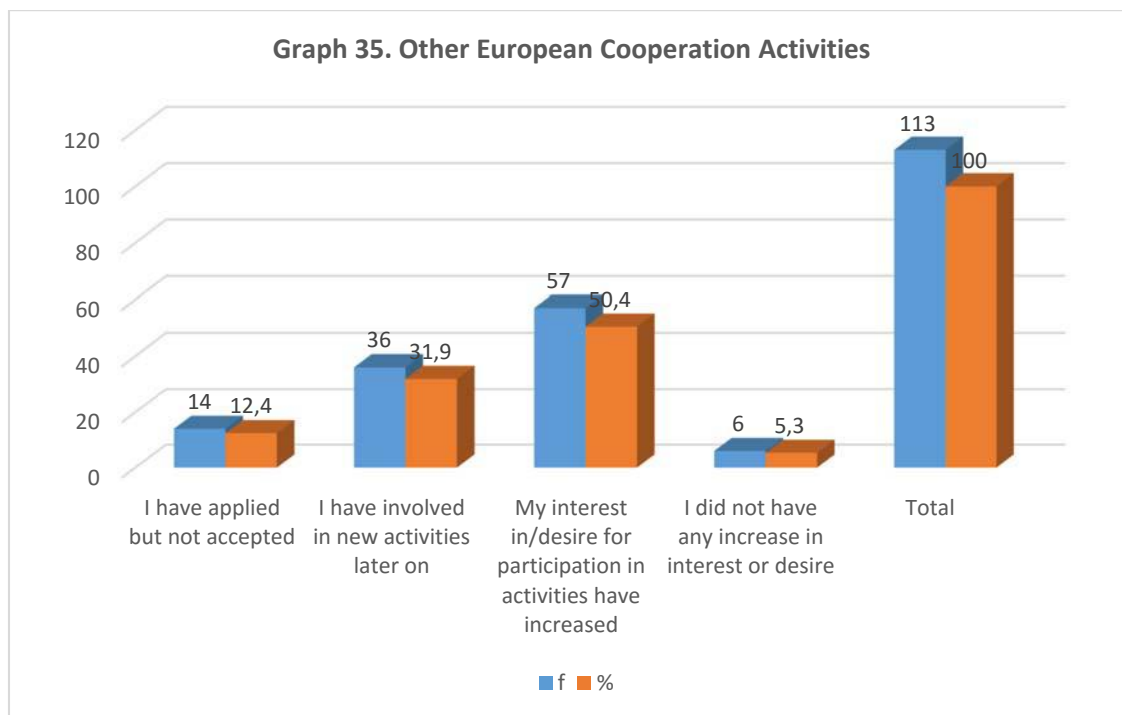
The impact of participating of the participants in the Adult Education (Grundtvig) IST Activity in relation to attitudes towards participating in other European cooperation and activities is seen in Graph 35. According to the graphical representation, 50,4% (57 people) of the participants stated that their interest and desire to participate in the activities increased, 31,9% (36 people) then joined the new activities and 12,4% (14 people) also applied but they were not accepted. 5,3% of the participants (6 people) stated that the activity they participated in did not cause any increase in their desire and interest.

In order to find out what the activity they attended in qualitative talks means for participants in terms of European cooperation, it was asked as: "How did you participate in this activity, affect your thoughts such as applying to other programmes or projects in Europe? "The answers given are in line with the above graph. Particularly, many respondents expressed the need to re-apply or increase their desire to participate in the projects.

> *G.E.1. Motive. So in the eyes of some people such a dream grows so much, it is very difficult for us to get some things in our country will be very big problems. Who is dealing with so much paper because you are preparing a lot of documents to prepare a long process. The application, the motivation letters, these are people who can think about who will deal with making you accept yourself. In that sense,*

it is the thought that everyone can go and see and join and it is not really such a difficult job, that everyone who goes out is like me, everyone can do enough motivation. After that, I applied to other things. For example, I applied for doctoral and research scholarship and got accepted. I communicated with people easily, so I wrote e-mails without any hesitation. What I want to do a joint project. This process has brought awareness and self-reliance. "

G.E.2. *"Of course I wanted to join more programmes. Then I did not have a chance, or it was nice to be there, everyone suggested that everyone joined. If I have another opportunity, I will go again. "*

G.E.3. *"Well, nobody knew RTE University, so I told about the university to the people out there, where I came from and why I was here. Again there were friends who went there and did not know us at all. I gave them a 5-10-minute presentation about the university, I tried to introduce it. "*

G.K.1. *"it had a very positive effect. I mean, I would not go to Italy, if I did not go to the UK. Once you apply, you become addicted, because it is pleasant experience, both professional and personal. For example, fewer bureaucracies apply. But if the courses are more content or courses for more experienced teachers, I would like to apply again, not always new ones. "*

G.K.2. *"I have positively influenced after returning I have applied for doctorate for example. I have a course in London and I applied to it so I thought I would go again. "*

G.E.5. *"Of course I have the courage to have a positive impact. Apart from that I already joined many activities. "*

G.E.6. *"After I came from the activity, I had the chance to be involved in other projects."*

Table 6. Problems Encountered During the Activity

	Problems	I've had no problems	I've had minor problems	I've had occasional problems	I've had problems frequently	I've had problems continuously
1	Differences in participants' language proficiency	48,7	26,5	23	1,8	
2	Classes made up of participants from the same country	71,7	12,4	10,6	4,4	0,9
3	Significant differences between participants' knowledge levels	53,1	27,4	14,2	5,3	
4	Access to information communication technologies	70,8	20,4	8		0,9
5	Cancelling events and not being able to find other events	85,8	8,8	5,3		
6	Differences between training promotions and actual training	64,6	21,2	11,5	0,9	1,8
7	Institutional/managerial issues	76,1	15	8,8		
8	Lack of preliminary information about training/seminar	76,1	16,8	5,3	0,9	0,9
9	The training/seminar is at an academically low level	60,2	23	11,5	3,5	1,8
10	The nature of the social activities organised during the training	70,8	16,8	8	3,5	0,9
11	Physical inadequacy of training space	74,3	16,8	7,1	0,9	0,9
12	Inadequate grant amount	60,2	17,7	17,7	4,4	
13	Interactions between participants in the training/seminar	77,9	16,8	5,3		
14	Preparations for educators to meet individual needs or help participants	74,3	21,2	2,7	0,9	0,9
15	My problems with speaking foreign languages	69	20,4	8,8	1,8	
16	Inadequacies of trainers/teachers on foreign language communication	83,2	13,3	3,5		
17	The number of participants is very low	77,9	11,5	8,8	1,8	
18	If the training/seminar is too academic than the attendance level	83,2	10,6	4,4	0,9	0,9
19	The number of participants depends on the content of the training received	90,3	7,1	2,7		
20	The number of participants according to the status of the physical space	87,6	10,6	1,8		
21	The institution I work do not allow me to participate in the event	88,5	4,4	5,3	1,8	

In Table 6, it is indicated that the profile of the participants and the conditions of the problem, such as the process of communication between the participants, the organisational and physical conditions of the activity, the academic content of the training activities and the specific competences of the trainees and the legal procedures to be followed in the Grundtvig IST Activity. It is noteworthy that the participants have problems that are constantly or frequently experiencing problems at a rate that cannot be denied. It is also seen that occasional problems often occur at rates that cannot be generalized to the majority. Nevertheless, there are cases where the rates of those who occasionally have problems in certain issues are generally within the range. The highest rate of problematic situations belongs to those who have problems with language proficiency (23%). The difference in the amount of grant given (17,7%), the great differences between the knowledge levels of the participants (14,2%), the differences between the training promotions and the actual training (11,5%), the training / seminar being academically at a very low level (11,5%), and the fact that the classes consist of participants from the same country (10,6%). It has been seen that there are no problems in terms of organisational processes such as the ideal number of participants (90,3%), the adequacy of the physical space (87,6%), and the fact that activities are performed in time (85,2%) in accordance with the plan and programme. The academic content of the seminar (83,2%) and the language and communication competences of the trainers/teachers (83,2%) are far from similar problem areas. The dimension of the training processes related to the other participants is also often far from problematic. However, there were significant differences between participants 'knowledge levels (27,4%), problems with foreign language speaking (20,4%), academically low level of education (23%) and differences in participants' language proficiency (26,5%) should be taken into account in a considerable amount of time, even though they are predominantly included in non-problematic situations. As a result, it is understood that the participants did not have serious problems related to the activity in general.

National Agency experts talked about the challenges of the application and evaluation process most often when asked at the focus group meeting with National Agency experts what they were most challenged in this process and the problems faced by the participants. It can be said here that the multiplicity of the number of applications and the resulting

increase in workload are at the forefront of the factors that affect the responsiveness of the participants' claims. Indeed, participants expressed that they had problems with activities but were severely challenged during the application process. This view of the National Agency experts and the challenges faced by the applicants are precisely matched at this point.

N.A. "The applications were going through the Turna system, but as I said, the most intense part of this process is the application part. Because there was a lot of applications, so this was the most intense period. "

N.A. "From 2011, something like this happened: The European Commission went to a change like this, the system worked well, you passed the compliance, you will go to the course, the course was cancelled at the stage of joining, due to insufficient participants. When the course was cancelled in 2011, the beneficiary could not choose another course. After 2011, the beneficiary found another course and wrote it to confirm the course. We were finding it convenient. After 2011, it became complicated. "

N.A. "The most difficult thing is to teach the beneficiary to fill in a proper application form. So we were telling what to write in each field, and the habits of the last day will not change. They fill in their application on the last day at the last hour. They call us to ask what to write here and there, and when you answer, they snap at you, so it's hard to make them fill in a proper application form. "

N.A. "In fact, it was very standard, and the application and the courses were very standardized. You see that the methodology of the courses is the same, their training is the same. There are hundreds of application similar to each other, the work of evaluators was very difficult. That is, the process of confronting the objections of the rejected applicants,, the fact that the number is too much, makes the process difficult to manage. "

N.A. "The application forms were the most difficult part throught out the whole process."

N.A. "Visa procedures are of course very much in the first place; they also expect a lot of consulting. We have already started to do something like this for some time, we have gathered the experiences of those who have gone, how to get a visa. We wanted them to share this experience with us in the name of sharing. "

N.A. "We had meetings with some ambassadors about visas. We told them that there was a programme signed by Turkey. He had to write to the Ministry of Foreign Affairs. Even for a person who could not optain visa, we had to write to the Foreign Ministry so that you could get a visa. Of course, this is not a situation that you cannot get out of when you think of the majority of the application. When you make a person, the other person tells me why. What you do with good intentions turns into a workload, the staff there. The trouble is that when you get the job burden, there are 2,500 applications in three times, 600 people in the

admissions. Now two people are dealing with the operations of 600 people. A little less in Adult Education but friends because they are interested in different activities ... A person is dealing with more than one thing, so it is difficult for existing staff to deal with such extra work. It is especially important to underline the cancellation of the projects results in an extra work. Because you start everything from the very beginning, almost everything is written in the application form that the person will go to do everything again. This means that you deal with hundreds of people that you are particularly interested in. Plus, when you think of three times, when you finish a period you are going through the application, you are making a contract, another application is coming for the second period and the two friends are managing the contract payment process while also dealing with the evaluation process of the new applications. So extractions like this, which happened three times plus course cancellations, are seriously affecting the work performance there.

How this situation has been experienced in terms of the participants is understood through the answers given in the question "what happened during 2007-2013 in the context of the troubles you have experienced during or after the application".

G.E.1. *"During the application process, the institution operated well. We handed over the paperwork, delivered the training form, we delivered it. Everything was clear and clear at that time, I do not know how it works after that, so here I go, for example, sometimes I see things that are not very up to date, such as 2014.*

G.E.2. *"I just went to the National Agency to submit the application form, then after they had already received a scholarship, they were very supportive and helped to support the ticket in a very good way."*

G.E.3. *"I mean; the budget is enough for me. They were airplane tickets, and if I stayed there, the money they had for the rest of the things was enough, but as I said for the rest of the year, they were a bit longer.*

G.K.1. *"In my first application I had communication with NA, on my second application everything was online. I had one or two questions answered, it was good. "*

G.K.2. *"I did not have any trouble with the National Agency after I sent the form at that time. I did not have much contact with the National Agency, I sent the form, the fund was sent on time, I sent the documents. I did not have any trouble. "*

G.E.4. *"The National Agency is always right, helping friends whenever and wherever they are. I mean, obviously I did not have a problem. I mean, at that time, we were reaching the employees of the EU project unit via e-mail, telephone, helping in every way. I have been away for 1,5 to 2 years, but at that time they have helped me in all kinds of distress. "*

G.E.5. *"I find the National Agency very professional about relations. For example, I do not care when you call in government agencies, people in most*

institutions, but I think the experts of your friends here are very positive. I can reach them whenever I want, so they can detail the information work, I mean satisfaction. "

G.E.6. *"We use e-mail effectively in terms of communication, most of the time I get by phone. I communicated effectively with the NA personelle about the travel tickets for the final reports. We had a problem with the attendance, they were very helpful and they explained what I had to do to solve the problem. I think we have a good communication. "*

In addition to the difficulties experienced during the focus group meetings, not everyone agreed, but negative reflections of the work load of the National Agency experts were expressed during this discussion.

O.G. *"At that time, of course, I was trying to get information from friends who went before me. I had to wrangle answers out of them. What can I do, how to apply? They were not saying because they want to apply for themselves, and would receive grant again. Then I started calling the National Agents experts. At that time, the experts at the National Agency were really stingy about giving a little information, and I remember that I was being overwhelmed. They were talking about a book like this, they already have a question on the site, you can go in and look on the site. Well, I'm already calling you because I cannot understand that book. There are no such problems with the experts now, but I experienced it at that time. It was like you do not understand anything when you talk to a doctor. I learned it by myself by experimenting, but I had a lot of difficulties. "*

O.G. *"I think the biggest problem is the website."*

O.G. *"The website is a very difficult site, yes. During the Lifelong Learning period, there was also this distress. The National Agency has changed that a little bit recently, but there are evaluators who we call independent evaluators who read your projects. Especially in the last period, people called independent evaluators entered into free market economics and entered monetary relations with certain institutions and organisations. It was an incredibly inaccurate practice, I later told the National Agency. I also never thought that the qualifications of external evaluators were sufficient in the Lifelong Learning period. Because when you look at the criticism sent you do not understand what it said. What he wrote, what he wrote, critics do not even understand it. Now it's a little better. The National Agency is holding meetings every year, inviting external evaluators, and informing about developments. During the Lifelong Learning period there was such a distress, a development was made in relation to external evaluators. I welcome it happily. I want to say that; Individual applications must be brought back. It was wrong to be removed. Focused entirely on sightseeing. There was no dissemination, and there was a problem as people could not transfer enough experience around, now it never happens. "*

O.G. ***"****At that time I filed three applications and the last one was accepted. The rejection for first one was that my signature at one place did not match with another. The second time I had a little trouble with the paperwork, I asked if they would accept my application if I submit it personaly instead of sending by cargo. They said no. I had to send it by the cargo when it was a few minutes before 5:00pm. I also find it fair thet they do not answer the phones, since so many people call them after all. But the hardship was great. They respond to the e-mails immediately. Today I called three times, and the phone was turned on almost immediately. About the e-mails, I can also say that I have encountered really harsh e-mails. Now you are facing a negativity, I give an example. You have applied to an international university programme. That is, about half a page will be written as a negative mail, but 70 percent is gentle. When they are so kind [on the phone] that you wonder if I you got accepted, but you learn that you did not.*

3.1.5. Dissemination

The dissemination criterion has been determined to be a very important criterion in the dimension of medium and long term strategies of the Lifelong Learning Programme (LLP) as well as of European Union level, and also in the dimension of national strategies. Dissemination activities are the requirements drawn up by the programme rules to ensure that the content and outputs of the projects produced and the acquired experiences and learning outcomes are not confined to the place where the project or individual activity is carried out and carried to wider groups[21]. After the projects that are supported under the programmes are completed, the continuation of the project outputs and effects means the potential to lead to structural and permanent changes in the direction of the stated targets and the ownership of the project results by the beneficiaries.

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[21] For detailed information:
http://www.ua.gov.tr/docs/default-source/magazine/faaliyet_raporu_2012.pdf?sfvrsn=0

Graph 36. With whom the Outputs of Adult Education (Grundtvig) Programme IST Activity Shared

Category	%	f
Other	1,8	2
Did not share with anyone		
Researchers	15	17
Other schools or institutions	34,5	39
Local authorities	15,9	18
Members of professional organizations	14,2	16
My colleagues at my institution	94,7	107
School or institution managers	69,9	79
Students/Learners	72,6	82

Graph 36 contains data on how the participants of the Adult Education (Grundtvig) IST Activity shared the results of the in-service training activities they attended for the first time. It is understood from these data that the results of the participations were mostly shared with their colleagues (94,7%), with students/learners (72,6%) and with school or institution managers (69,9%). The proportion of those who share with other schools or institutions is also remarkable (34,5%). The share of local authorities, members of professional associations and share with researchers is very small compared to intra-institutional exchanges. According to this, it is possible to reach the conclusion that the participants who participated in the Adult Education (Grundtvig) IST Activity had dissemination activities generally with the individuals in the institution in which they work and in general with other institutions in the same structure, but dissemination within different institutions and organisations were limitted.

Graph 37. Dissemination Activities within the Institution
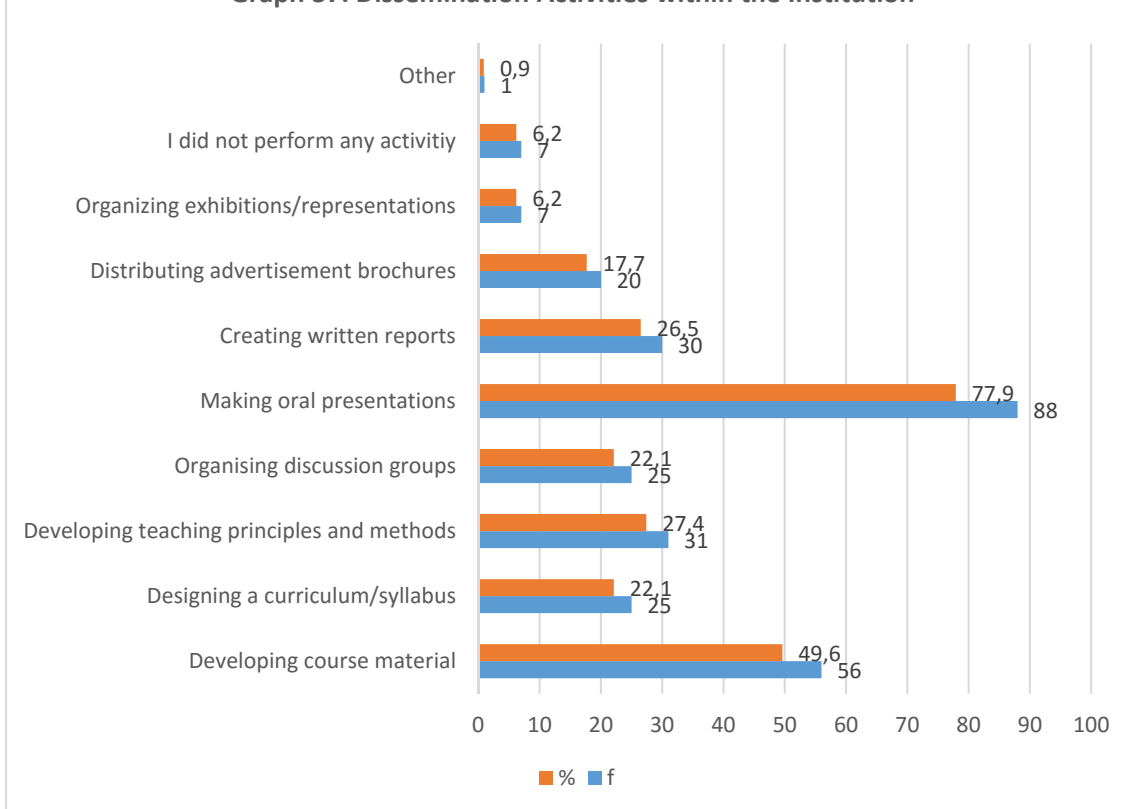
Examining the data about the strategies and actions of the outputs/results of the Adult Education (Grundtvig) IST Activities within the organisation, the majority (77,9%) of the participants seem to have performed the dissemination activities by making oral presentations. When the answers were examined, it was found that 49,6% of the participants developed course materials, 27,4% developed teaching principles and methods, 26,5% made written reports, 17,7% distributed promotional brochures, 22,1% of them designed curricula and 6,2% of them organised exhibitions/performances. The rate of those who stated that they did not carry out any activities among the participants is 6,2%. As seen in Graph 37 "dissemination of course material" and "making oral presentations" is the most frequently used method in dissemination activities. In this sense, it is possible to say that mostly learners and colleagues benefited from this. In the qualitative interviews, when they were asked the question that who else, besides themselves, benefitted by the subjects learned in the activities, two main groups were mentioned: the learners and their colleagues. The reason for this can be related to the problems faced in dissemination. As the participants limit their dissemination activities

mostly to institutions and organisations, it is a natural result that the other trainers/teachers and students became the only beneficiaries.

The qualitative data of the survey were also found to be parallel to the findings in the questionnaires. Interviewees often express their experience of in-service training activities, usually through presentations, to their students or colleagues. It is possible to say that presentations made within the institution are the most widely used dissemination activities. In these presentations, it was seen that the main purpose, and therefore the content, was to inform those who wanted to go abroad like themselves.

> *G.E.2 "Yes, it was present. I made a presentation. I showed it in college, it was nice. "*
>
> *G.E.3 "It was beneficial to my close friends and my students. I think some students, for example, see that the British are not so prejudiced. "*
>
> *G.K.1 "Yes, I voluntarily made a brief presentation of one of the things I learned there. The sharings were not of formal but mostly of informal type."*
>
> *G.K.2 "Yes, to the teachers we made presentations at Sancaktepe."*
>
> *G.E.4 "I do not remember the booklet, of course it will be almost three years. Of course I remember that I made presentations to friends, friends in the office as friends in the project unit. "*
>
> *G.E.5 "It happened, I told my friends in my office."*
>
> *G.E.6 "Of course the new institution was inside. We posted a news on the university site. I shared my experiences with friends who wanted to go. I did not have the opportunity to do anything outside the institution. "*

In the focus group interviews, there was a view that the dissemination activities remained in the institution at significant levels. Participants also stated that personal effort is the most important parameter in the dissemination activity, though it is not obliged to be limited to this. It is also stated that the support of the institutions is very important for the dissemination activities to be carried out outside the institution or a wider range.

> *O.G. "It is not possible to publish what you learned with the given budget; you cannot write a book in 15 days anyway. Maybe you can make a brochure. Mine, for example, was on methodology, and the brochure would not work. So if anyone is interested in my education I need to find them and tell them. I have small things to do with my own personal efforts, or perhaps with institutional capacity within my own institution. "*

Graph 38. Dissemination Activities out of the Institution

Category	%	f
Other	6,2	7
No activity has been performed	30,1	34
To create dialogue with non-governmental...	16,8	19
To create dialogue with the business world	3,5	4
To create dialogue with local authorities...	22,1	25
To publish articles in journals	11,5	13
To prepare oral presentations	53,1	60
To create written reports	16,8	19
To create a private social media domain	12,4	14
CD / DVD distribution	2,7	3
To create a website	3,5	4
To set up discussion groups	13,3	15

When examining the data of the outputs/results of Adult Education (Grundtvig) Activities in the context of dissemination strategies and actions outside the organisation, it is understood that the vast majority of participants (53,1%) constituted oral presentations. The percentage of those who stated that they did not perform any activities among the participants is 30%. When Graph 38 is examined, it is seen that 22,1% of the participants have communicated with local authorities (municipality, district governorship, national education administration etc.), 16,8% have written reports, 13,3% of them have made up the discussion groups, 2,7% have made/distributed CDs/DVDs, 16,8% have communicated with non-governmental organisations, 3,5% have made websites and 11,5% Appeared in the magazines. The proportion of respondents evaluating the outputs/results of in-service training activities outside the organisation in other categories of strategies and actions is 6,2%. It is possible to say that the methods used for extension activities outside the institution are similar to the internal dissemination techniques.

However, the proportion of those who do not perform any extracurricular activities seems quite high.

When assessed on the basis of qualitative interviews, it is seen that activities outside the institution are much more limitted than in-house dissemination. Some of the reasons for this have already been discussed. However, as it can be seen, the most important thing is stated to be the difficulties in finding platforms where dissemination activity can be carried out to realise non-institutional dissemination activities.

> *G.E.22.* *"Of course, there were numerous seminars on utilization of related projects in the Provincial Dictorate of National Education. I participated in the majority of the conferences as an educator, and I also personally helped institutions and organisations which wanted to do a project. "*

> *O.G.* *"Maybe something like this could happen: Maybe you can do something like TED Talks Style National Agency Meetings. Each participants of an in-service training –a good training of course- can do it in the National Agency, after returning. Again, it can be done in the building on Mevlana Boulevard, the place where everyone knows. "*

> *O.G.* *"After we came back, the National Agency invited us to the events it organised. We talked about the project we did, but the photo of our students eating pizza there did not mean much to people. It was nice to wake up the idea of doing a project, but with the methodology or drama we have learned, maybe something about the arts there could be an invitation. There may be small groups. At different times but this will be continuous. I would have liked to have something like this, I would have liked to transfer everything I learned there to the people I do not know. You can do it in English, or you can do it in the same language you carried out your project. In the end, I do not know if it would be possible to apply such a thing in our country, in terms of both sharing educational materials we learned and sharing of the good practices with us, but it would be nice. I tried, because I really had to share what I learned. I had a lot of trouble in this regard. "*

3.2. Findings and Interpretations Related to Questionnaire of Rejected Applications to 2007-2013 Period Adult Education (Grundtvig) In-Service Training Activities

In this section, the data obtained from those who responded to the questionnaire prepared for the rejected applicants, when applied to the Grundtvig IST activities during the period 2007-2013. The main purpose of applying the questionnaire to the rejected applicants is to try to better understand the effects of participating in the activity, especially on the individuals. In this context, many questions other than the questions on the impacts in the respondents' questionnaire were also asked in the rejected ones. However, there is no possibility of one-to-one comparison. Because, for example, the questions that are asked under the title of expectation may have occurred at the time of application to the activity, after the activity was accepted or at any time during this process. A title such as the effect of rejection and the effect of acceptance is meaningful for comparison in terms of impacts in this sense. For these reasons the data being resolved under the heading of the rejected ones is given that we have a general idea of the similarities or differences between the two groups. It is not possible to think of rejected ones as a control group since the study is not an experimental study. For this reason, the data is only used for support and it is not right to generalize them to the universe. Therefore, in the light of the information and the explanations related to the rejections, there are solutions of the data about the rejections below.

3.2.1. Descriptive Graphs Related to Questionnaire of Rejected Applications to 2007-2013 Period Adult Education (Grundtvig) IST Activities

Graph 39. Gender Distribution of Rejected Adult Education (Grundtvig) IST Activity Applicants

	%	f
Total	100	74
Female	45,9	34
Male	54,1	40
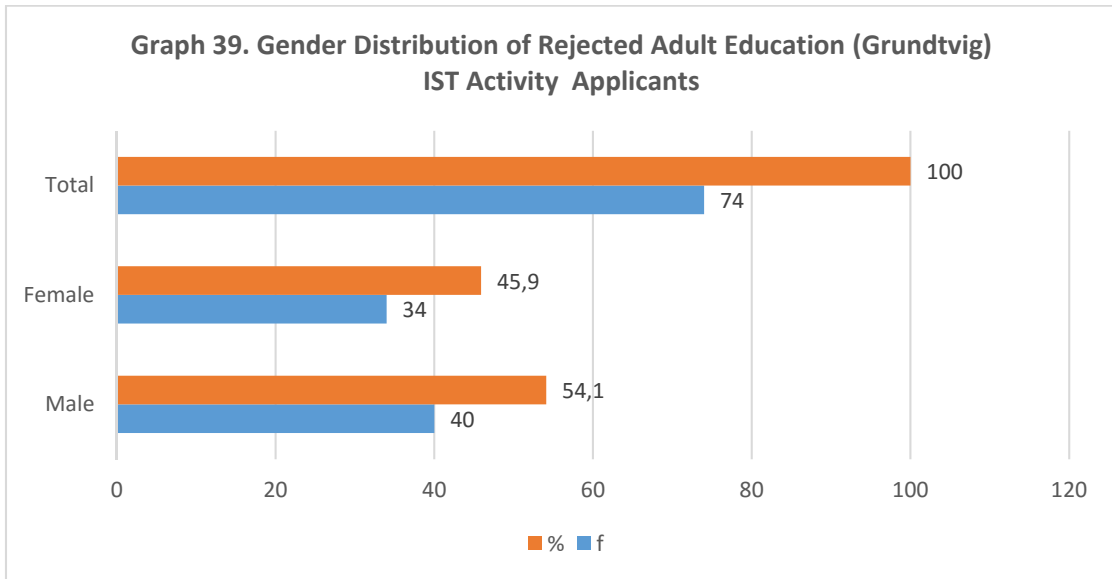
According to graph 39, it is seen that 40 of the 74 participants (54,1%) were male and 34 (45,9%) were female and it is understood that there is no significant difference in terms of gender among the rejected applicants to the Adult Education (Grundtvig) IST Activities.

Table 7. Residence of Rejected Applicants to Adult Education (Grundtvig) IST Activities

	City	*f*	*%*				
1	Adana	2	2,7	**17**	İçel	1	1,4
2	Adıyaman	2	2,7	**18**	İstanbul	6	8,1
3	Amasya	2	2,7	**19**	İzmir	6	8,1
4	Ankara	14	18,9	**20**	Kahramanmaraş	2	2,7
5	Antalya	2	2,7	**21**	Kayseri	3	4,1
6	Bitlis	1	1,4	**22**	Kocaeli	5	6,8
7	Burdur	1	1,4	**23**	Konya	1	1,4
8	Çanakkale	1	1,4	**24**	Malatya	2	2,7
9	Çorum	1	1,4	**25**	Niğde	2	2,7
10	Diyarbakır	2	2,7	**26**	Sakarya	2	2,7
11	Edirne	2	2,7	**27**	Tekirdağ	1	1,4
12	Elazığ	2	2,7	**28**	Trabzon	1	1,4
13	Eskişehir	2	2,7	**29**	Yozgat	1	1,4
14	Gaziantep	1	1,4	**30**	Aksaray	1	1,4
15	Hatay	2	2,7	**31**	Kilis	1	1,4
16	Isparta	1	1,4	**32**	Osmaniye	1	1,4
					Total	**74**	**100,0**

According to the data in Table 7, it is understood that 26 out of 74 participants (35,1%), in other words more than the one thirds are living predominantly in İstanbul, Ankara and İzmir which are the three largest provinces of Turkey, Konya with 5 participants (6,8%) and Kocaeli with 3 participants (4,1%) are coming forth after these three provinces and the other cities have close rates of rejected applicants with one or two participant difference. The fact that the rates of rejection are high in cities mentioned above can be interpreted as the fact that the number of applicants in these cities is very high.

Table 8. Occupation of Rejected Applicants at the Time of Application to Adult Education (Grundtvig) IST Activities

	Occupation	f	%
1	School Headmaster	1	1,4
2	Teacher	35	47,3
3	University Staff	24	32,4
4	Public Education Center Staff	1	1,4
5	NGO Manager	3	4,1
6	NGO Staff	1	1,4
7	Private Institution and Organisation Employee	1	1,4
8	Lecturer	1	1,4
9	Working in Own Business	1	1,4
10	Development Agency	2	2,7
11	Not working	1	1,4
12	Expert	1	1,4
13	Local government	1	1,4
14	Instructor	1	1,4
	Total	**74**	**100,0**

According to the data given in Table 8, 1 of the 74 (1,4%) rejected applicants to Adult Education (Grundtvig) IST were school headmasters, 35 (47,3%) were teachers, 24 (32,4%) were university staff, 1 person (1,4%) was Public Education Center staff, 1 person (1,4%) was lecturer and 1 person (1,4%) was academic member. In other words, most of the Grundtvig rejected applicants (85,3%) are people working in educational services. It is not surprising that the majority of these figures and ratios are made up of staff of educational services, considering the Grundtvig mobility's lifelong learning and education aims to make it more qualified and widespread. Therefore, the fact that a large proportion of rejected applicants consisted of people working in educational services could be interpreted as an expected consequence of the applicants being largely in this area.

Table 9. Distribution of Teachers by Subjects Whose Applications to Adult Education (Grundtvig) IST Activity was Rejected

	Subjects	*f*	%
1	English	26	35,1
2	German	3	4,1
3	ICT	7	9,5
4	Accommodation Travel Tourism Food	2	2,7
5	Clothing Production	1	1,4
6	Railway Training	1	1,4
7	Machine Teaching	1	1,4
8	Social - Geography	2	2,7
9	Mathematics	1	1,4
10	Special Education	1	1,4
11	Guidance and Psychological Counseling	1	1,4
12	Physical Education	1	1,4
13	Classroom Teaching	2	2,7
14	Biology	1	1,4
15	Not Responded	24	32,4
	Total	**74**	**100,0**

According to the data in Table 9, it is seen that 29 of the 74 people (39,2%) whose applications to Adult Education (Grundtvig) IST Activity were rejected are foreign language teachers and 7 (9,5%) are teachers of information technology. In this respect, it is understood that a significant part of the Grundtvig applicants who were rejected in their applications are teachers of English and German who want to make use of their foreign language knowledge in a project abroad.

Graph 40. Sectoral Distribution of the Rejected Adult Education (Grundtvig) IST Activity Applicants

Total — % 100, f 74
Not Responded — % 1,4, f 1
Private — % 12,2, f 9
Public — % 86,5, f 64

Legend: % f
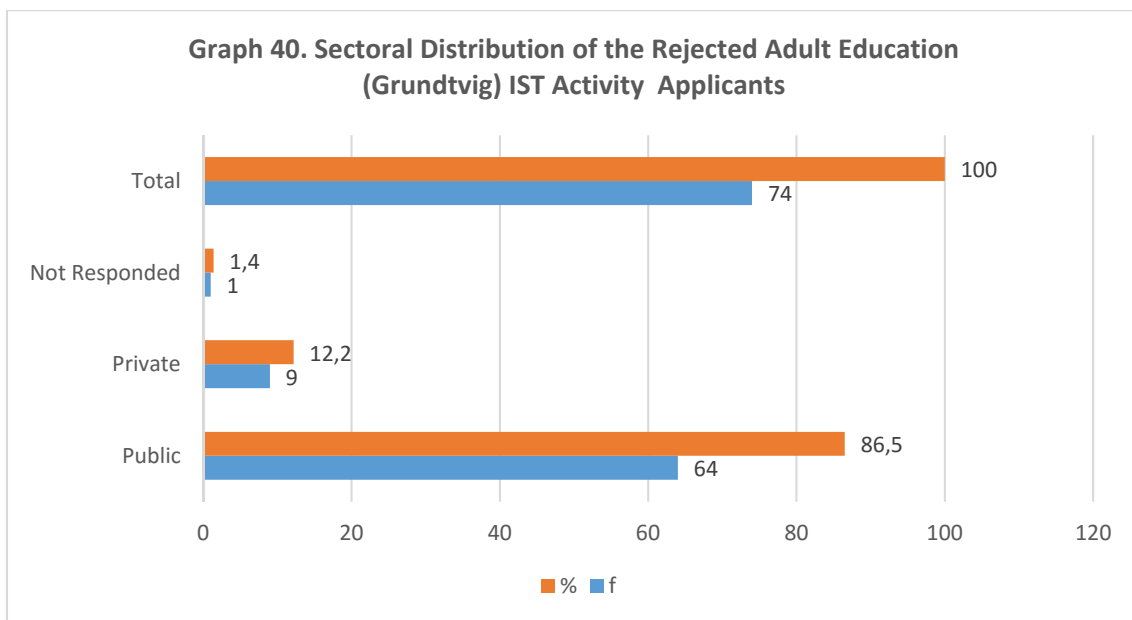
In the light of the data in Graph 40 it is understood that the rejected applicants of the Adult Education (Grundtvig) IST Activity are working in the public sector (86,5%) in a large ratio and 12,2% (9 persons) working in the private sector. Taking into account that the rejected applicants are predominantly made up of people working in educational services (85,9%), the high proportion of the public sector and the closeness of the two ratios will be more meaningful and reasonable.

Graph 41. Distribution of Institution Types in which Rejected (Grundtvig) IST Applicants are Employed

Institution Type	%	f
Total	100	74
Other	13,5	10
Private	4,1	3
NGO	2,7	2
Public Education Center	4,1	3
University	35,1	26
Vocational School	13,5	10
Secondary School	13,5	10
Middle School	9,5	7
Primary School	4,1	3
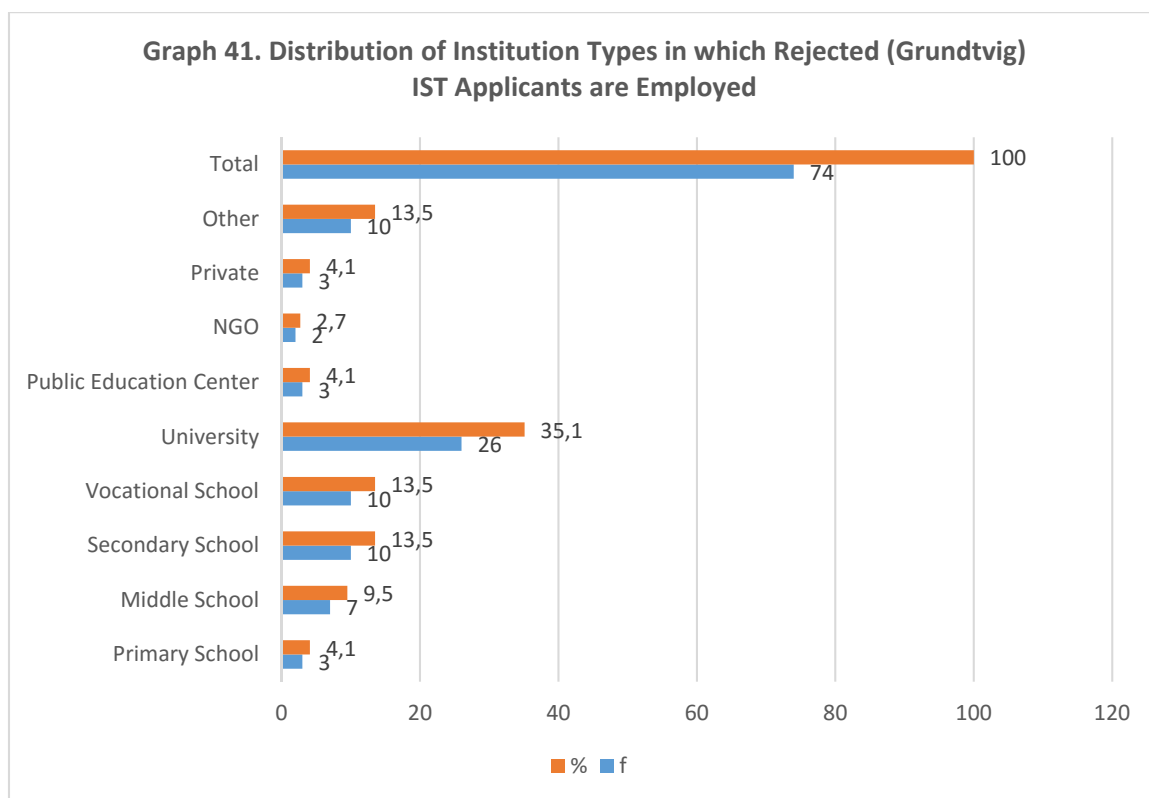
According to the data in Graph 41, it is understood that 3 people with rejected application for the Adult Education (Grundtvig) IST Activity are primary school staff, 7 are middle school staff, 10 are secondary school staff, 10 are vocational school staff, 3 are public education center staff and 26 people are education service staff working at a university. In other words, in the light of the data in the graph, it is seen that 59 of 74 people (79,8%) are working in organised and non-formal education institutions. These ratios are in line with the evidence showing that most of the rejected applicants work in educational services. A large proportion of the rejected applicants (86,5%, see Graph 40) are employed in the public sector and almost all the applicants consist of people working in the education sector. From this fact, it can be said that the proportion of rejected applicants from this sector is a proportionally reasonable.

Graph 42. Distribution of Education Levels of Rejected Adult Education (Grundtvig) IST Applicants

Education Level	%	f
Total	100	74
Ph. D	13,5	10
Post Graduate	37,8	28
Graduate	48,6	36
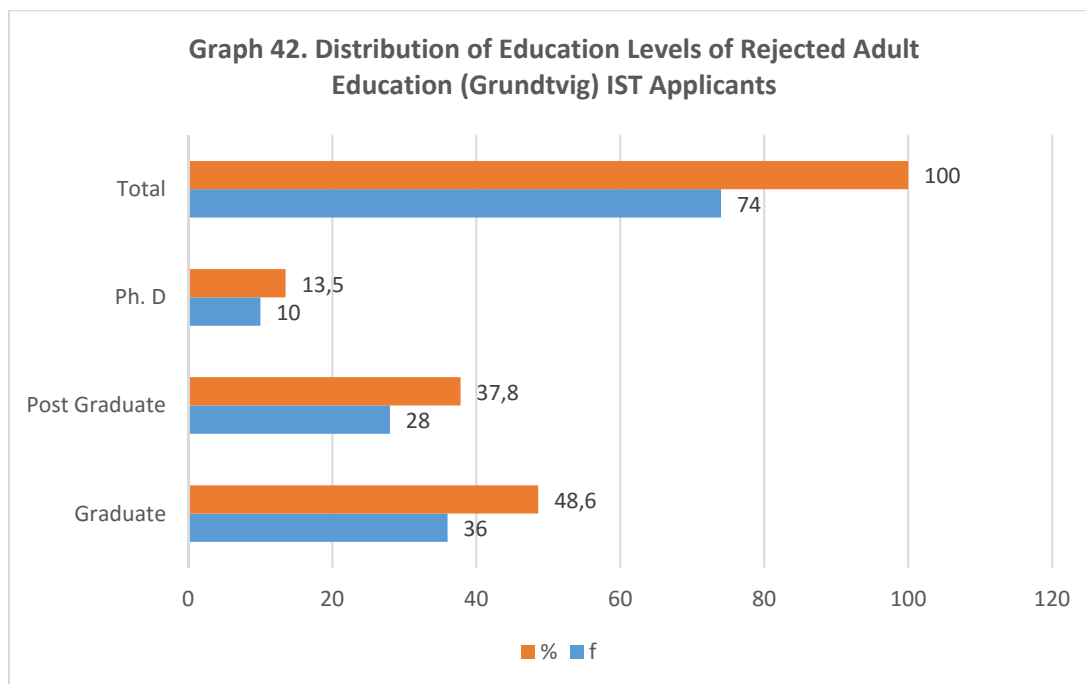
In the direction given in Graph 42, 36 of the 74 participants (48,6%) with rejected applications to Adult Education (Grundtvig) IST activities had graduate, 28 (37,8%) master's and 10 (13,5%) Ph.D degree. Graph 18 shows that the probability of the acceptance of the application increases as the level of education increases. As the level of education in this graphic increases, the data showing that the rejection rate is lowered seems to support the picture presented by the data in Graph 18.

Table 10. Subject of the Education which the Rejected Applicants of Adult Education (Grundtvig) IST Activity Have Applied for

	Subjects	*f*	%
1	Technology in Education	6	8,1
2	Project Management	6	8,1
3	Photography	2	2,7
4	English Teaching	18	24,3
5	Teacher Training	1	1,4
6	Special Education	2	2,7
7	Capacity/Personal Development	3	4,1
8	Instructional Methods and Techniques - Classroom Management	7	9,5
9	Democracy - Democracy in School	1	1,4
10	Tourism	1	1,4
11	Adult Education	6	8,1
12	Railway Education	1	1,4
13	Play	1	1,4
14	Innovation	1	1,4
15	Culture - Multiculturalism	2	2,7
16	Rural and Urban Life	3	4,1
17	Healthy Lifestyle	1	1,4
18	Art	2	2,7
19	Not Responded	10	13,5
	Total	**74**	**100,0**

Table 10 lists the distributions of rejected applicants of Adult Education (Grundtvig) IST activity related to educational subjects which they have applied for. According to this, it is understood that 18 of the 74 (24,3%) of the rejected Grundtvig applicants made their application for English teaching. This ratio also overlaps with the evidence that a significant proportion of the participants are foreign language teachers. However, 7 (9,5%) of the rejected Grundtvig applicants applied for teaching methods and techniques classroom management, 6 of them (8,1%) for technology in education, 6 of them (8,1%) for project management, which are other subjects concerning education process.

Table 11. The Country where the Rejected Applicants of Adult Education (Grundtvig) IST Activity Have Applied for

	Country	f	%
1	United Kingdom	15	20,3
2	Germany	5	6,8
3	Portugal	3	4,1
4	Lithuania	2	2,7
5	Greece	4	5,4
6	Spain	4	5,4
7	Belgium	5	6,8
8	Ireland	4	5,4
9	Finland	2	2,7
10	Malta	1	1,4
11	Italy	21	28,4
12	Czech Republic	4	5,4
13	Hungary	1	1,4
14	Poland	1	1,4
15	Norway	1	1,4
16	Austria	1	1,4
	Total	**74**	**100,0**

It is seen from the data in Table 11, 21 (28,4%) of the 74 rejected applicants of Adult Education (Grundtvig) IST Activity had applied for training in Italy and 15 (20,3%) in the UK. These ratios correspond to almost half (48,7%) of the participants. The fact that the official language is English in countries linked to the United Kingdom constitutes is an important factor when it is so intensively preferred. Because it is seen that a significant part (24,3%) of the rejected participants of Grundtvig have English language teaching as the activity subject. English teachers make up more than one third of the applicants in the general participation (35,1%). However, it is seen that the demand for trainings organised in Italy is intense.

Graph 43. Sources of Information of Rejected Applicants of Adult Education (Grundtvig) IST Activity
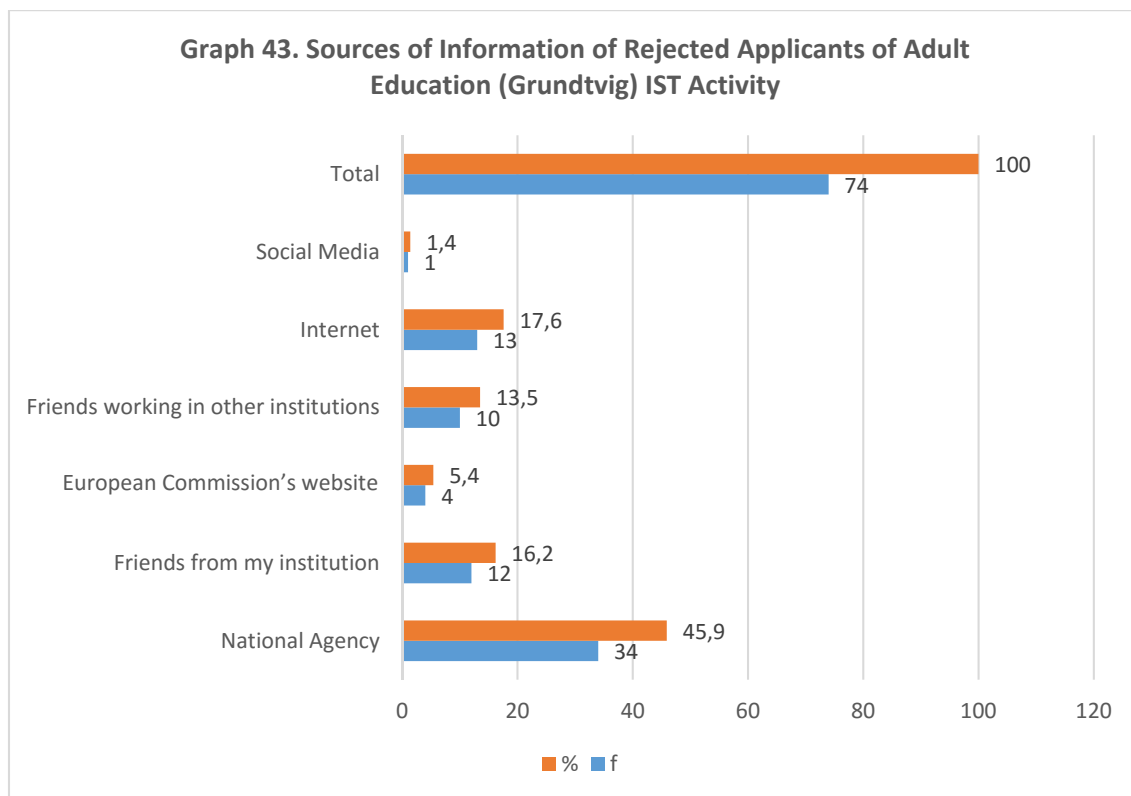
According to Graph 43, it is seen that nearly half (45,9%) of the rejected applicants of Adult Education (Grundtvig) Activity received information through the National Agency, whereas 22 (29,7%) received from friends and 13 (17,6%) received from Internet. In the light of this data, it can be said that the announcements of the activities of the National Agency are effective and that many people are aware of the applications through these announcements.

Graph 44. Language Used in Application by Rejected Applicants of Adult Education (Grundtvig) IST Activity
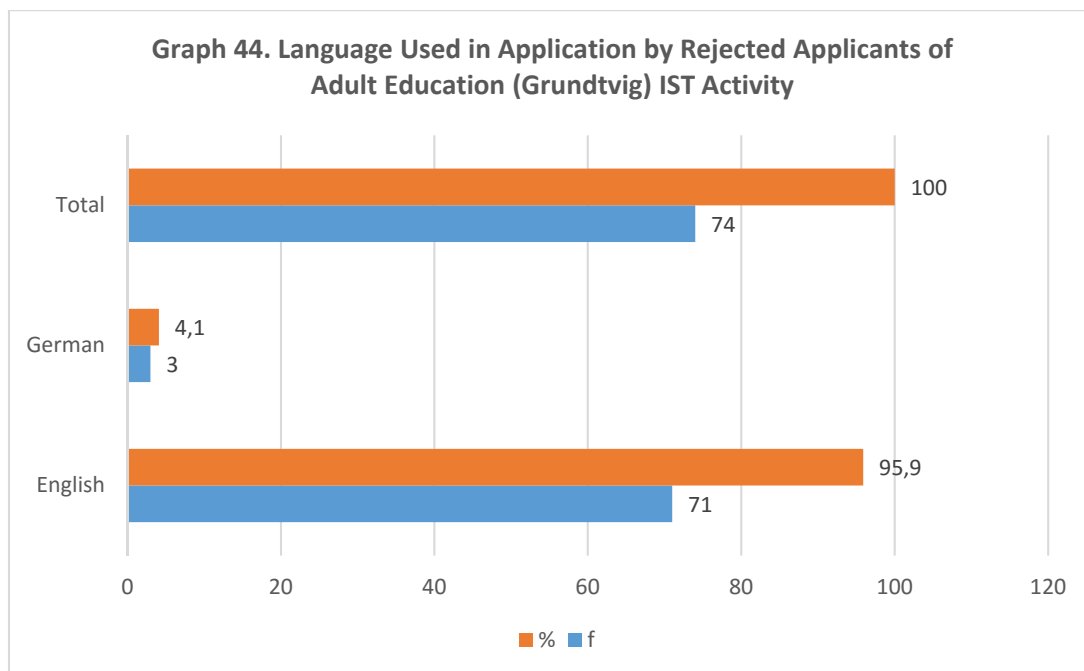
In the light of the data presented in Graph 44, it is understood that almost all of the 74 rejected applicants (95,9%) of Adult Education (Grundtvig) Activity applied for the activities where the activity language was English and the remaining small percentage (4,1%) preferred activities in German. The rejected Grundtvig applicants did not apply for any activities conducted in a language other than English or German.

Graph 45. Level of Speaking Competence of Rejected Applicants of Adult Education (Grundtvig) IST Activity

Level	f	%
Total	74	100
Excellent	32	43,2
Good	29	39,2
Intermediate	13	17,6

Legend: ■ % ■ f
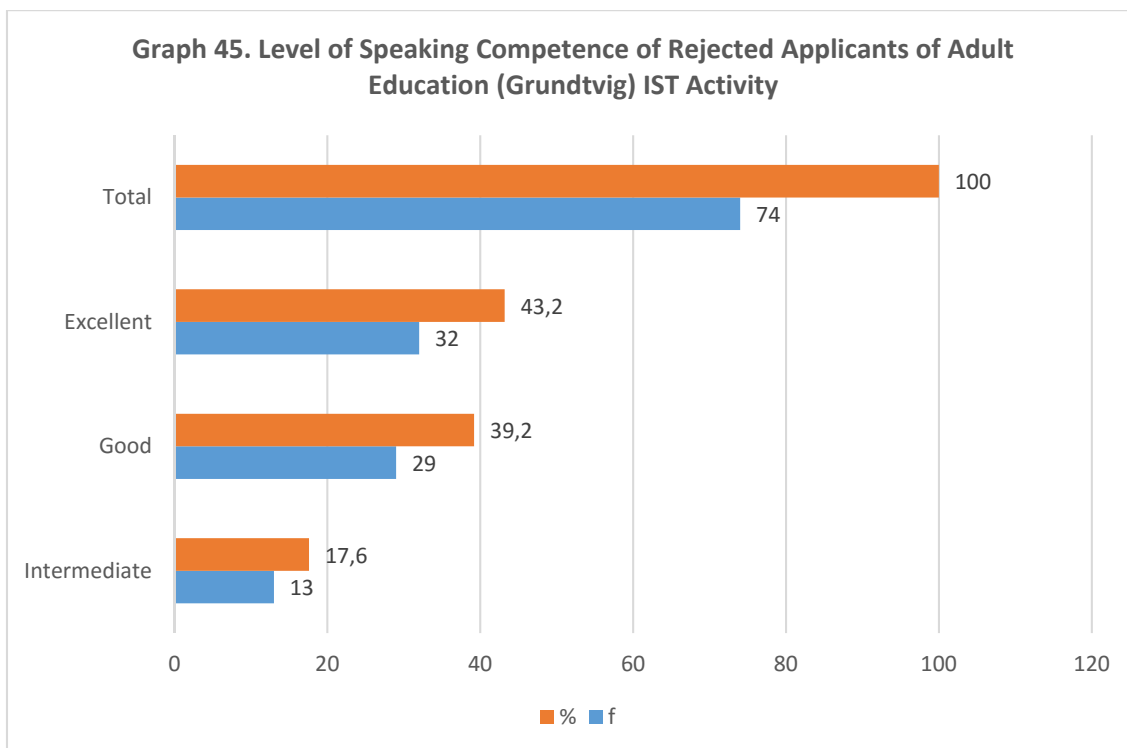
The level of proficiency in speaking foreign languages is given in Graph 45 for those who are rejected in Adult Education (Grundtvig) IST Activity. According to this, 32 participants (43,2%) had excellent, 29 (39,2%) had good and 13 (17,6%) had intermediate level of speaking in a foreign language. It is understood that the respondents see their speaking levels at a level lower than other foreign language skills.

Graph 46. Level of Reading Competence of Rejected Applicants of Adult Education (Grundtvig) IST Activity

Level	%	f
Total	100	74
Excellent	51,4	38
Good	39,2	29
Intermediate	9,5	7
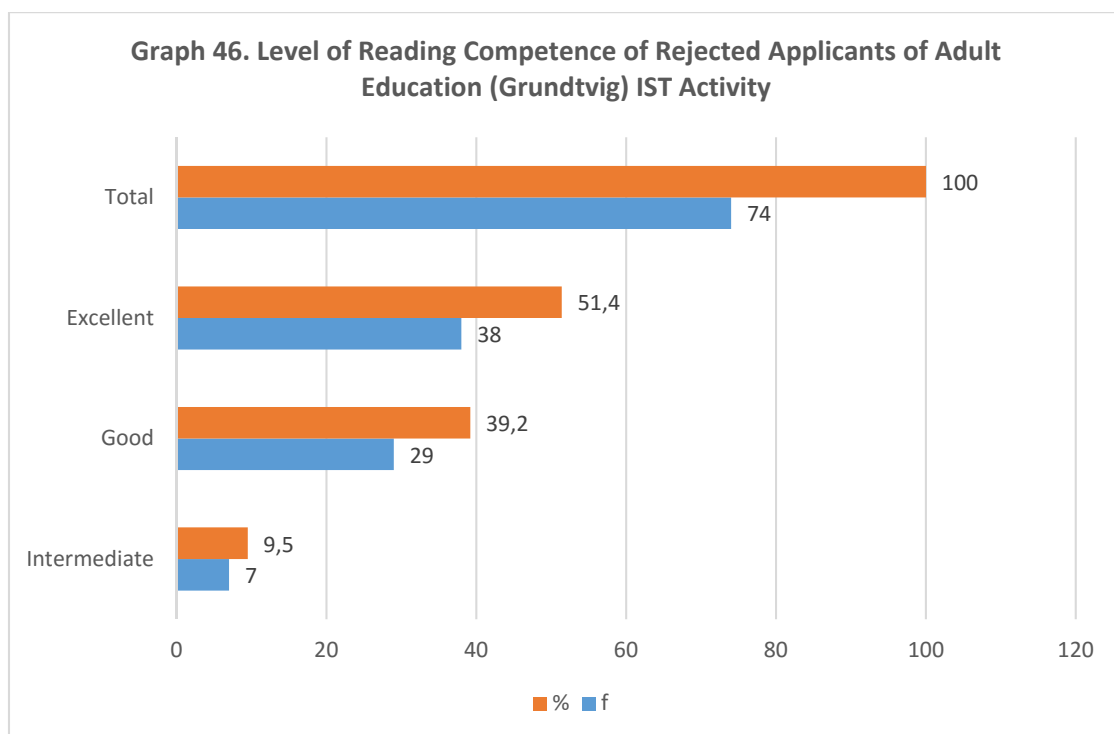
In Graph 46, the level of proficiency in reading foreign languages is given for those who are rejected in Adult Education (Grundtvig) IST Activity. According to this, 38 of the 74 participants (51,4%) had excellent, 29 (39,2%) had good and 7 (9,5%) had medium level reading in a foreign language. It is understood that those who completed the survey were better at reading skills than writing and speaking. This can be regarded as an expected result, as it is often thought that the relationship established in the foreign language is at the level of reading, and that spaking and writing practice is far behind of reading.

Graph 47. Level of Writing Competence of Rejected Applicants of Adult Education (Grundtvig) IST Activity

Level	%	f
Total	100	74
Excellent	44,6	33
Good	41,9	31
Intermediate	13,5	10
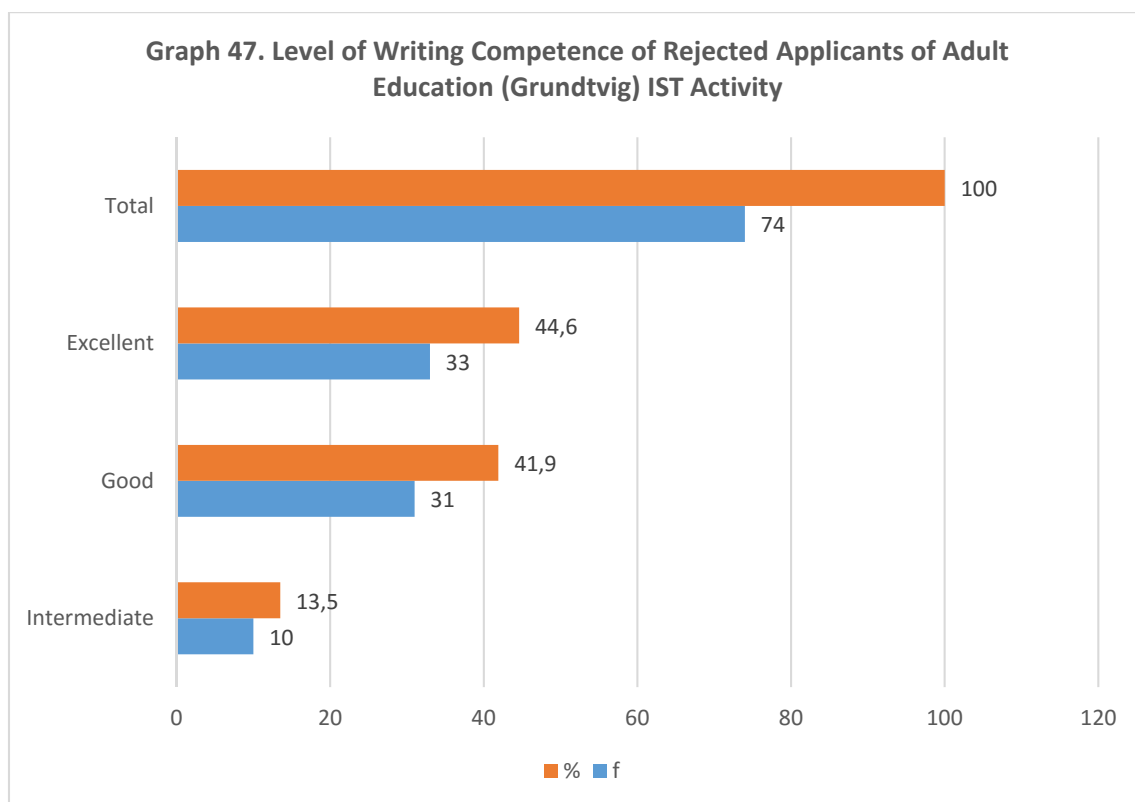
In Graph 47, the level of competence of a foreign language proficiency is given for those who are rejected in Adult Education (Grundtvig) IST Activity. According to this, 33 participants (44,6%) had excellent, 31 (41,9%) had good and 10 (13,5%) had intermediate level of writing in a foreign language. Those who are rejected generally consider themselves sufficiently familiar with the foreign language in a manner similar to that of those participated in the IST activities.

3.2.2. Expectations Related to the Programmes

Graph 48. Expectations of Personal Development of the Rejected Adult Education (Grundtvig) IST Applicants

Legend:
- I had very high expectations (blue)
- I had high expectations (yellow)
- I had intermediate expectations (grey)
- I had low expectations (orange)
- I had no expectations (light blue)

Categories (top to bottom):
- To increase my knowledge of conflict management: 10,8 / 27 / 29,7 / 17,6 / 14,9
- To increase knowledge about new approaches to management: 18,9 / 24,3 / 32,4 / 9,5 / 14,9
- To improve the skills of using communication and information technology (ICT): 17,6 / 27 / 32,4 / 9,5 / 13,5
- To increase information about new measurement and evaluation methods: 14,9 / 23 / 36,5 / 16,2 / 9,5
- To have more motivation to learn a foreign language: 16,2 / 24,3 / 36,5 / 6,8 / 16,2
- To have high-level skills in special educational needs: 18,9 / 28,4 / 36,5 / 5,4 / 10,8
- To have more information and understanding about education systems: 24,3 / 51,4 / 17,6 / 6,8
- To develop foreign language: 16,2 / 21,6 / 37,8 / 17,6 / 6,8
- To have more information about new topics and discussions: 36,5 / 41,9 / 20,3 / 1,4
- To have awareness about my own teaching methods and studies: 29,7 / 39,2 / 24,3 / 5,4 / 1,4
- To have cultural and social competences: 31,1 / 48,6 / 16,2 / 2,7 / 1,4
- To learn new teaching methods: 40,5 / 33,8 / 18,9 / 4,1 / 2,7
- To increase my motivation for teaching: 40,5 / 41,9 / 12,2 / 4,1 / 1,4
- To improve my knowledge about my field: 45,9 / 33,8 / 14,9 / 4,1 / 1,4
- To break the prejudices of other participants: 21,6 / 32,4 / 27 / 12,2 / 6,8
- To promote my own culture to other participants: 35,1 / 35,1 / 18,9 / 8,1 / 2,7
- To recognize other cultures: 24,3 / 45,9 / 24,3 / 2,7 / 2,7
- To establish relationships with people from other countries: 18,9 / 50 / 25,7 / 4,1 / 1,4

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Table 12. Expectations of Personal Development of the Rejected Adult Education (Grundtvig) IST Applicants

	Expectations	I had no expectations	I had low expectations	I had intermediate expectations	I had high expectations	I had very high expectations
1	To establish relationships with people from other countries	1,4	4,1	25,7	50	18,9
2	To recognise other cultures	2,7	2,7	24,3	45,9	24,3
3	To promote my own culture to other participants	2,7	8,1	18,9	35,1	35,1
4	To break the prejudices of other participants	6,8	12,2	27	32,4	21,6
5	To improve my knowledge about my field	4,1	1,4	14,9	33,8	45,9
6	To increase my motivation for teaching	1,4	4,1	12,2	41,9	40,5
7	To learn new teaching methods	2,7	4,1	18,9	33,8	40,5
8	to have cultural and social competences	1,4	2,7	16,2	48,6	31,1
9	To have awareness about my own teaching methods and studies	1,4	5,4	24,3	39,2	29,7
10	to have more information about new topics and discussions	1,4	20,3		41,9	36,5
11	To develop foreign language	6,8	17,6	37,8	21,6	16,2
12	To have more information and understanding about education systems	6,8	17,6		51,4	24,3
13	To have high-level skills in special educational needs	10,8	5,4	28,4	36,5	18,9
14	To have more motivation to learn a foreign language	16,2	6,8	24,3	36,5	16,2
15	To increase information about new measurement and evaluation methods	9,5	16,2	23	36,5	14,9
16	To improve the skills of using communication and information technology (ICT)	13,5	9,5	32,4	27	17,6
17	To increase knowledge about new approaches to management	14,9	9,5	32,4	24,3	18,9
18	To increase my knowledge of conflict management	14,9	17,6	29,7	27	10,8

In Table 12, the ratios of the level of expectation of the participants with rejected applications to Adult Education (Grundtvig) IST Activity are shown. When considering the medium, high and very high expectation levels as the expectation level in the positive direction, having the most intercultural and social competences (95,9%), recognising other cultures (94,6%) and establishing relationships with other people (94,5%), Adult Education (Grundtvig) IST Activity seems to have taken place in the fields of interaction between cultures and individuals, which are the main objectives of the activity. In addition to this, the other intense expectation ratio of the participants with rejected applications to Adult Education (Grundtvig) IST Activity is to increase the knowledge about the field (94,5%), increase the motivation to teach (94,5%), learn new teaching methods (93,2%) and having awareness about their own teaching methods and practices (93,2%). On the other hand, it can be said that at least the expectation level is to increase the knowledge of conflict management (32,5%), when the rates at which there is no expectation or low expectation are taken into consideration.

Graph 49. Rejected Grundtvig IST Applicants' Expectations of the Implementation of Personal Competences at Work

Competence	I had very high expectations	I had high expectations	I had intermediate expectations	I had low expectations	I had no expectations
To better use of information communication technologies	21,6	31,1	28,4	5,4	13,5
To have more career opportunities	13,5	37,8	28,4	10,8	9,5
To manage the class better and build better relationships with students	18,9	40,5	24,3	9,5	6,8
To apply new classroom management tools and methods	25,7	35,1	25,7	8,1	5,4
To improve the quality of foreign language teaching	29,7	23	28,4	6,8	12,2
To develop working skills with different and multicultural groups	32,4	44,6	18,9	1,4	2,7
To focusing on the European dimension in learning	27	51,4	16,2	1,4	4,1
To meet new learning content	32,4	43,2	16,2	2,7	5,4
To apply new teaching and learning methods	32,4	39,2	18,9	4,1	5,4
To establish professional contacts with foreigners	36,5	35,1	18,9	5,4	4,1
To gain high motivation to continue to develop my professional qualifications	27	50	14,9	2,7	5,4

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Table 13. Rejected Grundtvig IST Applicants' Expectations of the Implementation of Personal Competences at Work

	Expectations	I had no expectations	I had low expectations	I had intermediate expectations	I had high expectations	I had very high expectations
1	To gain high motivation to continue to develop my professional qualifications	5,4	2,7	14,9	50	27
2	To establish professional contacts with foreigners	4,1	5,4	18,9	35,1	36,5
3	To apply new teaching and learning methods	5,4	4,1	18,9	39,2	32,4
4	To meet new learning content	5,4	2,7	16,2	43,2	32,4
5	To focusing on the European dimension in learning	4,1	1,4	16,2	51,4	27
6	To develop working skills with different and multicultural groups	2,7	1,4	18,9	44,6	32,4
7	To improve the quality of foreign language teaching	12,2	6,8	28,4	23	29,7
8	To apply new classroom management tools and methods	5,4	8,1	25,7	35,1	25,7
9	To manage the class better and build better relationships with students	6,8	9,5	24,3	40,5	18,9
10	To have more career opportunities	9,5	10,8	28,4	37,8	13,5
11	To better use of information communication technologies	13,5	5,4	28,4	31,1	21,6

Table 13 shows the ratios of the level of expectation of rejected applicants of Adult Education (Grundtvig) IST Activity for the application of personal competences to work. Considering the medium, high and very high expectation levels in the positive direction, the highest expectation is at the issues showing importance of interaction between cultures and individuals such as developing the skills to work with different and multicultural groups (95,9%) and establishing professional links with foreigners (90,5%). This is in line with the main objectives of the Adult Education (Grundtvig) IST Activity. Moreover, these data show that those who have rejected Grundtvig application are in high expectation on subjects such as focusing on European dimension in education (94,5%), gaining motivation to continue to develop their professional qualifications to meet new learning content (91,9%) and applying new teaching and learning methods (90,5%). In the light of this data, it can be said that they have a high level of expectation about the occupational fields who are a group of people working in large-scale educational services.

Graph 50. Rejected Grundtvig IST Applicants' Expectations at the Institutional Level

Legend:
- ■ I had very high expectations
- ■ I had high expectations
- ■ I had intermediate expectations
- ■ I had low expectations
- ■ I had no expectations
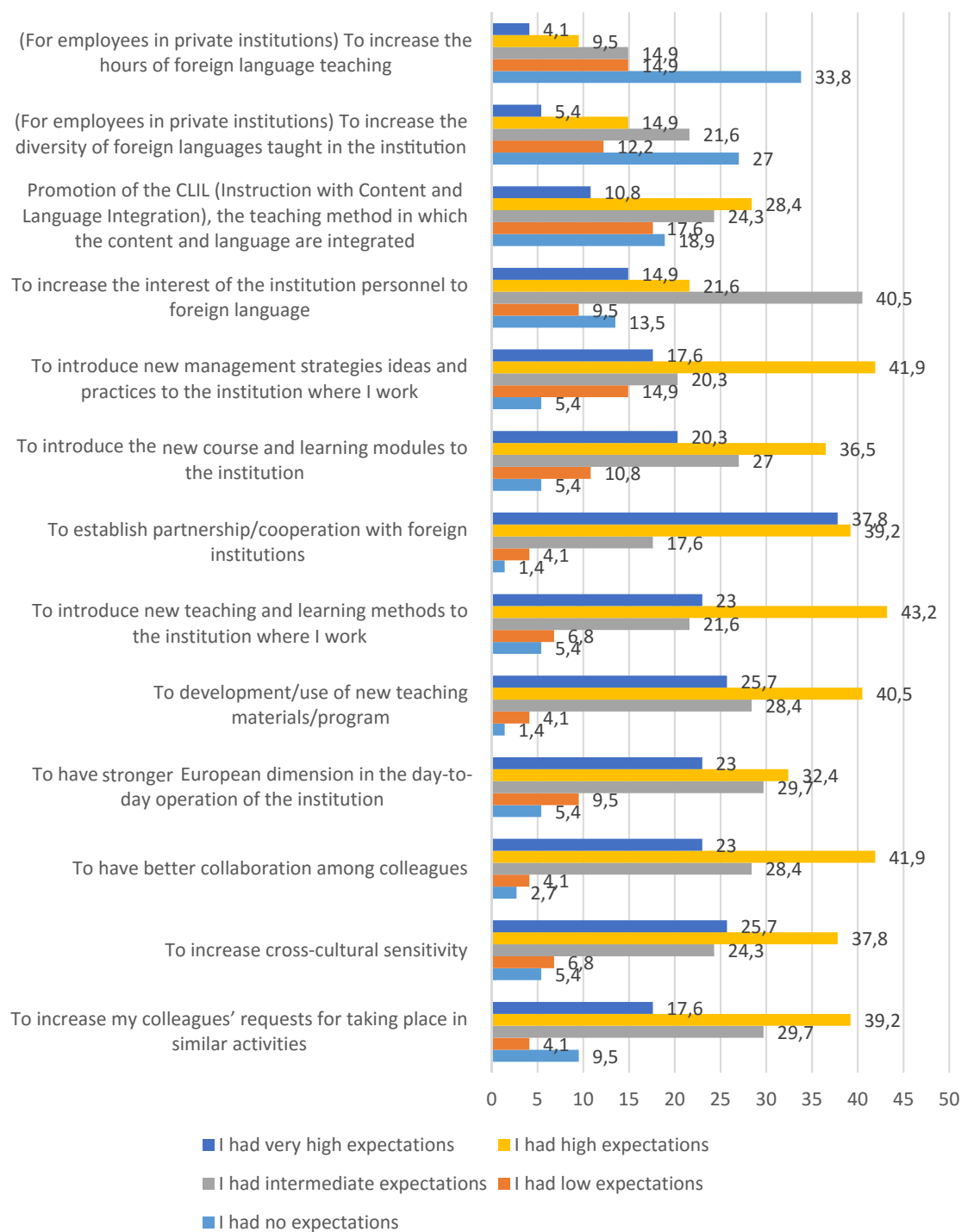
Table 14. Expectations of Rejected Applicants of Adult Education (Grundtvig) IST Activity from the Activity at Institutional Level

	Expectations	I had no expectations	I had low expectations	I had intermediate expectations	I had high expectations	I had very high expectations
1	To increase my colleagues' requests for taking place in similar activities	9,5	4,1	29,7	39,2	17,6
2	To increase cross-cultural sensitivity	5,4	6,8	24,3	37,8	25,7
3	To have better collaboration among colleagues	2,7	4,1	28,4	41,9	23
4	To have stronger European dimension in the day-to-day operation of the institution	5,4	9,5	29,7	32,4	23
5	To development/use of new teaching materials/programme	1,4	4,1	28,4	40,5	25,7
6	To introduce new teaching and learning methods to the institution where I work	5,4	6,8	21,6	43,2	23
7	To establish partnership/cooperation with foreign institutions	1,4	4,1	17,6	39,2	37,8
8	To introduce the new course and learning modules to the institution	5,4	10,8	27	36,5	20,3
9	To introduce new management strategies ideas and practices to the institution where I work	5,4	14,9	20,3	41,9	17,6
10	To increase the interest of the institution personnel to foreign language	13,5	9,5	40,5	21,6	14,9
11	Promotion of the CLIL (Instruction with Content and Language Integration), the teaching method in which the content and language are integrated	18,9	17,6	24,3	28,4	10,8
12	(For employees in private institutions) To increase the diversity of foreign languages taught in the institution	27	12,2	21,6	14,9	5,4
13	(For employees in private institutions) To increase the hours of foreign language teaching	33,8	14,9	14,9	9,5	4,1

Table 14 shows the proportion of the expectation levels at institutional dimension of those with rejected applications for Adult Education (Grundtvig) Activity.

Considering the medium, high and very high expectation levels as the expectation level in the positive direction, it is understood that the most expectation is on subjects focusing on both individual and institutional and cultural interaction and co-operation, such as to establish partnership/cooperation with foreign institutions (94,5%), better cooperation among colleagues (93,2%) and increase in cross-cultural sensitivity (87,8%). However, this data shows that another high level of expectation at the institutional level is education and occupation. According to this, it can be said that the subjects such as the development/use of new teaching materials/programmes (94,5%) and the introduction of new teaching and learning methods to the institution they are working with (87,8%) are as high expectations as the subjects with the least interaction. It is understood that the expectation levels of the rejected applicants show great similarities in the accepted questionnaire, and that activities in terms of personal and professional development are likely to provide significant contributions to them. Expectation levels as the expectation level in the positive direction, the most expectation was on items focusing on individual and institutional and cultural interaction and co-operation such as to establish partnership/cooperation with foreign institutions (94,5%), better cooperation among colleagues (93,2%) and increase in cross-cultural sensitivity (87,8%).

Graph 51. Career Status of Rejected Applicants of Adult Education (Grundtvig) IST Activity
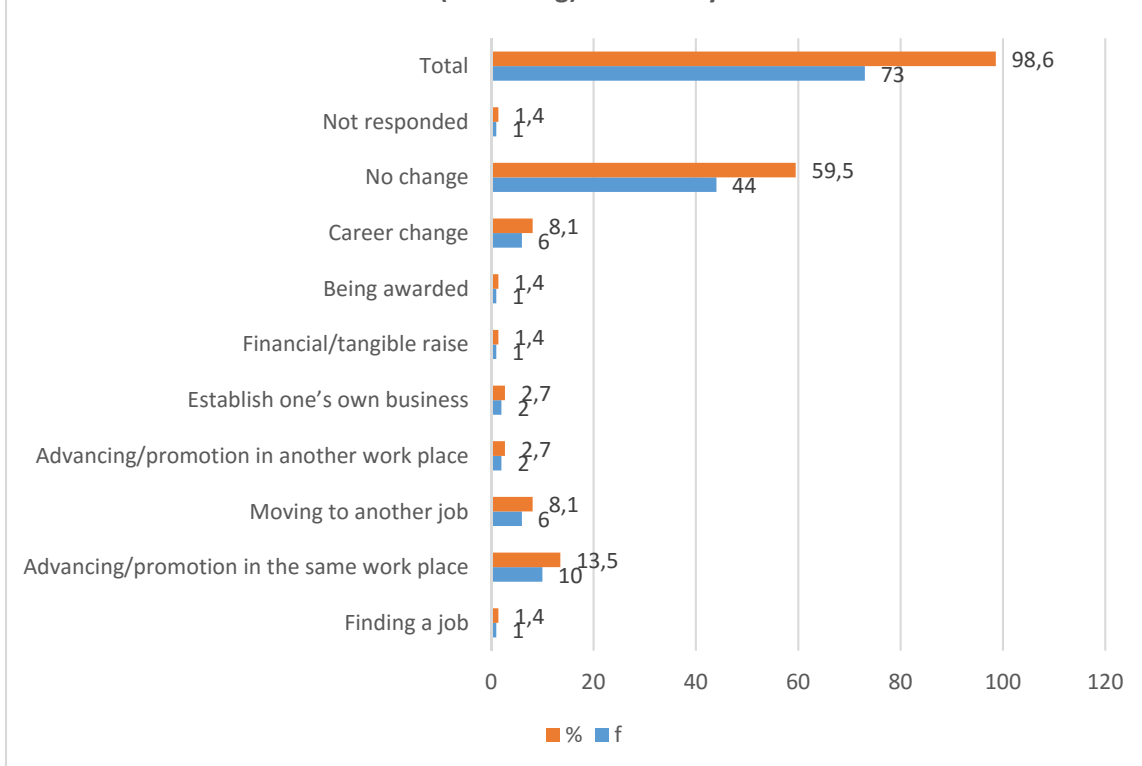
According to the graph 51, it is seen that there was no change in the career out of 44 of the 74 (59,5%) individuals who were rejected for Adult Education (Grundtvig) activity application, and 10 (13,5%) continued in the same workplace with advance. On the other hand, it is understood that 6 people (8,1%) took another job and 6 participants (8,1%) had a career change. When the data on changes in career status of the participants of the activity (see Graphic 37) were examined, it was seen that similar ratios were also valid for the participants. 69% of the participants said that it did not make any changes to the career. From the data regarding transition status to another job, it has been understood that 8,1% of those who are rejected, and 1,8% of those who are accepted are transferred to another job. Therefore, it can be said that the evaluation of the fact that participation in the activity did not have a widespread influence on the rise of the career stages is supported by the data about the rejected applicants.

The rate of those who say there is no change in their careers is high both in the participants and in the rejected ones. 69% of the participants stated that they have not experienced a

change in their careers since joining the in-service training activity. Here, 59,5% say no change in their careers. The comparison of these two groups is not understandable as mentioned earlier. On the other hand, the fact that most of the participants consist of teachers also may have caused the problem of vertical moves in teaching profession to appear in this graphic. In other words, the output of the activity to career has been rather limited due to this reason.

Graph 52. Individual and Institutional Attitudes of Rejected Grundtvig IST Applicants Before and After the Application

	Very Positive	Positive	Indifferent	Negative	Very Negative
Institutional After	10,8	25,7	41,9	12,2	9,5
Institutional Before	24,3	25,7			
Individual After	9,5	16,2	14,9	29,7	29,7
Individual Before	62,2	27	41,9	1,4	

Legend: ■ Individual Before ■ Individual After ■ Institutional Before ■ Institutional After

Graph 52 shows the opinions of those who are rejected for Adult Education (Grundtvig) IST activity related to their individual and institutional attitudes before and after the application. According to the graph 52, it is seen that the individuals developed a positive (62,2%) attitude in the individual aspect before the application but this positive attitude turned out to be largely neutral (14,9%) and negative attitude (29,7%) after the application. A similar situation is seen in the ways in which people develop institutional attitudes. According to this, while the positive and neutral institutional attitude before the application does not change before and after the application, the positive attitude of 24,3% before the application, has decreased to 10,8% after the application, and while there was no negative attitude before the application, negative (12,2%) and very negative (9,5%) institutional attitudes are observed after the application.

Graph 53. Condition of Participants' Interest in & Desire for Adult Education (Grundtvig) IST Activity After Rejection
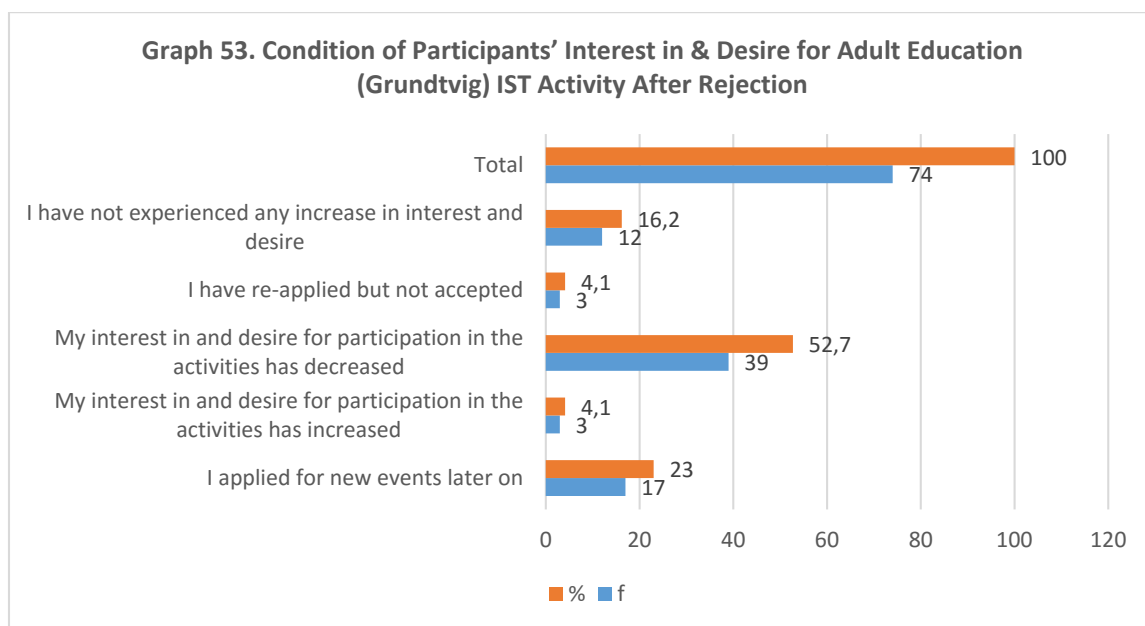
Graph 53 shows the views on their interest and desires related to similar processes after the rejection of those with rejected applications to Adult Education (Grundtvig) IST Activity. In the graphical representation, 39 of the 74 rejected applicants, in other words, more than half (52,7%) had decrease in their interest and willingness to participate in the activities; however, it is understood that only 3 people (4,1%) had increase in interest and desire to participate in the activities and 12 people (16,2%) have not experienced any increase in interest and desire. In addition, 17 of the rejected applicants (23%) were seen to refer to later activities. Accordingly, it can be said that the rejection of the Grundtvig application had a negative effect on the applicants' interest and desire. In general, as can be seen in the following graphs reflecting thoughts of rejected applicants on refusal, it can be argued that the applicants developed a feeling that they were rejected for reasons other than their own, and that they were therefore subjected to injustice. Therefore, a loss in interest and willingness to re-apply can also be expected.

3.2.3. General Evaluation

In this section, the general evaluations of the rejected applicants are analysed.

Graph 54. Opinions of Rejected Applicants of Adult Education (Grundtvig) IST Activity Related to Their Refusal

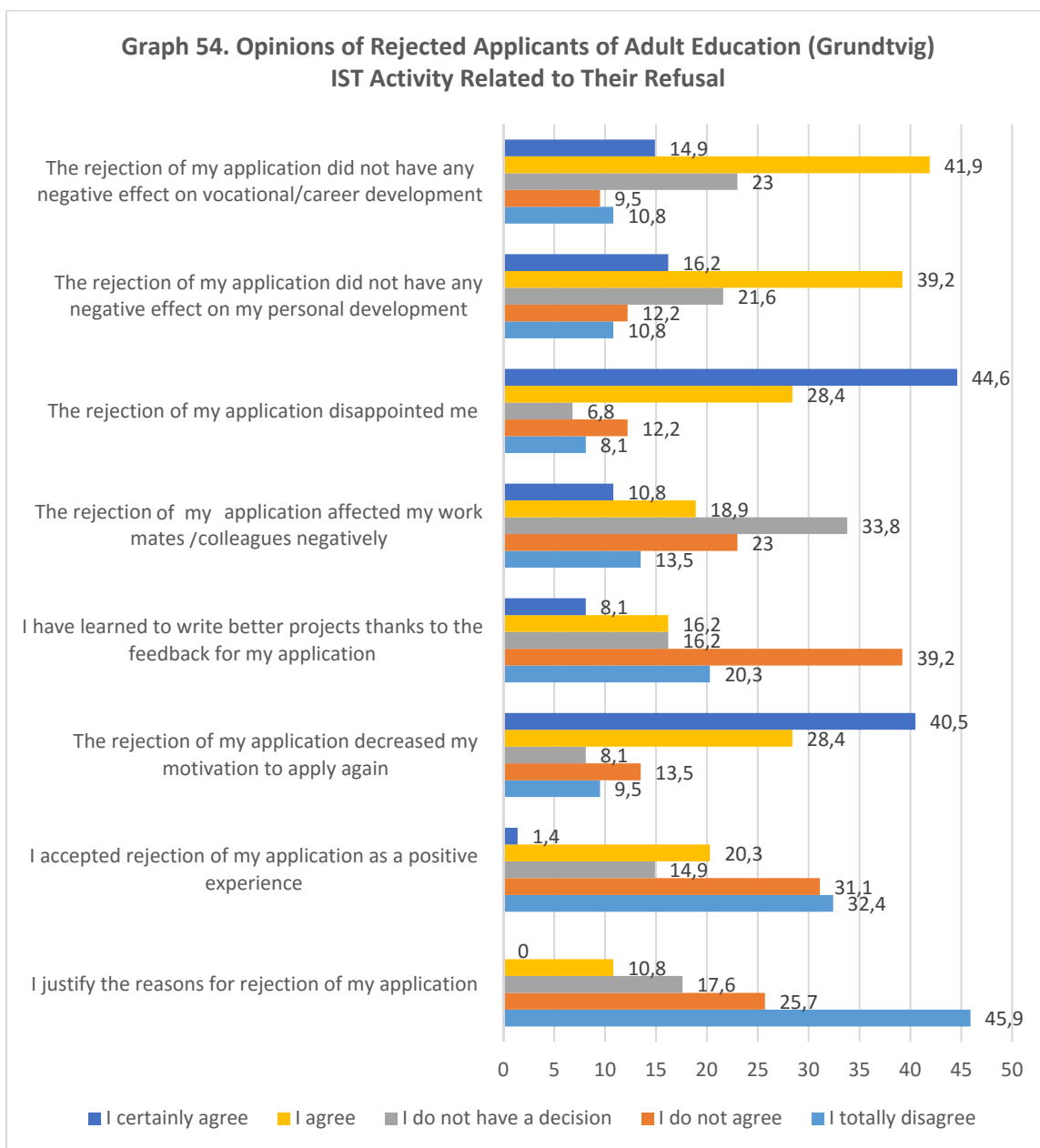| Statement	I certainly agree	I agree	I do not have a decision	I do not agree	I totally disagree
The rejection of my application did not have any negative effect on vocational/career development	14,9	41,9	23	9,5	10,8
The rejection of my application did not have any negative effect on my personal development	16,2	39,2	21,6	12,2	10,8
The rejection of my application disappointed me	44,6	28,4	6,8	12,2	8,1
The rejection of my application affected my work mates /colleagues negatively	10,8	18,9	33,8	23	13,5
I have learned to write better projects thanks to the feedback for my application	8,1	16,2	16,2	39,2	20,3
The rejection of my application decreased my motivation to apply again	40,5	28,4	8,1	13,5	9,5
I accepted rejection of my application as a positive experience	1,4	20,3	14,9	31,1	32,4
I justify the reasons for rejection of my application	0	10,8	17,6	25,7	45,9

Table 15. Opinions of Rejected Applicants of Adult Education (Grundtvig) IST Activity related to Their Refusal

	Statements	I totally disagree	I do not agree	I do not have a decision	I agree	I certainly agree
1	I justify the reasons for rejection of my application	45,9	25,7	17,6	10,8	-
2	I accepted rejection of my application as a positive experience	32,4	31,1	14,9	20,3	1,4
3	The rejection of my application decreased my motivation to apply again	9,5	13,5	8,1	28,4	40,5
4	I have learned to write better projects thanks to the feedback for my application	20,3	39,2	16,2	16,2	8,1
5	The rejection of my application affected my work mates /colleagues negatively	13,5	23	33,8	18,9	10,8
6	The rejection of my application disappointed me	8,1	12,2	6,8	28,4	44,6
7	The rejection of my application did not have any negative effect on my personal development	10,8	12,2	21,6	39,2	16,2
8	The rejection of my application did not have any negative effect on vocational/career development	10,8	9,5	23	41,9	14,9

In Table 15 shows the thoughts of rejected applicants for Adult Education (Grundtvig) IST Activity on their refusal. Accordingly, a significant proportion of the participants (71,6%) find the reasons for rejection unfair and do not see rejection as a positive experience (63,5%). However, a significant proportion of the participants (73%) state that they were disappointed when their application was rejected, their motivation to re-apply was decreased (68,9%) even though there was no negative effect on their personal development (55,4%) or vocational/career development (55,8%), and that the feedback they received during the application process did not contribute to learning good project writing (59,5%). In the light of the data given in the table, it can be said that applicants to Grundtvig with rejection could not understand the reasons for rejection, they were disappointed in this regard, and they could not find out what their deficiencies were in the application process and therefore could not obtain information for writing better projects.

Graph 55. Evaluation of Rejected Applicants of Adult Education (Grundtvig) IST Activity on Causes of Their Refusal

Cause	Very effective	Effective	Not decided	Not effective	Not effective at all
Evaluation of the application is not required as needed	31,1	21,6	28,4	8,1	10,8
Restricted budget of the relevant program of the National Agency	8,1	12,2	31,1	18,9	29,7
I have not applied for the appropriate activity for my vocation/field	2,7	6,8	14,9	29,7	45,9
Too many applications to the activity I have applied	5,4	21,6	29,7	17,6	25,7
The event I want to participate is not included in the strategic priority areas of the National Agency	4,1	9,5	28,4	24,3	33,8
My foreign language insufficiency	2,7	2,7	6,8	21,6	66,2
I have not figured out how to fill the application form	1,4	13,5	14,9	20,3	50
I have not been able to give enough information on the application form	1,4	14,9	10,8	24,3	48,6
I have not paid enough attention to writing the project		16,2	8,1	31,1	44,6
My inexperience about project writing	1,4	18,9	10,8	25,7	43,2

■ Very effective ■ Effective ■ Not decided ■ Not effective ■ Not effective at all
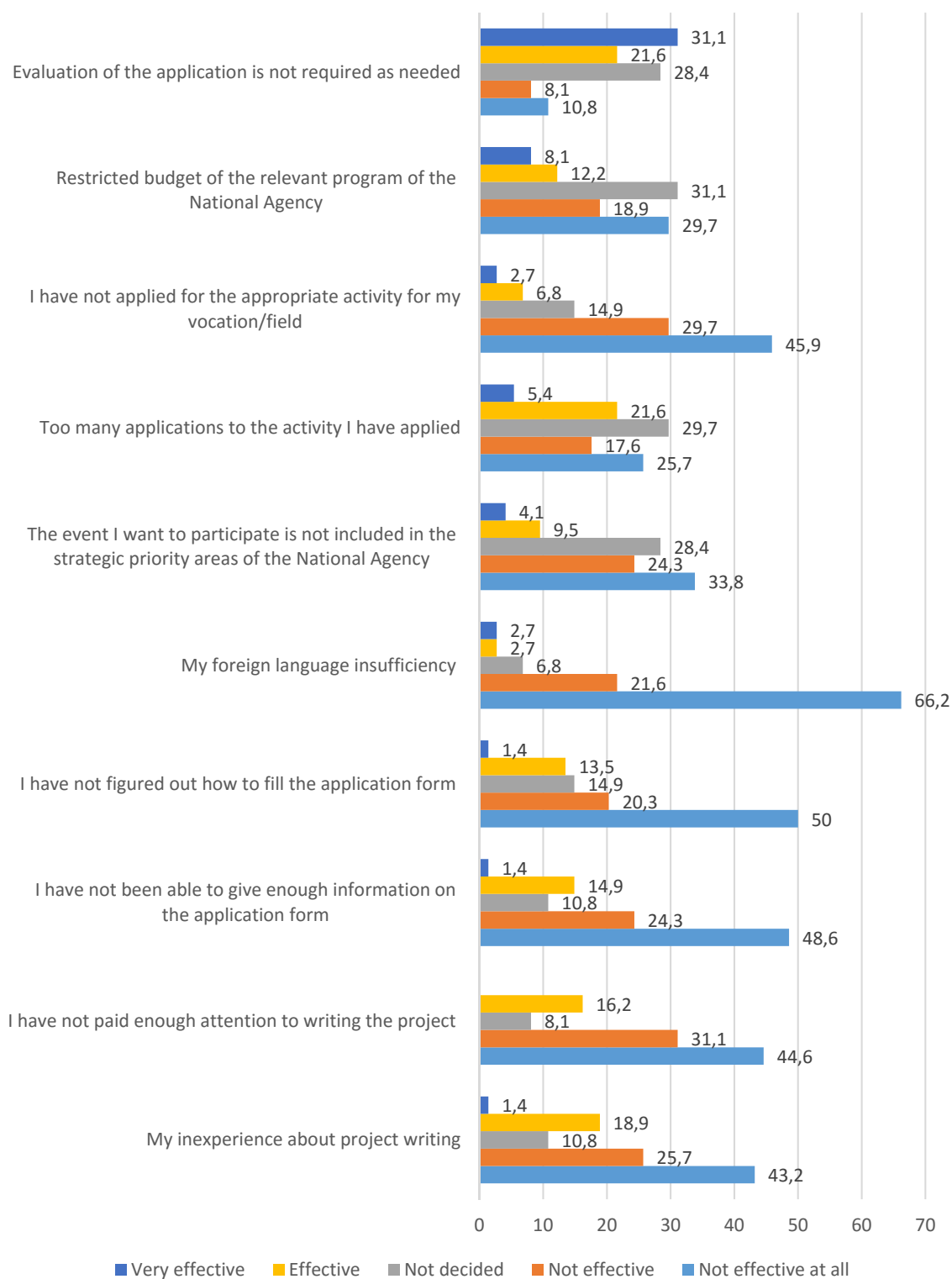
Table 16. Evaluation of Rejected Applicants of Adult Education (Grundtvig) IST Activity on Causes of Their Refusal

|	Problems	Not effective at all	Not effective	Not decided	Effective	Very effective
1	My inexperience about project writing	43,2	25,7	10,8	18,9	1,4
2	I have not paid enough attention to writing the project	44,6	31,1	8,1	16,2	
3	I have not been able to give enough information on the application form	48,6	24,3	10,8	14,9	1,4
4	I have not figured out how to fill the application form	50	20,3	14,9	13,5	1,4
5	My foreign language insufficiency	66,2	21,6	6,8	2,7	2,7
6	The event I want to participate is not included in the strategic priority areas of the National Agency	33,8	24,3	28,4	9,5	4,1
7	Too many applications to the activity I have applied	25,7	17,6	29,7	21,6	5,4
8	I have not applied for the appropriate activity for my vocation/field	45,9	29,7	14,9	6,8	2,7
9	Restricted budget of the relevant programme of the National Agency	29,7	18,9	31,1	12,2	8,1
10	Evaluation of the application is not required as needed	10,8	8,1	28,4	21,6	31,1

Table 16 shows the thoughts of the rejected applicants for Adult Education (Grundtvig) IST Activity on the causes of their refusal. Looking at this data, participants stated that problems such as their inexperiences on project writing (78,9%), lack of interest and information or experience to write the project (75,7%), foreign language deficiencies (87,8%) or application in other fields that does not fit their own (75,6) were not effective in their refusal; however, insufficient evaluation (52,7%) was mostly effective in their refusal. In other words, participants whose applications are rejected for Grundtvig IST Activity think that the deficiencies and inaccuracies in the evaluation process are effective rather than the problems arising from themselves in rejection of their applications even though the applicated / applied institution do not have budget problems or large number of applications.

3.3. Evaluation of Applications and Final Reports for 2007-2013 Adult Education (Grundtvig) IST Activities

3.3.1. Evaluation of Applications for 2007-2013 Adult Education (Grundtvig) IST Activities

In this part of the report, applications for Adult Education (Grundtvig) IST Activities in 2007-2013 period are evaluated on the application forms.

Graph 56. 2007-2013 Application Status of Adult Education (Grundtvig) IST Activity
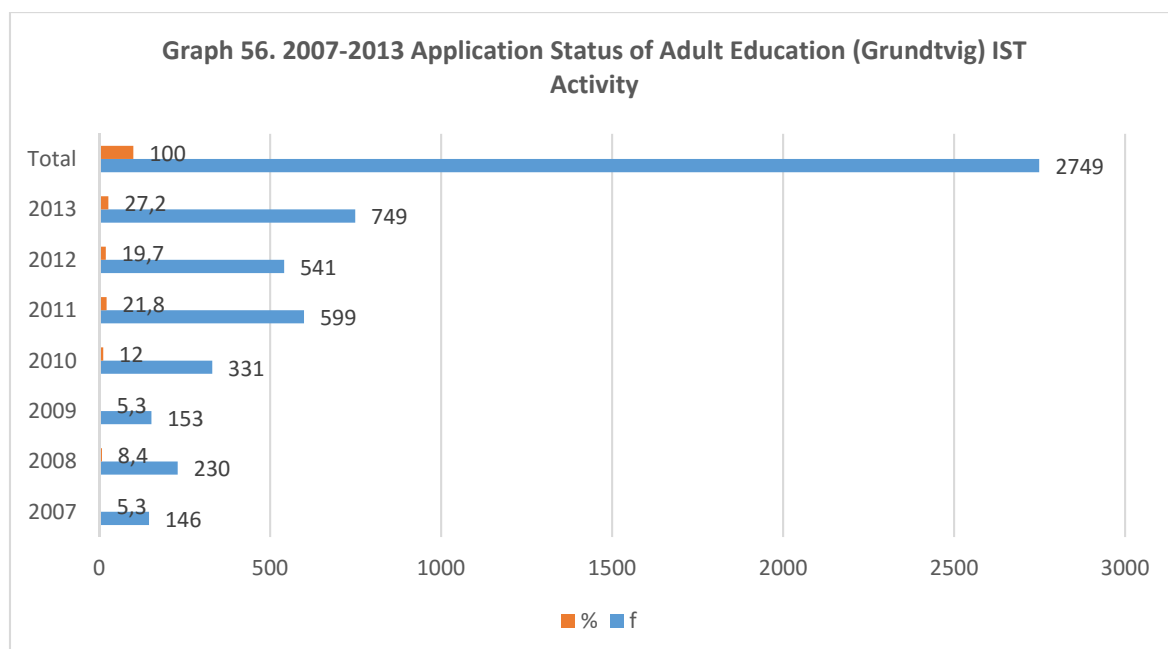
As shown in the Graph 56, 2.749 people applied between years 2007-2013 Adult Education (Grundtvig) IST Activities. It is seen that the highest application rate is realised in 2013, whereas it is at the lowest level in 2007. It is understood that there has been an increase every year except for 2009 and 2012.

Grafik 57. 2007-2013 Evaluation Results Adult Education (Grundtvig) IST Activity
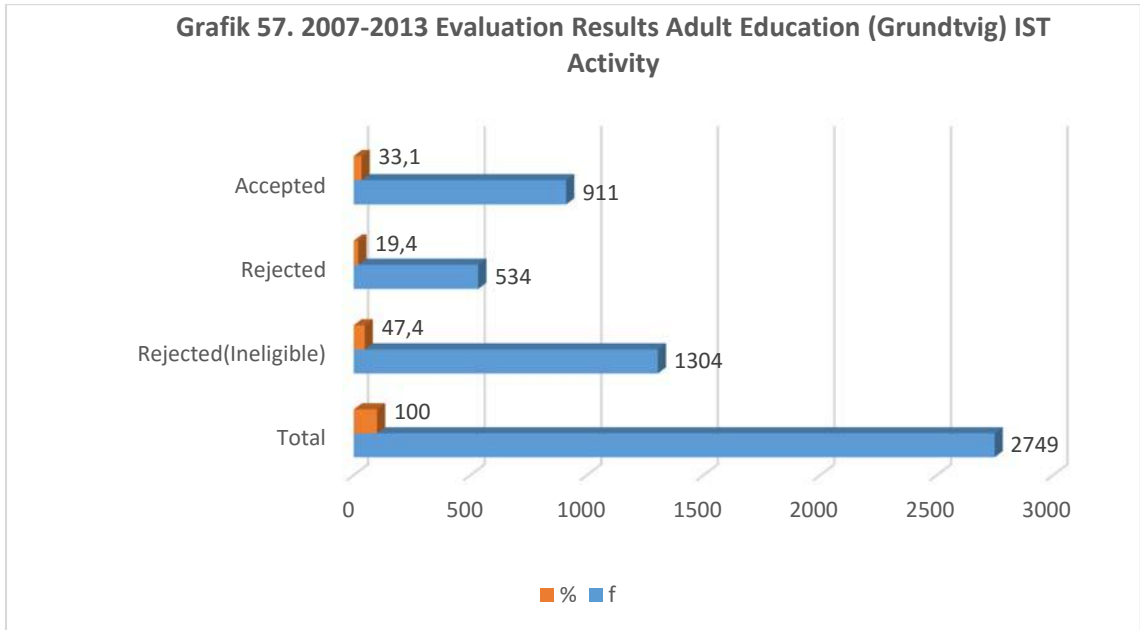
Graph 57 shows that a significant portion of the applications were rejected. Only 911 of the 2747 applications were accepted. It is understood that the acceptance rate is 33%. Other cases are shown in the graph.

Graph 58. Comparison of Accepted Projects of Adult Education (Grundtvig) IST Activity Between Years 2007-2013

Year	%	f
Total	100	911
2013	30,6	279
2012	18,8	171
2011	18,7	170
2010	14,4	131
2009	5,6	51
2008	6	55
2007	5,9	54
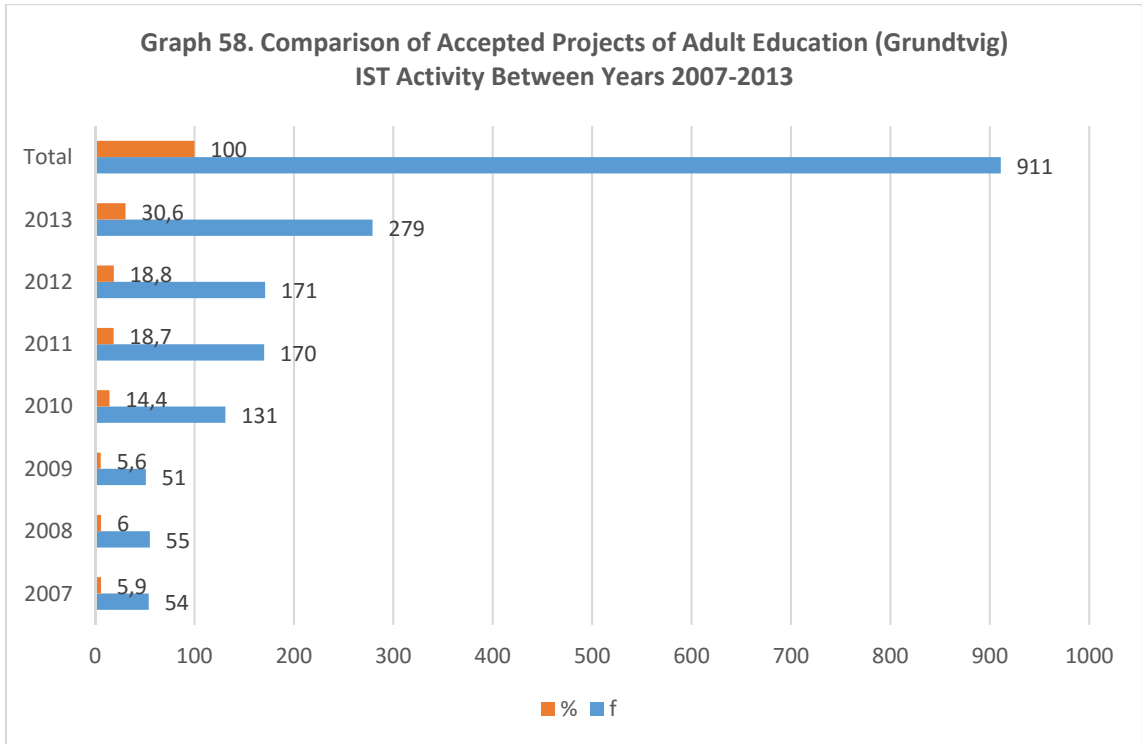
The Graph 58 above shows that the cases about acceptance of applications, it is seen that the applicants were rejected after the most conformity check was carried out and the rejection number increased in each passing year. From the point of view of acceptance, it is understood that there have been serious fluctuations but the acceptance rates have increased gradually after 2010. This can be seen as an expectation when it is thought that the number of applications has increased gradually. In addition, the increase in the budget allocated by the National Agency can also be seen as a factor in this increase.

## 3.3.2 Evaluation of Final Reports of 2007-2013 Adult Education (Grundtvig) IST Activities

In this section the data related to the participants who completed the final reports after participating in the Adult Education (Grundtvig) IST Activity, are analysed. Between 2007 and 2013, a total of 643 people completed the final report. Part of the participants did not complete the final report.

Graph 59. Yearly Distribution of Final Reports Between 2007-2013
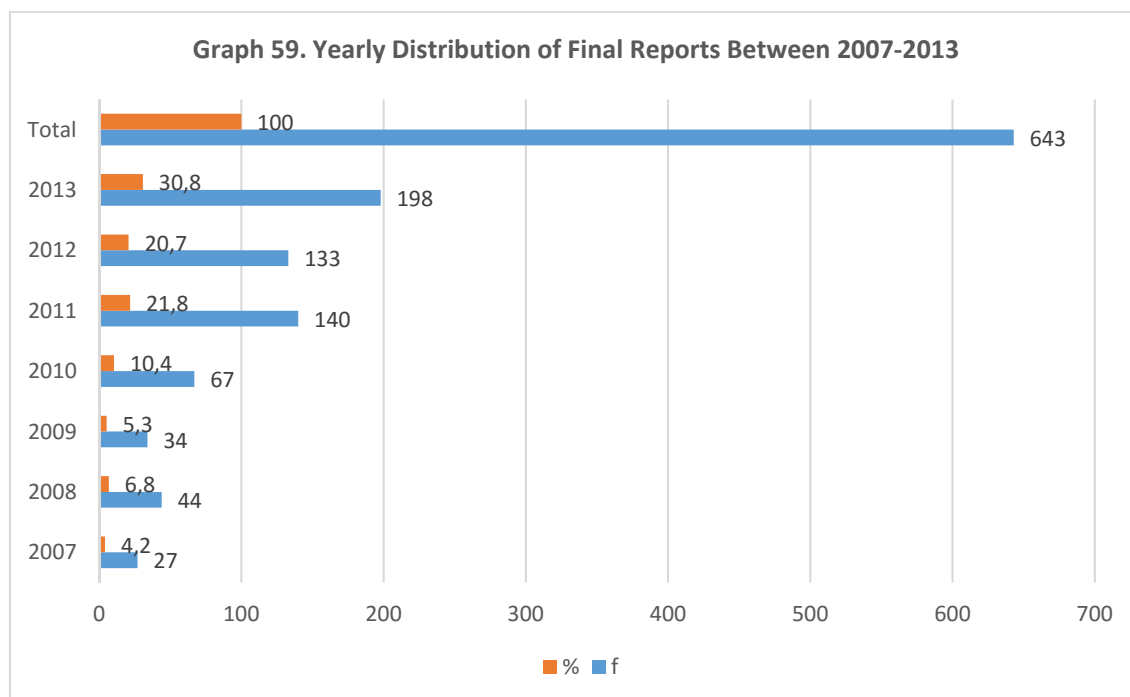
In Graph 59, there is the data of years in which the participants have participated in the Adult Education (Grundtvig) IST Activity. In general, small fluctuations in the final report coverage rates have been experienced. It is not right to make direct comments on the increase or decrease here, since the graphical data only gives the percentage of those who complete the application reports.

Graph 60. Distribution of Final Reports Between Years 2007-2013 by Type of Institution

Category	%	f
Total	100	643
Private	29,1	107
Public	70,9	456
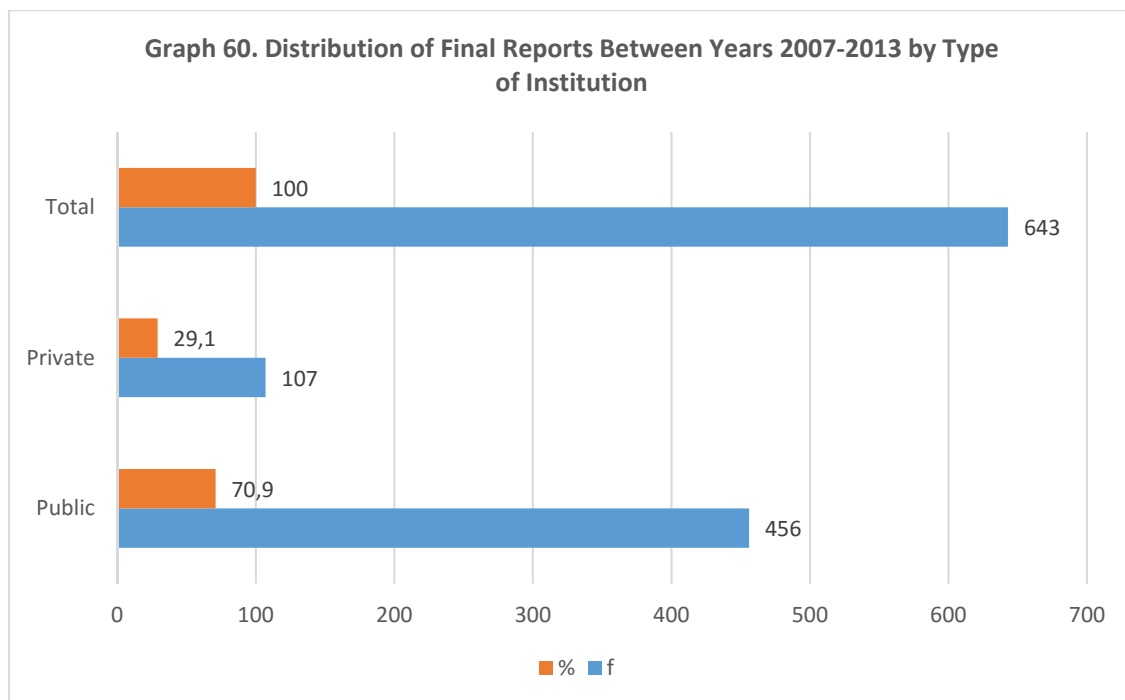
In Graph 60, there is a presented data on the type of institution in which the participants of Adult Education (Grundtvig) IST Activity work. 456 of the participants (70,9%) stated that they worked in public institutions and 107 (29,1%) were in private institutions.

Graph 61. Distribution of Final Reports Between Years 2007-2013 by Gender

Category	%	f
Total	100	643
Male	55,1	354
Female	44,9	289
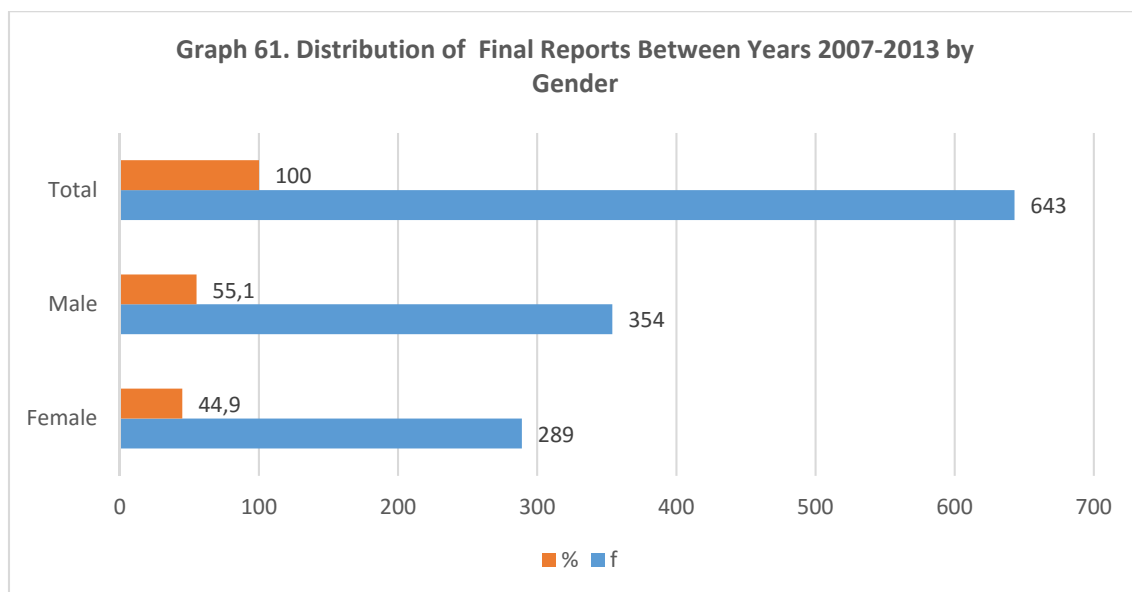
Graph 61 shows that 289 participants (44,9%) were female and 354 (55,1%) were male.

3.3.2.1. Evaluation of Final Reports of 2007-2009 Adult Education (Grundtvig) IST Activities

The final reports for the 2007-2009 period and the final reports for the 2010-2013 period were analysed separately. The reason for this is that the questions and evaluation forms used in the reports are different from each other. In the first step, final reports which have been completed during 2007-2009 are analysed below.

Graph 62. Evaluation of 2007-2009 Period Adult Education (Grundtvig) IST Activity
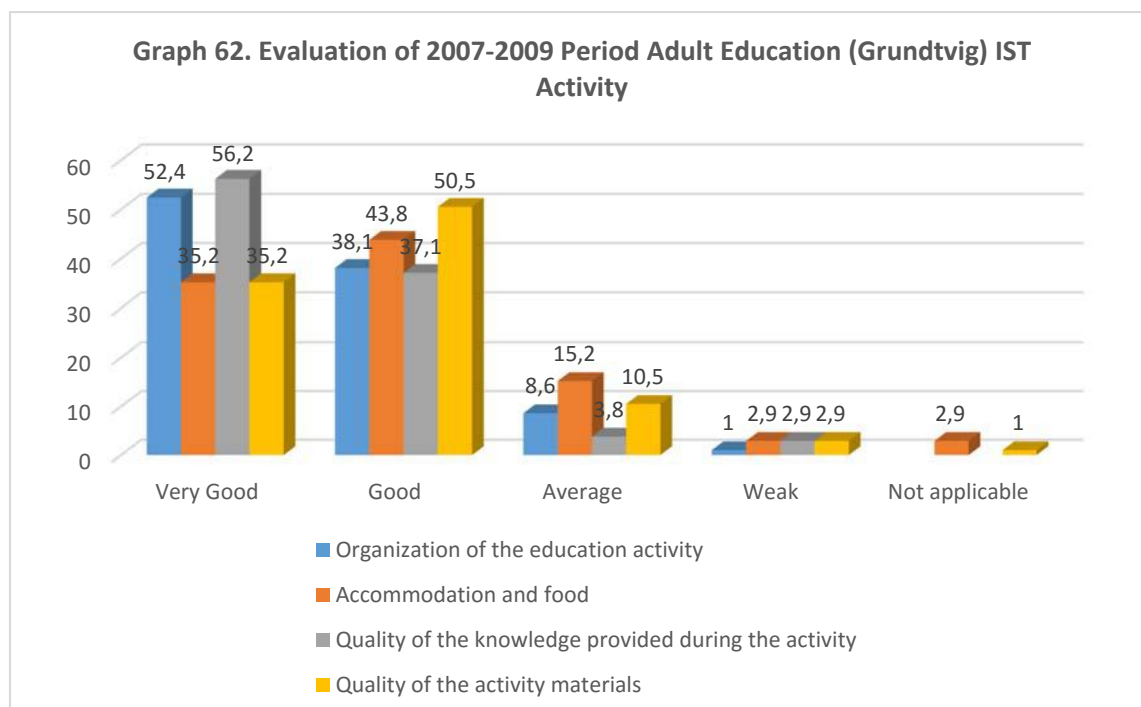
Graph 62 includes data related to evaluation of Adult Education (Grundtvig) IST Activity from specific aspects. It is understood that participants find the activity very good at the points of organisation of training activities (52,4%) and the quality of information provided at the activity (56,2%), but the ratio of the ones finding the activity very good decreases at the points of the quality of accommodation and meals (35,2% - 43.8%) and the materials of activity (35,2% - 50,5%) and that these two conditions are often regarded as good. On the basis of this data, it can be concluded that the dimensions related to the academic field such as structure and contents of educational activities are more qualified than the fittings dimension which requires more economic resources such as accommodation, food and materials.

Table 17. Effectiveness of 2007-2009 Grundtvig IST Activities

	Statements	Not Effective	Effective
1	My interest in my profession has been renewed	15	85
2	New course(s) have been opened at the institution	33	67
3	It gave me access to more learning-teaching materials/methods	19	81
4	There have been critical reflections on the methods of education used by myself and the institution	26,9	73,1
5	It has been effective in the use of new teaching methods and approaches in our institution.	32	68
6	It made me better equipped to improve my skills.	22	78
7	My knowledge about different countries/cultures has increased.	5	95
8	It has promoted international and European dimension in our institution.	13	87
9	It has increased my career options	21	79
10	It has met my professional development needs.	14	86
11	I was motivated to participate in other training activities in the future.	3	97
12	I became more aware of the assessment and appreciation of the skills and competences acquired at school.	28	72
13	It has raised my awareness of the existence of new (European) grants for schools.	18	82
14	It helped to motivate my students.	25	75
15	It helped to open up new organisations for adult learners.	32	68

Table 17 gives the data on the views of the participants on the effectiveness of the training activity they attended. When the effectiveness of the training activity is examined, it is seen that the activity is effective in a significant ratio. The results related on which states it is found to be more effective can be interpreted as follows; it is understood that the training activities have significant effects on the trainer's individual and professional development and the widespread participation in intercultural interactions and activities. However, the fact that all these effects are specific to the participant is a condition that should not be overlooked in terms of this data. One of the states that participation in the training activity is found to be effective by almost all the participants is having knowledge about different countries/cultures and the other one is being motivated to participate in other training activities in the future. Similarly, activity has been found to be influential by a significant majority in certain situations such as refreshing interest in the subject area, learning new methods, and meeting the needs of professional development. However, it is understood that activities do not have an effect at a similar level at the point of dissemination in situations where the individual effort is inadequate such as the use of new methods learned in the institution, opening of new courses in the institution. There can be many reasons why the activities are limited in the individual sense. One of the main reasons, however, must be taken into account is that the institution may have a sense of responsibility or action in this context. Participation in an activity that has such personal effects in the trainers/teachers can also be expected to be effective on indirect students. However, when the data in the graph is analysed, it is also remarkable that the ratio of those who find the activities influential in motivating their students remain in the background.

Graph 63. Change of Impact Level Rates by Years

Table 18. Change of Impact Level Ratios by Years

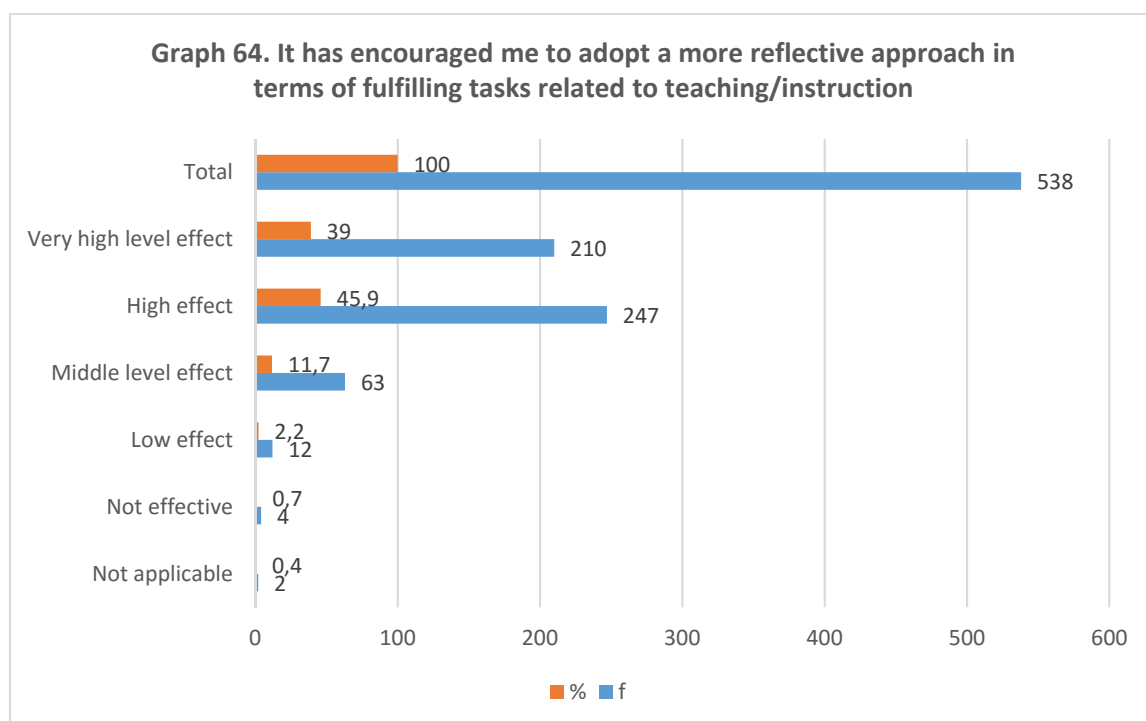|	Items	2007	2008	2009
1	My interest in my subject area has been renewed	78,30	88,60	84,80
2	New course(s) have been opened at the institution	60,90	72,70	63,60
3	It gave me access to more learning-teaching materials methods	73,90	86,40	78,80
4	There have been critical reflections on the methods of education used by myself and the institution	56,50	77,30	80,80
5	It has been effective in the use of new teaching methods and approaches in our institution.	52,20	77,30	66,70
6	It made me better equipped to improve my skills.	82,60	90,90	57,60
7	My knowledge about different countries/cultures has increased.	100,00	95,50	90,90
8	It has promoted international and European dimension in our institution.	87,00	81,80	93,90
9	It has increased my career options	78,30	77,30	81,80
10	It has met my professional development needs.	73,90	95,50	81,80
11	I was motivated to participate in other training activities in the future.	95,70	97,70	97,00
12	I became more aware of the assessment and appreciation of the skills and competences acquired at school.	60,90	86,40	60,60
13	It has raised my awareness of the existence of new (European) grants for schools.	73,90	88,60	78,80
14	It helped to motivate my students.	52,20	86,40	75,80
15	It helped to open up new organisations for adult learners.	69,60	77,30	54,50

Table 18 shows the views of participants about the effectiveness of the activity according to years. It is understood from the tabled data that the activities are not highly effective in situations such as helping to open up new organisations for adult learners, although it is understood that the activity is predominantly influential. Furthermore, according to years, it is understood that the activities of 2008 were found to be highly effective by the participants. It is seen that the ratio of activities was found to be effective at the point of critical reflections about the education methods of the activities is increasing by years (56,50%, 77,30%, 80,80%).

The opposite is true for having knowledge about different countries and cultures. While all of the participants (100%) participated in the activity in 2007 found it effective in this sense, 95,5% of the participants in 2008 and 90,9% of the participants in 2009 found it effective. This fact may have been triggered by many variables, such as the participants' past experience on abroad and their knowledge of different cultures. Hence, what should be emphasized here should be about the participants' level of willingness in this area rather than whether the activity is effective in this respect or not.

Activities of the year 2007 were found to be weak in the overall picture in terms of the use of new teaching methods and approaches in the institution (52,20%), helping motivate learners (52,20%), and having a critical reflection on the training methods used by the institution (56,50%) and activities of the year 2009 to be more equipped to improve their own skills (57,60%) and helping to open new organisations for adult learners (54,50%). Analysing the strengths and weaknesses of these activities by comparing them with those that are effective at all of these promises can contribute to structure effectively of future activities.
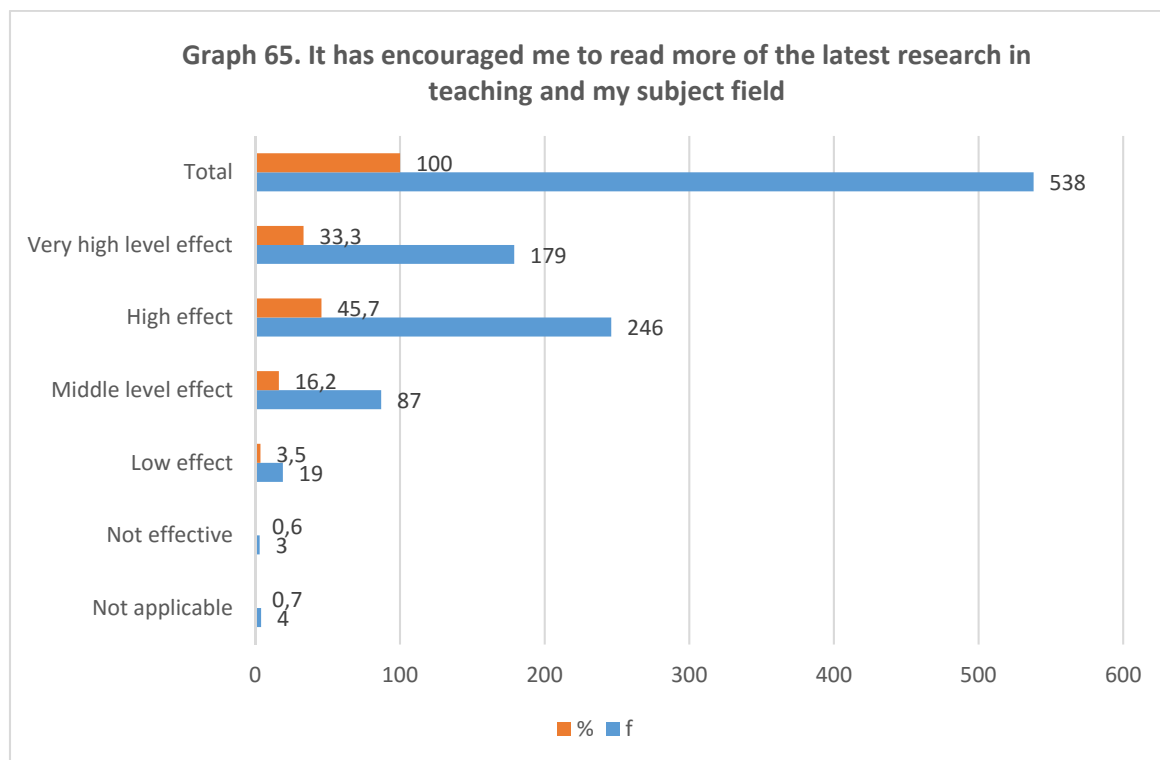
3.3.2.2. Evaluation of Final Reports Between Years 2010-2013 Of Adult Education (Grundtvig) IST Activities

A total number of 538 people completed the final report during the years 2010-2013. All of these reports have been collected and examined conscientiously. The examination of the final reports of the mentioned years are given below.

Graph 64. It has encouraged me to adopt a more reflective approach in terms of fulfilling tasks related to teaching/instruction

When the responses given in the context of the questions under the heading personal and professional development were examined, 45,9% (247 people) of the respondents who answered the questionnaire stated that the activity was motivating in high level in order to adopt a more reflective approach in the way of carrying out tasks related to teaching/instructing and 39% (210 people) in very high level. 11,7% (63 persons) of the participants stated that the activities were effective in the middle level; 2,2% (12 people) less effective. The development of reflective thinking skills is crucial so that educational processes can function in a healthier way. Trainers/teachers who are interrogators, actively involved in learning processes, equipped with the same skills are required to train advanced individuals with problem-solving abilities. Therefore, it has been found that the activities are effective in a significant ratio in the development of these skills in the

trainers/teachers primarily, which are based on understanding the feelings and thoughts of others and giving them importance, interrogation and structuring of knowledge.

Graph 65. It has encouraged me to read more of the latest research in teaching and my subject field

Category	%	f
Total	100	538
Very high level effect	33,3	179
High effect	45,7	246
Middle level effect	16,2	87
Low effect	3,5	19
Not effective	0,6	3
Not applicable	0,7	4

In Graph 65, 45,7% (246 people) of the participants stated that the activities encouraged them more in reading the researches about their training areas and 33,3% (179 people) also stated activities to be very high level effective. In the context of encouraging the reading of recent research on the field, the rate of participants indicating activity as moderately effective was 16,2% (87 people), while the percentage of people who found activities less effective was 3,5% (19 people). These results are becoming more meaningful when the stationary reality experienced in the education sector in Turkey is taken into consideration. As of the structure of the profession, the trainer/teachers have been carrying out a considerable part of their work since the beginning of the duty with the knowledge and skills that they have in the framework of the training programme. When changing programmes, new projects and applications, or very limited in-service training activities are left to one side, it can be said that many trainers/teachers are not following the developments in their field or are away from innovative efforts. The trainer/teacher is not particularly interested in academic studies if he does not continue
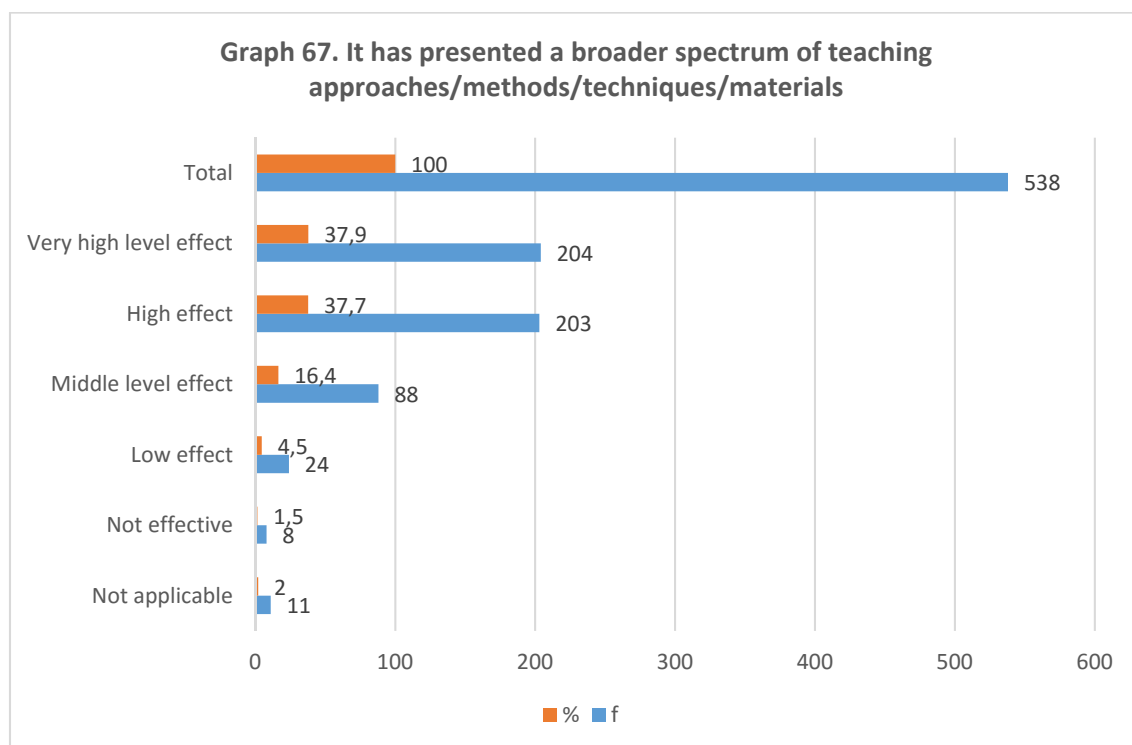
his education in a graduate programme or if there is no special interest. Hence, this situation reinforces the lack of awareness of a new practice that has been discovered as an experimental study, any development in the field or the form of the trainer/teacher daily routines about education are often based on the fulfillment of the duties and responsibilities set out by the directives and guidelines and the fulfillment of instructional activities in order to achieve the goals and objectives of the programme and can be avoided by the innovative efforts of instructors in the individual sense. However, when the data in the table are examined through these preliminary admissions, it is understood that the activities they participate lead them to the academic studies related to their fields. Therefore, it can be considered that these activities have influences and contributions in many ways from indirect ways other than the direct effects created on the trainers/teachers in the sense of professional and personal development.

Graph 66. It has increased my awareness related to new methods of assessing/rating of competences or skills acquired in school/informal education
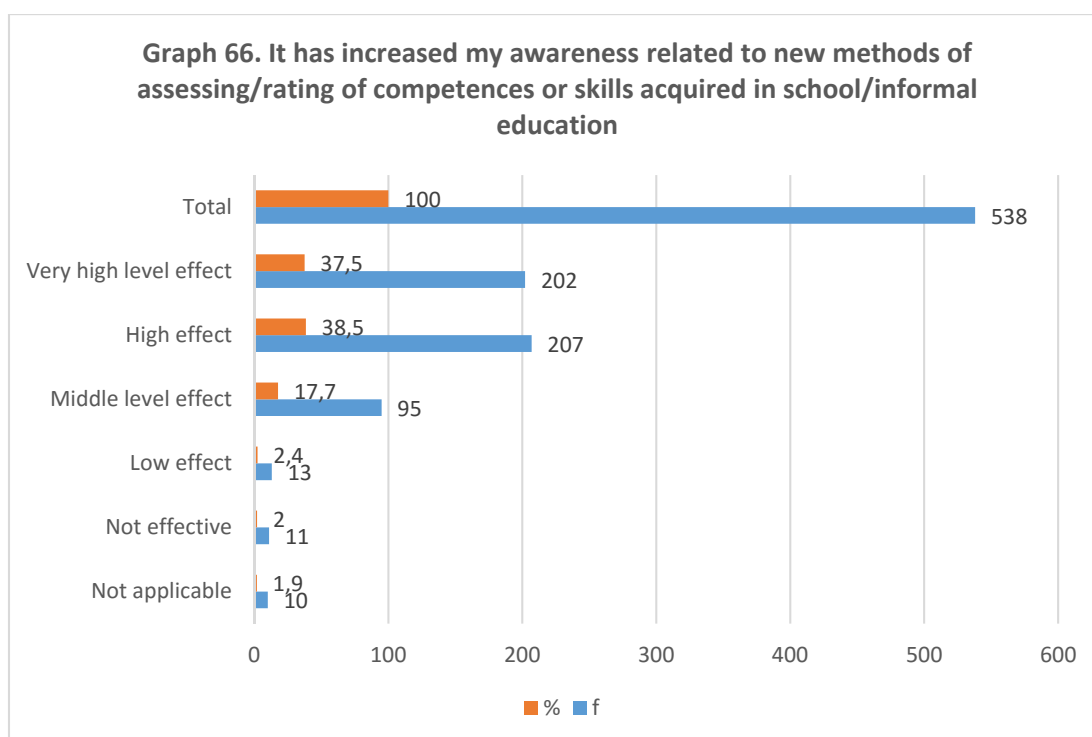
As observed in the Graph 65, 38,5% of the participants (207 people) stated that the activities carried out highly elevated their awareness of new assessment techniques and their competences on learning subjects. 37,5% (202 people) of the respondents stated that their awareness and competences increased considerably. 17,7% (95 people) of the participants, had a moderate level of awareness of new assessment techniques and their

competence on learning subjects; 2,4% (13 people) stated that they are less affected. It has been emphasized before that participants' participation in educational activities is very effective in using new teaching methods and increasing their motivation for learning. New methods and techniques applied in the education-training process are accompanied by measurement and evaluation techniques compatible with these innovations.

It is therefore important that the trainers/teachers understand these new methods, the way they become to practice, the logical reasoning very well and acquire the ability to adapt to the situation and level of their students. However, new methods will be genuinely effective and sustainable when they are so internalized by the trainer/teacher and when they are applied within the classroom to address the learner, and when the process is correctly assessed from the very beginning. As a result, it is understood that the training activity will not only provide new benefits, but will also be of benefit if it is feasible and sustainable at the same time.

Graph 67. It has presented a broader spectrum of teaching approaches/methods/techniques/materials
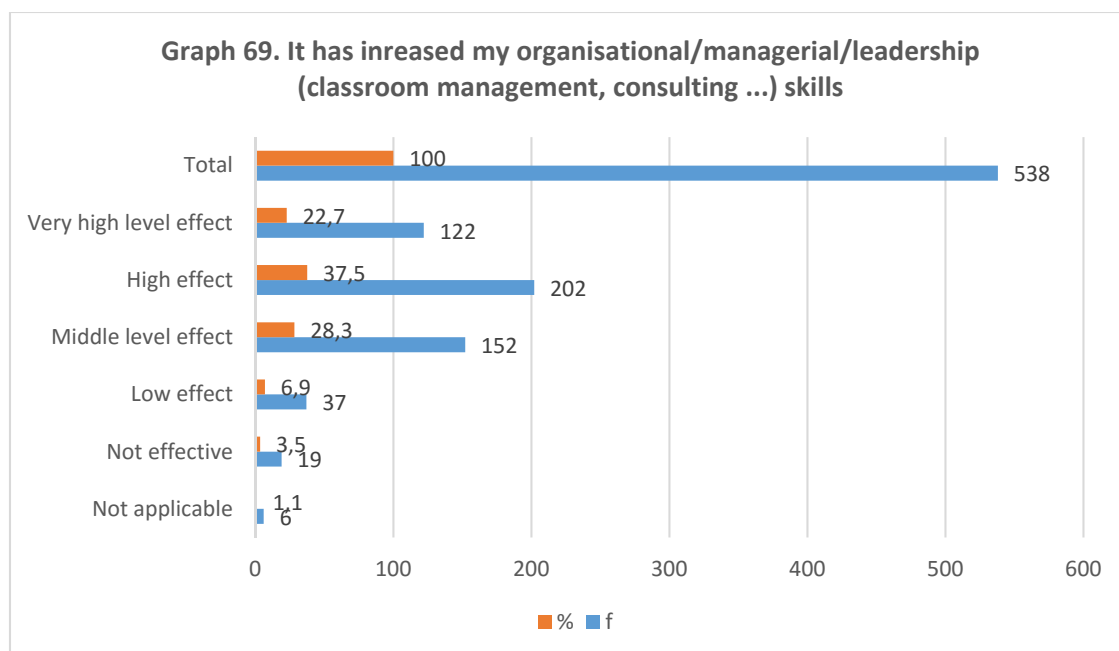
As seen in the Graph 67, 37,9% (204 people) of the participants who replied to the survey stated that the activities carried out were of a very high effect in increasing the options for teaching approaches/methods/techniques/materials. 37,7% of the respondents (203

people) stated that the related effect was high. 16,4% (88 people) of the participants stated that these activities were moderately effective in the increase in options for teaching approaches/methods/techniques/materials of these; and 4,5% (24 people) stated that they were less effective. In a teaching approach, the most basic feature that should be in the method or technique is that it is applicable and adaptable. The instructor's knowledge of basic teaching approaches, methods and techniques related to his or her own discipline is of great importance in order to achieve the goals of the programme and to organise teaching activities in the most efficient manner. Some basic variables, such as learning psychologies, developmental status, or the content of the subject, may require that certain approaches be necessarily selected. However, the educator is well equipped with the approach, method and technique and is aware of the innovations and developments related to this subject. The availability of adaptable alternatives for any situation will increase the effectiveness and quality of the teaching process. It is understood from these data that the educational activities attended by the trainer/teachers contribute to them in a significant way at this point.

Graph 68. It has developed my knowledge about my field of education
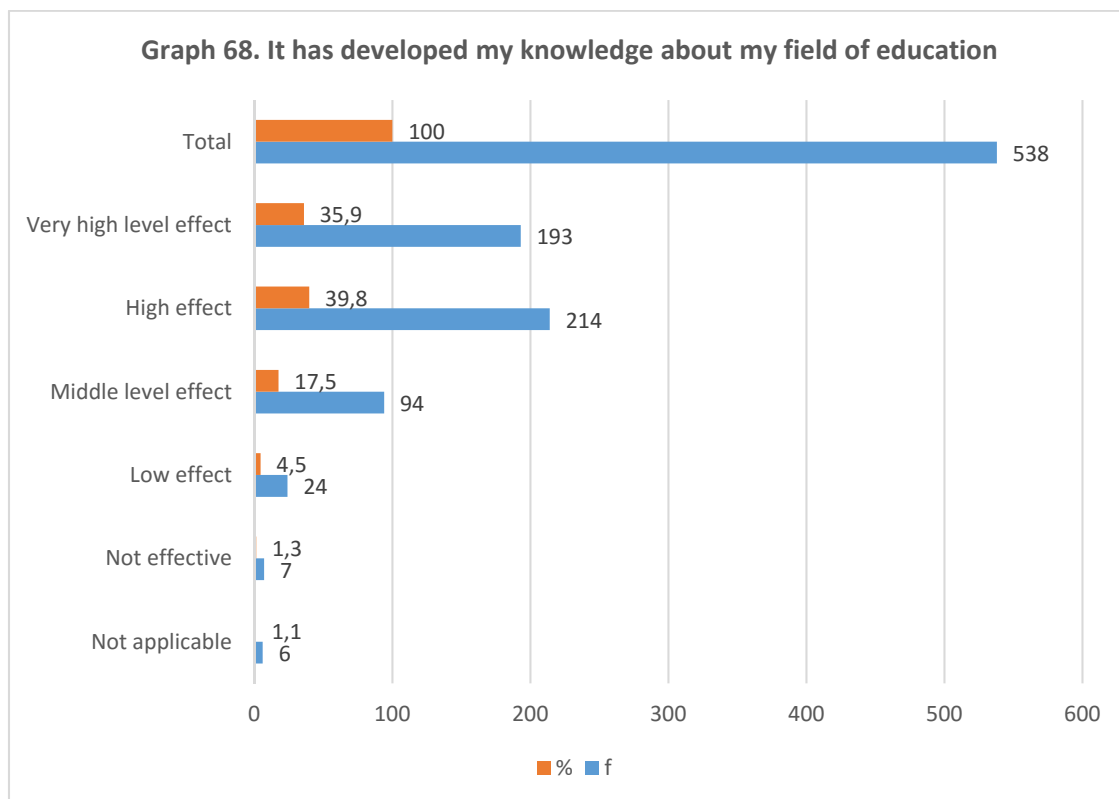
In Graph 68, 39,8% (214 people) of the respondents who answered the questionnaire stated that the activities carried out had a high level of effect on the development of the information on the occupational field and subject area. 35,9% of the participants (193 people) stated that the related effect of the activity to subject was very high. 17,5% (94 people) of the participants considered and 4,5% (24 people) considered the effectiveness of the activities in the development of information on the occupational field and subject area to be less effective. One of the primary considerations in interpreting this data is that most of the trainers/teachers participating in the survey are foreign language (English) teachers. Having knowledge of the cultural context in which the target language is born and developed within the language of the target language is another important requirement for the development of language skills as a whole. When it is remembered that the state of having/increasing knowledge about the different countries and cultures is the one that the activities are found to be effective by almost all of the participants, it is expected that the information gained by the trainers/teachers in this context will contribute to their subject areas and professional fields. However, it will not be enough to address the effects only in terms of the subject here.

Graph 69. It has inreased my organisational/managerial/leadership (classroom management, consulting ...) skills
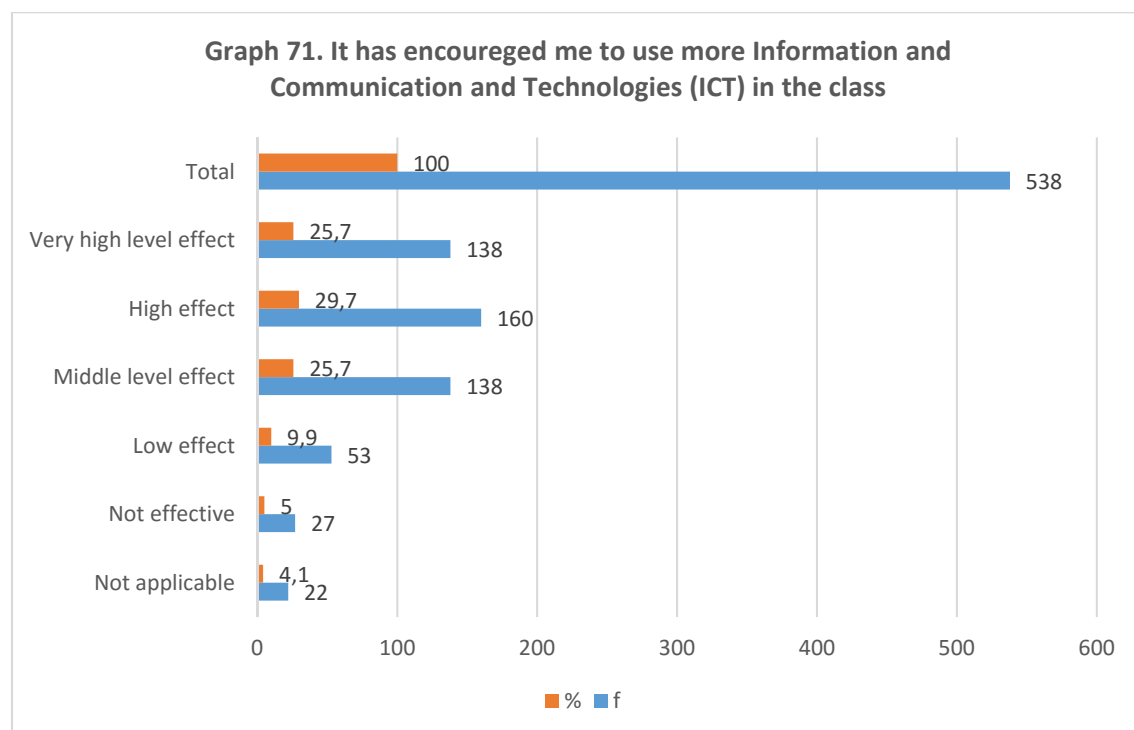
It is noted in Graph 69 that 37,5% (202 people) of the participants stated that realised activities had a high level of effect in the development of management/leadership and

organising skills, and 22,7% (122 people) very high level. 28,3% (152 people) of the participants evaluated the effects of the activities on the development of the management/leadership and organisational skills as moderate; and 6,9% (37 people) regarded them as less effective. Considering the fact that training activities consist of a process in which the participants are actively involved rather than being passive listeners and that the participants have organised activities in the context of dissemination activities in their institutions and that they have transferred their gains to their students in certain ways or have developed their learning activities with these achievements, it can be expected that activities are found to be highly effective by more than a half of participants at the point of improving their leadership skills. However, the proportion of those who find it moderately effective (28,3%) is another data that should be emphasized in the same way. Compared to these domains, it is understood that the effect of activities on the development of leadership skills is limited. Of course, it would not be right to put the cause of this limitation entirely into the content of the activity. There may be many reasons for this originating from the level of support of the institution for the activity and the significance it carries to its activity, personal characteristics of the participant and the institutional structure.

Graph 70. It has improved my foreign language skills
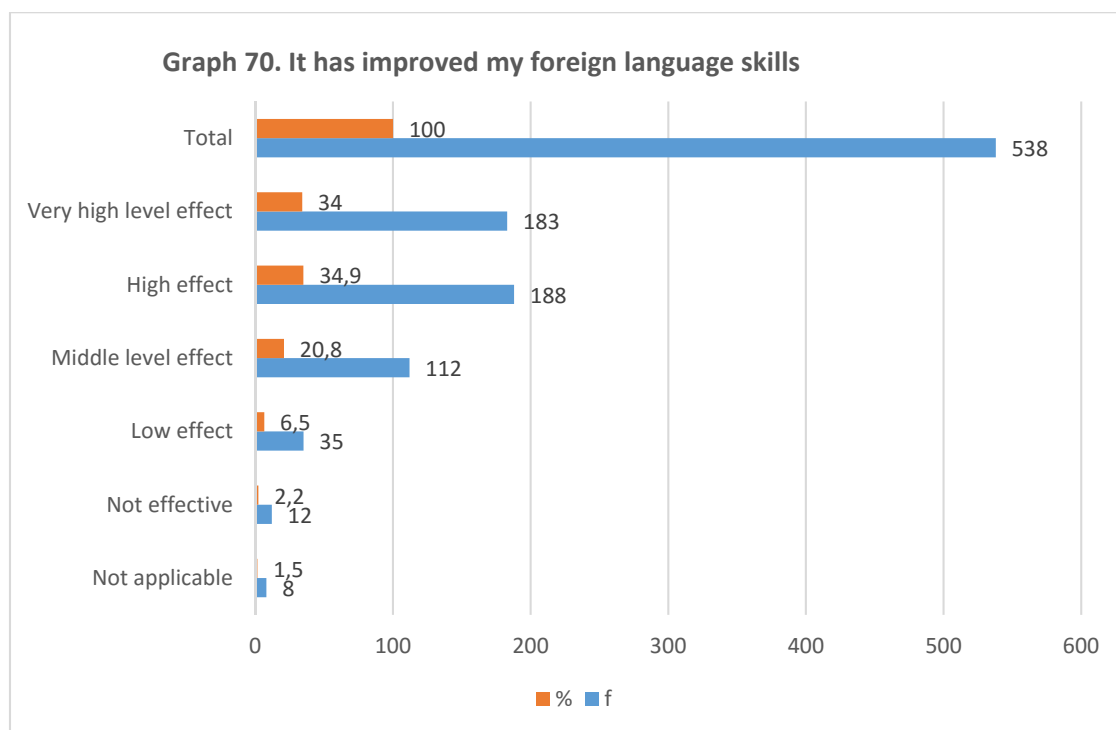
It is indicated in Graph 70 that 34,9% of participants (188 people) stated that the activities were effective at a high level in the development of foreign language proficiency, and 34% (183 people) very high level. 20,8% (112 people) of the participants stated that the effect of activities on the development of foreign language proficiency as moderate; and 6,5% (35 people) regarded them as less effective. It is unlikely that an activity carried out on an international level or on a foreign language will contribute to the language skills of participants. However, again, it appears that the proportion of those finding the activity as moderately effective is approaching to those who find it at a high or very high level. When the possibility that a cause like the activity does not allow for interactions to be established over the language can be valid for some participants is left to aside, the cause of some of the candidates who did not find the activity effective or efficient in terms of the development of the language skills having a certain percentage in the total is that these people have already gained some skills the activities provide. There is significant effect on the development of language skills of possibilities such as the use of foreign experience or interaction with the target language necessarily. Therefore, such opportunities provided by the activity can be regarded as an important factor in its high level of effectiveness.

Graph 71. It has encoureged me to use more Information and Communication and Technologies (ICT) in the class

In Graph 71, it is stated that 29,7% (160 people) of the participants stated that the activities promoted themselves to a higher level of use of more information and communication technologies; 25,7% (138 people) very high level, and 25,7% (138 people) medium level. 9,9% of the participants (53 people) stated that the related effect was low, 5% (27 people) it was not effective and 4,1% (22 people) it was not applicable. Information and Communication Technologies have important advantages such as enriching learning experiences in the classroom, addressing more than one sensory organs at the same time as visual and auditory. It is understood that more than half of the teachers are convinced to use ICT in the context of the activities they participate in. Although this incentive is not accepted as much as the effects of the intercultural interaction and professional and personal development of the activity, it can be considered as an important contribution area of the activity. A tutorial motivated to use ICT in class or in other learning environments will make teaching more effective for students by putting the already existing equipment into practice for teaching activities. This can be regarded as both direct and indirect effects of the activity.

Graph 72. It has renewed/strengthened my attitude towards teaching/teaching field
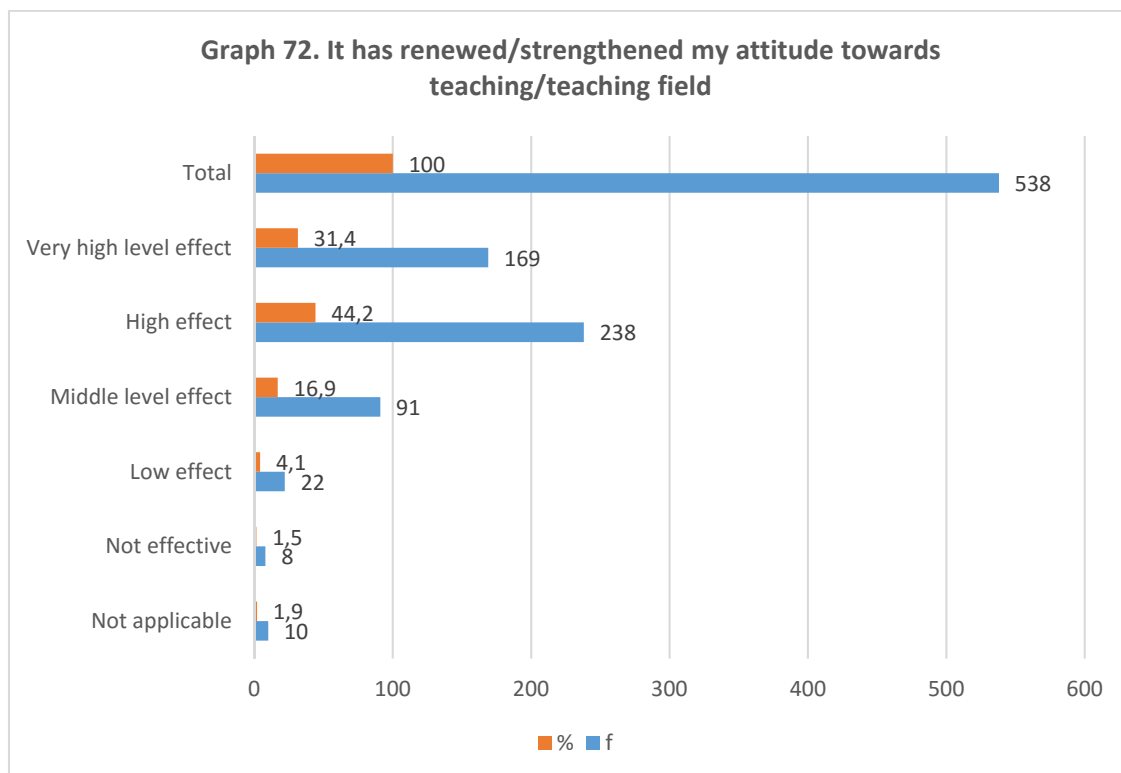
As Graph 72 shows, 44,2% of the participants (238 people) stated that activities had a high impact on the renewal of their attitudes towards teaching/subject area teaching; 31,4% (169 people) a very high level and 16,9% (91 people) had moderate effect. 4,1% of the participants (22 people) stated that the related effect was low. As mentioned earlier, a significant proportion of the trainers/teachers who participate in the activity are foreign language (English) teachers. Here it can be concluded that English teachers have some advantages in terms of participation in the activities compared to other subjects. This is because when the structure and content of the activities are examined, it is normal for foreign language teachers to take a step forward in this regard. This is an expected situation in terms of the activities that contribute to the strengthening of the attitude toward the individual's field of living by experiencing going abroad, recognising different cultures, participating in various academic activities and learning new things about the field by means of the advantage that the field provides itself.

Graph 73. It has increased/developed my knowledge about other countries/cultures/education systems
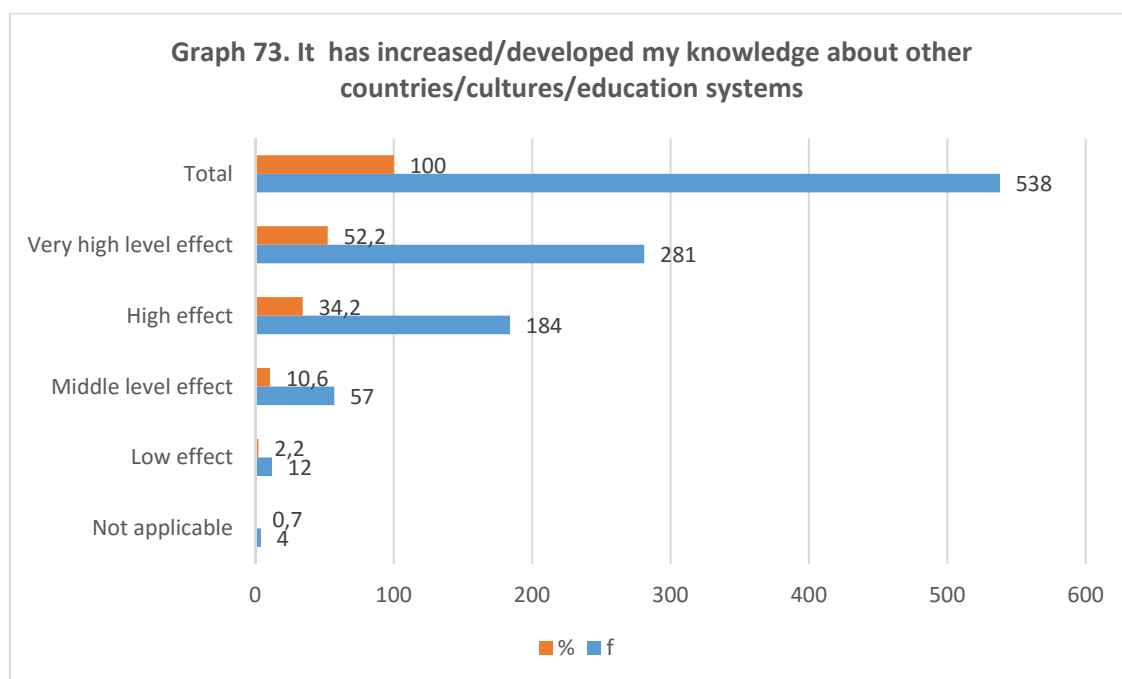
Graph 73 indicates that the 52,2% (281 people) of the participants who responded to the survey stated that activities had a very high effect on the knowledge of other countries/cultures/education systems, 34,2% (184 people) high effect, 10,6% (57 persons) intermediate effect. 2,2% of the participants (12 people) stated that the related effect was low. It is understood that the vast majority of participants find the activity highly effective

in improving their knowledge of other countries' education systems. The fact that the activity is carried out abroad, the participation of people from different countries is ensured, the atmosphere of intercultural interaction is created, the contents are presented in different cultures naturally contribute to the development of an opinion on different cultures in the individuals. However, the fact that this information is related to education systems is a matter which should be emphasised in terms of its importance also in terms of fulfilling its motivated objectives in our country. Trainees who are informed about the education systems of different countries and cultures can be considered to analyse this information in terms of both dissemination of the activities and organisation of their own personal teaching processes and to contribute to the educational processes taking place by favouring from these experiences.

Graph 74. It has raised my awareness of new (European) funding mechanisms for school/adult education projects/organisations
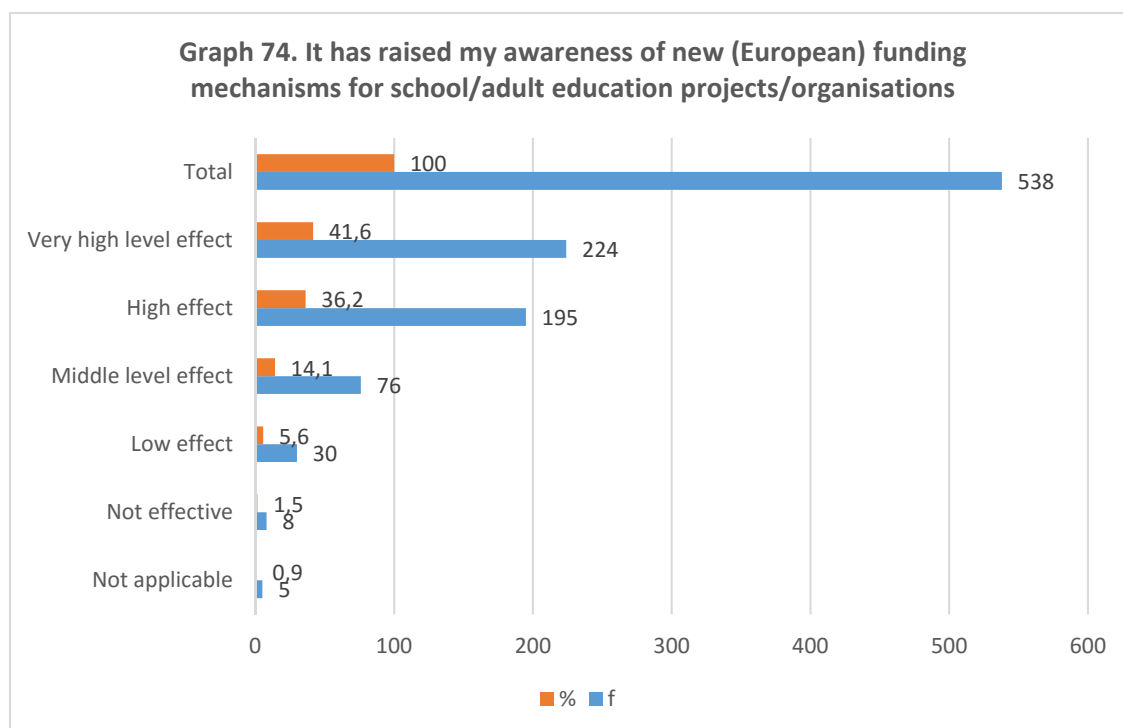
In Graph 74, 41,6% of the participants (224 people) stated that the activities carried out by the institution/adult education projects/organisations had a very high effect on the increase of the awareness of the financing mechanisms; 36,2% (195 people) had a high level, while 14,1% (76 people) had moderate effect. 5,6% of the participants (30 people) were less affected; 1,5% (8 people) stated that they were not affected. Participation in such an activity may mean that they should be more informed knowledgeable about the

criteria and participation processes that are important for participation in such activities. It is therefore expected that the likelihood of his or her environment to participate in such or similar activities in the ensuing period will be strengthened, or they may also have knowledge of different possibilities within the context of the activities to which they belong. When charted data is analysed, it is understood that activity participation has a significant impact on the overall percentage of those who find it highly effective in raising awareness of the new funding mechanisms, and therefore the activity is significant at this point.

Graph 75. It has encouraged me to participate in other Comenius/Grundtvig/LLP events.
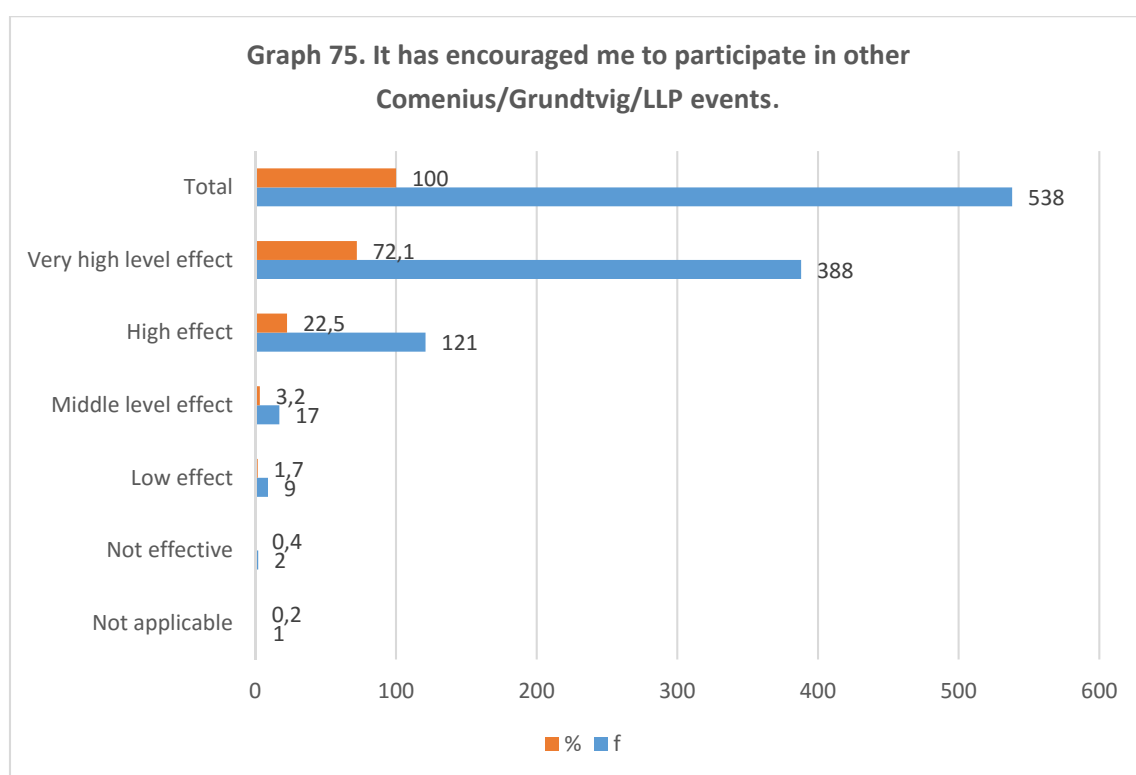
Graph 75 shows that 72,1% of the participants (388 people) stated that the activities performed had effect on encouraging their participation in other LLP activities at a very high level; 22,5% (121 people) at high level and 3,2% (17 people) moderate level. If the overall views on the effectiveness of participation in activities are remembered, activity is found to be effective in many respects by the vast majority of participants. The fact that participation in such an activity is found to be effective by many participants in all of the areas mentioned makes it possible for the participants to think that they have had many gains and have good experiences in these processes. According to these results it is

expected that such a process will be desirable to be experienced again by many participants. In Graph 75, the ratio of those who find the activity highly effective and very highly effective in encouraging participation in other activities of the similar type supports this expectation.

Graph 76. It has motivated me to continue to develop my professional skills in the future

	Total	100 / 538
	Very high level effect	61,9 / 333
	High effect	31,6 / 170
	Middle level effect	5,2 / 28
	Low effect	1,1 / 6
	Not effective	0,2 / 1
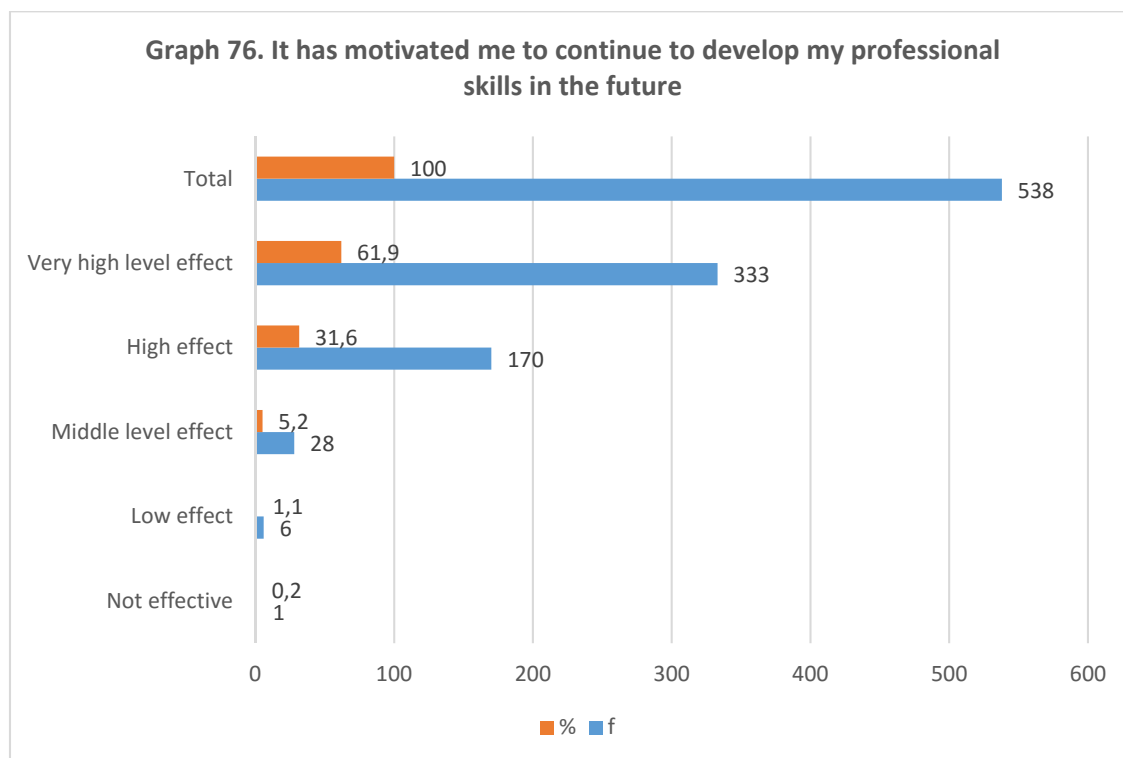
In Graph 76, 61,9% of the participants (333 people) stated that the activities performed had a very high level of effect on motivation to continue developing their professional skills in the future; 31,6% (170 people) high level; and 5,2% (28 people) had moderate level of effect. Education-training processes usually consist of experiences that are realised within the school boundaries in terms of both students and teachers. Economic and environmental conditions often do not allow learning experiences to occur outside school boundaries from time to time. This can make the school monotone for both teachers and learners. However, when considered from the point of view of the educator, to be offered such academic experience in a different cultural atmosphere outside of school, in a different country, and to acquire a lot of personal and professional development in this framework will be motivating in many ways for the profession of the educator. In the above given graph, the ratio of those who find the activity effective at a

high level and at a very high level in developing professional skills shows the effectiveness of the activity in terms of professional development.

Graph 77. It has broaden my career prospects/expectations

Category	%	f
Total	100	538
Very high level effect	39	210
High effect	41,6	224
Middle level effect	14,7	79
Low effect	3,2	17
Not effective	1,1	6
Not applicable	0,4	2
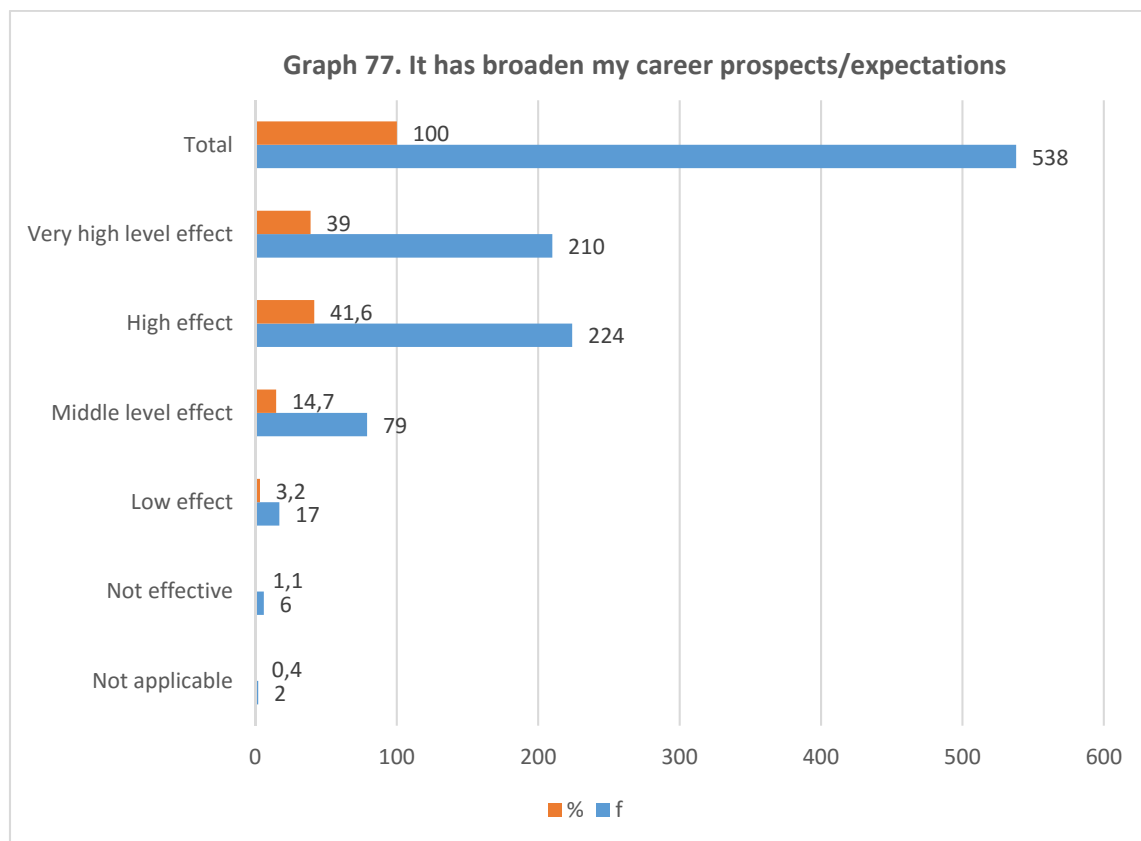
In the given Graph 77, 41,6% of the participants (224 people) stated that the activities carried out had a high level of effect on expanding career prospects/expectations; 39% (210 people) had a very high level, and 14,7% (79 people) had moderate level of effect. Previously, there was no evidence of widespread consequences of participation in activities such as changing job or career plan. However, it is understood that a very large proportion of the participants find the activity to be effective at a high and very high level in terms of increasing career expectations. Therefore, the thought revealed here is that the activities create an expectation related to career in the trainers/teachers but do not make sense in terms of presenting career steps.

Graph 78. It has helped me to better motivate students/learners in my field of instruction

Category	%	f
Total	100	538
Very high level effect	39,4	212
High effect	43,1	232
Middle level effect	10,6	57
Low effect	2,6	14
Not effective	0,9	5
Not applicable	3,3	18
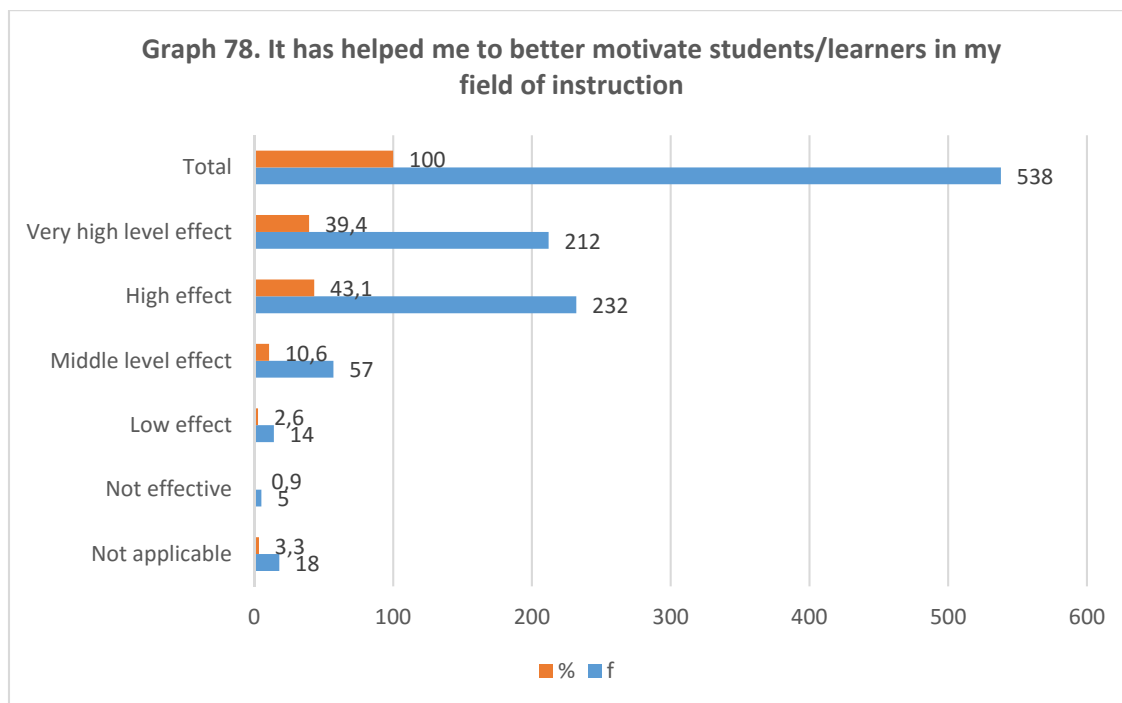
It is clear in Graph 78 that 43,1% (232 people) of the respondents who answered the questions under the student/learner/colleagues heading stated that the activities carried out were highly helpful to motivate the students/learners. 39,4% (212 people) of the participants stated that the related effect was very high; 10,6% (57 people) that it was moderate and 3,3% (18 people) that it is not applicable. In order for an instructor to motivate students/learners to learning processes, he/she must first be motivated to this process. In the context of the activity, increase in motivation of the instructor to his/her profession and field is inevitable who moves away from the mediocrity for a relatively short period of time, who acquaints with different countries and cultures, experiences both personal and professional experiences and acquires achievements and acquires various innovations in many fields related to his/her field and also experiences them all as part of his/her profession. It has already been mentioned how effective the activities are at the point of increasing the motivation of the instructor. In addition to this motivation, the data in this graph also demonstrate how effective the new professional achievements of the instructor are in motivating the students.

Graph 79. It has helped me to increase my students/learners/colleagues attention to European issues

Category	%	f
Total	100	538
Very high level effect	40,1	216
High effect	43,5	234
Middle level effect	13,6	73
Low effect	1,1	6
Not effective	0,7	4
Not applicable	0,9	5
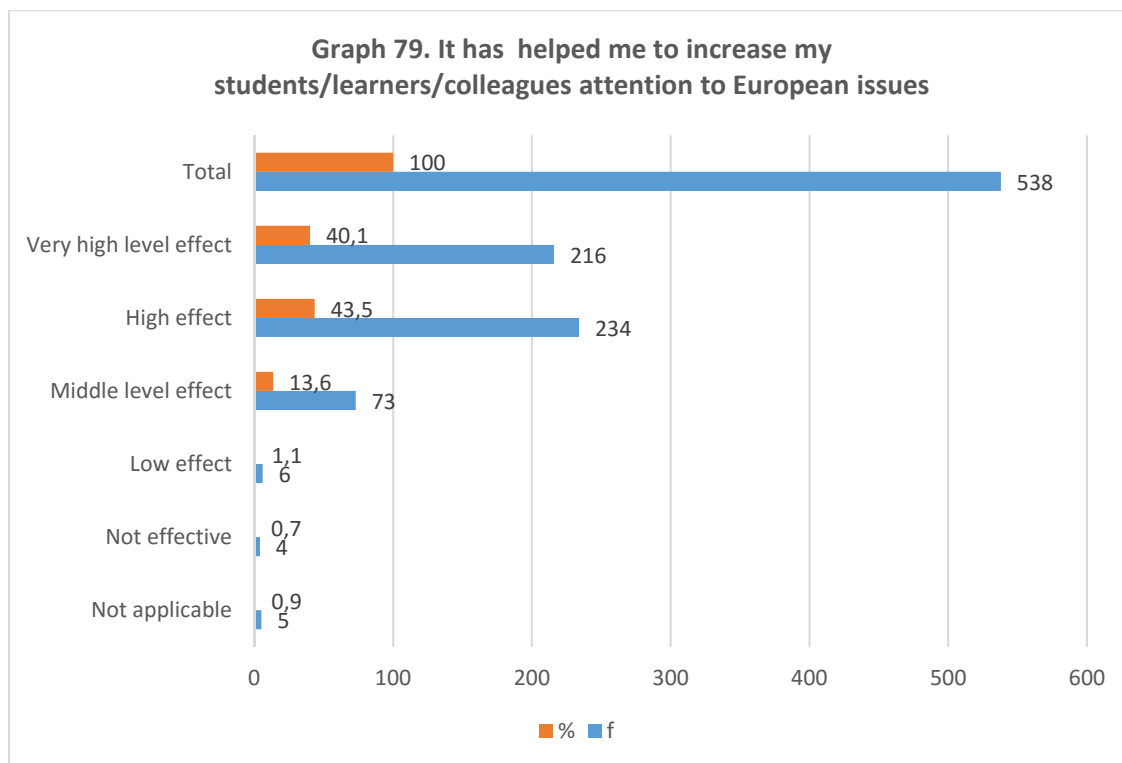
It can be said from the Graph 79 that 43,5% of the participants (234 people) stated that the activities performed had a high level of effect on the increase of the interest of students/lecturers/colleagues in the European issues; 40,1% (216 people) had very high level, and 13,6% (73 people) had moderate level of effect. Participation in activities in various European countries offers the opportunity to see the countries that they have not seen before and to recognise different cultures. The activity is attractive for many individuals because the participation is financially supported and the duration of the activity does not interfere with the flow of their current life and it enables to get enough recognition and academic gains in the places where they are going. It is therefore inevitable that the people in the immediate vicinity of the participants will have an increased awareness of this issue.

Graph 80. It has encouraged my colleagues to participate in similar individual mobilities

Category	%	f
Total	100	538
Very high level effect	56,1	302
High effect	34,9	188
Middle level effect	6,5	35
Low effect	1,3	7
Not effective	0,6	3
Not applicable	0,6	3
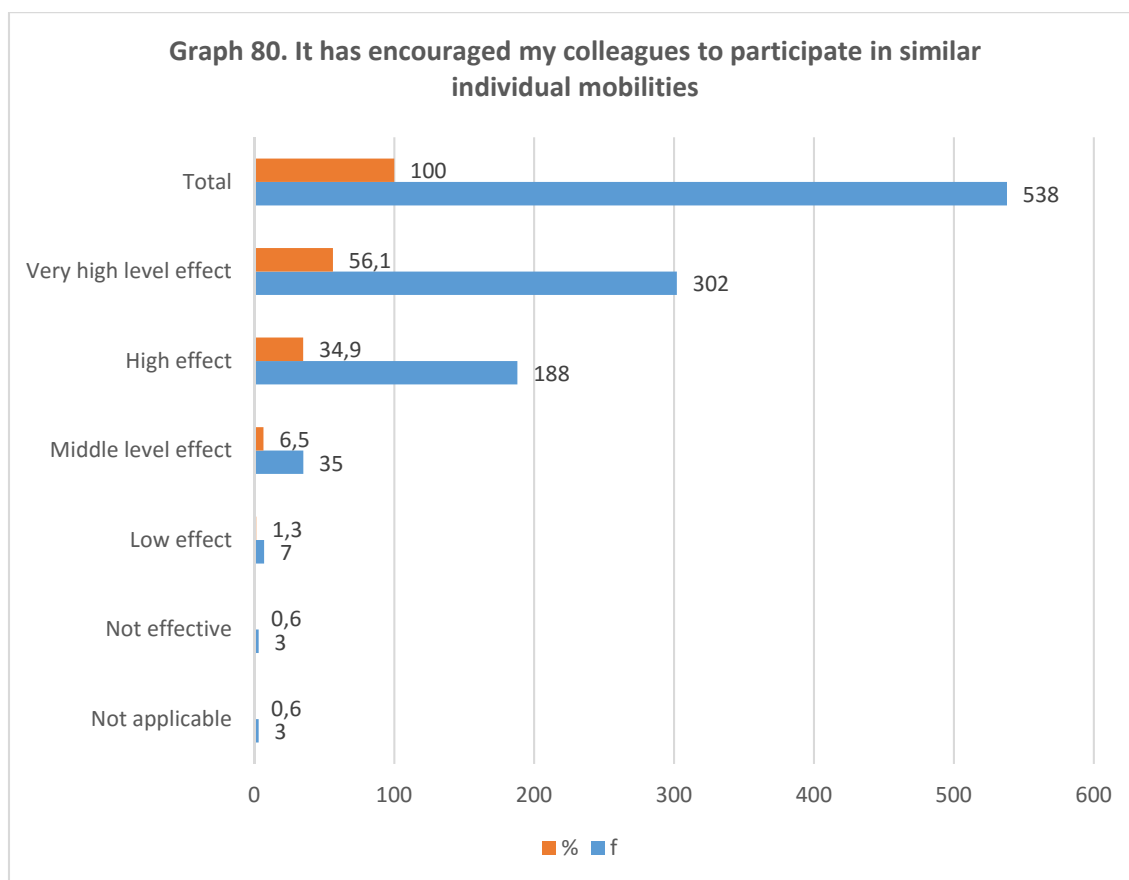
As clear from the Graph 80, 56,1% of the participants (302 people) stated that the activities have encouraged their colleagues at a very high level of participation in the European Education Programmes; 34,9% (188 people) high level, and 6,5% (35 people) in the moderate level. The positive experience of the participants will also open the way for encouraging their environment. From the data in the graph and the rates at which the activity is effective, it is understood that the participants encouraged their environment in the educational setting.

Graph 81. It has led/will lead to the use of new teaching methods or approaches in my school/institution

	%	f
Total	100	538
Very high level effect	31,8	171
High effect	43,7	235
Middle level effect	16,4	88
Low effect	3,7	20
Not effective	1,7	9
Not applicable	2,8	15
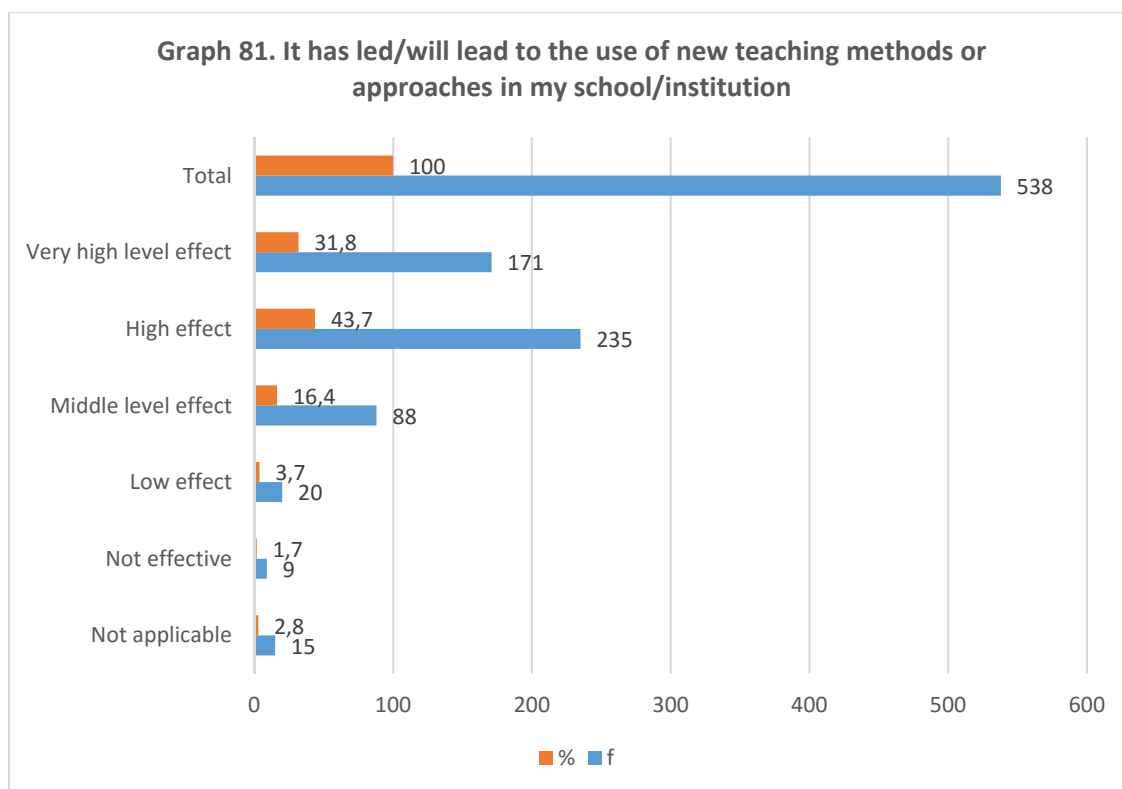
It is clear in the Graph 81 that 43,7% (235 people) of the participants who answered the questions under the heading of the National Institution said that the activities performed are highly effective in using the new teaching methods or approaches in the school/institution. 31,8% (171 people) of the participants, stated that the related effect was very high; 16,4% (88 people) moderate, and 3,7% (20 people) less. It has been previously discussed that the effects of the activity are not solely on the personal scene, but have many reflections in the institution that the individual is working, among his/her colleagues, upon his/her students and in certain areas in the local environment. One of the ways in which activities can be effective in both personal and institutional sense is the use of new teaching methods and approaches. When the ratios of effectiveness in the graph are examined, it can be concluded that the achievements of the new teaching methods and approaches within the scope of the activities are not limited to the own experiences of the trainers/teachers and can be extended within the institution.

Graph 82. It has led/will lead new teaching area(s) coming to my school/institution

Category	%	f
Total	100	538
Very high level effect	24,9	134
High effect	43,1	232
Middle level effect	19	102
Low effect	4,6	25
Not effective	3,3	18
Not applicable	5	27
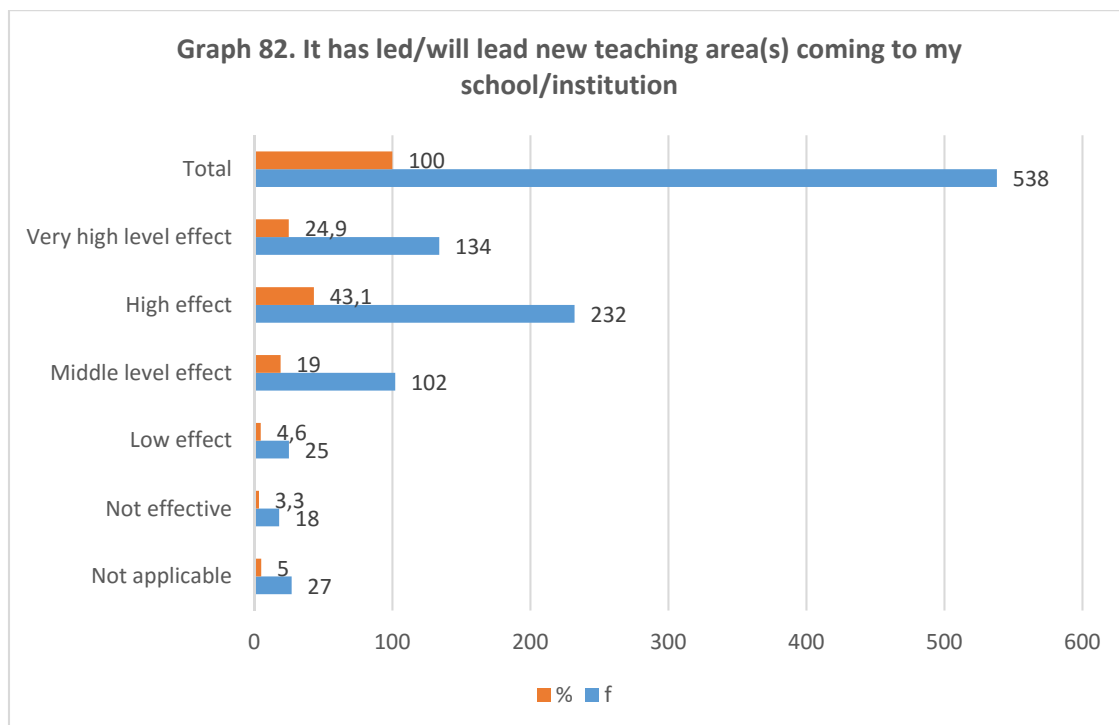
In Graph 82, 43,1% of the participants (232 people) stated that the activities performed at the school/institute had a high level of effect on the entrance of the new teaching area(s); 24,9% (134 people) very high level, and 19% (102 people) have moderate level of effect. It is a well-known fact that activities are based on the philosophy of innovation and development in terms of structure and content. Participants acquire a lot of experience and new achievements in this process as well as intercultural experiences, both in their profession and in their fields. An important requirement of the activities is that the participants participate in the activity and then share their gains with the institution after returning to the institution. Sometimes for a very different reason, this sharing does not become a common influence. However, it seems that activities contribute to the introduction of new teaching fields to the institution.

Graph 83. It has led/will lead organisational changes at the level of management coming to my institution

Category	%	f
Total	100	538
Very high level effect	17,1	92
High effect	28,8	155
Middle level effect	27,3	147
Low effect	13,6	73
Not effective	6,5	35
Not applicable	6,7	36
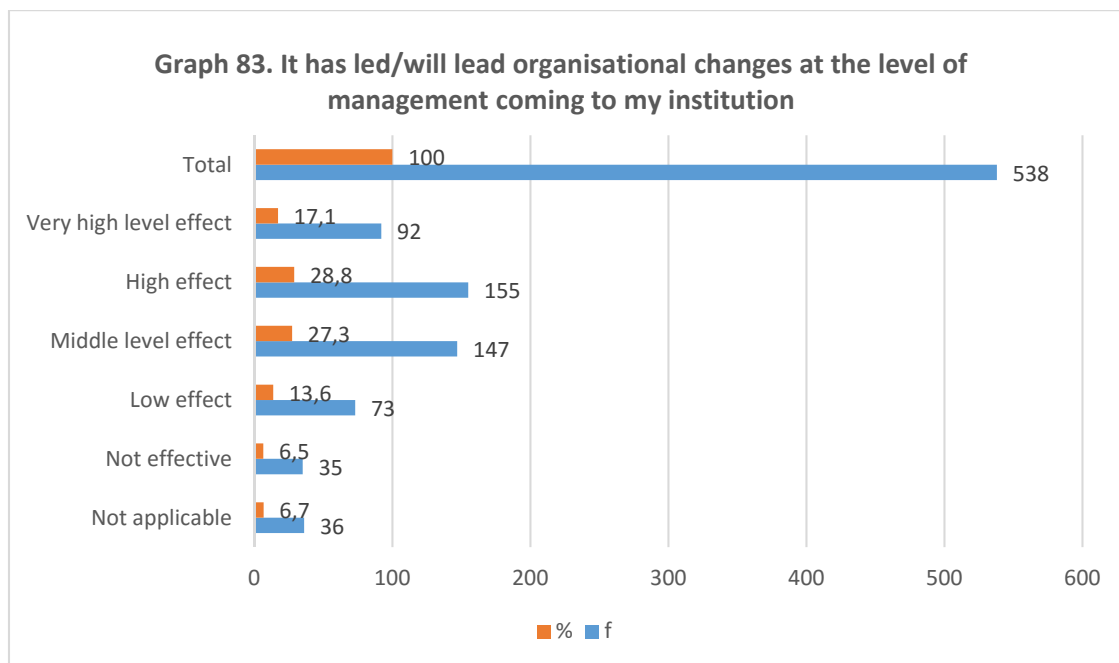
The Graph 83 shows that 28,8% of the participants (155 people) stated that the activities performed at the management level had a high effect on organisational changes in the institution; 27,3% (147 people) moderate, 17,1% (92 people) very high and 13,6% (73 people) little effect. While it is understood that the activities are highly effective on the previously mentioned subjects such as the new teaching methods, motivate students and colleagues and encourage participation in European programmes, it is seen that the proportion of those who think that activities are highly effective at leading to organisational changes at the management level do not fit the general run. There could be two reasons for this situation. First, activities may not be interested in organisational changes at the management level in terms of content, and the second may be the comprehension of general management. As it is known, widespread management mentality in educational institutions is quite traditional. Therefore, institutional directors or other administrators are sometimes rigid and resistant to be intervened in their own autonomous areas of as a result of active participation or for any other reason.

Graph 84. It has helped me to increase the European dimension in the studies of my school/institution

Category	%	f
Total	100	538
Very high level effect	35,3	190
High effect	45,2	243
Middle level effect	13,2	71
Low effect	3,5	19
Not effective	1,5	8
Not applicable	1,3	7
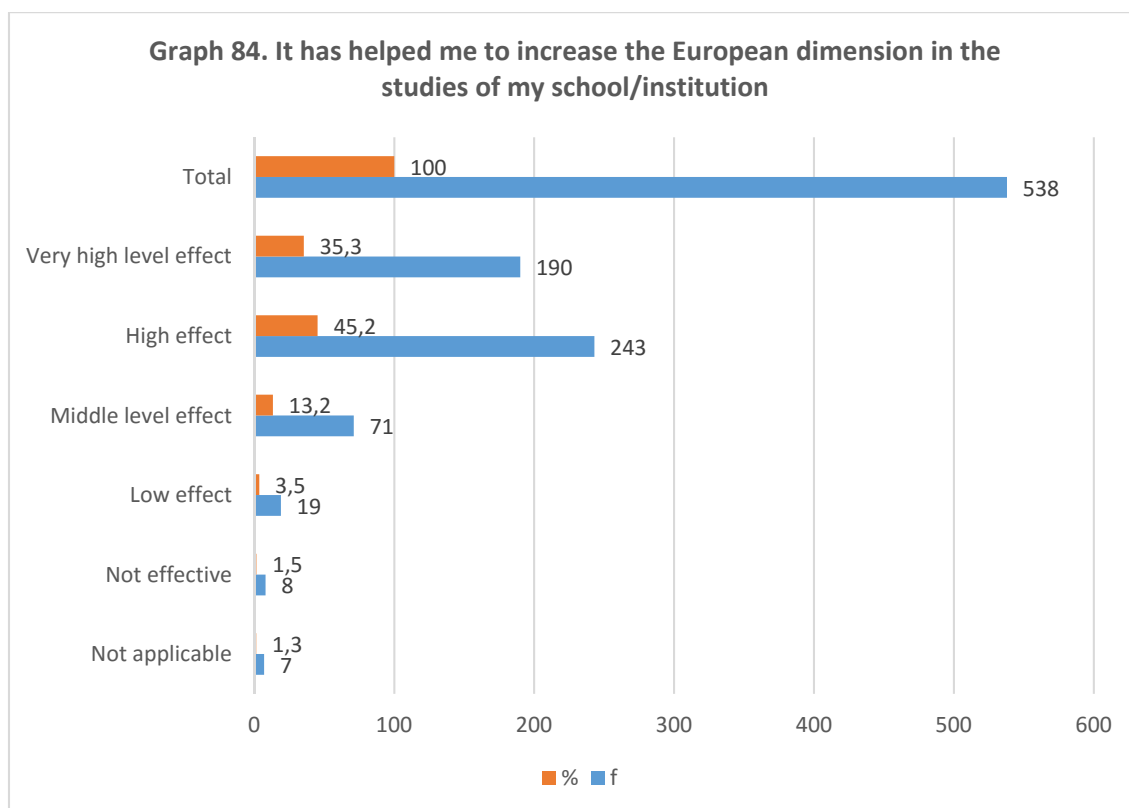
It can be seen in Graph 84 that 45,2% of respondents (243 people) stated that activities had a high level of effect on increasing the European dimension in the work of the school/institution; 35,3% (190 people) very high level and 13,2% (71 people) moderate level of effect. Participation in these activities taking place in various countries of Europe brings extraordinary opportunities such as seeing and recognising new countries and cultures that everyone cannot always reach. It has already been mentioned that participation in activities increases knowledge about similar activities and funds of the same kind. All of this is effective in increasing the participation of the school/institution in these activities or in supporting the work towards it.

Graph 85. It has helped me to open the institution for new adult student groups (only Grundtvig beneficiaries/right owners)

Category	%	f
Total	100	538
Very high level effect	23,2	125
High effect	37,2	200
Middle level effect	19,9	107
Low effect	8,7	47
Not effective	3,9	21
Not applicable	7,1	38
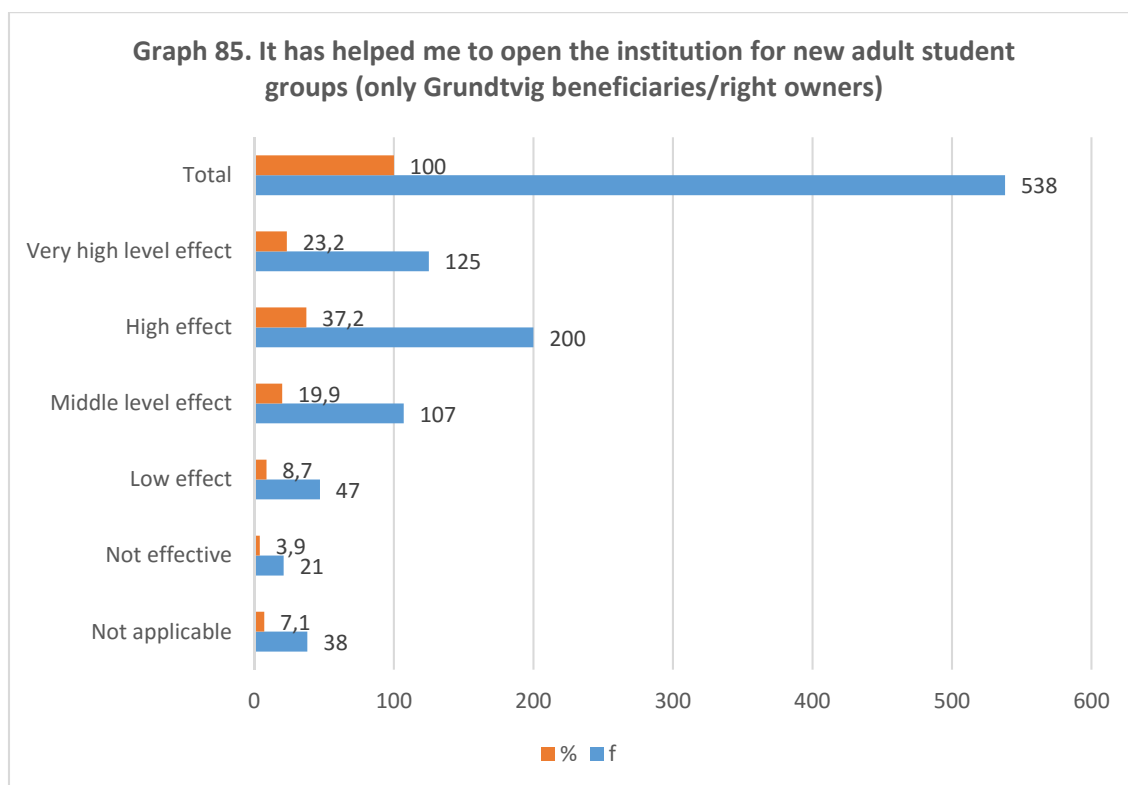
Graph 85 indicates that the 37,2% of the participants (200 people) stated that the activities had a high level of effect on opening the institution to new groups for adults; 23,2% (125 people) very high level, 19,9% (107 people) moderate level of effect, and 8,7% (47 people) little effect. In-service training activities mean that participants are primarily trained in these areas in order to disseminate innovations and developments emerging in the field. Participating in an in-service training activity abroad means that new areas are opened in the institutions where they work or new methods are put into practice. It is therefore expected that these activities will have an impact on opening the institution to new student groups. The table shows that the activity is effective predominantly at high level in this area.

Graph 86. It has led/will lead to the establishment of partnership/cooperation with schools/institutions represented in educational activities

Category	%	f
Total	100	538
Very high level effect	37	199
High effect	40,7	219
Middle level effect	13,8	74
Low effect	4,5	24
Not effective	2	11
Not applicable	2	11
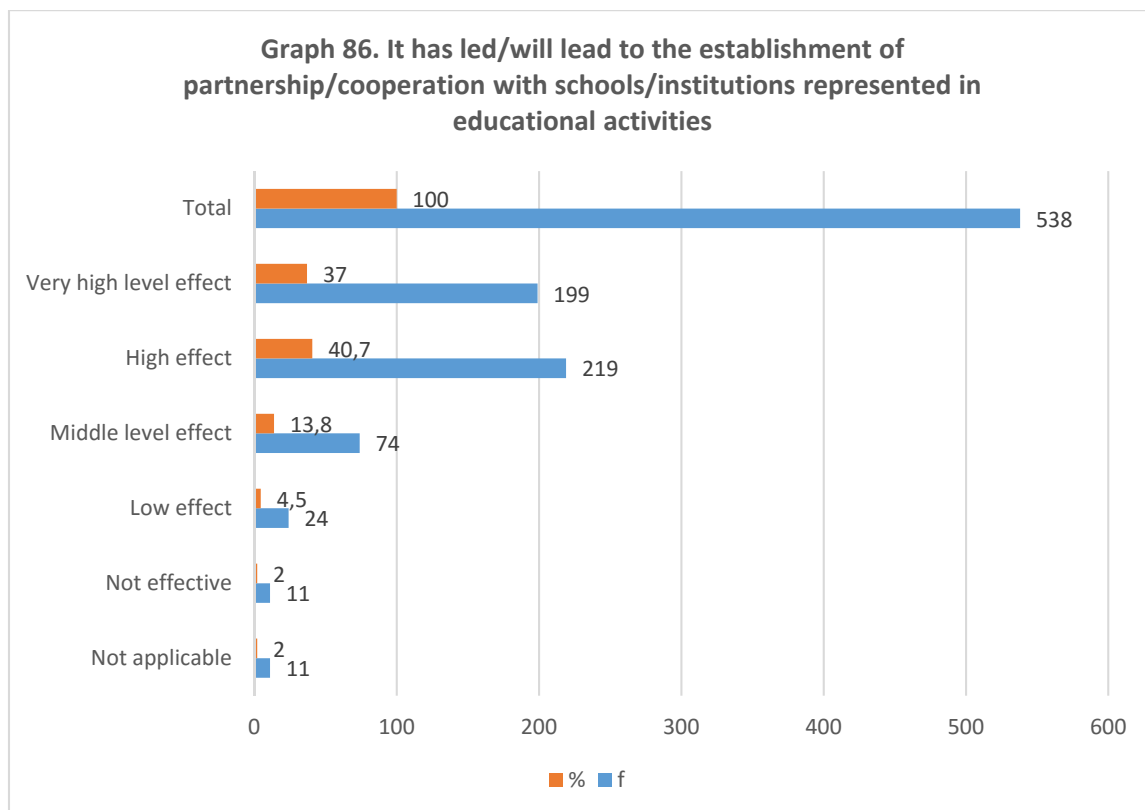
It was stated that 40,7% (219 people) of the participants had a high level of effect on the establishment of partnership/cooperation with the schools/institutions represented in educational activities; 37% (199 people) very high level and 13,8% (74 people) moderate level of effect. The most basic feature of the activities is to establish a business alliance between institutions at the international level and to develop and sustain this alliance. The relations that started in the process of activity between the different countries and the people or groups of different cultures that come together in the framework of activities can be sustained in various ways like personal relations being in the first place such as business associations or friendship. Graph 86 shows that activities are highly effective at the point of making business associations, especially among the institutions represented.

Graph 87. The correspondance between the actual content of the course and the definition of the paper course/conference/seminar

Category	%	f
Total	100	535
Excellent	49,7	266
Good	37,6	201
Medium	8	43
Some	2,2	12
Insignificant	2,4	13
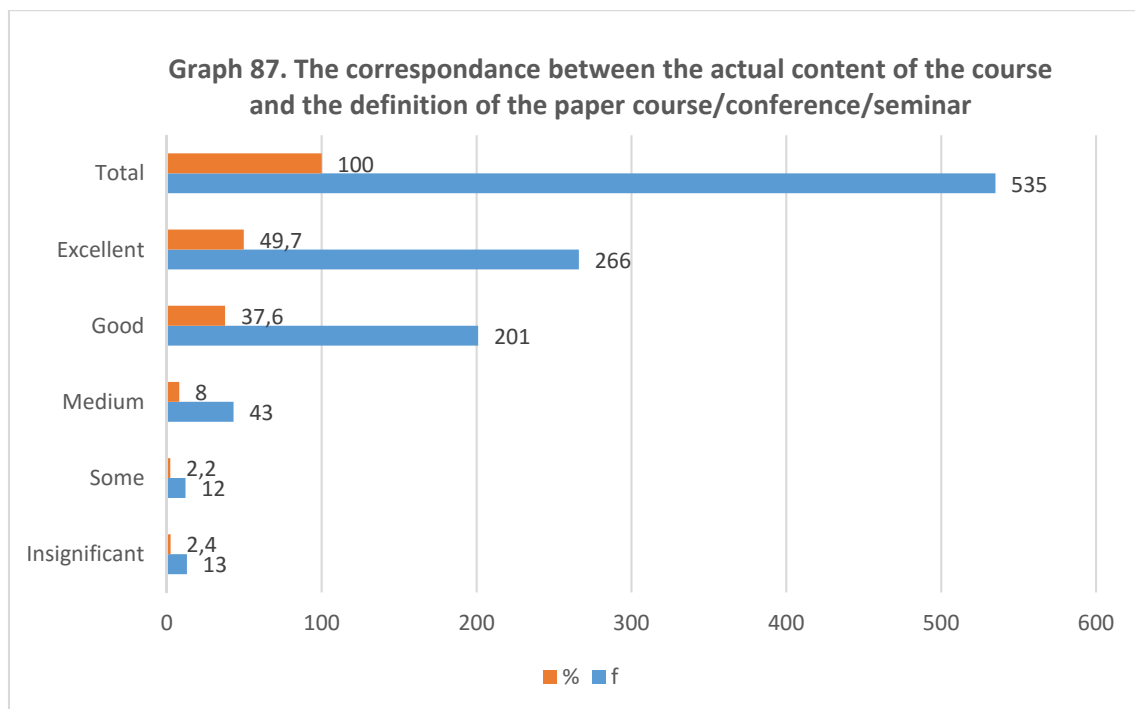
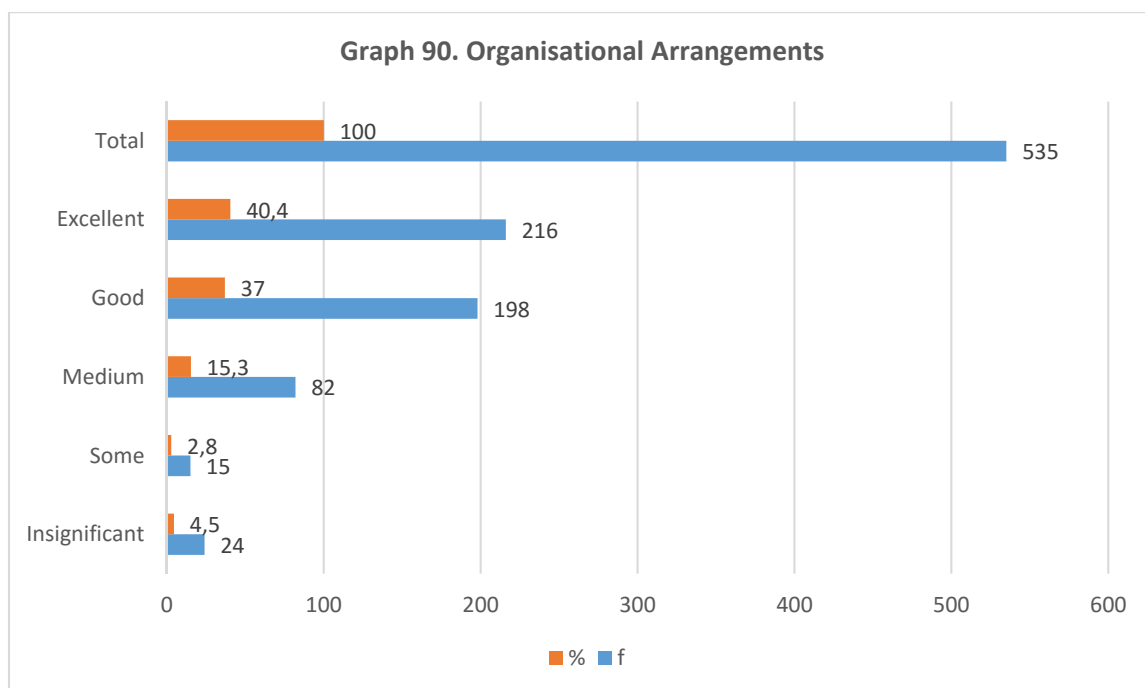In Graph 87, Participants who responded to the questions under the heading "Evaluation of Educational Activities" shows that 49,7% (266 people) had found a perfect match between the actual content and the definition of the printed lesson/conference/seminar, 37,6% (201 people) found at good level. 8,0% of the participants (43 people) evaluated the match moderately. As generally understood from the participants' views on the effectiveness of the training activity, training activities have been quite effective at many levels. Here, the nature and content of the training activity is of great importance. In addition to the quality of the content, matching with the definition is also important at the same time. Due to the fact that the trainers/teachers who participate in the activities in order to meet the specific needs or to obtain the achievement in certain matters, the fulfillment of the expectation which emerges in accordance with the information contained in the introductory materials will be the determining factor in the activity of the trainer. From these data, it is understood that the vast majority of the trainers/teachers think that the definition and content of the activity is in harmony.

Graph 88. Quality of Course/Conference/Seminar Materials
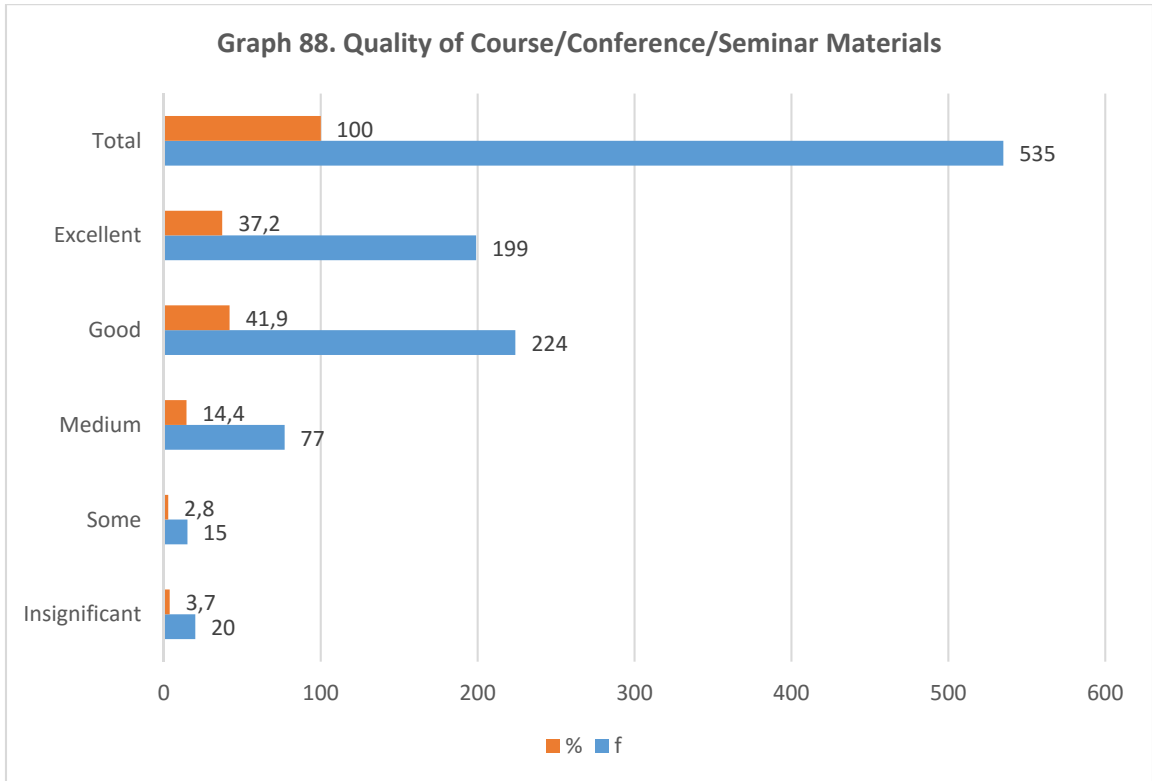
Graph 88 contains opinions on the nature of the material in the Adult Education (Grundtvig) IST Activity. While 41,9% (224 people) of the participants indicated that the quality of the lecture/conference/seminar materials was in good level, 37,2% (199 people) stated that they were excellent. 14,4% of the respondents (77 people) evaluated the quality of the subject moderately. In order for any class to be effective and lasting on the student/learner, there are some situations such as the suitability of the subject, the level of meeting the learning needs, the characteristics of the classroom atmosphere, teacher attitudes and behaviours, the number of students and the quality of the materials. The materials are found to be good and excellent by the vast majority of participants. Therefore, this brings the idea that many variables have been considered in the course for organising educational activities and that they are prepared in a way to present rich learning experiences.

Graph 89. General Evaluation for Educational Activities
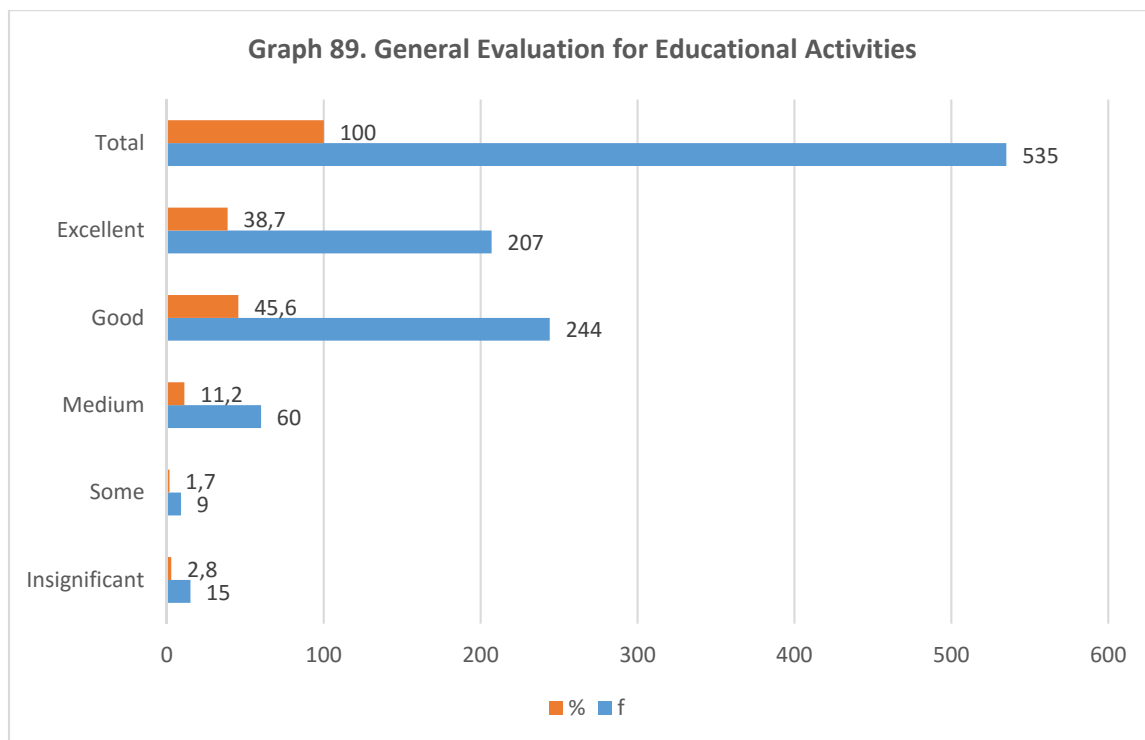
Graph 89 contains general evaluations for the Adult Education (Grundtvig) IST Activity. While 45,6% (244 participants) indicated that education activities were generally in good level, 38,7% (207 people) in excellent level and 11,2% (60 people) in moderate level. On the basis of these data, it can be said that a very large proportion of the participants found the training activity good. The ratios of the participants' general evaluations of the educational activities they attended are largely in line with their views on the various effects of the programme. As a result, it is understood that these trainings contributed positively to the participation in terms of professional and personal sense, in terms of institutional innovation and development, in the meaning of intercultural business association, and indirectly in terms of training activities and effects on students.

Graph 90. Organisational Arrangements

Category	%	f
Total	100	535
Excellent	40,4	216
Good	37	198
Medium	15,3	82
Some	2,8	15
Insignificant	4,5	24

■ % ■ f

Graph 90 contains views on organisational regulation of Adult Education (Grundtvig) IST Activities. While 40,4% of the participants (216 people) stated that organisational regulations were excellent, 37% (198 people) at good level and 15,3% (82 people) at moderate level. Any training activity is a process in which many variables such as structure, content, goals and objectives, physical conditions, materials, qualifications of trainers/teachers and organisation are effective. In this process, each of the variables is individually and sometimes at different levels of importance, while others can affect the functioning of the whole. The organisational dimension of the activity is also influential in the way all variables work. A good organisation for educational activities is the most basic condition for the activity to take place from the beginning to the end in a healthy way. Given the general evaluation of the participants' activities, it is believed that these activities are carried out within the framework of good organisational arrangements. The graphical data also shows that organisational arrangement of activities is good.

CONCLUSION AND RECOMMENDATIONS

This impact analysis report has been prepared in order to determine the effects of the Adult Education (Grundtvig) IST Activities on participants and to determine the data regarding the operation of the activities performed during the 2007-2013 period. Within this scope, a large data set has been used. First of all, the Impact Analysis Questionnaire was applied to those who participated in the activities within the mentioned period. Concurrently to this questionnaire, another questionnaire that had common questions with the Impact Analysis questionnaire was applied to those who were not accepted to the activity. One of the most important acts of the research is the collection of qualitative data. Qualitative data has been collected in two ways: focus group interviews and individual interviews. Focus group interviews and individual interviews have largely matched the data obtained from the questionnaires and written documents, but have also revealed number of situations to emerge. In the research process, many texts such as documents where strategic interpretations were mentioned, call documents, reports related to the topic were examined and used for interpreting the data of the research. Other data sources used for the research are the application forms and final reports within the period 2007-2013. Within the scope of the research, archival studies were carried out and the 2007-2009 period data was included in the system. In terms of data diversity and richness, research is also important because it is the most comprehensive Impact Assessment work carried out within the National Agency.

When considered in the broadest sense, it can be said that Grundtvig IST Activities have significant effects on the participants. In the impact-expectation analyses, although the expectations were higher than the effects, it was seen that the participants felt many effects in their daily lives and professional careers. This is very evident both in the questionnaires and the qualitative interviews. Nevertheless, it can be said that there are some problems in relations with the National Agency, from budget problems to course participants, to dissemination activities. More qualitative field studies may be important in terms of identifying problems. Similar to other IST activities, the homogeneity of participant profile, in many respects, can be a threat to the main objectives of the

programmes. On the other hand, it can also cause some unpleasant feelings about the notion of justice, especially in schools.

In the 2007-2013 period final reports, although positive respond of the participants to the questions posed to them at a high level accounts as success of the activities in the first place, it is important to develop a new scale in this regard for a healthier proceed of the impact analysis.

When the participants who were accepted in the first application to the Adult Education (Grundtvig) IST activities were compared with the rejected ones and it appears that there are significant differences between them, particularly regarding the interest and desire to apply for the projects, but similar results have emerged in the context of career change and expectations. On the other hand, it is often seen that the justification of rejection is based on unjust evaluations made against them. In the great sense, the view that their rejection does not arise from themselves, that the applicants are not assessed properly or appropriately, arises as a prevailing opinion among those who are rejected. Giving feedback to rejected applicants or giving project writing support can be effective in regaining their motivation. Again, this can be seen as an important way to reduce the criticism of National Agency and its functioning.

Activities seem to have had a significant positive impact on subjects such as satisfaction and motivation. Participants in the activity said that they were quite pleased to participate in these activities, even though they faced some difficulties from time to time. More importantly, it appears that those who participated in the activities have repeatedly filed applications and some of their applications have been accepted. On the subject of co-operation with Europe, which is one of the key objectives of the programmes, it is understood that the participants in the activities are then included in various research and project networks and that they continue to meet after the activities with the people they met during the activities. Some of the participants also had the opportunity to develop joint projects. As the data shows, it is understood that especially English teachers constitute the main participant category of these activities. This can be interpreted in two aspects. First, English teachers who have less language problems will decrease communication problems while increasing activity participation; on the other hand, the

involvement of trainers/teachers in activities from a single area include some problems in terms of both having the potential to create problems within schools and in terms of dissemination.

A significant number of participants know English as foreign language and their profession is related to the language field; the increase in the acceptance rate parallel to the level of education increases and this indicates that foreign language skills and academic education are important factors in being accepted in activities. In this sense, it may be advisable to carry out promotions in academic fields and in professional associations to increase the number of participants, especially those with academic skills. Furthermore, the importance of these presentations is further revealed the fact that the ratio of sharing of participants that took place in the activities with local authorities, professional association members and researchers is very low.

It has been determined that complementary expectations and impacts for professional competence, such as increasing knowledge about new approaches in management, increasing skills in the use of information and communication technologies (ICTs), increasing knowledge on conflict management, and increasing knowledge about new measurement and evaluation methods, are relatively low. On the other hand, the fact that the activities do not have any effect on the participants' careers supports the finding that the expectation and impact level on these items is not as high as in other cultural and professional areas. In other words, activities that are not influential outside the working fields of the participants have no effect on career change. In this context, participants who want to take part in training activities from different areas may be exposed to positive discrimination so that expectations and effects on low-rate items and positive effects on the career development of participants can be increased.

Expectations and impacts on classroom management, career opportunities and information and communication technologies have been found to be low. In this context, it can be explained that the effect on career can also be considered low. Priority can be given to those who apply for activities in these areas in order to increase the efficiency of participation in these areas. Supporting activities to acquire new skills that participants need differently from their vocational areas may increase their career impact.

As the duration of activities decreases, the rate of dissatisfaction increases. Unlike the occupational areas where individuals are strong, increasing the duration of activities by directing them to the areas and activities they need can remove the dissatisfaction rate.

It is important that the disabled and disadvantaged groups are involved in activities and arrangements. It may be useful to set national criteria for this, especially to identify the disabled group and to encourage them to apply, if necessary to support them.

Many of the applicants accept that they are going to re-apply and go back. Some say that they have gone to these activities many times, even though they have never been accepted by their own institutions. This suggests that the frame of reference system is becoming professional at the same time. Those who understand the terminology and system of application, have much more advantages compared to others. For this reason, to those who had certain times of acceptance must be given either a waiting period or could be subjected to a quota of participation. For example, those who participate twice in the activity should be entitled to apply at the earliest two years. Priority may be given to other ones that have not received acceptance before.

One of the most important steps in achieving the objectives of the activities is the realisrealisation of dissemination activities. However, it seems that the dissemination in the current situation cannot be achieved in the desired rate. For this reason, standardization of the dissemination activities in the coordination of the National Agency may be an important contribution. Annually, allowing large-scale organisations to share their experiences can also have a motivating effect. Reserving the areas in their web sites to participants where they can share their activities also contribute to disseminate experience sharing. In order for the dissemination activities to be carried out of the institutions, the support and encouragement of other state institutions should be provided and the bureaucratic obstacle should be removed. Establishment of a unit specializing in measurement and evaluation, focused on dissemination activities within the National Agency, and carrying out bridging activities between the site and the National Agency can ensure that dissemination activities become systematic.

Some scales or questionnaires must be applied before attendance so that the actual impact of the participatory activities can be assessed. Following the end of the activity, the same scales or questionnaires should be reapplied and differentiations should be determined. In this way, it is possible to make impact analyses in much shorter time and more efficiently.

APPENDIX 1

1. CHARACTERISTICS OF PARTICIPANTS

1.1. Your Gender:

1	Woman	2	Man

1.2. Your Age:

1.3. Your province (when you have participated in the in-service training activity):

1.4A. Your job (when you have participated in the in-service training activity):

1	School manager	6	Public education center staff
2	Teacher	7	NGO manager
3	Other school administrative staff (Assistant manager, officer etc.)	8	NGO staff
4	University staff	9	Employees of private institutions and organizations
5	Public education center manager	10	Other………………………….

1.4B. If you are a teacher (your branch):

1.5A Where were you working (when you have participated in the in-service training activity)?

1	Public	3	Other………………………….
2	Private		

1.5B. Which institution were you employed in?

1	Primary school	6	Public education center
2	Secondary school	7	Non-govermental organization
3	High school	8	Private institutions and organizations
4	Vocational high school	9	Other………………………….
5	University		

1.6. Mark your level of education (when you have participated in the in-service training activity).

1	Associate Degree	4	Doctorate
2	Undergraduate	5	Other………………………….
3	Graduate		

1.7. Please mark from the following activities which you have attended. You can mark more than one attendance. Mark the number of times you have attended the activities.

ACTIVITIES	ATTENDANCE STATUS	NUMBER OF ATTENDANCE			
1.7.1. Comenius Training Course	□	□1	□2	□3	□4 +
1.7.2. Comenius European Cenference/Seminar	□	□1	□2	□3	□4 +
1.7.3. Comenius Internship (job shadowing)	□	□1	□2	□3	□4 +
1.7.4. Grundtvig Trainig Course	□	□1	□2	□3	□4 +
1.7.5. Grundtvig Internship (job shadowing)	□	□1	□2	□3	□4 +

1.8. Please indicate the topic of the in-service training activity you attended for the first time.

1.9. Please indicate the country in which you participated in the in-service training activity for the first time.

1	Austria	12	Greek Cypriot Administration of Southern Cyprus	22	Netherlands
2	Belgium			23	Norway
3	Bulgaria	13	Hungary	24	Poland
4	Croatia	14	Iceland	25	Portugal
5	Czech Republic	15	Ireland	26	Romania
6	Denmark	16	Italy	27	Slovakia
7	Estonia	17	Latvia	28	Slovenia
8	Finland	18	Leichtenstein	29	Spain
9	France	19	Lithuania	30	Sweden
10	Germany	20	Luxembourg	31	Switzerland
11	Greece	21	Malta	32	United Kingdom

1.10. Were you accepted in your first application?

1	Yes	2	No

1.11. Please mark the activity you first attended and which year you attended. Mark only one activity and year.

ACTIVITIES	APPLICATION STATUS	YEAR OF APPLICATION			
1.11.1. Comenius Training Course	□	□2007 □2008 □2009 □2010 □2011 □2012 □2013			
1.11.2. Comenius European Conference/Seminar	□	□2007 □2008 □2009 □2010 □2011 □2012 □2013			
1.11.3. Comenius Internship (job shadowing)	□	□2007 □2008 □2009 □2010 □2011 □2012 □2013			
1.11.4. Grundtvig Training Course	□	□2007 □2008 □2009 □2010 □2011 □2012 □2013			
1.11.5. Grundtvig Internship (job shadowing)	□	□2007 □2008 □2009 □2010 □2011 □2012 □2013			

1.12. Where have you first gained information about in-service training activities?

1	National Agency	5	Internet
2	My friends at my institution	6	Social media
3	European Commission website	7	Written and visual media
4	My colleagues at other institutions	8	Other………………………….

1.13. Please indicate how long you participated in the activity you attended for the first time.

1	5-8 days	3	12-15 days
2	8-12 days	4	15+

1.14. Please indicate your level of satisfaction with the activity you attended for the first time?

1	I was not satisfied at all	4	I was satisfied
2	I was not satisfied	5	I was very satisfied
3	I was partially satisfied		

1.15. Please specify the language used in the activity that you attended for the first time.

1	English	4	Spanish
2	German	5	Italian
3	French	6	Other………………………….

1.16. (Before participating in the activity) Please rate your level of knowledge about the language used in the activity you are attending for the first time.

	Excellent	Good	Medium	Inaduquate	Very Inadequate
1.16.1. Speaking	1	2	3	4	5
1.16.2. Reading	1	2	3	4	5
1.16.3. Writing	1	2	3	4	5

2. EXPECTATIONS RELATED TO PROGRAMS

2.1. EXPECTATIONS RELATED TO PERSONAL DEVELOPMENT

2.1. Please indicate the level of your expectations in the following statements before participating in the activity you participated in for the first time.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. To build relationships with people from other countries	1	2	3	4	5
2. To acknowledge other cultures	1	2	3	4	5
3. To present my own culture to other participants	1	2	3	4	5
4. To break the prejudices of other participants	1	2	3	4	5
5. To improve my knowledge about my field	1	2	3	4	5
6. To increase my motivation about teaching	1	2	3	4	5
7. To learn new teaching methods	1	2	3	4	5
8. To have cultural and social competences	1	2	3	4	5
9. Having awareness about my own teaching methods and studies	1	2	3	4	5
10. Having more information about new topics and discussions	1	2	3	4	5
11. Developing my foreign language	1	2	3	4	5
12. To have more knowledge and understanding about education systems	1	2	3	4	5
13. To have high level skills in special needs in education	1	2	3	4	5
14. To have more motivation for learning a foreign language	1	2	3	4	5
15. To increase my knowledge about new measurement and evaluation methods	1	2	3	4	5
16. To increase my skills of using communication and information technology (ICT)	1	2	3	4	5
17. To increase my knowledge about new approaches to management	1	2	3	4	5
18. To increase my knowledge on conflict management	1	2	3	4	5

2.2. EXPECTATIONS ON APPLICATION OF PERSONAL QUALIFICATIONS TO WORK

2.2. Please indicate the level of your expectations in the following statements before participating in the activity you participated in for the first time.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. Gain high motivation to continue to develop my professional competences	1	2	3	4	5
2. Establish professional links with foreigners	1	2	3	4	5
3. Apply new teaching and learning methods	1	2	3	4	5
4. Meet new learning content	1	2	3	4	5
5. Focusing on the European dimension in learning	1	2	3	4	5
6. Develop skills to work with different and multicultural groups	1	2	3	4	5
7. Improve the quality of foreign language teaching	1	2	3	4	5
8. Applying new classroom management tools and methods	1	2	3	4	5
9. Managing the class better and establishing better relationships with students	1	2	3	4	5
10. To have more career opportunities	1	2	3	4	5
11. Better use of information communication technologies	1	2	3	4	5

2.3. EXPECTATIONS AT INSTITUTIONAL LEVEL

2.3. Please indicate the level of your expectations in the following statements before participating in the activity you participated in for the first time.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. Increase the desire of my colleagues to participate in similar activities	1	2	3	4	5
2. Increase intercultural sensitivity	1	2	3	4	5
3. Improve cooperation among colleagues	1	2	3	4	5
4. A stronger European dimension in the daily functioning of the institution	1	2	3	4	5
5. Development / use of new teaching materials / programs	1	2	3	4	5
6. Presentation of new teaching and learning methods to my institution	1	2	3	4	5
7. Establish partnership / cooperation with foreign institutions	1	2	3	4	5
8. Introduce new courses and modules to the institution	1	2	3	4	5
9. Introduce new management strategies, ideas and practices to my institution	1	2	3	4	5
10. Increasing the interest of the institution's staff on foreign language	1	2	3	4	5
11. Presentation of CLIL to the institution, the teaching method in which content and language are integrated	1	2	3	4	5
12. (For employees in private institutions) To increase the diversity of foreign languages taught in the institution	1	2	3	4	5
13. (For employees in private institutions) To increase the hours of foreign language teaching	1	2	3	4	5

3. PROBLEMS ENCOUNTERED

3. Please indicate your in-service training activity that you have participated for the first time by pointing out if you have experienced problems or not.

	Problems	I had no problems	I had minor problems	I had occasinal problems	I had frequent problems	I had constant problems
1.	Differences in participants' language competences	1	2	3	4	5
2.	Classes made up of participants from the same country	1	2	3	4	5
3.	Significant differences between participants' knowledge levels	1	2	3	4	5
4.	Access to information communication technologies	1	2	3	4	5
5.	Cancellation of activities and finding no other activity to replace	1	2	3	4	5
6.	Differences between training introductions and actual training	1	2	3	4	5
7.	Institutional / managerial problems	1	2	3	4	5
8.	Lack of preliminary information about the training / seminar	1	2	3	4	5
9.	The training / seminar being academically at a low level	1	2	3	4	5
10.	The quality of the social activities organized during the training	1	2	3	4	5
11.	The physical inadequacy of the place where the training is conducted	1	2	3	4	5
12.	The inadequacy of the grant amount	1	2	3	4	5
13.	Interactions among the participants in the training / seminar	1	2	3	4	5
14.	Preparing of the trainers for meeting the individual needs or helping the participants	1	2	3	4	5
15.	My problems with speaking foreign language	1	2	3	4	5
16.	Inadequacies of trainers on foreign language communication	1	2	3	4	5
17.	Very low number of participants	1	2	3	4	5
18.	Being the education / seminar at a higher academic level than the level of the participants	1	2	3	4	5
19.	The large number of participants according to the content of the education	1	2	3	4	5
20.	The large number of participants according to the status of the physical space	1	2	3	4	5
21.	Management of the institution not allowing participation in the activity	1	2	3	4	5

4. EFFECTS OF IN-SERVICE TRAINING

4.1. EFFECTS RELATED TO CAREER

4.1. Please indicate which of the followings is/are happened in your career after you attended the in-service training activity for the first time (More than one option can be selected).

1	Finding a job	6	Financial / material increase
2	Advancement / rising at the same workplace	7	Being rewarded
3	Transition to another workplace	8	Career change
4	Advancement at another workplace	9	No change at all
5	Self-employment	10	Other………………………….

4.2. EFFECTS ON PERSONAL DEVELOPMENT

4.2. Please indicate how effective the in-service training activity you attended for the first time is to which of the following:

Effects	It had no effect	It had very little effect	It was effective	It had high level of effect	It had very high level of effect
1. To build relationships with people from other countries	1	2	3	4	5
2. To acknowledge other cultures	1	2	3	4	5
3. To present my own culture to other participants	1	2	3	4	5
4. To break the prejudices of other participants	1	2	3	4	5
5. To improve my knowledge about my field	1	2	3	4	5
6. To increase my motivation about teaching	1	2	3	4	5
7. To learn new teaching methods	1	2	3	4	5
8. To have cultural and social competences	1	2	3	4	5
9. Having awareness about my own teaching methods and studies	1	2	3	4	5
10. Having more information about new topics and discussions	1	2	3	4	5
11. Developing my foreign language	1	2	3	4	5
12. To have more knowledge and understanding about education systems	1	2	3	4	5
13. To have high level skills in special needs in education	1	2	3	4	5
14. To have more motivation for learning a foreign language	1	2	3	4	5
15. To increase my knowledge about new measurement and evaluation methods	1	2	3	4	5
16. To increase my skills of using communication and information technology (ICT)	1	2	3	4	5
17. To increase my knowledge about new approaches to management	1	2	3	4	5
18. To increase my knowledge on conflict management	1	2	3	4	5

4.3. EFFECTS OF PERSONAL QUALIFICATIONS ON WORKING

4.3. Please indicate how effective the in-service training activity you attended for the first time is to which of the following:

Effects	It had no effect	It had very little effect	It was effective	It had high level of effect	It had very high level of effect
1. Gain high motivation to continue to develop my professional competences	1	2	3	4	5
2. Establish professional links with foreigners	1	2	3	4	5
3. Apply new teaching and learning methods	1	2	3	4	5
4. Meet new learning content	1	2	3	4	5
5. Focusing on the European dimension in learning	1	2	3	4	5
6. Develop skills to work with different and multicultural groups	1	2	3	4	5
7. Improve the quality of foreign language teaching	1	2	3	4	5
8. Applying new classroom management tools and methods	1	2	3	4	5
9. Managing the class better and establishing better relationships with students	1	2	3	4	5
10. To have more career opportunities	1	2	3	4	5
11. Better use of information communication technologies	1	2	3	4	5

4.4. EFFECTS AT INSTITUTIONAL LEVEL

4.4. Please indicate how effective the in-service training activity you attended for the first time is to which of the following:

Effects	It had no effect	It had very little effect	It was effective	It had high level of effect	It had very high level of effect
1. Increase the desire of my colleagues to participate in similar activities	1	2	3	4	5
2. Increase intercultural sensitivity	1	2	3	4	5
3. Improve cooperation among colleagues	1	2	3	4	5
4. A stronger European dimension in the daily functioning of the institution	1	2	3	4	5
5. Development / use of new teaching materials / programs	1	2	3	4	5
6. Presentation of new teaching and learning methods to my institution	1	2	3	4	5
7. Establish partnership / cooperation with foreign institutions	1	2	3	4	5
8. Introduce new courses and modules to the institution	1	2	3	4	5
9. Introduce new management strategies, ideas and practices to my institution	1	2	3	4	5
10. Increasing the interest of the institution's staff on foreign language	1	2	3	4	5
11. Presentation of CLIL to the institution, the teaching method in which content and language are integrated	1	2	3	4	5
12. (For employees in private institutions) To increase the diversity of foreign languages taught in the institution	1	2	3	4	5
13. (For employees in private institutions) To increase the hours of foreign language teaching	1	2	3	4	5

4.5. Please evaluate your institution's attitude towards the Comenius / Grundtvig program before and after you participate in the in-service training activity.

	Before			After	
1	Very positive		1	Very positive	
2	Positive		2	Positive	
3	Neutral		3	Neutral	
4	Negative		4	Negative	
5	Very negative		5	Very negative	

4.6. Please rate the impact of the in-service training activity on students / learners that you attended for the first time.

Effects	It had no effect	It had very little effect	It was effective	It had high level of effect	It had very high level of effect
1. Interests of students / learners towards other cultures	1	2	3	4	5
2. Thoughts of students / learners about the European Union	1	2	3	4	5
3. Motivation of students / learners towards learning	1	2	3	4	5
4. Ability of students / learners to work in teams	1	2	3	4	5
5. Positive climate in the classroom (respect, tolerance, cooperation, etc.)	1	2	3	4	5
6. Skill development of students / learners to learn personally	1	2	3	4	5
7. Social skills of students / learners	1	2	3	4	5
8. Foreign language learning of students / learners	1	2	3	4	5
9. Motivation of students / learners to use information and communication technology (ICT)	1	2	3	4	5

5. Who did you share the results of the in-service training activity that you attended for the first time? (More than one option can be selected)

1	Students/Learners	6	Other schools or institutions	
2	School or institution managers	7	Researchers	
3	Colleagues at the institution	8	I have not shared with anyone	
4	Members of professional organizations	9	Other………………………….	
5	Local authorities			

5.1. INSTITUTIONAL DISSEMINATION ACTIVITIES

5.1. Mark which of the following strategies and actions you have used to disseminate the outputs/results of the in-service training activity that you attended for the first time in your institution. (More than one option can be selected)

1	Develop course material	6	Create written reports
2	Design curriculum	7	Distribute promoting brochures
3	Develop teaching principles and methods	8	Organize exhibitions / impressions
4	Create discussion groups	9	I did not perform any events
5	Make oral presentations	10	Other………………………….

5.3. EXTERNAL DISSEMINATION ACTIVITIES

5.3. Mark which of the following strategies and actions you have used to disseminate the results of the in-service training activity that you attended for the first time outside your institution (More than one option can be selected)

1	Create discussion groups	7	Publishing articles in journals
2	Create a website	8	Communicating with local authorities (municipality, district governorship, national education institute, etc.)
3	Create / distribute CD / DVD	9	Communicating with the business world
4	Create specific social media space	10	Communicating with non-governmental organizations
5	Create written reports	11	I did not perform any events
6	Create oral presentations	12	Other………………………….

6. EUROPEAN COOPERATION

6.1. ATTITUDE TO COOPERATION WITH EUROPE

6.1. What effect does your participation in the in-service training activity have on your interest and desire to participate in other European cooperation and activities?

1	Later I attended new activities	3	I have applied but not accepted
2	My interest and desire to participate in new activities have increased	4	I have not experienced any desire and interest increase

6.2. COOPERATION ACTIVITIES WITH EUROPE

6.2. Please mark the following statements which are appropriate for you. (More than one option can be selected)

1	I am still seeing other people I have met in the activities.
2	I am still in contact with the trainers who have conducted the activity.
3	We planned a joint Comenius / Grundtvig activity with the people I met in the activity.
4	We have implemented a joint Comenius / Grundtvig project with the people I met in the activity.
5	With the experience I have gained in the activity, I have planned a joint Comenius / Grundtvig activity with people I have not encountered before.
6	With the experience I have gained in the activity, I have implemented a Comenius / Gruntvig project with people I have not encountered before.
7	My colleagues around me wanted to attend Comenius / Grundtvig activities aspiring me.
8	My colleagues aruond me participated in the Comenius / Grundtvig activities aspiring me.

APPENDIX 2

EFFICIENCY SURVEY FOR REJECTED APPLICANTS OF ADULT EDUCATION (GRUNDTVIG) PROGRAM IN-SERVICE TRAINING ACTIVITIES

1. DEMOGRAPHIC INFORMATION AND CHARACTERISTICS

1.1. Your Gender:

1	Woman	2	Man

1.2. Your Age:

1.3. Your province (when you have applied for the in-service training activity):

1.4A. Your job (when you have applied for the in-service training activity):

1	School manager	6	Public education center staff
2	Teacher	7	NGO manager
3	Other school administrative staff (Assistant manager, officer etc.)	8	NGO staff
4	University staff	9	Employees of private institutions and organizations
5	Public education center manager	10	Other………………………….

1.4B. If you are a teacher (your branch):

1.5A. Where were you working (when you have applied for the in-service training activity)?

1	Public	3	Other………………………….
2	Private		

1.5B. Which institution were you employed in?

1	Primary school	6	Public education center
2	Secondary school	7	Non-govermental organization
3	High school	8	Private institutions and organizations
4	Vocational high school	9	Other………………………….
5	University		

1.6. Mark your level of education (when you have applied for the in-service training activity).

1	Associate degree	4	Doctorate
2	Undergraduate	5	Other………………………….
3	Graduate		

1.7. Please mark which of the following activities you have applied for. You can mark multiple application states. Mark how many times you have applied to the activities.

ACTIVITIES	APPLICATION STATUS	NUMBER OF APPLICATIONS			
1.7.1. Comenius Training Course	□	□1	□2	□3	□4 +
1.7.2. Comenius European Cenference/Seminar	□	□1	□2	□3	□4 +
1.7.3. Comenius Internship (job shadowing)	□	□1	□2	□3	□4 +
1.7.4. Grundtvig Trainig Course	□	□1	□2	□3	□4 +
1.7.5. Grundtvig Internship (job shadowing)	□	□1	□2	□3	□4 +

1.8. Please indicate the issue of the in-service training activity you have applied for the first time.

1.9. Please indicate the country in which the in-service training activity you have applied for the first time is organized.

1	Austria	12	Greek Cypriot Administration of Southern Cyprus	22	Netherlands
2	Belgium			23	Norway
3	Bulgaria	13	Hungary	24	Poland
4	Croatia	14	Iceland	25	Portugal
5	Czech Republic	15	Ireland	26	Romania
6	Denmark	16	Italy	27	Slovakia
7	Estonia	17	Latvia	28	Slovenia
8	Finland	18	Leichtenstein	29	Spain
9	France	19	Lithuania	30	Sweden
10	Germany	20	Luxembourg	31	Switzerland
11	Greece	21	Malta	32	United Kingdom

1.10. Please indicate the year/s in which you have applied for the above activity. You can mark multiple application states and years.

ACTIVITIES	APPLICATION STATUS	YEARS OF APPLICATION			
1.10.1. Comenius Training Course	□	□2007 □2011	□2008 □2012	□2009 □2013	□2010
1.10.2. Comenius European Cenference/Seminar	□	□2007 □2011	□2008 □2012	□2009 □2013	□2010
1.10.3. Comenius Internship (job shadowing)	□	□2007 □2011	□2008 □2012	□2009 □2013	□2010
1.10.4. Grundtvig Trainig Course	□	□2007 □2011	□2008 □2012	□2009 □2013	□2010
1.10.5. Grundtvig Internship (job shadowing)	□	□2007 □2011	□2008 □2012	□2009 □2013	□2010

1.11. Where have you first gained information about in-service training activities?

1	National Agency	5	Internet
2	My friends at my institution	6	Social media
3	European commission website	7	Written and visual media
4	My colleagues at other institutions	8	Other………………………….

1.12. Please indicate the language used in the activity you have applied for the first time.

1	English	4	Spanish
2	German	5	Italian
3	French	6	Other………………………….

1.13. (As of the date you have applied) Please rate your level of knowledge about the language used in the activity you have applied for the first time.

	Excellent	Good	Medium	Inadequate	Very Inadequate
1.13.1. Speaking	1	2	3	4	5
1.13.2. Reading	1	2	3	4	5
1.13.3. Writing	1	2	3	4	5

2. EXPECTATIONS RELATED TO PROGRAMS

2.1. EXPECTATIONS RELATED TO PERSONAL DEVELOPMENT

2.1. Indicate the level of your expectations in the topics mentioned below when you were applying to the activity.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. To build relationships with people from other countries	1	2	3	4	5
2. To acknowledge other cultures	1	2	3	4	5
3. To present my own culture to other participants	1	2	3	4	5
4. To break the prejudices of other participants	1	2	3	4	5
5. To improve my knowledge about my field	1	2	3	4	5
6. To increase my motivation about teaching	1	2	3	4	5
7. To learn new teaching methods	1	2	3	4	5
8. To have cultural and social competences	1	2	3	4	5
9. Having awareness about my own teaching methods and studies	1	2	3	4	5
10. Having more information about new topics and discussions	1	2	3	4	5
11. Developing my foreign language	1	2	3	4	5
12. To have more knowledge and understanding about education systems	1	2	3	4	5
13. To have high level skills in special needs in education	1	2	3	4	5
14. To have more motivation for learning a foreign language	1	2	3	4	5
15. To increase my knowledge about new measurement and evaluation methods	1	2	3	4	5
16. To increase my skills of using communication and information technology (ICT)	1	2	3	4	5
17. To increase my knowledge about new approaches to management	1	2	3	4	5
18. To increase my knowledge on conflict management	1	2	3	4	5

2.2. EXPECTATIONS ON APPLICATION OF PERSONAL QUALIFICATIONS TO WORK

2.2. Indicate the level of your expectations in the topics mentioned below when you were applying to the activity.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. Gain high motivation to continue to develop my professional competences	1	2	3	4	5
2. Establish professional links with foreigners	1	2	3	4	5
3. Apply new teaching and learning methods	1	2	3	4	5
4. Meet new learning content	1	2	3	4	5
5. Focusing on the European dimension in learning	1	2	3	4	5
6. Develop skills to work with different and multicultural groups	1	2	3	4	5
7. Improve the quality of foreign language teaching	1	2	3	4	5
8. Applying new classroom management tools and methods	1	2	3	4	5
9. Managing the class better and establishing better relationships with students	1	2	3	4	5
10. To have more career opportunities	1	2	3	4	5
11. Better use of information communication technologies	1	2	3	4	5

2.3. EXPECTATIONS AT INSTITUTIONAL LEVEL

2.3. Indicate the level of your expectations in the topics mentioned below when you were applying to the activity.

Expectations	I had no expectation	I had low level of expectation	I had medium level of expectation	I had high level of expectation	I had very high level of expectation
1. Increase the desire of my colleagues to participate in similar activities	1	2	3	4	5
2. Increase intercultural sensitivity	1	2	3	4	5
3. Improve cooperation among colleagues	1	2	3	4	5
4. A stronger European dimension in the daily functioning of the institution	1	2	3	4	5
5. Development / use of new teaching materials / programs	1	2	3	4	5
6. Presentation of new teaching and learning methods to my institution	1	2	3	4	5
7. Establish partnership / cooperation with foreign institutions	1	2	3	4	5
8. Introduce new courses and modules to the institution	1	2	3	4	5
9. Introduce new management strategies, ideas and practices to my institution	1	2	3	4	5
10. Increasing the interest of the institution's staff on foreign language	1	2	3	4	5
11. Presentation of CLIL to the institution, the teaching method in which content and language are integrated	1	2	3	4	5
12. (For employees in private institutions) To increase the diversity of foreign languages taught in the institution	1	2	3	4	5
13. (For employees in private institutions) To increase the hours of foreign language teaching	1	2	3	4	5

3. SITUATION RELATED TO CAREER

3. Please indicate which of the followings happened in your career after you have applied for in-service training activity (More than one option can be selected).

1	Finding a job	6	Financial / material increase
2	Advancement / rising at the same workplace	7	Being rewarded
3	Transition to another workplace	8	Career change
4	Advancement at another workplace	9	No change at all
5	Self-employment	10	Other………………………….

4. ATTITUDES

4.1. INDIVIDUAL ATTITUDE

4.1. Please rate your attitude toward the Comenius / Grundtvig program before applying and after your application is rejected.

	Before		After
1	Very positive	1	Very positive
2	Positive	2	Positive
3	Neutral	3	Neutral
4	Negative	4	Negative
5	Very negative	5	Very negative

4.2. INSTITUTIONAL ATTITUDE

4.2. Please evaluate your institution's attitude towards the Comenius / Grundtvig program.

	Before		After
1	Very positive	1	Very positive
2	Positive	2	Positive
3	Neutral	3	Neutral
4	Negative	4	Negative
5	Very negative	5	Very negative

5. EUROPEAN COOPERATION

5. What is the effect of your refusal of application for in-service training activity, on your interest in participating in other European cooperation and activities within the national agency?

1	Later I attended new activities
2	My interest and desire to participate in new activities have increased
3	My interest and desire to participate in new activities have decreased
4	I have applied but not accepted
5	I have not experienced any desire and interest increase

6. GENERAL EVALUATION

6.1. Please indicate at what level you are participating in the following statements.

Statements	I certainly disagree	I dsagree	Undecided	I agree	I certainly agree
1. I justify the reasons for refusal of my application	1	2	3	4	5
2. I have responded refusal of my application as a positive experience	1	2	3	4	5
3. Refusal of the application reduced my motivation for re-application	1	2	3	4	5
4. I learned to write better projects thanks to my feedback on the application	1	2	3	4	5
5. Refusal of my application have negatively affected my co-workers / colleagues	1	2	3	4	5
6. Refusal of my application disappointed me	1	2	3	4	5
7. Refusal of my application did not have any negative effect on my personal development	1	2	3	4	5
8. Refusal of my application did not have any negative effect on my vocational / career development	1	2	3	4	5

6.2. Which of the following have been the factors in your case that your application has not been accepted?

Factors	It was not effective at all	It was not effective	Undecided	It was effective	It was very effective
1. My inexperience in project writing	1	2	3	4	5
2. My insufficient care for project writing	1	2	3	4	5
3. I did not give enough information to what asked in the application form	1	2	3	4	5
4. I have not figured out how to fill out the application form	1	2	3	4	5
5. Inadequacy of my foreign language	1	2	3	4	5
6. The activity type I wanted to attend was not included in the strategic priority areas of the national agency	1	2	3	4	5
7. Too many applications for the activity I have applied	1	2	3	4	5
8. I have not applied for the activity relevant to my job/area	1	2	3	4	5
9. Restriction of the budget of the relevant program of the national agency	1	2	3	4	5
10. My application not being assessed as required	1	2	3	4	5
11. Other (Please specify:	1	2	3	4	5

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