

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

2007-2013
SCHOOL EDUCATION(COMENIUS) 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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EXECUTIVE SUMMARY

PURPOSE AND METHOD

The general purpose of this report is the Evaluation and Impact Analysis of School Education (Comenius) Programme In-service Training Activity carried out by the Center for European Union Education and Youth Programmes within the Ministry of European Union Affairs, between the years 2007-2013. Within this general objective, the goal is the general evaluation of the In-Service Training Activity within the scope of School Education (Comenius) 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 projects carried out within the scope of this activity, by using scientific research methods and techniques based on qualitative and quantitative criteria.

In the first phase of the research, analyzes were made on the texts of National Call for Proposals, documents specifying strategic priorities of the EU and Turkey, and documents provided by the National Agency to the research team. In order to grasp the dimensions of the subject and to identify the problems experienced in the project cycle, focus group meetings were held with the experts who worked in National Agencies within the scope of School Education (Comenius) Programme In-Service Training Activity between the years 2007 and 2013. Following these studies, which will form the groundwork for research, a questionnaire was prepared to identify the experiences of the individuals involved in the Comenius Programme In-Service Training Activity between 2007 and 2013, and the possible effects of the activity (see Appendix 1). The questionnaire has been arranged so that it can be replied on an online platform. The questionnaire was sent by e-mail to all applicants registered in the National Agency's database and participated in the activity during the aforementioned period, and the responses were automatically recorded. In the second phase of the study, a questionnaire was prepared for individuals who applied for the programme in the same period but were rejected. (see Appendix 2). There are two main objectives of the inclusion of rejected applications into the study. The first is to evaluate and interpret the project

cycle processes from different angles, starting from the initial stages of the application to the end of the activity; and the second is intended to reveal what kind of differentiations or similarities exist between the accepted and the rejected applications. Since the study did not carry an experimental nature and adopted an approach in the type of screening, the participants who were rejected were not directly considered as a control group and interpretations were made accordingly.

In the third phase of the study, an analysis was made on the School Education (Comenius) application forms which were also provided by the National Agency to the researchers for the period 2007-2013. Here, the applicants and descriptive data such as acceptance/rejection rates are analyzed in the relevant headings. In the fourth and last phase, the final reports, which the individuals participated in the activity completed after the activity, were analyzed. Again, at this stage, individual interviews were conducted among the individuals who participated in the activity, where the selection of the participants were made in accordance with the principle of maximum diversity. At the last stage of the research, focus group interviews were held with individuals who could represent participation in different years.

The analysis of the data was carried out simultaneously with the above steps and the report was generated in a similar order. The data that constitute the backbone of this study are the data from the questionnaires filled in by the participants of the activity. This data is interpreted separately from the others in terms of four basic axes: relevancy, effectiveness, efficiency and dissemination.

BASIC FINDINGS

Participants in the School Education (Comenius) Programme In-Service Training Activity

Assessment and Impact Analysis of School Education (Comenius) IST Activities, which took place between 2007 and 2013, were carried out in accordance with the information provided by the survey respondents who participated in the activities and answered the questionnaire. The questionnaire contains primarily information on variables such as gender, age range, sector and the type of institution they work in, level of education, specialties, level of competence in the activity language, initial application results, sources of information on activity, duration of the activity they participated in and satisfaction states of the participants. In addition, analyzes were carried out within the framework of relevance, efficiency, effectiveness and dissemination principles, and each analysis was interpreted together with qualitative interviews.

From the responses that participants of School Education (Comenius) Programme have given to the survey questions it is seen that more than half of the respondents were women, two thirds of the total were in the range of 31-40 years. This means that they were 25-35 years old when they participated in the activity. In other words, it can be commented as when they first participated in the activity, they were at the beginning of their profession or their careers.

The data of the study are given using TUIK NUTS1 classification. According to the results of the research, it is understood that the most intensive participation in the School Education (Comenius) Programme comes from the Mediterranean and Aegean regions and from the province of İstanbul, respectively, and almost all the participants work as a teacher in the public sector. The fact that almost all participants are composed of teachers shows in many ways the roles, responsibilities and requirements of the teaching profession in the result of the post-activity impacts and activities.

However, it is seen that four out of every five participants have graduate degrees and that the participant's teaching subject area is in English at the same time. Although it is understandable that participation of English teachers is noticeably more intense,

considering that the Comenius IST Activity requires interactivity with people living in foreign countries and that this interaction is possible with sufficient level of foreign language skill, it results in the problem of the participants' becoming a homogeneous group. In addition, most participants express that they have good or excellent level of skills of reading, writing and speaking in a foreign language.

The fact that nearly half of participants who responded the questionnaire stated that the National Agency was the source of information related to Comenius activities indicate that Agency is the most effective means of announcing the activities. In addition, two-thirds of the participants stated that they received the approval when they applied for Comenius IST Activity for the first time. Looking at the findings on the increase in participation of activities and increase in the interest in and desire for participation in other European cooperation and activities, it is seen that two of the five participants had increase in their interest in and desire for participation in the events, and two of the five participants participated in new events. In the same direction, almost all participants stated that they were satisfied or very satisfied with the activity they had attended. In this context, it can be said that the Comenius IST Activity has a very positive effect on the participants in terms of increasing interest and desire.

Most of the participants attended the activities lasting between 12 to 15 days. Satisfaction levels of the participants were directly proportional to the duration of the activities. As the duration of activity increased, there was a positive increase in the participants' satisfaction levels. Apart from this, two-thirds of the participants have attended these activities in the UK, where English is the native language.

Within the framework of the relevancy criterion, a comprehensive document review was carried out firstly, and the strategic objectives and priorities of the EU were identified in the context of the Lifelong Learning Programme (LLP) and their coincidence with the national strategies and priorities of Turkey. Secondly, the Call for Proposals of the LLP of the Center for European Union Education and Youth Programmes of the years 2007-2013 were examined and found to be complementary to the General Call for Proposals issued by the European Commission. Finally, the relevancy criterion was analyzed in

the light of the data collected through focus group interviews with both participants in the activities and experts from the National Agency, as well as individual interviews with the participants. In a focus group interview with National Agency experts, it was stated that the LLP objectives were relevant to national policy priorities, lifelong learning strategies and socio-economic needs. In this interview also, the subject of what the national priorities are based on emerged as one of the most important components of the debate on relevancy. Experts' views share the point that the EU's strategic objectives and priorities related to the LLP are regarded as the main framework and national priorities within this framework are determined by selecting from among the national needs. Another point highlighted by the experts is that the national needs in Turkey have largely overlapped with the priorities set forth by the European Commission. 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 LLP has brought with it the fact that although the target population has a wide range, it is restricted to English trainers/teachers in Turkey. The issue of whether the objectives of the European Commission or of the national targets have been realized is the most difficult issue to identify, since there is no system of measurement.

In the analyses within the framework of the effectiveness criterion, the results related to the expectations of the participants in the personal, cultural and professional areas, in parallel with the aims of the activity, and their thoughts on the extent to which the activity was effective at all these points were evaluated.

Cultural and occupational expectations of the participants in the process of going abroad for the activities and their effects on the personal development of the same subjects after attending the activities were evaluated together for a comparison.

In the scope of the survey, participants were asked about the contribution of Comenius IST Activity to their careers. In the light of the answers to these questions, it is understood that for three fourths of participants believe that the activity they attended was not an important factor in terms of reaching the goal of career development. When looking at the expectations related to contributions of Comenius activity to the

participants' personal development, it is understood that the expectations of cultural interaction and getting culturally equipped, such as establishing relationships with people from other countries, getting to know other cultures and introducing their own cultures to other participants, are primarily important; expectations for personal and professional skills are also important. Taking into account the views of participants about the effect of the activity on the personal development, it appears that, in spite of the high level of expectations for the activity, the impacts were lower than the expectations on all subjects. A similar situation can be seen in the fact that the effects of the activities on the subjects of applying the personal qualifications to the work and effects at the institutional level are below the level of expectations for the same subjects. In other words, it can be argued that the general expectations of the participants in the Comenius IST Activity are met at high rates, even though their mobility is not fully met in the context of their effectiveness. Apart from that, from the responses of the participants, it is understood that Comenius IST Activity has a positive effect on enhancing students' foreign language skills, social skills, academic achievements and interests on different cultures.

Within the framework of effectiveness criterion, participants' attitudes towards cooperation 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 organization and organization of events, participant profile and accommodation and eating and drinking facilities. 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 encouraging colleagues in their own professional circles to similar activities. However, it has also been observed that these interactions do not lay the groundwork for partnerships and new activities. Through the analysis of quantitative data, it was understood that the participants generally interacted with the people they participated together in the activities, but mostly did not transform this interaction 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 in parallel with these

findings. Particularly, many respondents expressed an 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 where participants always or frequently 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 had difficulties mostly with the process of application and evaluation. In this framework it can be said that the sheer number of applications and accordingly the increased workload are the heading factors that affect the responsiveness to the demands of the participants. Similarly, it has also been understood through interviews with participants that they have not experienced problems with activities but have been challenged in the application process. This point of view of the National Agency experts and the challenges faced by the applicant's overlap at this point.

It is understood that the dissemination activities on which the IST activities are seen to be effective at a low level are generally limited to the participants' own institutions. Therefore, Comenius beneficiaries are limited to the teachers and students in the school of those who participate in the activity, since the participants largely confine the dissemination activities to the school. Interviewees have largely transferred their experience with In-Service Training Activities through their presentations to their students or colleagues. It is possible to say that presentations made within the institutions are the most widely used dissemination activities. In these presentations, it was seen that the main purpose, and therefore the content, was related to informing 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.

Within the framework of the research data it can be seen that participants of the Comenius IST Activity have completed their activities without any problems, while the experienced problems were more likely to arise from the differences in the level of language competence and the knowledge of the participants, and from the activity is formed with participants from the same country.

Rejected Applications for School Education (Comenius) Programme In-Service Training Activity

According to the responses of 140 participants with rejected applications for Comenius IST Activity have given to the questionnaire, two-thirds of the respondents consisted of men and one third of the respondents were women. The results of the study, with the highest rate of respondents from the province of Istanbul, show that most of the respondents were teachers working in the public sector and that four out of five teachers were English teachers. In this framework, almost all of them stated that they saw themselves well or at an excellent level in reading, speaking and writing skills of the language of the activity they applied for. However, the predominant position of the English language at the application stage becomes clarifying the facts that the country for which two thirds of the respondents applied is the United Kingdom where English is the native language, and, in the same direction, that more than half of the participants applied for the activities on the subject of English teaching. When the subject of the application is addressed separately, it is seen that subjects directly or indirectly related to education, such as teaching methods and techniques, classroom management and technology in education, are in the forefront. In addition, research findings indicate that most of the respondents who participated in the survey had a bachelor's degree, while post graduate and doctoral graduates constitute a small fraction of 10%.

Participants of the survey were asked questions about their expectations for their personal development from the programme they applied for. In response to these questions, it is understood that they give priority to educational issues in the context of expectations related to their personal development such as developing knowledge about their field, increasing students' motivation for learning and learning new teaching methods, and that they consider the issues related to cultural interaction of secondary importance in the context of expectations related to their personal development, such as having intercultural and social competences and promoting their own cultures to other participants. A trend in the same direction emerges in expectation of the implementation of the personal adequacies at work. Accordingly, participants with rejected applications for Comenius IST Activity more intensely express their expectations about transferring

the qualifications related to the field of education and training to work. In the context of participants' expectation at the institutional level, it is seen that the most intense expectation rate is realized in the field of cooperation between colleagues. This can also be expressed as the fact that the Comenius programme has created awareness of the importance of competences in cooperation and developing solidarity in the participants. Yet another awareness is related to the influence of European values on the institutional structure. Participants, with the answers they gave to the questionnaire, placed their expectations of a stronger European dimension in the day-to-day functioning of the institution in the second place in the institutional level expectations.

When the opinions of participants with rejected applications for Comenius related to their desire and interest in applying for similar programmes are taken into consideration, it is understood that about half of the participants' interest in and desire for applying for such activities decreased. The responses of the respondents to the questions about the application process explain why participants are less interested in the similar application process in the future. Accordingly, a significant proportion of the participants express disappointment in rejection of their applications although it has not got a negative influence in terms of professional or personal development. However, participants who responded to the survey view the constraints of the National Agency budget, large numbers of applications and the procedures of evaluation process as the most important factors for their refusal.

School Education (Comenius) Programme In-Service Training Activity Final Reports

The evaluation of the final reports (completed by 2897 individuals participating in the School Education (Comenius) IST Activities) was carried out by separating in two different periods, the final reports of the years 2007-2009 and 2010-2013. It was 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 work for and gender distribution, as well as the effectiveness of the activity in specific areas and general assessments of organization and academic content of the activity. In the 2010-2013 period final reports, the evaluations of the activities which the participants attended were interpreted in four separate chapters. These chapters consist of the effects of participation on personal and professional development, students and colleagues, the institution and the local environment and also the general assessments of the activities of the IST activity.

The fact that most of the participants evaluated the activity as good or very good in the final reports of 2007-2009 period can be interpreted as they had good experience throughout the activity process. From the evaluations of the level of impact of these activities, it was understood that the activities contributed significantly to the teachers' own personal and professional competences. Although the impact rates do not change significantly over the years, the change and proportional fluctuations in some years are not due to the content and structure of the activities, but to the participants' personal characteristics and expectations from and motivations in the activity or the organizational climate of the institution they work for. From the 2007-2009 final reports, the organizational arrangements of the activities, accommodation and food facilities and the quality of the information it contains are found to be at a good level.

Analysis of the final reports of 2010-2013 in each of the above mentioned subject areas in conjunction with the data obtained from questionnaire for the Comenius IST Activity participants allowed the report to be evaluated as a whole. In the final reports, the impact assessments of the activity on personal and professional development have shown that a significant proportion of participants find the activities highly effective in

following up on innovations in their fields, improving their knowledge, and increasing their professional and personal competence. The results of the Comenius IST Activity survey also show that where expectations for personal development are highest are getting culturally equipped, intercultural interaction and developing professional and personal competences. Similarly, it has been seen that the forefront of the areas where the activity is most effective in personal development is in the professional competencies directly related to the participants' teaching areas. All these findings from different data sources used in the framework of the report reveal that the activities are important contributors to improving the professional performance of teachers.

In subject of the impact of the participation in the activity on the students and colleagues, which is the second topic of the 2010-2013 final report, a detailed assessment of the impact on motivating students and encouraging their colleagues to participate in similar activities has been performed. In line with the general tendency in the final reports, it was understood that the cases mentioned here were also found to be highly effective by the participants. Under this heading, in general, issues such as increasing the interest of colleagues in programmes and promoting their participation are discussed. In the Comenius IST Activity survey, in terms of the participants' knowledge of the activities, 39,6% of the participants stated that they had information about the activity through their colleagues in their own institution or other institutions. This result supports the effectiveness of the activity for participants in encouraging and motivating their colleagues around them about the subject. In terms of motivating students, it can be said that the activity has many effects not only on participation in similar activities, but also indirect ways in terms of educational processes. In particular, the increase of teachers' personal and professional competences means to perform their professional duties more effectively and efficiently. This will result in a more effective learning experience for the students.

It has been observed that the percentage of those who find the participation in the activity moderately effective on the institution and the local environment is higher compared with the other evaluation headings. Especially, the ones that find the activity to be least effective are at the highest level with regard to the application of

organizational changes at management level in the institution. It is seen that expectations at institutional level from the activity of the participants who responded to the survey fall behind the impacts. This is comparable to the differences between the expectations for and the impact of personal development. However, this is an issue that should be assessed on the basis of the structure and attitude of the institutions in which they work rather than the effectiveness of the activities or the qualifications of the participants in the dissemination activities.

Lastly, the final reports included data on the evaluation of the activity period in terms of order and content. It is understood that those who filled in the report mostly have a positive opinion of the content of the activity, the nature of the materials, the pedagogical approach and the organizational arrangement, and find the activity to be highly effective in these matters. Satisfaction level of the respondents of participants in the Comenius IST activity survey, which is 92,1%, supports the evaluation of activity in the final reports. All these results have shown that the activities are highly effective in terms of the people involved and the people they make an impact on, such as students and colleagues.

GENERAL EVALUATION

When a general evaluation is made, it appears that the participants on the effectiveness of the programme have a positive opinion. On the other hand, it can be argued that the fact that the accepted applicants constitute a homogeneous group in the professional sense caused similarities in the evaluations, expectations and activities of the participants. The results obtained from the rejected applicants' survey also intersect at many points, especially the participant profile, the applied countries and the expectations.

Compared to those with rejected application for the School Education (Comenius) IST Activity, it is seen that there are significant differences in the interests and desires among them, especially regarding the re-application of the projects, but similar results have emerged about career change. Contrary to the decline in the interests, desires and motivations of the rejected applicants to re-apply later, those who were accepted say that they have experienced serious increases in the same issues.

The fact that almost all of the participants are teachers also directly affects the outputs of the activity. The teaching profession is one of the occupational groups in which vertical career moves are seldom experienced. Similarly, teachers are employed in public schools in very large proportions. In public schools, career development is governed by laws and regulations. It is possible to say that career development, which is one of the main objectives of the activity, is not generally affected by the activity. A large proportion of the accepted participants agreed that in-service training did not create any change in their careers. In very small proportions, in-service training seems to have an impact on the transition and rewarding of another job. However, the general conception of this data is that the activities have not a widespread influence on career advancement. Likewise, percentage of the rejected applicants saying that there has been no change in their careers is close to that of the accepted ones. 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.

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.

In the impact-expectation analyzes, although the expectations were higher than the effects, it was seen that the participants felt many effects in their active lives and professional careers. It can be seen that none of the influences asked in the questionnaire exceeded expectations. However, the differences between the expectation and the effect were in the positive direction of expectations and effects. In another expression, a proposition labeled "I had a very high expectation," is often met with the item "the effect was at a high level" in the part where the effects are asked. The magnitude 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. The answers of the accepted applicants regarding the effects and the final reports are considered together, the results are seen to overlap each other.

It is seen that activities have had a significant positive impact on subjects such as satisfaction and motivation. Participants stated that they were very pleased to participate in these activities even though they sometimes had difficulties such as visa problems, permission from the institution, budget etc. More importantly, it is understood that those who participate in the activities have repeatedly filed applications and some of their applications have been accepted. As regards cooperation with Europe, which is one of the key objectives of the programmes, it is understood that the participants in the activities were then included in various research and project networks and that they kept in touch with the people they had met at the activities. Some of the participants also had the opportunity to develop joint projects. As the data show, it is understood that especially English teachers constitute the main participant category of these activities. This state can be considered in two ways. On one side, English teachers would less likely to have language problems and this would increase participation in the activities while reducing communication problems, on the other, involvement of participants from

a single field has some problems in terms of both having the potential to create equity problems in schools and to prevent spreading the group of beneficiaries to a wider base.

Looking at the data obtained from both the qualitative interviews and the questionnaires, it was seen that the most difficult areas are dissemination activities. Participants said that they do not know how to do it and do not have appropriate platforms. For this reason, they are able to transfer what they have learned only to the individuals they relate personally and face to face in their own institutions. In this sense, dissemination activities are usually limited to the institution they worked at.

SUGGESTIONS

- When examining the final reports for the 2007-2013 period, participants were asked how much and in which subjects the activity had affected them, and respondents responded as either "very high impact" or "high impact". However, this situation needs to be questioned by further measuring tools. For this reason, in the similar activities to be carried out in the future, besides the measuring instruments in which the names of the participants and their information can be filled, other measuring instruments anonymously filled in should also be used and compared.
- Both surveys and other documents show that a large part of the participants are English teachers. Wherever possible, language support should be given to those who are willing to become participants in order to enable applications from different fields and subject area as much as possible. If this is not possible, the participation of people from other subject areas with good command of language should be supported.
- Participants also reported favorable opinions about the duration and budget of the events. Opinions have been made that it would be useful to have a longer duration only for language practice.
- It is important that the disability 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, and if necessary, to support them.
- Many of the accepted applicants state that they re-applied and their applications were approved. However, participants in the focus group meeting said that there were other applicants in their institution who did not get approval. This suggests that the application system is becoming professional. Those who understand the terminology and system of application therefore 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 a quota of participation. For example, those who participate twice in the activity should be entitled to apply at the earliest two years. Another measure might be that priority is given to the ones that have not received acceptance before.

- In connection with the suggestion above, it is expressed by the participants that project applications are being written by private companies. In this sense, it may be necessary to attach special importance to originality of the application in order to ensure that the application process is not carried out through a financial sector. For this, information should be given to the project evaluation experts.
- The presence of a large number of Turkish participants in the same activity is detrimental to some of its aims, such as cultural contact and language practice. It is very important that the participants distributed in a balanced way and prevent the same activities from being stacked. If such a restriction cannot be imposed at the national level, the necessary initiatives and information should be given to the courses to impose the limitation.
- One of the most important steps in achieving the objectives of the activities is the realization of dissemination activities. However, it seems that the dissemination in the current situation cannot be achieved in the desired rate. For this reason, realization of the dissemination activities in a standardized way and in the coordination of the National Agency may be an important contribution. Annually, allowing participants to share their experiences in large-scale organizations can also have a motivating effect. Reserving the sections in their web sites to participants where they can share their activities may also contribute to disseminate experience sharing. In order for the dissemination activities to be moved out of the institutions, the support and encouragement of other state institutions should be provided and the bureaucratic obstacles should be removed. Establishment of a unit within the National Agency specializing in measurement and evaluation, focusing on dissemination activities and carrying

out bridge-building activities between the field and the National Agency can ensure that dissemination activities become systematic.

- One of the problems that arose in the focus group meeting relates to the complexity of the National Agency's application system. Many people have said that the application system is not user-friendly and has had to struggle with it too long to find the way to follow in the application system. Both the website and the application system of the National Agency must be redesigned to make applications easier and faster.
- Some scales or questionnaires must be applied to the participants before attendance so that the actual impact of the activities they are participated in 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 analyzes in much a shorter time and more efficiently.

INTRODUCTION

This study includes The Evaluation and Impact Analysis of the In-service Training Activity of the School Education (Comenius) Programme conducted between 2007 and 2013 within the scope of the Presidency on behalf of the Republic of Turkey Ministry of EU Affairs, Presidency of Center for EU Education and Youth Programmes. The main aims of this study are to make an overall evaluation of the In-service Training Activity within the School Education (Comenius) Programme that has been conducted by Center for EU Education and Youth Programmes, and to measure and analyse the possible impacts that are created by the participation in the projects realised in the framework of this programme, by using the scientific research methods and techniques that are based on qualitative and quantitative measurements. In the context of this the sub aims of this study can be described as follows:

- In the period of 2007-2013, through analysing and reporting the qualitative and quantitative aspects of the effects and outcomes reached in particular of the designated programmes with the financial support provided by the Centre for EU Education and Youth Programmes, to ensure the suggestions would be developed and the remedial measures would be taken to contribute the realisation of activities which will be conducted by the Centre in the following years, in a qualified and effective way,
- To identify to what extent the relevant programmes that are conducted by the Presidency of Centre for EU Education and Youth Programmes, contribute to reach, primarily, the programme aims and provisions that are indicated in the related year's Programme Guides and the National Agency Guides, secondly the aims and provisions that are in the strategic plans and documents that are dependent on the related sector at the national level,
- To reveal the problems that beneficiaries, control groups and personnel of the centre are facing throughout the project cycle,
- From the perspective of beneficiaries, to measure the effect of the In-service Training Activity in terms of the level of basic knowledge and skill, the

development of foreign languages and to indicate whether it has a contribution to their professional progress,

- To determine the changes of attitude and behaviour that the participation to the project creates on the beneficiaries in terms of career plan, working in co-operation, tolerance of different cultures,
- To reveal the reasons of application of the beneficiaries to the related programme, the development of their personal and professional adequacy and the expectations from the programme regarding the influence on the sender institution at the institutional level and the degrees of the fulfilment of those expectations,
- To detect which dissemination activities have been carried out,
- To determine whether the beneficiaries or the sender institutions made any attempt at the European co-operation level,
- To evaluate the pathways to disseminate the programme results, make them usable and get them publicised.
- To make suggestions for the development of the programme applications and to provide input for the programmes that will be implemented in the following years.

The evaluation and impact analysis study that has been built in the framework of these aims, carried out based on the programme aims and priorities that were in effect in the period of 2007-2013. The evaluation measures that are discussed in the impact analysis are dealt under 4 headings:

- a) Relevancy:** This measure expresses the conformity level of the project outputs produced or the mobility activities implemented within each programme with the aims or goals set out both in the European Commission's programme guides and in the national level reference documents.
- b) Effectiveness:** This is a measure of the level of reaching the targeted impacts and realisation of the aims, and the contribution level of the project outcomes to the programme targets.

- c) **Efficiency:** This is a measure that shows how well the inputs like time, human and financial resources are used in reaching the goals set out.
- d) **Dissemination:** Dissemination activity is a requirement set out by the programme rules to prevent the project contents and outputs, experiences and knowledge gathered, from being kept in venue the project or individual activities took place, and make them available to a wider audience.

CHAPTER I

In this chapter, Lifelong Learning Programme and the School Education (Comenius) Programme has been discussed to provide a background information to The Evaluation and Impact Analysis of the In-service Training Activity of the School Education (Comenius) Programme conducted between 2007 and 2013 within the scope of the Presidency on behalf of the Republic of Turkey Ministry of EU Affairs, Presidency of Centre for EU Education and Youth Programmes. As of 1st January 2014, Comenius, Erasmus, Leonardo da Vinci, Grundtvig Programmes which were carried out under the Lifelong Learning Programme, were joined by the Youth in Action Programme and five International Co-operation Programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the Co-operation Programme with Industrialized Countries) and assembled under the name of Erasmus+ Programme¹. Therefore, the information that is presented in this chapter embodies the studies that are conducted under the umbrella of Lifelong Learning Programme between 2007-2013.

1.1. GENERAL OUTLOOK ON THE LIFELONG LEARNING PROGRAMME (LLP)²

Lifelong Learning Programme is an umbrella programme that contains various programmes and activities and its bonding aspect is its prominent feature. The Lifelong Learning Programme, being a European Union community programme, provides opportunities to individuals at any stage of their lives to participate in the European-wide educational and training activities that encourage them to improve themselves. In 1995, Socrates and Leonardo da Vinci Programmes were constructed by the collection of the programmes that were concerned with different fields, and in 2007, Lifelong Learning Programme is established by the combination of these two programmes.

¹ For the detailed information about Erasmus+ please visit <http://ua.gov.tr/programmelar/erasmus-programme%C4%B1>

² The information in this part has been collected from “2008 Implementation Report: Lifelong Learning Programme(LLP)”, “2011 Activity Report” and “2012 Activity Report” published by Presidency of Center for EU Education and Youth Programmes. For online access please visit, respectively. <http://www.ua.gov.tr/docs/magazine/reduced-llp-2008-uygulama.pdf?sfvrsn=0>
http://www.ua.gov.tr/docs/magazine/faaliyet_raporu.pdf?sfvrsn=0
http://www.ua.gov.tr/docs/default-source/magazine/faaliyet_raporu_2012.pdf?sfvrsn=0

Lifelong Learning Programme (LLP) that incorporates the period of 2007-2013, founded by Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006. Our country provided participation in this Programme with the Memorandum of Understanding that came in to force in 3rd July 2007.

The aims of Lifelong Learning Programme can be summarised as follows:

- To foster interchange, co-operation and mobility between education and training systems within the EU so that they become a world quality reference,
- To contribute the adaptation and the modernisation of the education and training systems in the participating countries,
- To bring the European added value to the individuals that participated in the mobility of the programme and other co-operation actions,
- To fight against discrimination, xenophobia, racism and prejudice via the activities based on the intercultural dialogue and working together,
- To develop understanding and environment of working together between peoples of Europe and to strengthen the European dimensions,

There are four sectoral programmes (Comenius, Erasmus, Leonardo da Vinci, Grundtvig) and, in addition to that, Transversal and Jean Monnet programmes within the Lifelong Learning Programme. As it can be understood by the name of the programme, all the sectoral programmes under the Lifelong Learning Programme, represent the education and training opportunities and its phases a person can have in his/her lifetime. The whole project and activities conducted placed under the Lifelong Learning Programme and five decentralised sub programmes. Even though they are under the same umbrella programme, the target groups, procedures and processes of these sub programmes are quite different.

School Education (Comenius) Programme: School Education Programme aims to create information and understanding of Europe's cultural and linguistic diversity and values, and the acquisition of basic skills among students and education personnel to reach the Lisbon targets. These targets involves increasing the education quality and the encouragement of language learning by providing the cultural dialogue via co-

operation between European countries in the field of “School Education”. To this end, it tries to ensure the co-operation between institutions in the European countries. The target groups of the Comenius programme are pre-schools, elementary schools, middle schools and the faculties of educational sciences. In Chapter 1.2, a broader information will be given about this programme.

Higher Education (Erasmus) Programme: This programme is a European Union programme devoted to the co-operation between the European higher education institutions. Financial support (grant) is provided for higher education institutions to create and accomplish multilateral projects and to make short term student and staff mobility. In addition to that, it encourages the increase of relations and co-operation between higher education institutions and world of businesses to make the higher education system suitable to the needs of businesses and to raise the collage graduates’ employment in businesses.

Vocational Education and Training (Leonardo da Vinci) Programme: This programme is conducted to support and develop the vocational education policies of the countries that are members or candidates of the EU. The target groups of this programme are all the official and private institutions that have a legal entity, educational institutions and SME, NGO and local authorities. Leonardo da Vinci programme aims to improve the quality in vocational education systems and their implementations, to encourage innovations and to strengthen the European dimension in the vocational education. In the field of Mobility, the activity implemented within the programme, with the mobility of the people that are responsible from the vocational education and the mobility that is practised between all private sector and public institutions, the exchange of practices between countries in all occupations in different countries abroad is provided, at the same time, internship activities are arranged between countries with students who are getting a vocational education in basic level, including the unemployed people, the people from the workforce and the employed people that are participated. Besides, in the field of Partnerships that is within the Leonardo da Vinci programme, the co-operations and mobility between the institutions are supported to reach the products that can be disseminated and implemented. In the field of Transfer of Innovation, the dissemination of the good practices between

countries with the partnerships that will be formed, and the adaptation of the renovative products, tools, methods and practices of different contents to the national needs in terms of language, culture and legal perspectives is supported.

Adult Education (Grundtvig) Programme: This Programme aims to meet the needs that are developed as a result of constant renovation of information, and to increase the job opportunities for adults and accommodate them to the changes that took place in the society by offering them certain opportunities to develop their knowledge and qualifications throughout their lives. Apart from vocational education, Grundtvig focuses on all types of adult and non-formal education, it aims the learners, teachers, trainers and the other personnel in non-formal education, and the educational institutions in adult education, and the institutions that provide similar education opportunities. Non-governmental organisations, especially the non-formal education institutions, research centres, consulting and information/communication institutions, private and higher educational institutions can work together by forming partnerships and networks between countries and can realise international mobility activities.

Transversal Programme: This programme, in general, supports the European co-operation and the quality and recognition of education systems of the member countries in the fields involving two or more subprogramme activities. Among the activities under this programme, only the Study Visits is decentralised. The aim of the Study Visits is to facilitate the exchange of knowledge and experience among decision makers and education specialists in the fields of common interest of the participating countries, especially in the fields of elementary school, middle school and vocational education.

1.2. SCHOOL EDUCATION (COMENIUS) PROGRAMME

The Comenius Programme is generally a Lifelong Learning Programme that aims to increase the quality of school education and to strengthen the European dimension. The Comenius Programme organizes the activities which provide opportunities for creating knowledge and understanding among students and education personnel about the European cultural and linguistic diversity and values, strengthening co-operation and supporting basic skills and adequacies for the individuals that are becoming an active European citizen. The programme, which develops the co-operation between countries and supports the studies that are contributing to the professional development of the personnel who are in the field of school education, promotes the European languages, and provides effective studies on the intercultural dialogue.

The Comenius Programme aims to promote the international co-operation between the schools and institutions that educate teachers, to develop pedagogical methods and materials, to disseminate the studies and innovations towards schools' administration in an international dimension.

1.2.1. Aims of the Programme

Comenius Programme's aims can be revised as follows:

- To encourage the international co-operation and exchange between schools and teacher educating institutions,
- To develop pedagogical methods and materials,
- To disseminate the studies and innovations towards schools' administration in an international dimension,
- To support the developments about the opportunity equality in education,
- To increase the quality in the teaching of European languages as foreign languages,
- To improve the pedagogical skills of language teachers.

The programme in the most general sense, includes the institutions that are for the school education, the administrators of these institutions, educators and students. The

Comenius Programme includes many activities that can be implemented institutionally and individually. Every activity has different duration and different level of financial support.

1.2.2. Activities Covered in the School Education Programme

It is possible to discuss the activities included in the Comenius School Education Programme under 3 headings. These, in turn, are the project activities, individual activities and other activities.

Project Activities

The institutions that are willing to prepare a project in a field covered by the Comenius programme can prepare 3 different types of projects. These are; School Partnerships (Bilateral Partnerships, Multilateral Partnerships), Regional Partnerships and Project Support Activities.

School Partnerships: School Partnerships helps teachers and students improve their skills and abilities in team work, social skills, planning and carrying out project activities and information and communication technologies. In addition, it enables the use and improvement of foreign languages of students and teachers by taking part in the partnership with schools from other countries. The school partnerships in which preschool education, elementary school and middle school institutions take part last two years. Within school partnerships, there are multilateral and bilateral school partnerships. For Bilateral School Partnerships, partners from two countries, one of which should be an EU member, need to come together to form the partnership. This activity aims to increase the motivation and capacity of students in speaking different languages by providing a close co-operation between two schools. It requires that teachers and students to work together on a certain topic and exchange of class. It is possible to apply for Contact Seminars in order to find a partner or, if the partners have already been found, for the Preparation Visits in order to come together with the potential partners. For Multilateral School Partnerships, it is needed to form a partnership structure with partners from at least three countries one of which should be an EU member. Within this partnership, the students and teachers in different countries

are offered the opportunity of working together on one or more topics that they are interested in.

Regional Partnerships: The main aim of the Comenius Regional Partnerships are; strengthening the European dimension in education by supporting interregional co-operation and the common studies between the local and regional institutions that have a duty and responsibility in the field of education. The Regional Partnerships which last two years, can be created by the institutions from two countries one of which has to be an EU member. It is possible to apply for Contact Seminars in order to find a partner or, if the partners have already been found, for the Preparation Visits in order to come together with the potential partners.

Project Support Activities: Preparation visits are the opportunities provided for institutions to know the project partners better, prepare the study plan and fill in the application form and other necessary documents aiming to prepare the projects that will be presented within the Comenius Programme. Contact Seminars are one of the tools to find a partner within the Comenius Programme. The people that are participating to the seminars representing their institutions, can search for partners by presenting their projects to the other participants or be a partner for the other participants' projects.

Individual Activities : There are three kinds of individual activities within the Comenius Programme. These are; Individual Student Mobility, In-service Training Activity and Comenius Assistantship.

Individual Student Mobility: This is an activity that provides the opportunity for the students that are 14 years old or above from the schools that conducted or is conducting a Comenius School Partnership project to spend 3 to 10 months (maximum one academic year) of their education in a school abroad while living with a host family. The activity helps the students to understand the European culture and the language diversity and to gain the skills that is necessary for their self-improvements by offering them the learning experience in Europe.

In-service Training Activity: The activity provides individual education support to the personnel who is working in the school education field. The aim is to help

increase the quality of the school education by ensuring the personnel to get at least 5 days, at most 6 weeks of training in a programme country other than the one he/she works in.

Comenius Assistantship: Comenius Assistantship is an activity that the teacher candidates carry out in the educational institutions in Europe. Through the Comenius Assistantship that gives an intercountry dimension to the student–teacher interaction, while the teacher candidates are developing their teaching and learning skills in a different European country, they get to know a foreign language; they introduce their own culture while experiencing different lifestyles, and they increase their knowledge and experience by closely study the education system of the host country.

In this activity, the students who have completed the first two years in the Faculty of Educational Sciences and are now in their 3rd and 4th year, or the teacher candidates that are graduates but have not yet assigned with tenure can apply.

Other Activities

There are some activities that cannot be identified as a project or an individual activity because of the differences in terms of structure, application process and the methods of financing. The activities that referred to as other activities, named as Organising In-service Training Courses and Hosting Comenius Assistants (Institutional).

Organising In-service Training Courses: Within the Lifelong Learning Programme (LLP), an In-service Training Course can be arranged as a centralised project or network product. For the legal institutions that are willing to arrange course it is necessary that they be located in one of the countries that are in the Lifelong Learning Programme (LLP), be experienced in the In-service Training in the field of school education, have the experience in working with multinational groups, and have the financial and technical adequacy to implement the educational activities in question.

Hosting Comenius Assistants: Within the Comenius programme, the other activity that is encouraged and supported without providing any financial support is the Hosting Comenius Assistants. For the institutions applied for Hosting a Comenius

Assistant, not only should their applications be accepted, but also they are chosen by the European Comenius assistants. Annual meetings are held, where representatives from every National Agency participate and work on the matching process.

1.3. COMENIUS PROGRAMME IN-SERVICE TRAINING ACTIVITY³

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

1.3.1. The Definition and Aim of the Activity

Comenius In-service Training Activity provides an individual training support to the personnel that works in the field of school education. The aim of the activity is,

- To help increase the quality of the school education by ensuring the personnel to get at least 5 days, at most 6 weeks of training in a programme country other than the one he/she works in,
- To encourage participants to develop practical learning abilities and skills, and to gain a broader understanding of the European school education

³ The information under this headline are revised from the document in this adress:
<http://www.ua.gov.tr/programlar/erasmus-program%C4%B1/okul-e%C4%9Fitimi-program%C4%B1/2007-2013-d%C3%B6nemine-ait-bilgi-ve-belgeler/hizmet-i%C3%A7i-e%C4%9Fitim-faaliyeti>

1.3.2. Types of Activities and Durations

- Participation in a structural course that lasts at least five full work days and its topic has a strong European focus in terms of educator and participant profile.
- Job shadowing/placement in a school or a relevant organisation involved in school education (e.g. CSO, public authority)
- The participation in a European conference or a seminar that is organized by a European institution which are involved in the Comenius Network, Comenius Multilateral Projects or in the field of school education, and deemed to be helpful in reaching the aims that are described earlier.

1.3.3. The Countries in which the Activities Can Take Place

An individual take place in an activity in one of the programme countries, apart from his/her home country. The countries that are included in the programme: EU member countries, EFTA countries (Norway, Iceland, Lichtenstein and Switzerland) and Turkey.

1.3.4. Who can Benefit?

- The education personnel who works in the field of school education (formal education):
- Teachers (including the preschool and vocational education) and the educators of these teachers (the teachers that are lecturing in the faculties of educational sciences),
- School principals and assistant principals,
- The personnel that is in the intercultural education and works with the children of immigrant workers and travellers,
- The personnel who works with students that need special education,
- The personnel who works with students under risk (mediators, advisors and the educators of homeless children)
- Psychological Counselling and Guidance specialists/teachers,
- Inspectors,
- Other education personnel deemed suitable by national authorities.

In the event of pure language courses, the individuals meeting the following conditions:

- The teachers that are responsible to teach non-language subjects through a foreign language,
- The teachers that are currently responsible to teach a non-foreign language class but assigned to foreign language education or assigned to teach a foreign language in addition to their subject area,
- The personnel working in a school participating in a Comenius or Grundtvig Partnership, who request training in the Partnership language,
- The teachers who want to have training in the less widely taught and less used languages,
- The teachers responsible with the Comenius Student Mobility in the school and who request training in the language that is necessary for the realisation of this activity.

CHAPTER II

METHODOLOGY

In this chapter, the approach of the methodology, the model, universe, sample, study groups, implementation steps, the techniques and tools of data collection, the implementation processes of these techniques and tools and the analysis of the collected data is included.

Yıldırım (2004), explains the science as finding hypothesis (explanatory generalizations) that carries the power of the facts by following the pathway of logical thinking based on controlled observation and the outcome of the observation and the method of verifying them. In this context, the basic functions of science can be identified as understanding, explaining and controlling (Karasar, 2005). The understanding function aims to answer the question of “what?” and the explaining function answers the question of “why?”. With the information that is produces in the framework of these questions, the controlling function which means the control of the natural and societal events is achieved. A study has to fulfil these functions to be a scientific study. In the research that aims to make the Evaluation and Impact Analysis of the In-service Training Activity of the School Education (Comenius) Programme conducted between 2007 and 2013, different research approaches, data collection methods and analysis techniques used as a whole to create these indicated functions.

2.1. Approaches which the Research Methodology is Based on

The qualitative and quantitative research methods can be used in the different stages of a study. Punch (2005), emphasizes that it is possible to benefit from the strong points of both approaches, and they compensate each other’s weaknesses. Within this understanding, various techniques are used together from both approaches in this study. In the Evaluation and Impact Analysis of the In-service Training Activity of the School Education (Comenius) Programme conducted between 2007 and 2013, scanning to have qualitative data and basic interpreting pattern approach to have quantitative data is used.

The scanning models, are the research approaches that aims to describe a situation which used to be or still now exists, as the way it exists (Karasar, 2005). In this research, the analysis based on the application forms filled by applicants of In-service Training Activity of the School Education (Comenius) Programme conducted between 2007-2013, the final reports that the participants filled and the feedback from the survey and how the activities affected the participants' lives is described from various perspectives. In addition to this, to obtain qualitative data in part of the aims of the research, basic interpreting pattern approach is used. The studies that the basic interpreting pattern type is used, included the direct description of the experience of individuals based on any condition/event without considering their psychological structure. In this case, the interviews are made by giving the chance to transfer the participants' experiences, to see the effects of the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013 on the participants' lives.

As a result, the joint research model has been developed in this study by the common use of both qualitative and quantitative approaches to make an Evaluation and Impact Analysis of the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013.

2.2. Research Model

Within this research, qualitative and quantitative data is gathered to evaluate and analyse the effects of the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013. Joint research pattern is used as the collected data is interpreted in a way that it forms a whole. Joint research pattern includes collecting the qualitative and quantitative data based on the same basic facts in a single study or in a set of studies, analysing and interpreting them (Leech and Onwuegbuzie, 2007). In this context, Creswell and Clark (2011) described the characteristics of the joint method research as follows:

- The joint method is an approach that includes the common use of qualitative and quantitative methods in research.

- It embodies the collection and analysis of both qualitative and quantitative data in a single research.
- The basic foundation of the joint method research is for the research problem to be clear and understandable with the common use of qualitative and quantitative methods.

When the literature about the methodology is examined, different classifications are encountered about the types of the joint method. For example Creswell and Clark (2011) divided the joint method pattern into six typologies: converging parallel joint method pattern, expander ordered joint method pattern, explorational ordered joint method pattern, nested joint methods, converting joint pattern and multi stage joint pattern. In this research, multi stage joint pattern typology that includes many joint method typologies and is used commonly in many long term projects, is adopted.

According to the basis of the multi stage joint pattern; a single set of data is not enough because every research problem's answer that seeks a solution to different research problems necessitates different data types. This pattern is used when searching for a solution to the research problems of a qualitative based or quantitative based study and when qualitative or quantitative data is needed (Clark, Creswell, Green and Shope, 2008).

The data of this research, in a way that the qualitative and quantitative data is equally balanced, is collected by using the techniques of document review, surveys, individual interview and focus group interviews. When it is evaluated in terms of data collection processes, it is seen that the most appropriate research pattern for this research is the multi stage joint pattern.

2.3. Research Universe

All the objects, events, individuals that embodies by any research is a universe (Arseven, 2001). The universe of this research consists of the individuals that participated in the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013. In the first part of the research it is reached to the universe via the documents that the National Agency asked participants

to fill up both during the application process and at the end of the activities that they participated in. The universe of the research is the 3.126 participants of the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013.

2.4. Research Sample

Sample is a little cluster that is chosen from the certain universe and is sufficient to represent its universe according to certain rules. The research mostly based on the sample clusters and outcomes are generalized to the related universes (Karasar, 2005). In the second stage of the research, because it is not possible to reach the whole universe, sample calculations were made and a sample was taken to represent the universe.

As it is indicated earlier, the universe of the research is the 3.126 participants who applied and are accepted to the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013. In the study it was possible to reach the universe itself by reaching the application forms and final reports that were filled by participants.

In this study, the sample size is calculated with the following equation for the generalization of the survey results to the universe:

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

$Z_{\alpha/2}$: The value that can be found from the z table according to the indicated $\alpha/2$ error level,

P: The frequency of occurrence observed in the main mass

d: Sample error

N: Universe

n: Sample

In this formula, the sample error has taken .05, the level of significance, type 1 error level has taken .05, the frequency, p and q(1-p) values are taken .2. According to this calculation, the number of the sample should be 228 participants derived from the participants who applied and are accepted to the In-service Training Activities 2007-2013. In this study, 436 participants that are accepted, completed the survey. In other words, the generalization of the sample to the universe, the representativeness of participants who are accepted to the activity, is provided within the scope of indicated margin of error.

In addition, the quantitative data sources can be described as: the quantitative data derived from 436 participants of the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013 and they completed the survey, the final reports filled by 2068 participants who took place in the same activities from 2007 to 2009 and the application forms filled by 9695 participants who applied for the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013 and the final reports filled by 829 participants who took place in these activities from 2010 to 2013.

In the second stage of this research, individual and focus group interviews were conducted. In addition, there was a focus group meeting with 6 specialists⁴ who took place in the In-service Training Activities of the School Education (Comenius) Programme conducted between 2007 and 2013 in the National Agency. In addition, another focus group meeting were made in Ankara with 8 people who is highly experienced about the project. On the other hand, individual qualitative interviews were made with 47 people⁵ that were chosen by the National Agency in accordance with the maximum variety.

2.5. Collection of the Data and the Tools of Data Collection

The qualitative and the quantitative data collected through surveys, individual interviews and focus group interviews in an equally balanced way.

⁴ The citations from the meetings that are included in the text, coded as N.A

⁵ The citations from the meetings that are included in the text, coded as F.G

The Survey Technique

The most reliable source in having information about attitudes of people, people's character, their behaviors, their views or visions and the attitudes they have are their own verbal and written explanations (Balci, 2005). Survey that is one of the various techniques which developed in this perspective, as one of the method of data collection, is effective to gather information related to the stimulations, reflections, attitudes, thoughts and experiences revealed by the unobservable behaviors of individuals who are the subject of the research (Özoğlu, 1992). This tool of data collection consists of some questions for the people that is wanted to be asked impersonally without the participation of the researchers (Ekiz, 2003). The survey is a tool that is used to collect objective information on various topics that concerns the society (Gökçe, 2004).

In this study, the survey data from the In-service Training Activities of the School Education (Comenius) Programme application forms and the final reports and data derived from the In-service Training Activities of the School Education (Comenius) Programme Effectiveness Survey (Appendix 1-2) developed for this research has been used.

A broad literature review about the research, determining the research problems that indicates the aims and limits of the research and determining the variables in the research problems has to come before the survey process that has been organized to collect data (Arseven, 2001). The variables of this research is determined through examining the data which was collected by the National Agency who implemented the In-service Training Activities of the School Education (Comenius) Programme between 2007-2013.

2007-2013 Comenius (School Education) Programme Application Form

It is a data collection form prepared by European Commission and must be filled in by applicants who want to participate in the related programme.

2007-2013 Comenius (School Education) Programme Final Reports

It is the information obtained from the forms prepared by European Commission to collect information about finalized activities in the related programme.

In-service Training Activities of the School Education (Comenius) Programme Effectiveness Survey

It is generated through the transformation of the data obtained from the examination of international reports and the related literature into the survey items. The aim of the designing this survey is to define the experience of the participants during and after the activities that took place within the In-service Training Activities of the School Education (Comenius) Programme and the effects of the activities on participants' lives. In this sense, the survey questions are gathered under five themes as general, relevancy, effectiveness, efficiency and dissemination. Later, the survey questions are examined by the scholars and National Agency specialists, certain corrections are made.

2.6. Survey Validity

Superficial validity is created with the collection of ideas and opinions of the researcher, the other people that are not professionals about the research topic, the respondents who attended to the pilot research about related to whether a test/scale measure the investigated structure or not (Şencan, 2005). In this study, the survey data obtained from of the In-service Training Activities of the School Education (Comenius) Programme application forms and the final reports are prepared by European Commission. The survey data of the In-service Training Activities of the School Education (Comenius) Programme Effectiveness Survey (Appendix 1-2) are prepared by the educational science specialists, it become to its last form with National Agency specialists.

2.7. Survey Reliability

Survey reliability means how accurate a tool of measure can measure the aspect that it aims to measure (Hovardaoğlu, 2000). In general, for a tool to be reliable, it has to measure the phenomenon valid and consistent and it has to produce results that are repeatable (Özdamar, 2004).

2.8. Individual Interviews

Steward ve Cash (1985) defines the interview as a mutual and interactive communication process based on a way of question and answer for a pre-set serious cause. Interviews that are one of the most frequently used qualitative research method ensures catching the relativity and mobility of social facts even for one moment and understanding them. The most important contribution of these methods are that they make it possible to see the researched topic through the perspective of related individuals and to put forward the social structure and processes which generate these perspectives.

In the process of the preparation of the interview questions, literature was reviewed by the educational science specialists who are experienced in the international exchange programmes. Later, the draft interview questions that are prepared by these specialists were shared with the National Agency specialists. These specialist groups came together, discussed about the questions and put them into final form. In this context, the survey questions were gathered under five themes as general, relevancy, effectiveness, efficiency and dissemination.

The individual interviews within the scope of this research conducted with the participants of the In-service Training Activities of the School Education (Comenius) Programme. The interviews conducted with the related participants lasted about 30-40 minutes.

2.9. Focus Group Interviews

The group atmosphere encourage people to explain their opinions and visions about any topic with their reasons and justifications. If a research investigates these sides of human behavior, it makes the group interviews an appealing way of data collection (Punch, 2005). In this study, focus group interviews are made. The focus group participants discuss about a predetermined topic with the leading and management of a moderator Moderator participates in the focus group to revitalize the relationship between the group members and to make sure that everyone stays in the topic. A typical focus group session lasts 1-3 hours. The focus group sessions give good results if they took place in the locations that are ideally for these kinds of sessions (Steward ve Shamdasani 1990).

In the process of the preparation of the focus group interview questions, literature is reviewed by the educational science specialists that are experienced in the international exchange programmes. Later, the draft interview questions that are prepared by these specialists were shared with the National Agency specialists and put them into final form.

Within the scope of the aims of this research the first focus group interview was conducted with the specialists in the National Agency. With this interview, the management and implementation process of the In-service Training Activities of the School Education (Comenius) Programme, the changing, developing, unconvertible sides of this process and the ongoing problems are put forward. In addition, the observations of the programme managers and specialists about the effects of the activities within the programmes in question on participants. The second focus group interview was conducted with 8 participants of the In-service Training Activities of the School Education (Comenius) Programme.

2.10. Data Analysis

Quantitative Data Analysis

The nominal and ordinal scale data that is obtained from the survey, application forms and final reports processed in the packaged software of SPSS 16 and analyzed with the chi-square statistical technique. Chi-square technique tests the numbers-values observed in the mechanisms created according to the levels of two classified variables whether there is a meaningful difference among the expected numbers (Büyüköztürk, 2008). There is no comment on the significance test because the number of the stigmas that is less than 5 which is expected in the analysis, is more than 20% of the total number of stigmas (Büyüköztürk, 2008), but the comments were made only with the use of frequency and the percentages on the cross graphs (Büyüköztürk 2008). Cross graph offers an opportunity to generally investigate the opinions that are indicated in the scale of ordinal or nominal about any topic in terms of the sub groups that are generated according to a classified variable (Büyüköztürk, 2008). In this study, the results of the survey are analysed with using frequency, percentage, Chi-square technique and cross graphs.

Qualitative Data Analysis

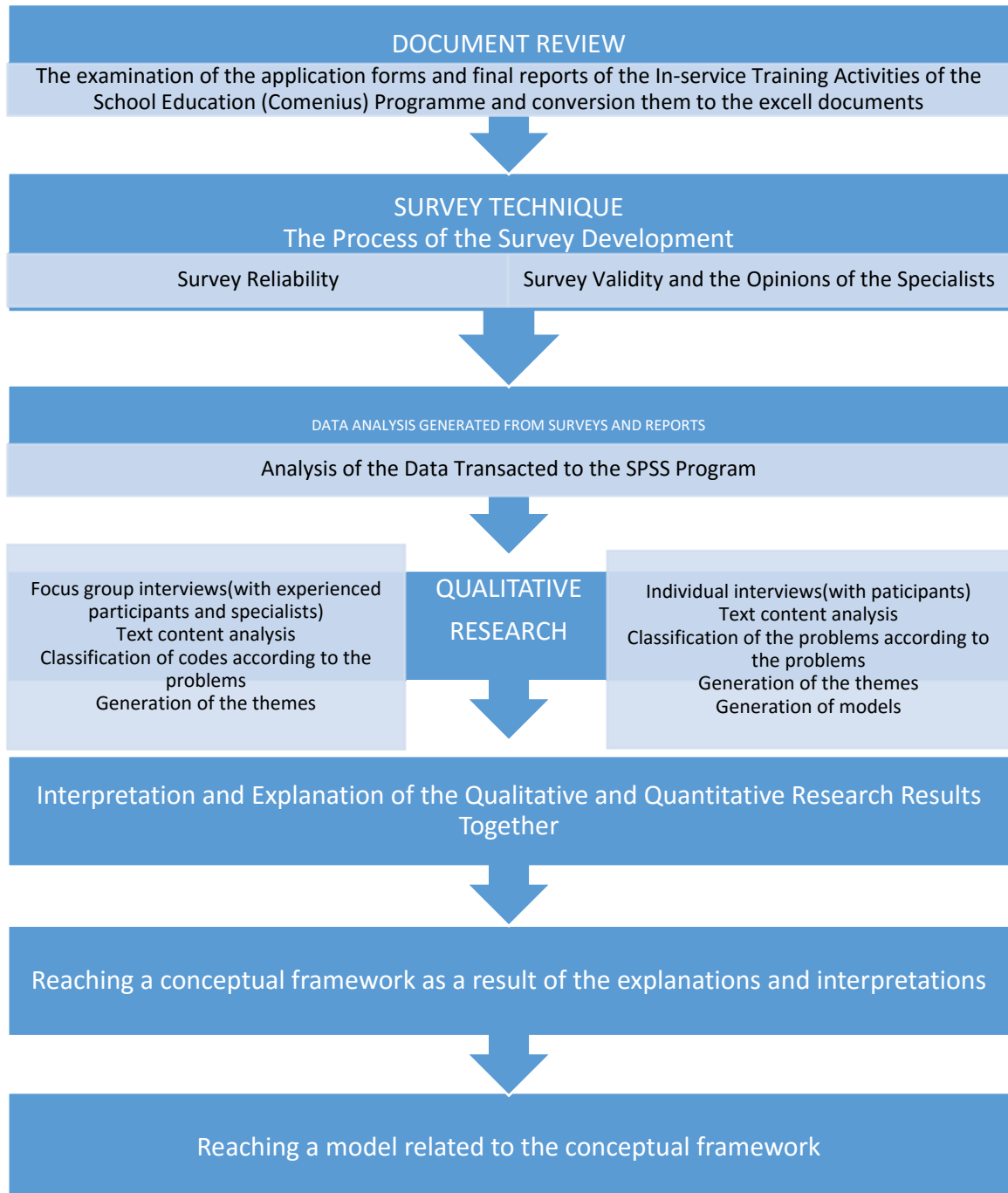
Qualitative research, is an approach that investigates the social phenomena in the environment that they are in and it puts understanding in the foreground (Glaser, 1978). In this stage of the process, the reason for the preference of the individual and focus group interviews as a method, to reveal the impacts of the In-service Training Activities of the School Education (Comenius) Programme on participants with the interpreting both the results that are obtained from the survey and the qualitative study findings. In every interview, the questions are answered by the participants one by one and the interview lasted until the students could not add any information. Later, the voice records are transacted to the computer and analysis process started after the data is organized.

The data analysis is made by the content analysis method. In this analysis process, QSR NVİVO 8 qualitative research programme is used. To gather similar data within certain concepts and themes in the content analysis and to interpret these as the way that the readers can understand (Yıldırım ve Şimşek, 2005). Therefore, codings are made according to the interview texts which are the first stage of the content analysis. Coding is the process of indication of the parts of texts or data that exemplifies the same theoretical or descriptive idea (Gibbs, 2002; Akt. Kuş, 2006). The coding and thematization of the interview records are appropriate for the structure of the content analysis. These coding processes are made with the computer programme named QSR NVİVO 8. The codes that are classified under the theme headings are tabulated.

Various models can be generated to visualize the relationships and the connections between the data in the QSR NVİVO 8 qualitative research programme. Preparing a model in the qualitative research patterns considered as an important process and is recommended (Miles ve Huberman, 1994). After the coding and thematization of the data in the related programme, the analysis results (outputs) identified as models.

In this context, the data that is generated from surveys, individual and focus group interviews interpreted together under five headings namely; general, relevancy, effectiveness, efficiency and dissemination, the analysis process is completed.

2.11. Research Pattern Scheme



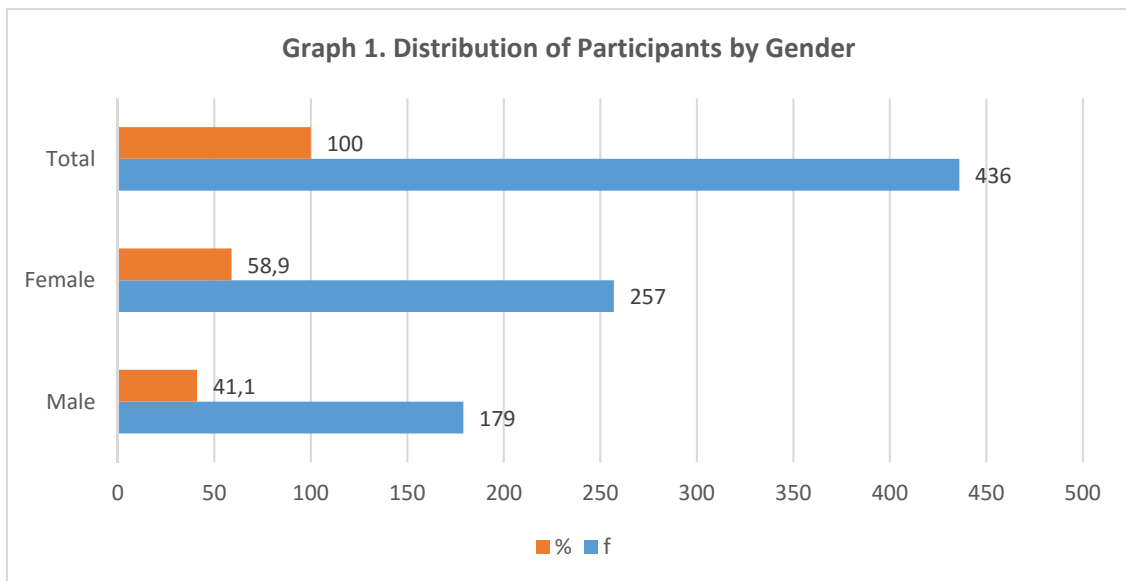
CHAPTER III

FINDINGS AND INTERPRETATION

3.1. Findings and Interpretation Related to the In-Service Training Activities of the School Education (Comenius) Programme Survey

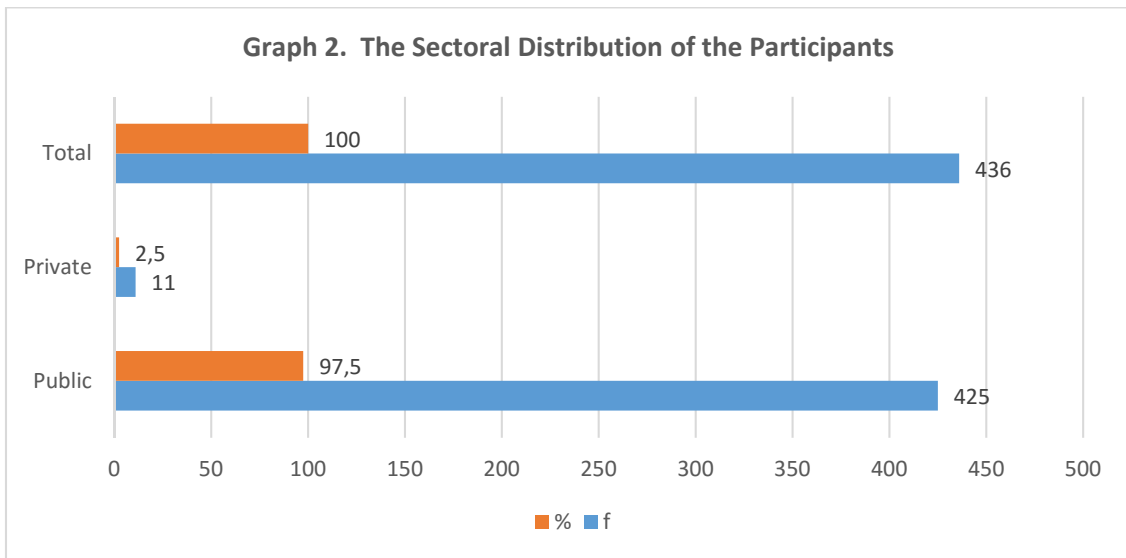
3.1.1. Descriptive Findings of the In-service Training Activities⁶ of the School Education (Comenius) Programme

In this chapter, the findings about the general characteristics of the participants who took place in the research in the framework of the Evaluation and Impact Analysis of the In-service Training (IST) Activities of the Comenius Programme conducted between 2007 and 2013 on behalf of the Republic of Turkey Ministry of EU Affairs, Center for EU Education and Youth Programmes is analyzed in the context of survey responses.

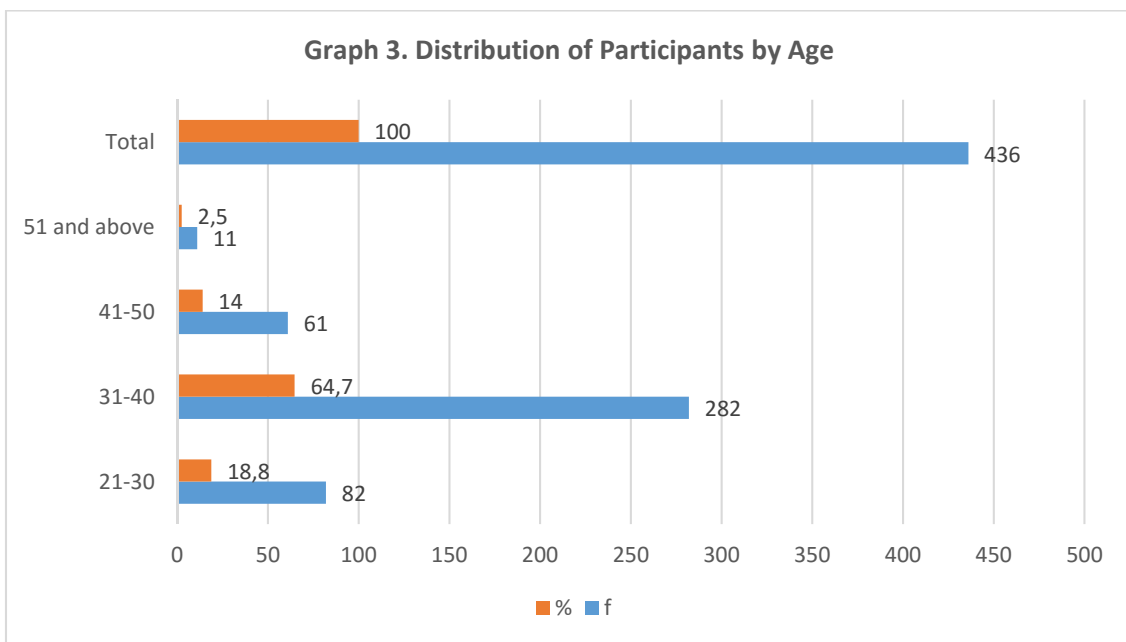


In graph 1, total number the beneficiaries of the IST Activities of the Comenius Programme conducted between 2007 and 2013 and their distribution by gender is shown. According to that, the total number of the participants who answered the survey formed within the research aims is 436. 58,9% of them are women (257 people), 41,1% of them are men (179 people).

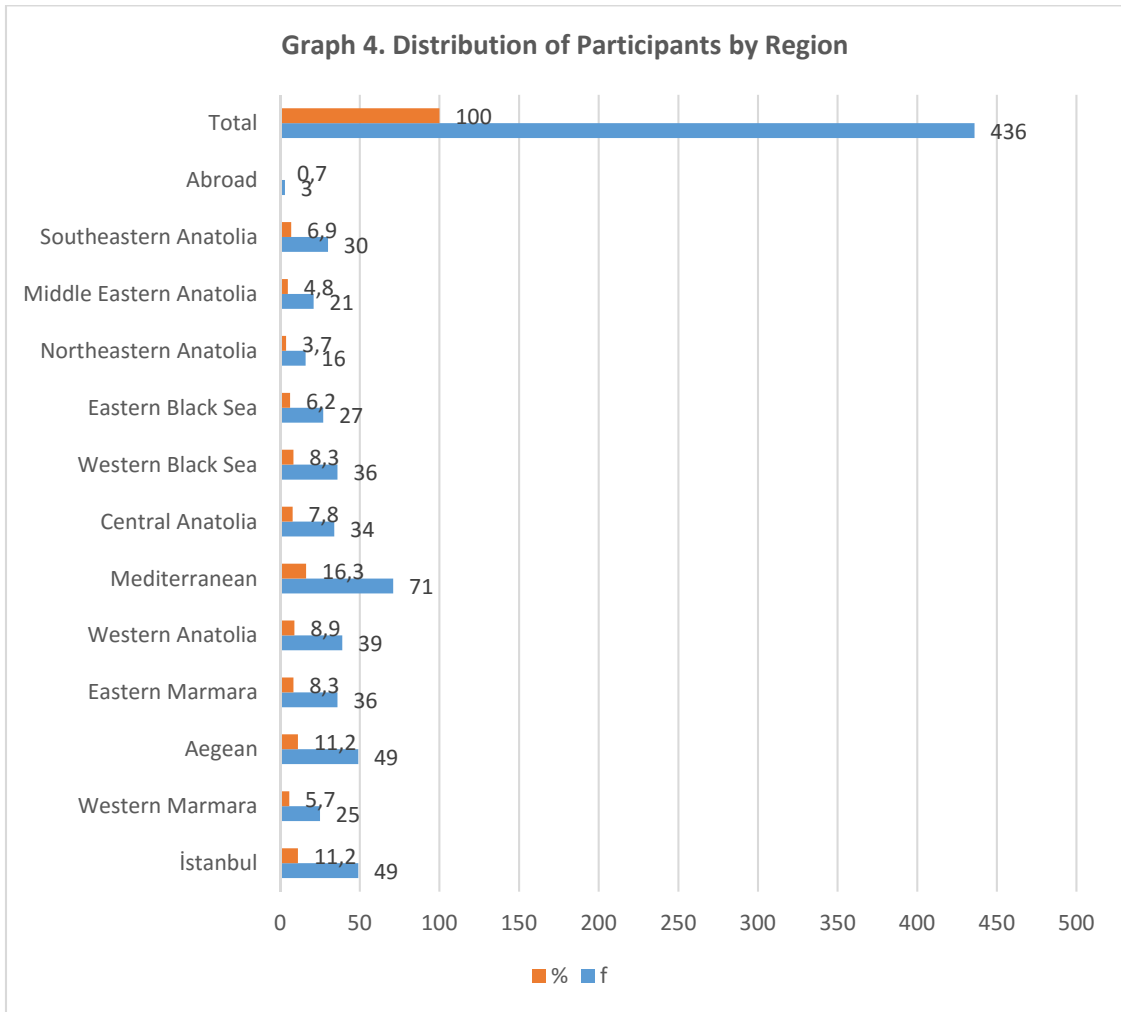
⁶ In the following parts of the text the In-service Training Activities of the School Education(Comenius) Programme will be used as the IST Activities of the Comenius Programme



When the sectors that the participants work in are examined, from the data in the Graph 2, it is seen that the 97,5% of the participants of the IST Activities of the Comenius Programme work in the public sector and 2,5% of them work in the private sector.

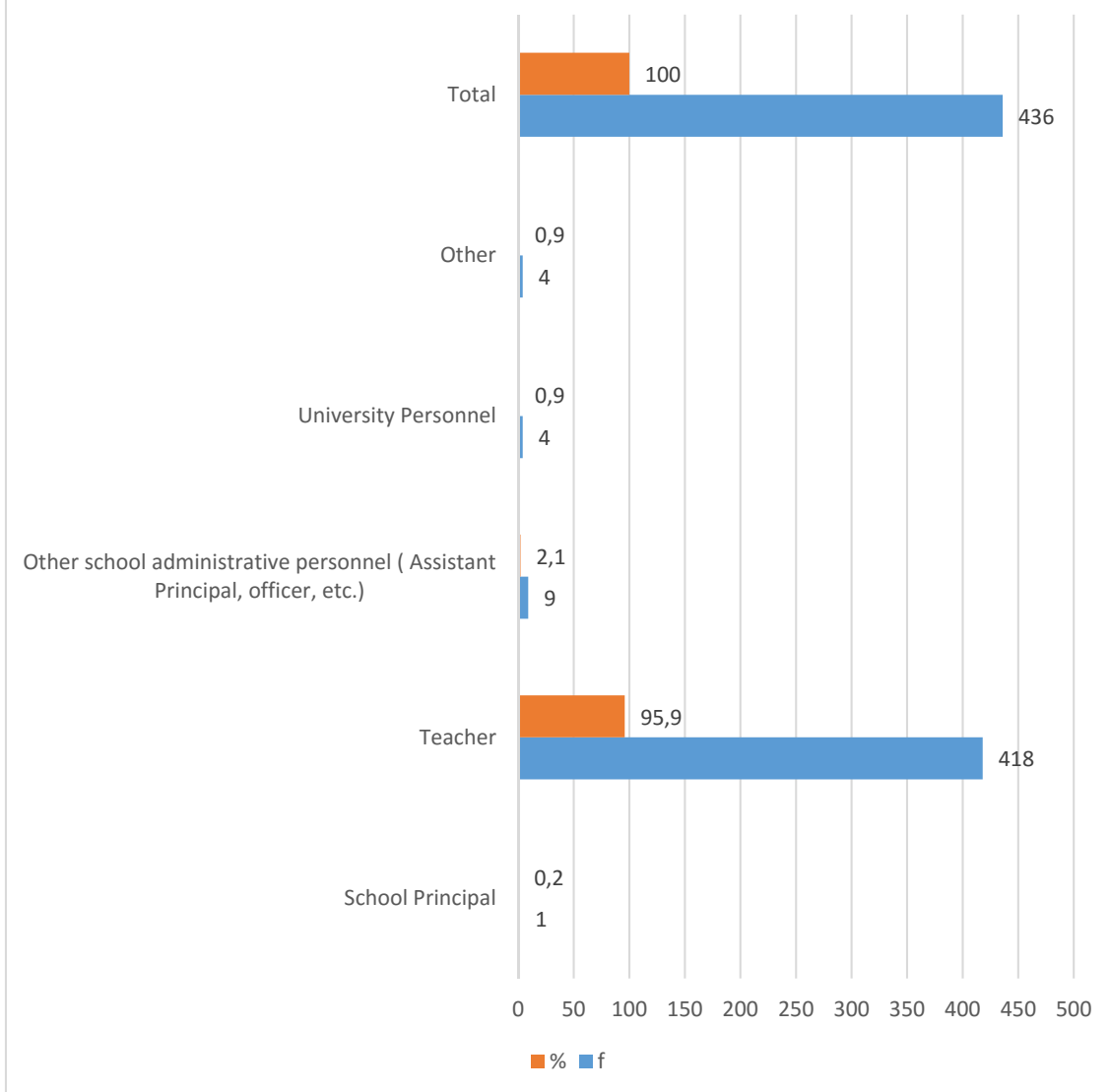


In Graph 3, it is seen that the majority of the survey participants (64,7%) have the age range of 31-40. The 18,8% of the participants have the age range of 21-30, 14% of them are 41-50. It also attracts attention that 2,5% of the participants are aged 50 and over.

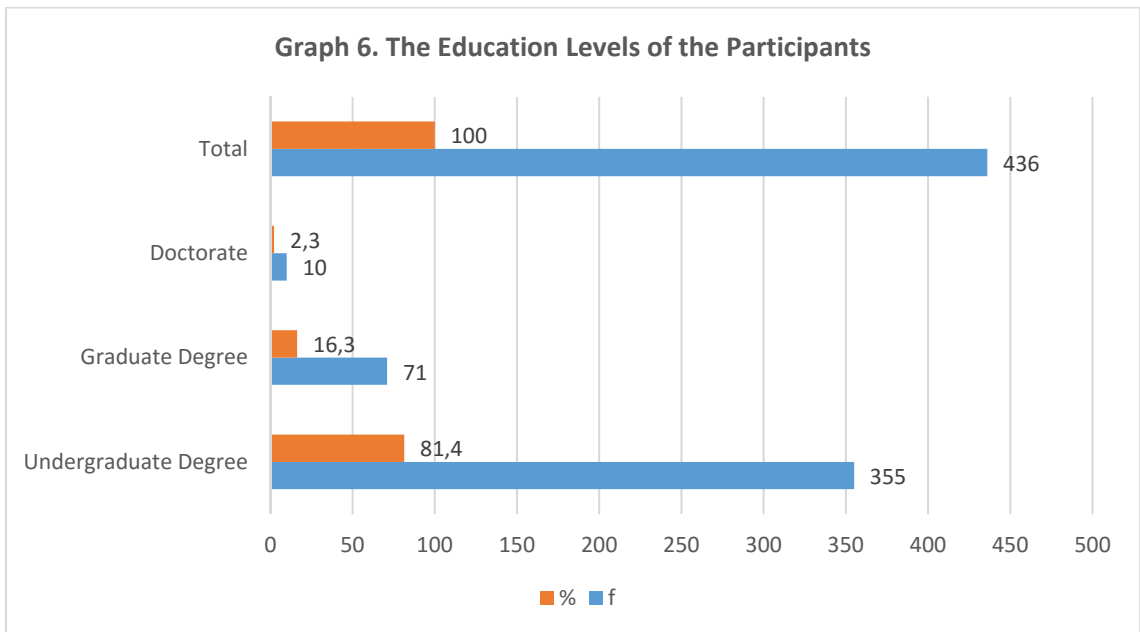


When Graph 4, shows participants from abroad and 12 regions that are divided according to the TÜİK NUTS 1 classification, is examined it is seen that there are participants from every region of Turkey. It appears that Western Anatolia, Mediterranean, Aegean and İstanbul are the regions in which participants are most intensely involved. Northwestern Anatolia is the region that provided the least participants. This distribution corresponds to the regions that respondents are in when they participated in the activity. In this sense, it is not possible to respond the question of which region has the most applications.

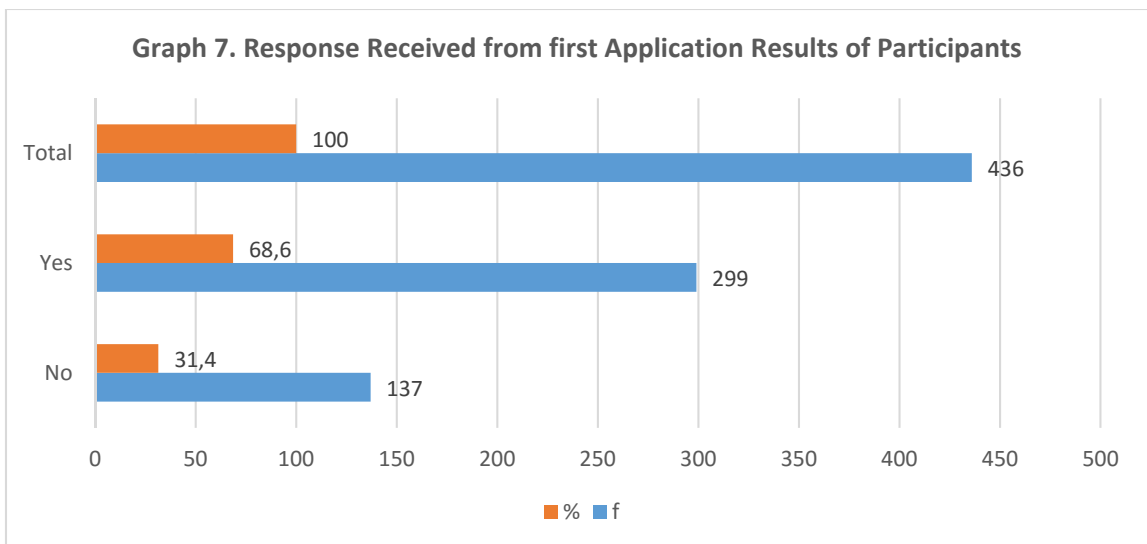
Graph 5. Distribution of the Participants by Occupation



Majority of the participants (95,9%) consists of teachers. It is stated that 0,9% of the participants are the university personnel. School manager and people working in other institutions constitutes a very small rate of participants.

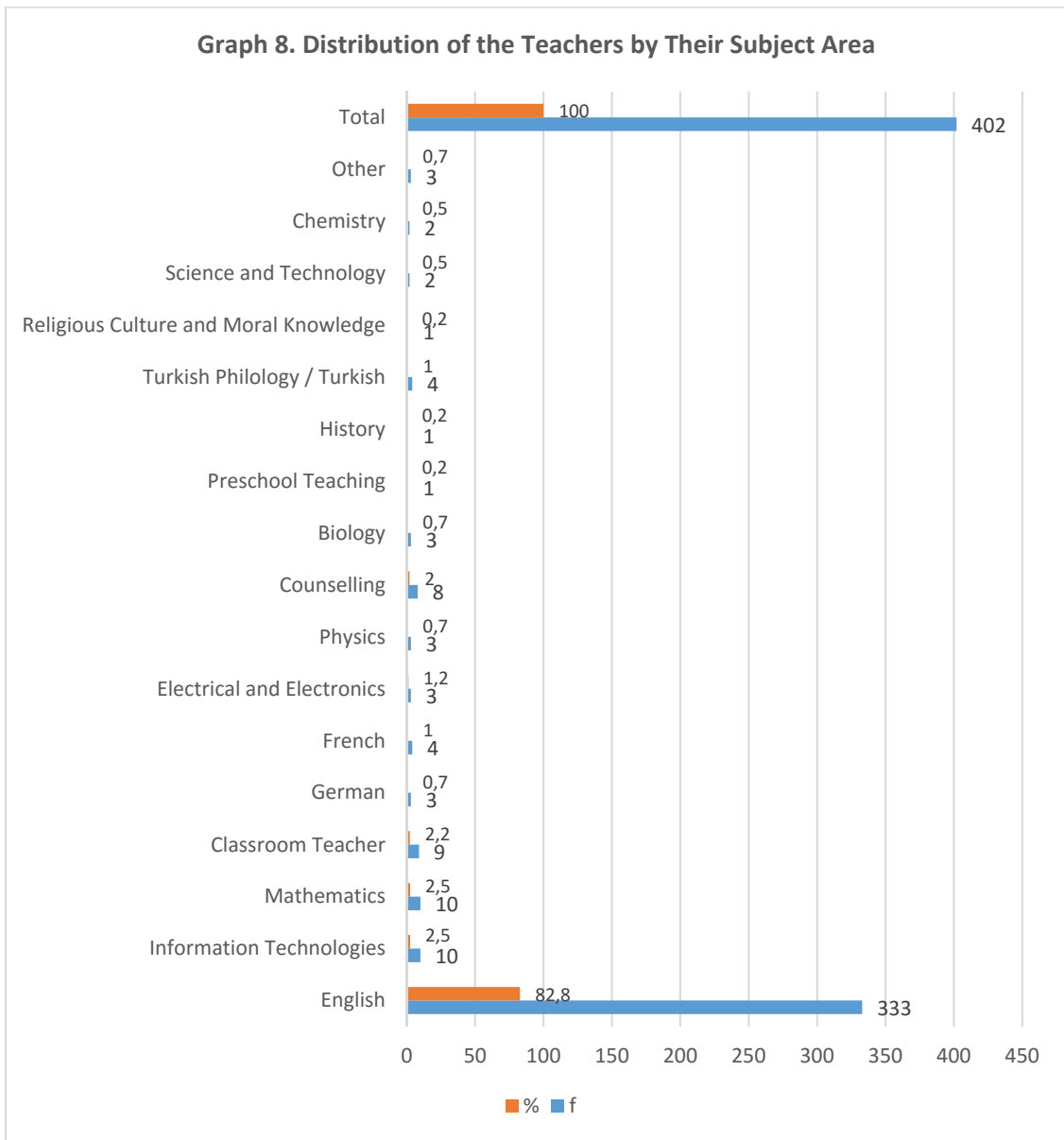


When the education level of the participants is examined as it is seen in the Graph 6, 81,4% (355 people) of the participants in the activity, are undergraduated. The people who get a master degree have the rate of 16,3% (71 people), in the level of doctorate have the rate of 2,3% (10 people).



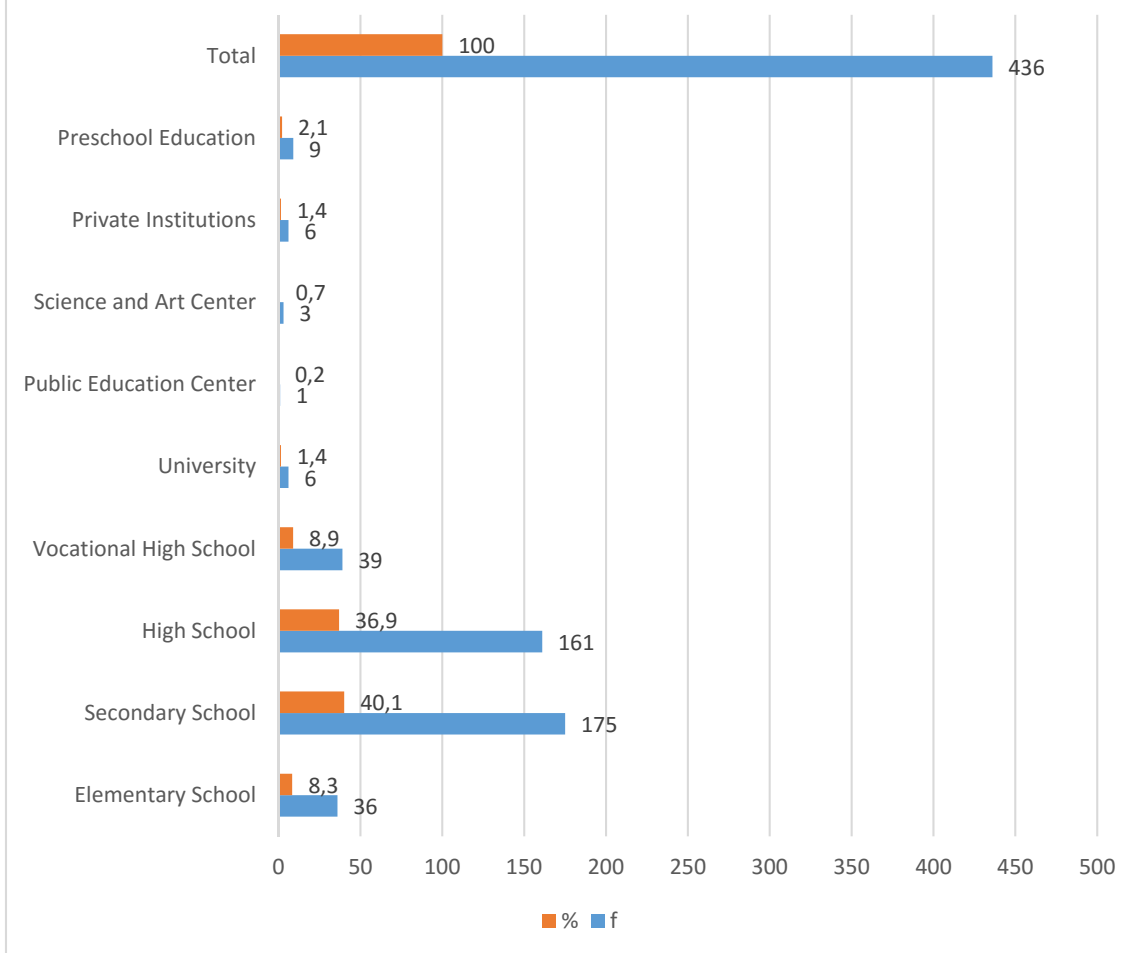
Graph 7 shows the application results that the participants get from their first applications to the IST Activities of the Comenius Programme. According to that, the rate of those whose first applications are accepted is 68,6% (299 people), not accepted is 31,4% (137 people).

Graph 8. Distribution of the Teachers by Their Subject Area



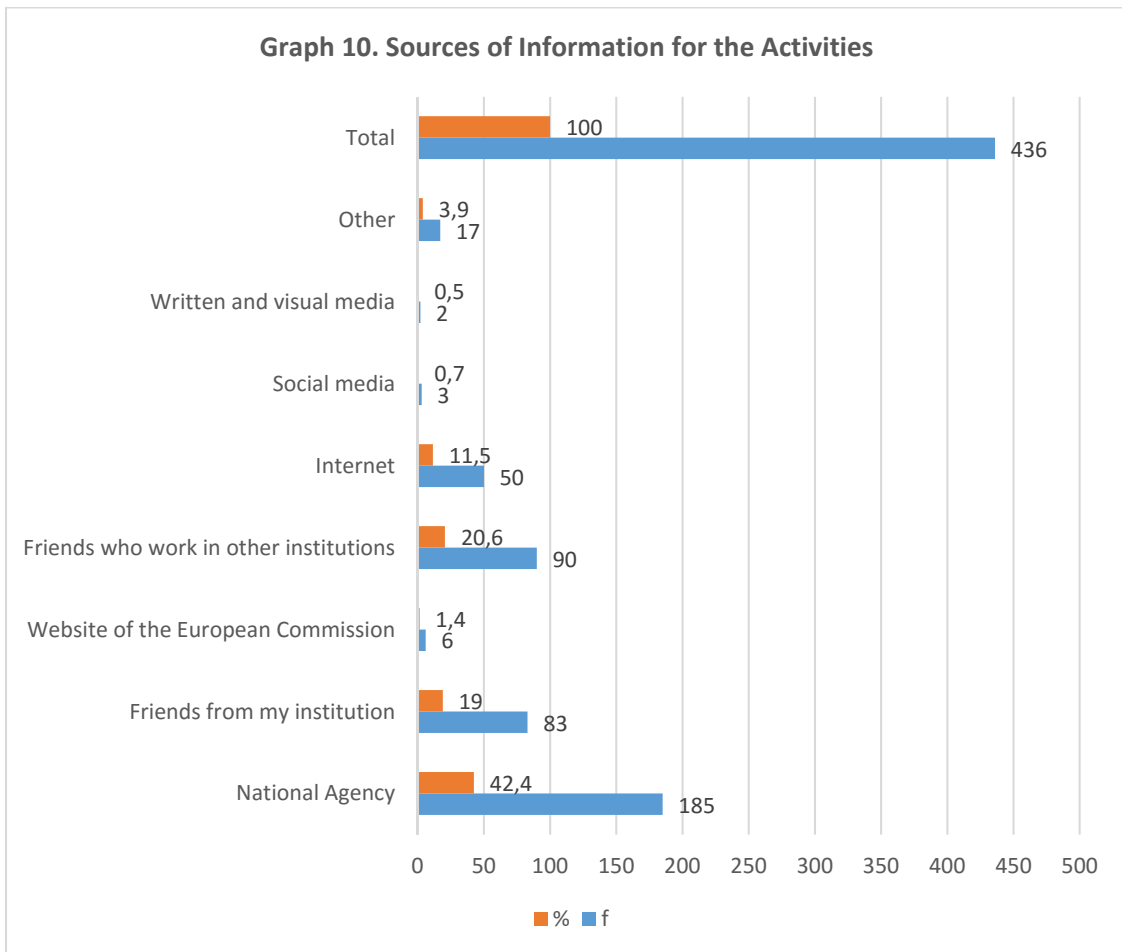
It is stated that the majority of the teachers (82,8%) subject area is English. It is seen that a very small rate of the participants distributed in the other subject areas. This can be seen as an important threat in the sense of European Union strategic aims such as the groups from different parts of the society benefits from the activities, especially for the activities to spread over a wide area. Although participating to the activities without knowing foreign language is seen as an important limitation in terms of benefit to be provided it is noteworthy that the participation of the other subject areas are so low.

Graph 9. Distribution of the Participants by Institutions

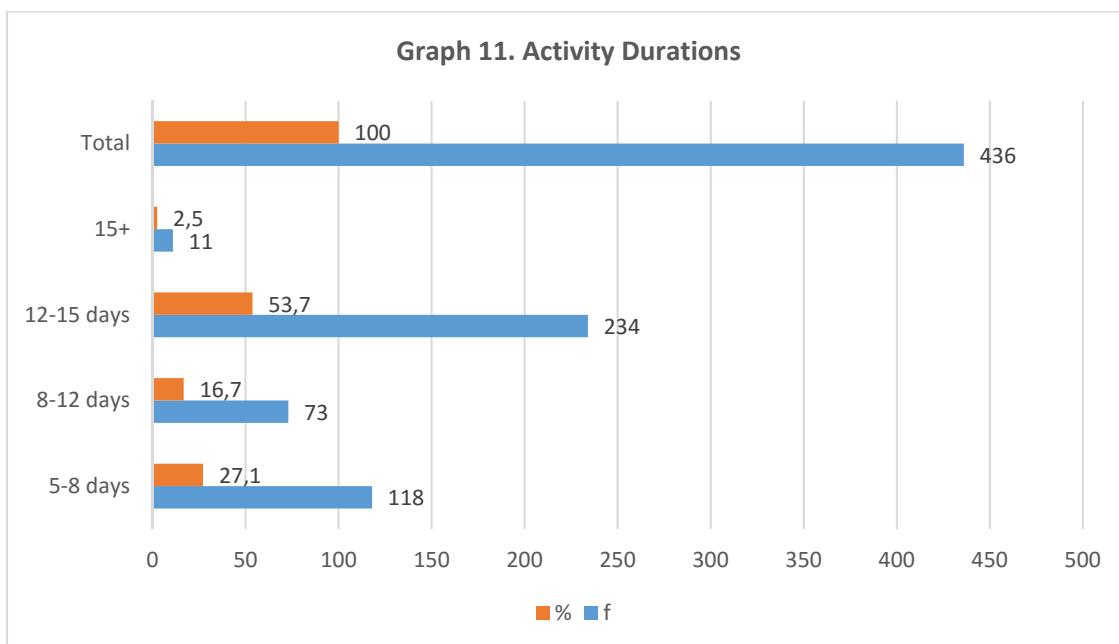


It is seen that the 40,1% of the participants worked in secondary schools, 36,9% of them in high schools and 8,3% of them in elementary schools and 8,9% of them are in the vocational high schools. It is remarkable that a very little part of the participants (1,4%) working in the universities and (0,7%) in the science and art centers. The reason why the secondary school and high school teachers applied more compared to the others is that most of the applicants are English teachers. The low number of English teachers in the elementary schools explains this situation.

Graph 10. Sources of Information for the Activities



It is stated that 42,4% of the participants are informed from the National Agency, 19% of them are informed from the their colleagues, 20,6% of them are informed from the friends work in other institutions and 11,5% are informed from the internet. It is seen that the National Agency is the most effective tool in the announcements of the activities. On the other hand, it is understood that the colleagues and friends from other institutions are considered as the sources of information. Therefore, it is possible to that the information related to the activities get in to the circulation particularly by the communication network of friends. It is also possible to say that the people who applied or participated to the programme before encourage their friends for application or inform them about the topic, even we do not have any quantitative data about that.



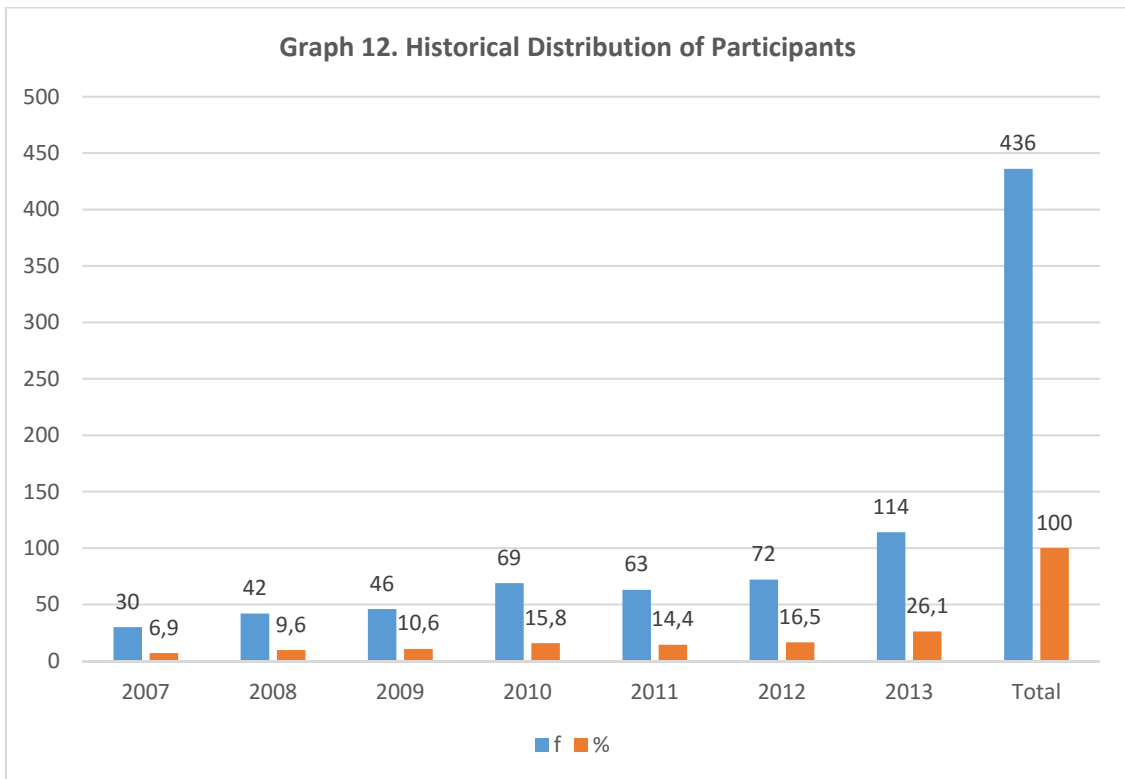
When Graph 11 is examined, it is observed that the majority of the participants joined the activities that lasted 12-15 days. Only 11 participants (2,5%) joined the activity that lasted 15 days and over.

Table 1. The Countries in which the Activities were Organised

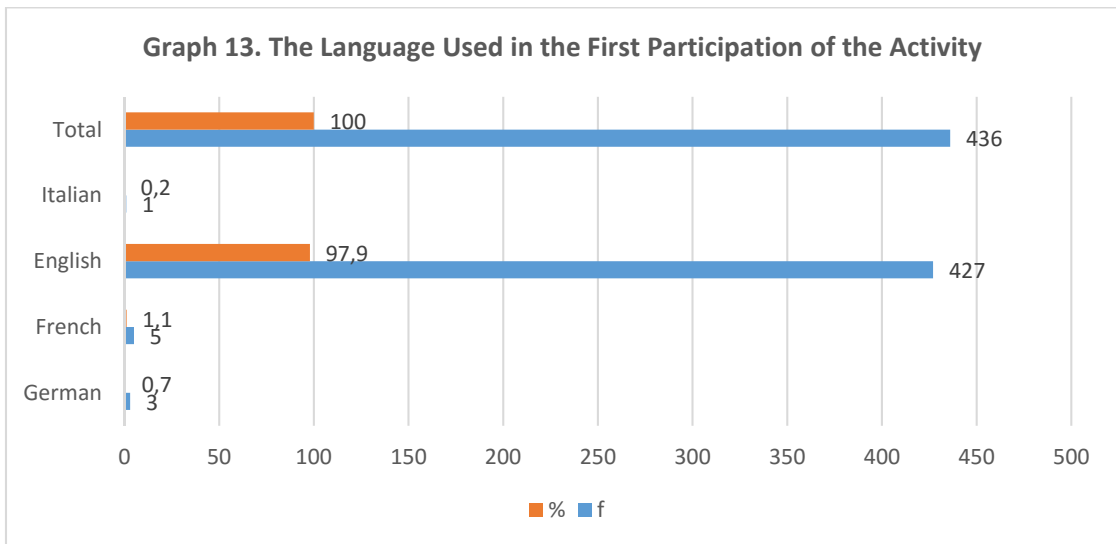
	Countries	<i>f</i>	%
1	Germany	2	0,5
2	Austria	3	0,7
3	Belgium	3	0,7
4	United Kingdom	291	66,7
5	Czech Republic	27	6,2
6	Denmark	1	0,2
7	Finland	2	0,5
8	France	8	1,8
9	Netherlands	10	2,3
10	Ireland	12	2,8

11	Spain	14	3,2
12	Sweden	1	0,2
13	Switzerland	1	0,2
14	Italy	37	8,5
15	Latvia	6	1,4
16	Hungary	1	0,2
17	Malta	11	2,5
18	Portugal	5	1,1
19	Greece	1	0,2
	Total	436	100

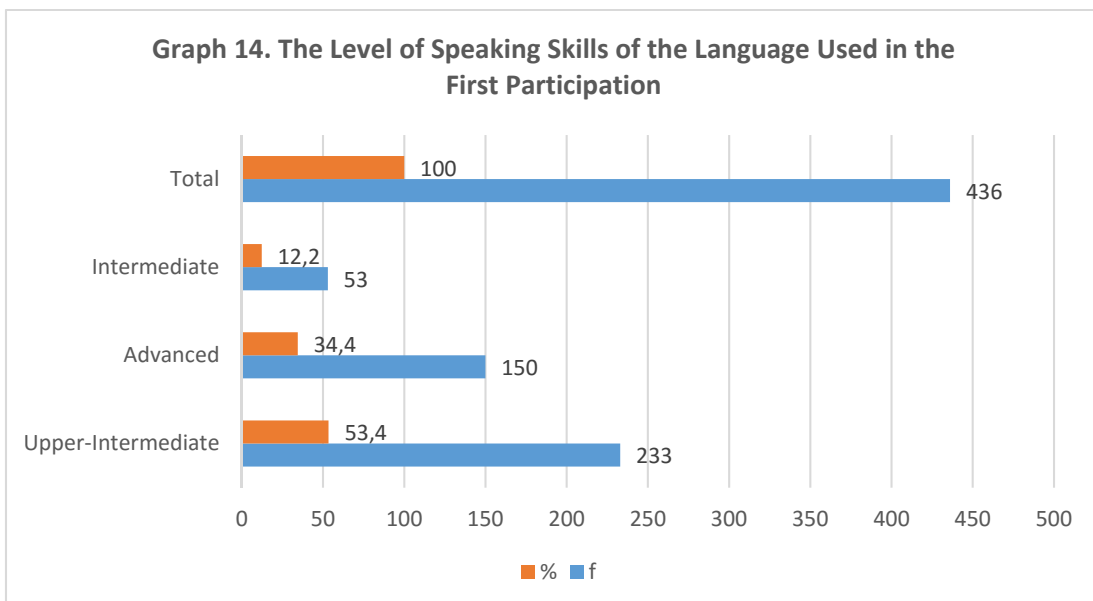
It is seen from Table 1 that the most preferred country is the United Kingdom. It can be considered that because the majority of the participants are English teachers creates such a result. It is also seen that second most preferred country is Italy.



When the Graph 12 that shows the distribution of the IST Activities of the Comenius Programme of the participants that answered the survey according to years, is examined, 26,1% (114 people) of the participants stated that they joined to the activity in 2013. When examined within the ranking framework, 16,5% of the participants in 2012, 15,8% of them in 2010, 14,4% of them in 2011, 9,6% of them in 2008 and 6,9% of them joined in the activity in 2007. The highest participation was in 2013. If it is considered that the acceptance decisions were made according to certain criteria, it can be said that there is an increase in the number of participants that matches these criteria over the years. This can be considered as a success of the promotion and dissemination efforts of the IST Activities of the Comenius Programme.

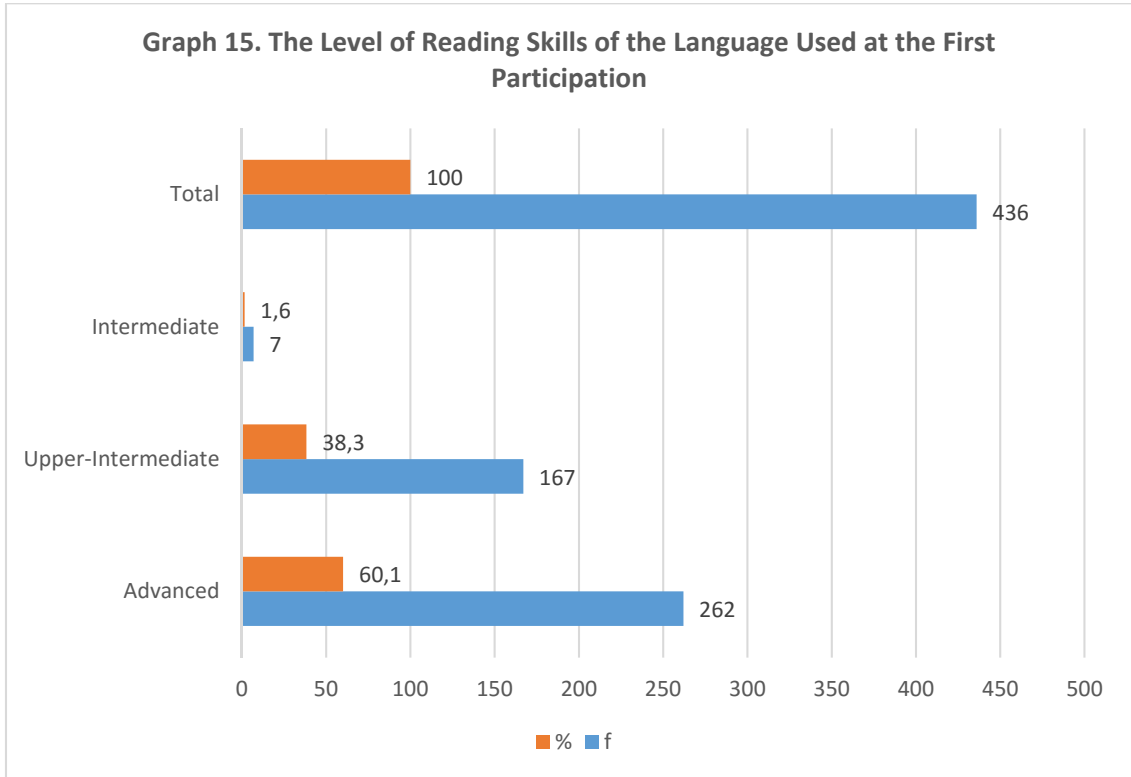


In Graph 13, the data is presented related to the language used in the activity that the participants first joined in the IST Activities of the Comenius Programme. When the graph is examined, the rate of the ones that indicated the activity language as English is 97,9% (427 people). The rate of the other language participants are in turn 1,1% (5 people) French, 0,7% (3 people) German and 0,2% (1 person) Italian.

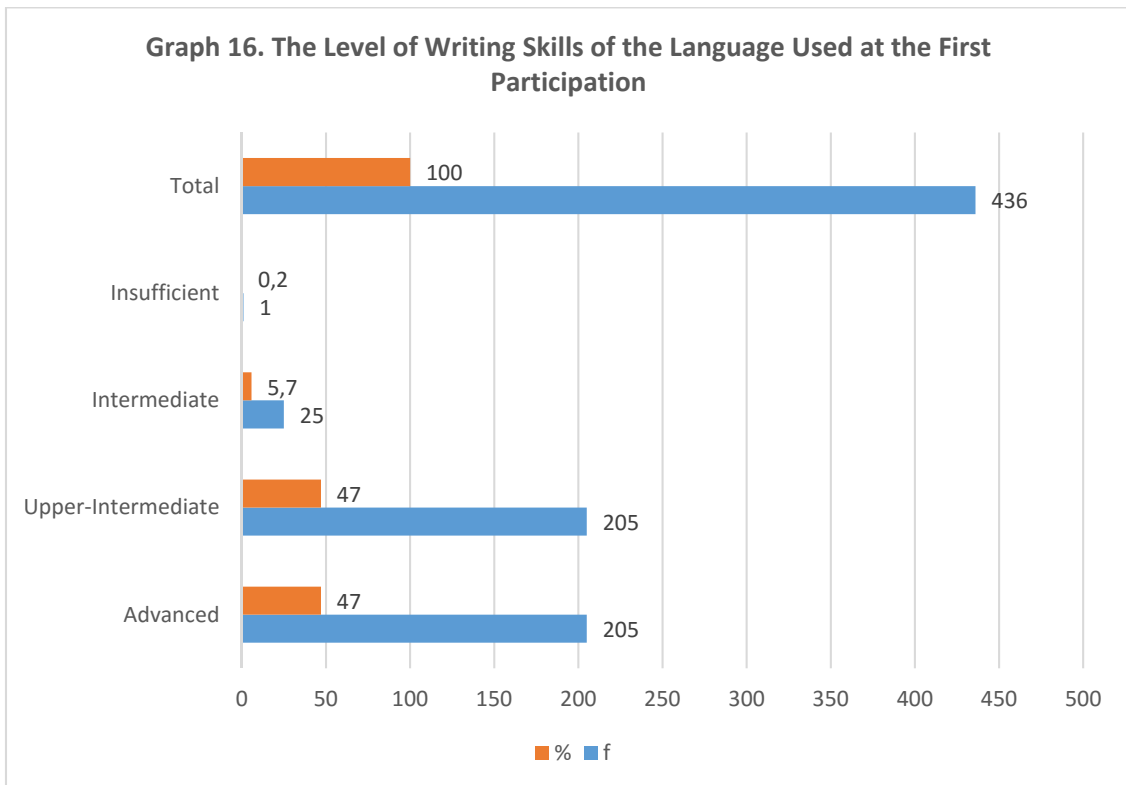


As in Graph 14 that shows the level of speaking of the activity language during the first participation to the IST Activities of the Comenius Programme of the participants that answered the survey, the rate of speaking the activity language upper-intermediate is

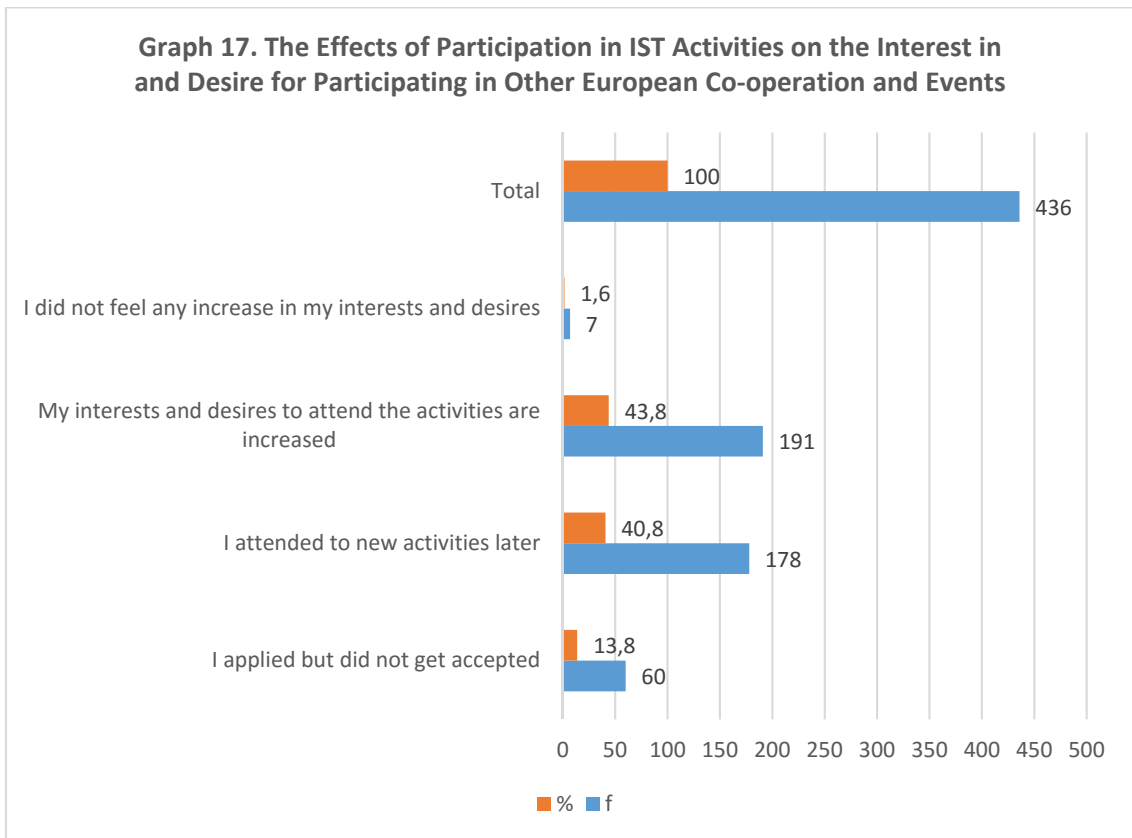
53,4% (233 people), the rate of speaking advanced is 34,4% (150 people). 12,2% (53 people) of the participants speak the activity language intermediate level.



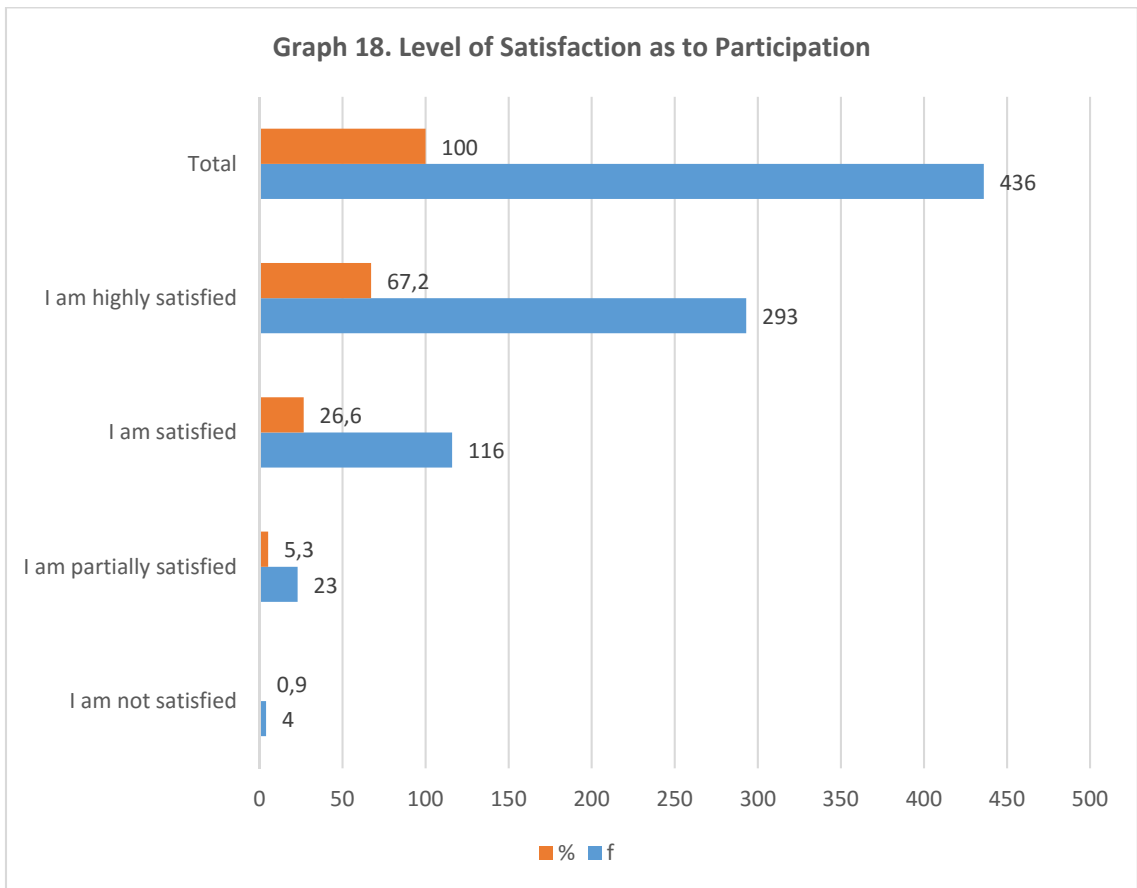
Graph 15 shows the level of reading ability in the activity language used in the first participation in the IST Activities of the Comenius Programme of the participants that answered the survey. When the data in the graph is examined, the participants who stated that the reading skills of the relevant language are advanced has the rate of 60,1% (262 people), upper intermediate level has the rate of 38,3% (167 people) and intermediate level has the rate of 1,6% (7 people). It can be considered that because the majority of the participants are English teachers creates such a result.



Graph 16 shows the level of writing ability in the activity language used in the first participation in the IST Activities of the Comenius Programme of the participants that answered the survey. When the data in the graph is examined, the participants who stated that the writing skills of the relevant language are advanced and upper intermediate has the equal rate of 47% (205 people). The participants who stated that the writing skills of the relevant language are intermediate has the rate of 5,7% (25 people) and insufficient has the rate of 0,2% (1 person). It can be considered that because the majority of the participants are English teachers and the language used in the activities is English affects the results in a good way.

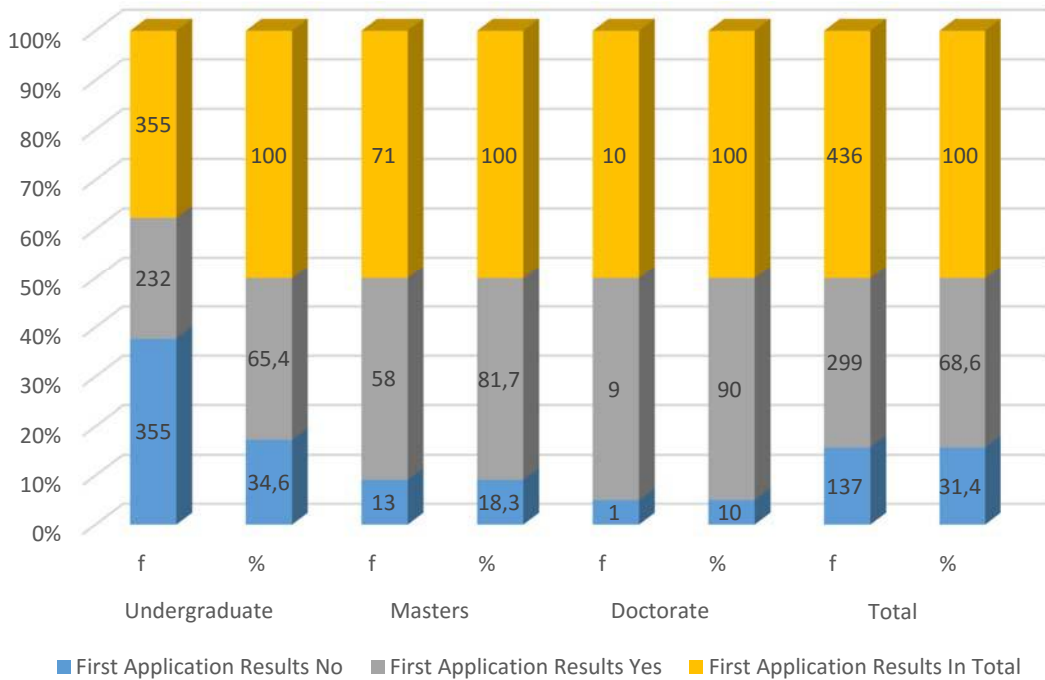


The effect of participants joining in the IST Activities of the Comenius Programme on the attitudes towards other European cooperations and events is shown in the Graph 17. According to the data in the graph, 43,8% (191 people) of the participants stated that their interests and desires are increased, 40,8% (178 people) stated that they did joined to the new activities later and 13,8% (60 people) stated that they applied but they didn't get accepted. Only 1,6% (7 people) indicated that they didn't have increased interests and desires. This is important that the general positive effects created on the participants match the aims that the In-service Training Activity had.

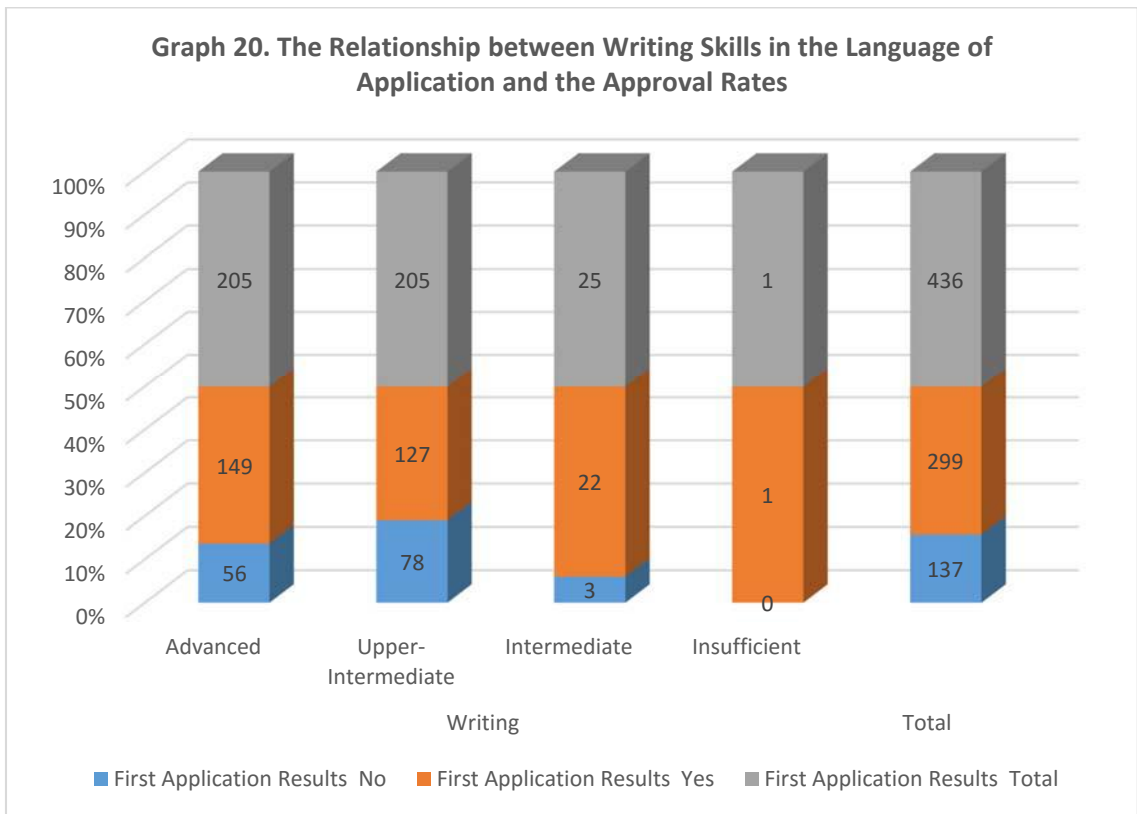


In Graph 18, the data about the satisfaction level of the participants in relation to the IST Activities of the Comenius Programme. 67,2% (293 people) of the participants are stated that they are highly satisfied, 26,6% (116 people) stated that they are satisfied, 5,3% (23 people) of them partially satisfied and 4 people (0,9%) of them stated that they are not satisfied. From this data it is seen that almost all of the participants are satisfied about the activities.

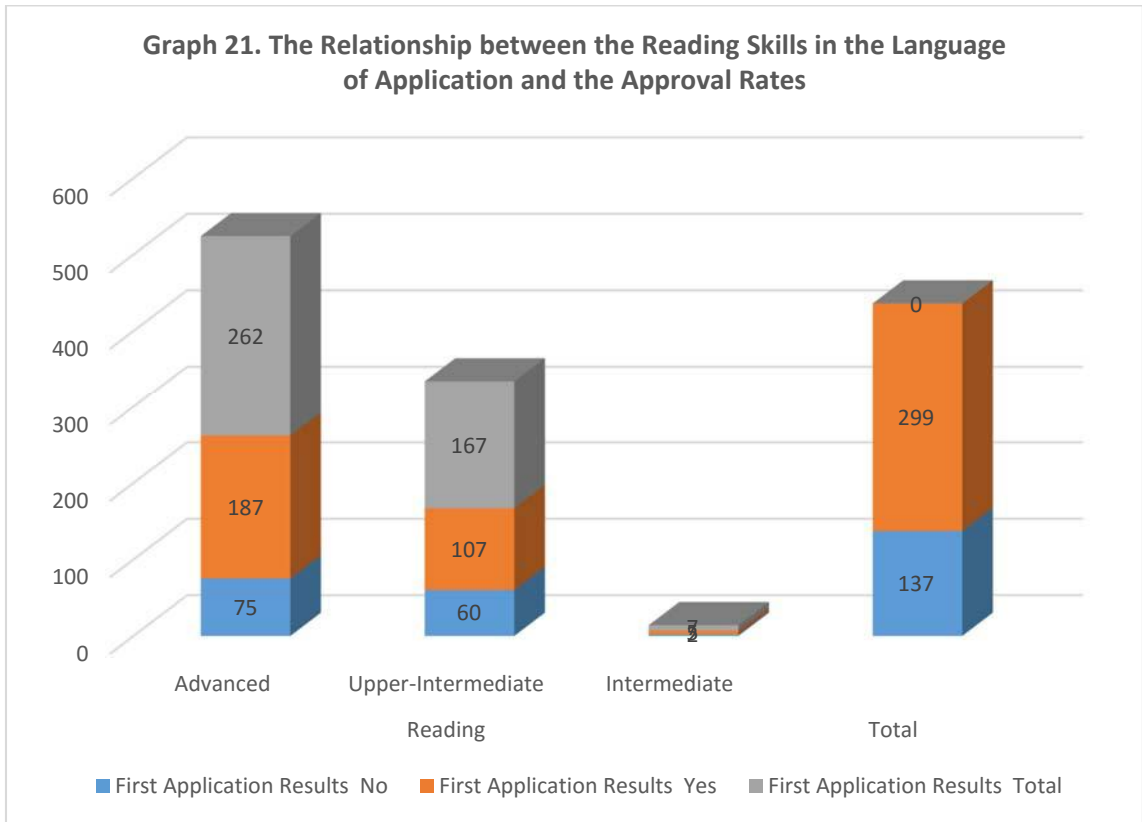
Graph 19. The Relationship between the Education Level and First Application Results of the Participants



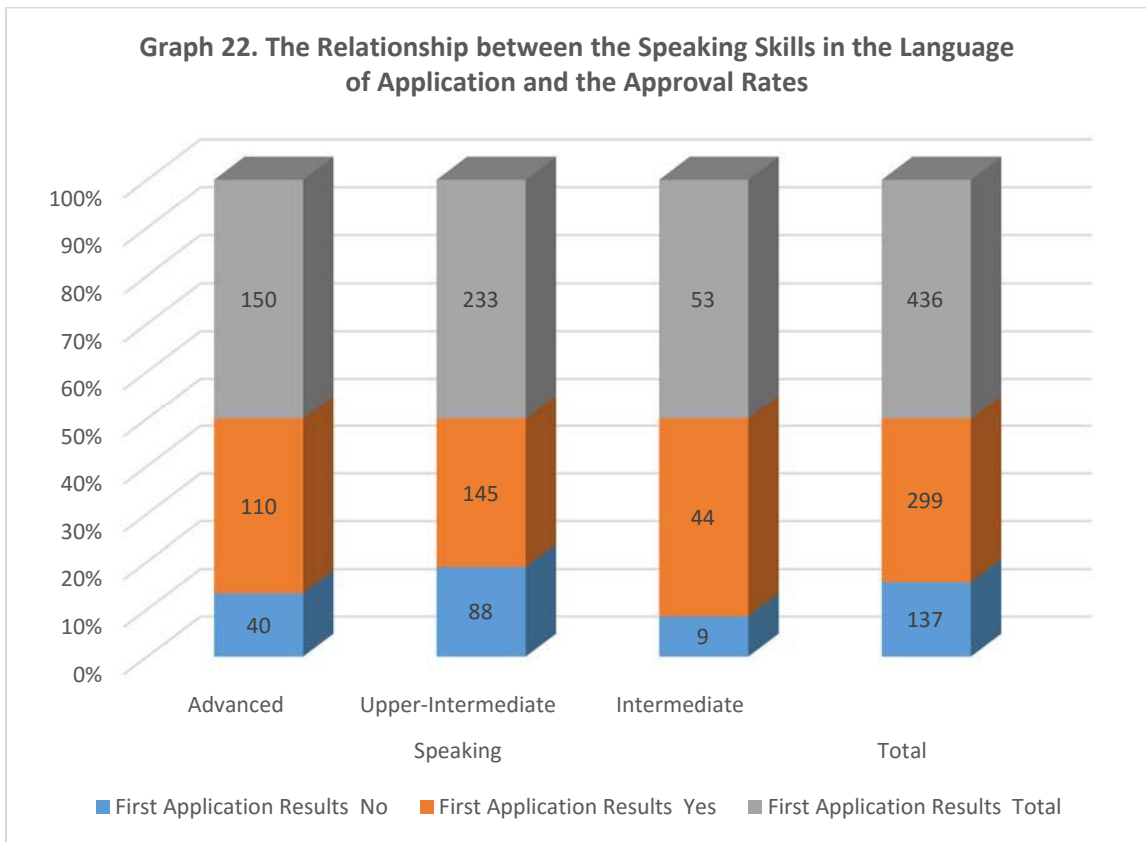
The application results that applicants get in their first applications in the IST Activities of the Comenius Programme and their educational level are presented together in Graph 19. When the data in the graph examined, 299 participants that accepted have the rate of 68,6% among the participants who answered the survey. When the educational level of the participants whose applications are accepted in the first time examined, 90% (9 people) have the doctorate, 81,7% (58 people) have master and 65,4% (232 people) have the undergraduate degree. On the other hand, 10% (1 person) of the participants who have doctorate, 18,3% (13 people) of the participants who have master and 34,6% (123 people) of the participants who have undergraduate are not accepted in their first applications. As it can be seen, the acceptance rate is increasing parallel to the educational level. According to the educational level, 90% (10 people) of the doctorate degree owners, 81,7% (58 people) of the masters degree owners, 65,4% (123 people) of the undergraduate degree holders are accepted in their first application process. There is a meaningful relationship between the educational level and the acceptance rate of first applications ($\chi^2=9,509$, $p<.05$).



In Graph 20, the data about the relationship between the writing skills in the language of application and the acceptance rates is stated. A significant rate of the participants (410 people) stated that their writing skills are advanced and upper intermediate. 149 of the ones that have advanced writing skills are accepted on their first applications whereas the 56 of them are not. 127 of the ones that have upper intermediate writing skills are accepted on their first applications whereas the 78 of them are not. 22 of the ones that have intermediate writing skills are accepted on their first applications whereas the 3 of them are not. It is possible to indicate that the writing ability is not directly determinative of the application results considering the rate of the accepted or rejected participants in their first applications in all levels of skills.

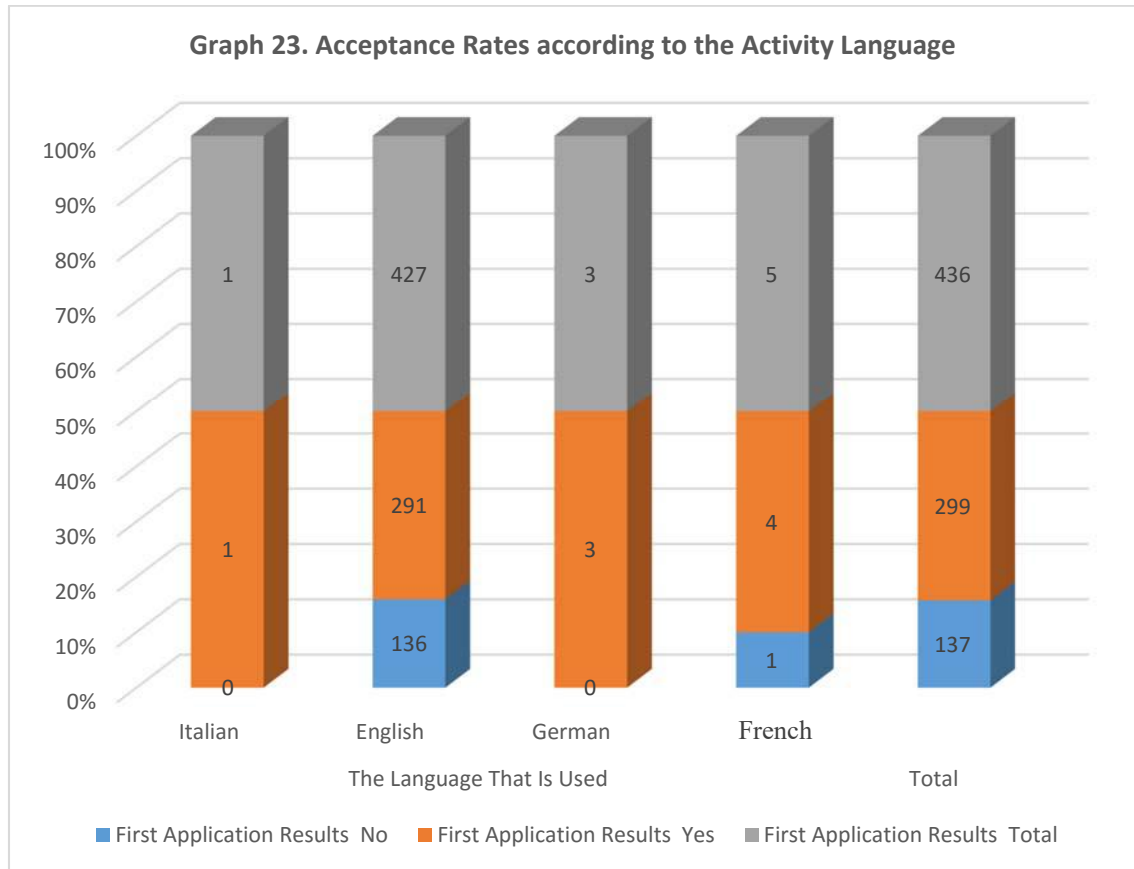


In Graph 21, the data about the relationship between the reading skills in the language of application and the acceptance rates is stated. It is seen that 262 of the participants have advanced level reading skills and 167 of them have upper intermediate level and 7 of them have intermediate level of reading skills. 187 of the ones that have advanced reading skills are accepted on their first applications whereas 75 of them are not. 107 of the ones that have upper intermediate reading skills are accepted on their first applications whereas 60 of them are not. Again 5 of the ones that have intermediate reading skills are accepted on their first applications whereas 2 of them are not. The rate of the applicants that are accepted on their first applications and the rate of the applicants that are rejected on their first applications in all levels of skills is similar or close to each other.



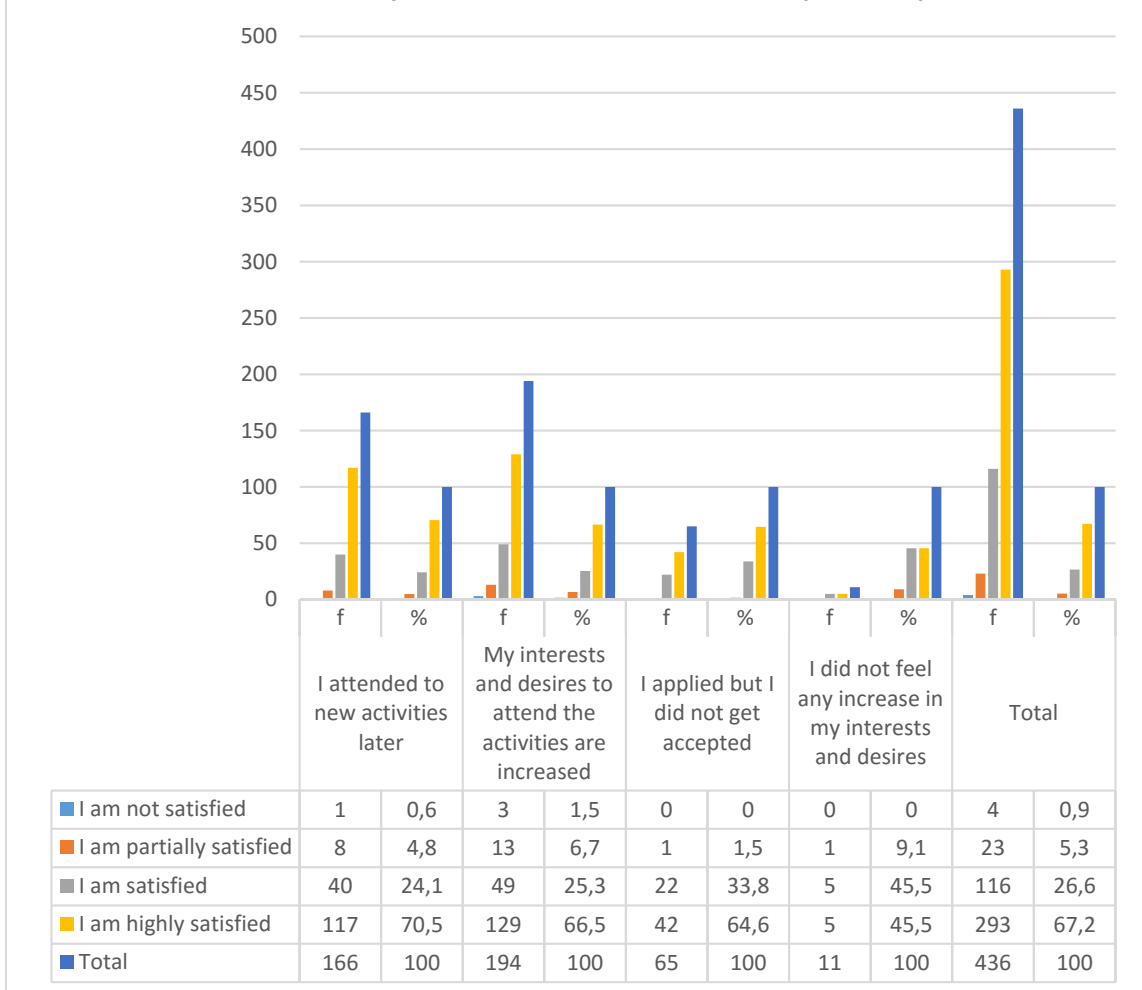
In Graph 22, the data about the relationship between the speaking skills in the language of application and the acceptance rates is stated. 150 of the participants indicated that their speaking skills are advanced, 233 of them are upper intermediate, 53 of them are intermediate. 110 of the ones that have advanced speaking skills are accepted on their first applications whereas 40 of them are not. 145 of the ones that have upper intermediate speaking skills are accepted on their first applications whereas 88 of them are not. Again 44 of the ones that have intermediate speaking skills are accepted on their first applications whereas 9 of them are not. It is suggested that there is a meaningful relationship between the speaking abilities stated by the participants and the acceptance rate of the first application. ($\chi^2= 11,058, p<.05$). Therefore, according to the data placed in all group of skills, it can be interpreted that participants who state they have upper intermediate and advanced speaking skills are accepted to in the IST Activities of the Comenius Programme and the ones that have intermediate skills are denied is not in question. Again it can be said that there is no relationship between the speaking abilities and acceptance. On the other hand, because these data based on the

personal statements it could be misleading. On the other hand, the general level of language has no effect on the evaluation grade and the every proficiency of language of the participants were not considered. However, it is necessary for them to get enough grades from the language exams to pass the pre-assessment.



In Graph 23, the data related to the language used in the activities that the participants applied to in the IST Activities of the School Education (Comenius) Programme. Almost all (97,9%) of the participants applied in English. However, it can be inferred that language is not indicative here if the rates of acceptance and rejection is examined in all the languages. On the contrary, the acceptance rates of other languages are higher than English (68,1%), Italian and German has 100% of acceptance rate and French has 80%. This can be explained by less competition in the activities in other languages compared to activities in English.

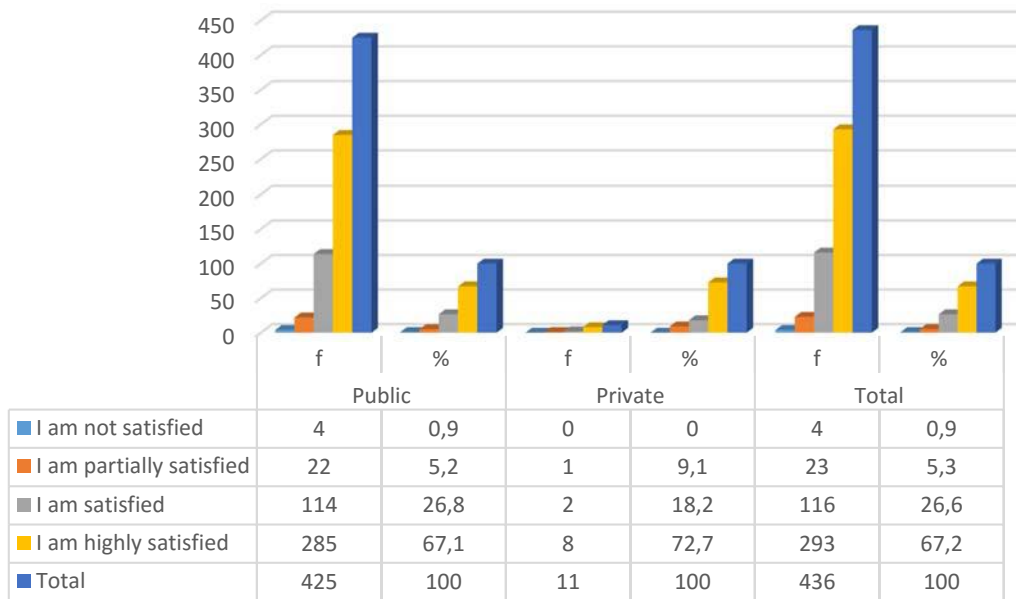
Graph 24. The Relationship between the Satisfaction Level of Participants Related to the Activity and Their Attitude towards European Cooperation



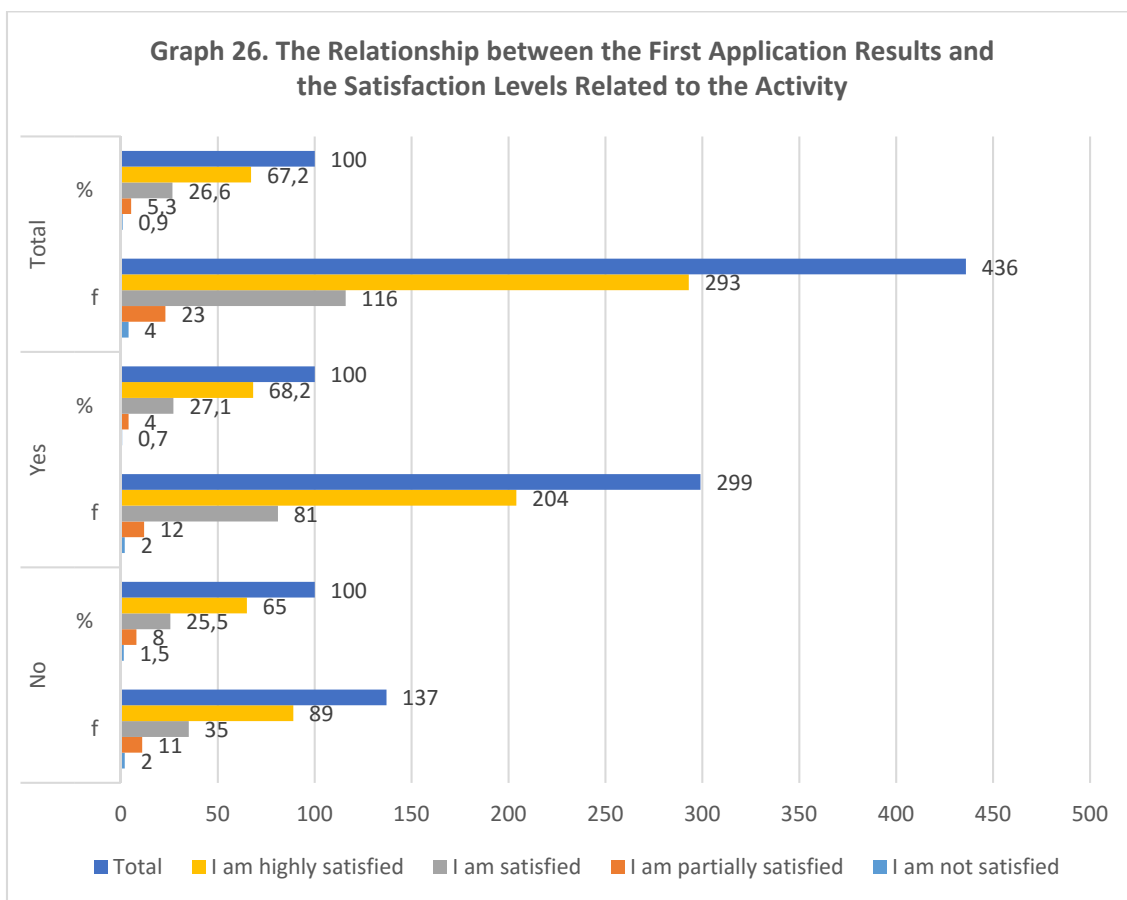
The relationship between the satisfaction level of participants that answered the survey related to the IST Activities of the School Education (Comenius) Programme and their attitudes towards co-operation with Europe after participation is presented in the Graph 24. When the data from the graph is examined, 67,2% (293 people) stated they are highly satisfied, 26,6% (116 people) are satisfied, 5,3% is partially satisfied and 0,9% is not satisfied. Within these ratios, the overall satisfaction level of participants related to the activity is high. When the attitude towards the co-operation with Europe after participation is discussed, the highest rate of the participants (70,5) who also participated later of the following activities, consists of the highly satisfied participants. Again in a similar way, 66,5% that stated their interests and desires to participate the

activities are increased, consists of the participants that are highly satisfied. 64,6% of the ones that stated they applied again but did not get accepted are also from the highly satisfied participants. It can be said that the ones that stated they are satisfied from the activity has a positive attitude towards the co-operation with Europe. 24,1% of the respondents who take place in new activities, 25,3% of the ones whose interests and desires are increased, 33,8% of the ones that applied to new activities and rejected, consists of the satisfied participants. Within these three categories, it is possible to say that highly satisfied and satisfied participants have positive attitude towards co-operation with Europe. Although 5,3% of the respondents (23 people) partially satisfied and 0,9% of the respondents (4 people) not satisfied they too have a positive attitude towards co-operation with Europe. For example, 4,8% of the participants that attended again to the following activities, 6,7% of the ones that have increased interests and wishes, consists of the partially satisfied participants. Also, it is observed that, 3 out of 4 participants that is not satisfied has the increased interests and desires and 1 out of 4 later attended to the new activities. As a result, it can be said that the positive attitude towards co-operation with Europe is present in all satisfaction levels.

Graph 25. The Relationship between the Satisfaction Level of Participants Related to the Activity and the Sector of Their Employment

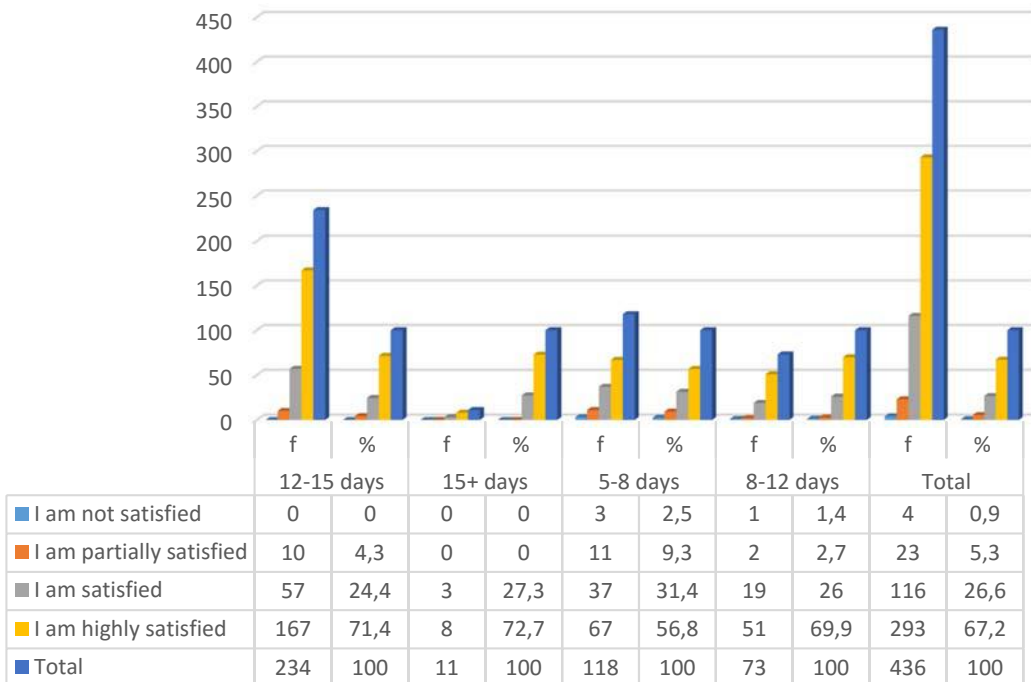


The relationship between the satisfaction level of participants that answered the survey related to the IST Activities of the School Education (Comenius) Programme and the type of sector that participants work is presented in the Graph 25. As a natural result of the sectoral distribution, the number of public sector workers are higher than the private sector workers in all satisfaction levels. However, it is observed that the satisfaction level related to the activity is higher in the private sector workers. When the rates of the satisfaction levels are examined, it is observed that 72,7% of the private sector workers and 67,1% (41 people) of public sector workers stated they are highly satisfied. The ones that stated they are satisfied in public sector is 26,8% whereas in private sector it is 18,2%. The ones that stated they are partially satisfied in public sector is 5,2% whereas in private sector it is 9,1%. All of the ones that stated they are not satisfied (0,9%) from the activity are public sector workers. None of the participants have stated that they are not satisfied in the private sector.



In Graph 26, the data about the relationship between the satisfaction level of participants that answered the survey related to the IST Activities of the School Education (Comenius) Programme and the first application results is presented. When the graph is examined, 68,6% (204 people) of the participants who are accepted on their first applications stated they are highly satisfied, 27,1% (81 people) are satisfied, 4% (12 people) are partially satisfied. On the other hand, 65% (89 people) of the participants that are not accepted on their first applications stated they are highly satisfied, 25,5% (35 people) are satisfied and 8% (11 people) are partially satisfied. According to these results, it can be said that the satisfaction level of participants who are accepted on their first applications is higher compared to other ones.

Graph 27. The Relationship between the Activity Duration and the Satisfaction Levels Related to the Activity



In Graph 27, the data about the relationship between the satisfaction level of participants that answered the survey related to the IST Activities of the Comenius Programme and the activity durations is presented. According to the graph, 12-15 days of activities form the activity duration that the participants accumulated most. However, it is understood that the highest satisfaction level is 72,7% (8 people) with the activities that lasts more than 15 days. 27,3% of them stated that they are satisfied. 71,4% (167 people) of the participants within the 12-15 day activities stated they are highly satisfied, 24,4% (57 people) of them are satisfied, 4,3% (10 people) are partially satisfied. Among the participants who take place in the activities that last 12-15 day and more than 15 days, it is seen that there is no one stating they are not satisfied. Within 8-12 day activities, 69,6% (51 people) of the participants are highly satisfied, 26% (19 people) are satisfied, 2,7% (2 people) of them are stated they are partially satisfied. Within 5-8 day activities, 56,8% (67 people) of the participants are highly satisfied, 31,4% (37 people) are satisfied, 9,3% (11 people) of them are stated they are partially satisfied. The highest

rate of participants stated that they are not satisfied (2,5%) is the ones that participated in 5-8 day activities.

As a result, as the activity duration increases the satisfaction level of the participants increased accordingly. In other words, when the data from the graph is considered, it is understood that the satisfaction levels of the participants and the durations of the activities are directly proportional.

3.1.2. Relevancy

The relevancy measure stated as an important measure of the Lifelong Learning Programme (LLP) both in the dimension of middle and long term strategies and priorities in the level of European Union and national strategies. Within the general and special aims of this research, relevancy, one of the basic measures, identifies the indication of how much consistent is the project outputs related to every programme or the aims and targets of the mobility activities stated both through the programme guides of the European Commission and through the reference documents at the national level. Therefore, it is necessary to start with the discussion of strategic aims and priorities of EU in the context of Lifelong Learning Programme and its relevance with the national strategies and priorities of Turkey in the interpretation of the findings related to the relevancy measure.

3.1.2.1. General and Specific Aims of EU Lifelong Learning Programme

Lifelong Learning Programme (LLP), founded Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 and came into operation as of 1st January 2007. The general aim is, with the process of Lifelong Learning for the society “to contribute for the development as an advanced knowledge-based society, sustainable economic growth, more and better job opportunities and social integration and for the protection of the environment for the next generations”⁷, LLP based on to support of the interaction, co-operation and mobility between the education and training

⁷ The aim of the Lifelong Learning Programme is stated in the first chapter of Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006. For the full text please visit <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006D1720&from=EN>

systems of participating countries through the projects. The aim of the programme is to match directly with the Lisbon Strategy⁸ and the aim of knowledge-based society. Turkey's participation to the Lifelong Learning Programme in the period of 2007-2013 is realized with the Memorandum of Understanding that signed in 30th May 2007.

The specific aims of LLP within the context of this main aim described as follows:⁹

- a) To contribute for Lifelong Learning to be more qualified and to encourage the high performance, innovation and European dimension in the systems and implementations in the field;
- b) To support the realization of the European area for the Lifelong learning;
- c) To help increasing the quality, attractiveness and accessibility of the Lifelong learning opportunities in participating countries;
- d) To strengthen the contribution of Lifelong learning to the social adaptation, active citizenship, intercultural dialogue, gender equality and self-fulfillment;
- e) To help the improvement of creativity, competitive power, employability and entrepreneurial spirit;
- f) To contribute to the increase in participation in Lifelong Learning Programme for all ages including the ones who are disadvantaged and have special needs independent from their socio-economic background;
- g) To encourage the language learning and the linguistic diversity;
- h) To support the improvement of innovative information and communication technology (ICT) based content, services, pedagogies and implementations for Lifelong Learning;
- i) To strengthen the Lifelong learning role in creation of European citizenship based on the understanding and respect to human rights and democracy and to encourage the understanding and respect to other people and cultures;

⁸ For the full text of the outcome proclamation of the Lisbon European Council of 23-24 March 2000 please visit http://www.europarl.europa.eu/summits/lis1_en.htm

⁹ For online access please visit <http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn=0> and http://www.utbyten.se/Global/program/llp/strategic_priorities_llp_2013-1.pdf

- j) To encourage the co-operation about the quality assurance in the fields of education and training in Europe;
- k) To encourage the best use of results, innovative products and processes and to exchange of good practices in the areas of Lifelong Learning Programme to raise the quality of education and training.

In the context of these sub aims of EU Lifelong Learning Programme Strategic Priorities¹⁰ indicated in 2007, it aims to strengthen the contribution provided by education and training to reach the aim of improving sustainable economic development, more and better jobs and with better social harmony to make EU the most competitive knowledge based economy. Each parts of the programme will prioritise the actions supporting the improvement of national lifelong learning strategies, strengthening the co-operation between the different parts of education and training system and the continuity of lifelong learning and achievement of key competences.

The priority areas identified in this framework, updated in the strategy document¹¹ prepared for the period of 2008-2010 and listed as:¹²

- a) To support the implementation of the Education and Training 2010 Work Programme in the aim of developing the quality, access and clarity of the education and training system in Europe by especially starting from early age, encouraging the consistency of all stages of education and training systems and improving the ways of flexible learning between different systems like the implementation of European Qualifications Framework;
- b) To strengthen the education and training role in Lisbon process both in Europe and national level to not only encouraging competitiveness but also ensuring the sustainable economic growth and social cohesion;

¹⁰ For online access please visit http://eacea.ec.europa.eu/static/en/llp_new/funding2007_en.htm

¹¹ For online access please visit <http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn>

¹² Translations from the original texts are under the responsibility of report writers, National Agency does not hold any responsibility in terms of possible mistakes done during translation process.

- c) To strengthen the role of higher education institutions so as to increase the competitiveness through the creation, dissemination and implementation of knowledge and innovation and to facilitate the access to higher education by encouraging equal opportunities and to ensure the strengthening the management in higher education institutions ensuring the perfection, the diversity of the institutions and the student by the action focused on system reform;
- d) To encourage the implementation of the priorities of Copenhagen process in national level to increase the quality and attractiveness of vocational education and training and the recognition of non-formal learning;
- e) To increase the rate of low participation of adult education that is an obstacle to the employment and the capacity of adapting to the fast changing work environment in many member countries;
- f) To support the achievement of more activity and fairness in the education and training systems by developing provisions especially related to the pre-school and disadvantaged approaches and strengthening the knowledge database of policy and implementation;
- g) To raise the quality of education and training especially teachers and instructors;
- h) To improve the mobility abilities of individuals by using the Europass framework, including the implementation of principles related to the quality of mobility indicated in the Recommendation Decision;
- i) To strengthen the sustainable development including the topics related to energy and climate through the actions in all education and training sectors;

In the framework of these strategic priorities,¹³ the programme priorities indicated for the School Education (Comenius) Programme for the period of 2008-2010 described as follows:

- The ones who did not have In-service Training fund in the previous two years within the Lifelong Learning Programme;
- The ones who applied to In-service Training developed by a project or a network within the Lifelong Learning Programme (or a previous programme);

¹³ Please visit <http://www.ua.gov.tr/docs/okul-ortakl%C4%B1klar%C4%B1/ek9783.pdf?sfvrsn=0>

- The ones who intends to implement Content and Language Integrated Learning, and integrated language policies at school, to update and develop teaching strategies, to research classroom based teaching methods and approaches, to implement team work and other methods of collaborative study, to prepare for the leadership positions at school, to develop the necessary skills to educate and instruct in classrooms that have a great diversity in terms of skills, mother tongue or culture.

The general priorities of Lifelong Learning Programme (LLP) for the period of 2011-2013, the prominent areas in the Europe 2020 Strategy dealt by seven main initiatives at European, national, regional and local level and four of them are related to education and training.¹⁴

- a) To encourage the co-operation between education world, education and business;
- b) To support primary and continuing education of teachers, educators and the managers of the education institutions;
- c) To encourage the acquisition of eight key competences during the education and training such as communication in mother tongue communication in foreign language, mathematical competence and key competences in science and technology, digital competence, learning to learn, social and citizenship competences, the spirit of entrepreneurship cultural awareness and expression;
- d) To encourage the community involvement and gender main streaming in education and training including the integration of immigrants and Romans.

Within the aforementioned general priorities, the priorities of School Education (Comenius) Programme described as follows:

- The individual student mobility in the context of ongoing or previous school partnership
- Participation to educational activities for teachers and other educational personnel (IST)

¹⁴ Please visit http://www.utbyten.se/Global/program/llp/strategic_priorities_llp_2013-1.pdf

- Preparatory visits for School Partnership, Regio Partnership, Individual Student Mobility, Networks and Multilateral Projects
- Multilateral and bilateral school partnerships involving the mobility of students and personnel within the partnership activities
- Comenius Regio Partnerships and Community of Schools in Europe (eTwinning).

3.1.2.2. Europe 2020 Strategy: Europe Strategy for Smart, Sustainable and Inclusive Growth (EU 2020)¹⁵

“Education and Training 2010 Work Programme”, the first concrete framework based on the common aims which laid the foundations of European co-operation in education and training, was developed by European Council within the context of Lisbon Strategy in March 2002. The aim of the work programme in question is the support of the co-operation in European dimension to improve the education and training systems of the member and candidate countries. The outputs from the work programme of “Education and Training 2010” and Education and Training 2020, the basic framework of European co-operation in education and training based on the strategies of EU 2020, are based on the European Council Final Declaration named “Strategic Framework for Co-operation in Education and Training” was published in the Official Journal of the European Union in 28th May 2009. The aims of this strategic co-operation, until 2020;

- a) To increase the personal, social and professional success and satisfaction of all citizens,
- b) To support the development of education and training systems of the member countries that aim to provide democratic values, social cohesion, active citizenship and intercultural dialogue.

In line with these co-operation principles, Education and Training 2020 Work Programme aims to support the development of education and training systems of member countries to overcome the obstacles that EU faces in the process of development and to enable everyone to access the Lifelong learning. Four main aims of

¹⁵ For online access for the documents that were used for this title please visit: <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

Education and Training 2020 in the European Council Final Declaration named “Strategic Framework for Co-operation in Education and Training” is;

- The practise of Lifelong learning and mobility,
- To increase the quality and effectiveness of education and training,
- To provide equality, social solidarity and active citizenship,
- To encourage the creativity and innovation including entrepreneurship in every stage of education and training.

In line with these strategic aims, it is suggested for member countries to develop co-operation in these areas until 2020. There are indicators and European benchmarks in the appendix of Council Final Declaration related to Education and Training 2020 based on the aims for the period of 2010-2020 intended for the measurement of the success in the strategic aims in question. The key indicators and measures listed as follows:

- Reducing the failure rate to less than %15 in the age group of 15 in the fields of reading, mathematics and science,
- Reducing the rate of early school leaving to less than %10, increasing the rate of access to higher education in 30-34 age group to at least 40%,
- Providing 95% of children between 4 years old and compulsory elementary age to participate in pre-school education,
- Increase the rate of learning foreign language, all EU citizens to learn at least one foreign language in addition to their mother tongue.

3.1.2.3. National Strategies¹⁶

Within the full membership negotiation of Turkey, Turkey adopts aims and priorities of EU policies in education and training as it is indicated in Chapter 26,¹⁷ named Education and Culture.

¹⁶ The information under this heading is collected from Turkey Lifelong Learning Strategy Document 2009 and Turkey Lifelong Learning Strategy Document 2014-18. Look for online access.

<http://mesbil.meb.gov.tr/genel/hayat%20boyu%20%C3%B6%C4%9Frenme%20dokuman.pdf> ve <http://abdigm.meb.gov.tr/projeler/ois/013.pdf>

¹⁷ For online access to the documents of collected info. <http://www.ab.gov.tr/index.php?p=91&l=1>

The studies related to Lifelong Learning System in Turkey gain speed from 2000s. In this context, Lifelong Learning Strategy Paper for the period of 2009-2013 is prepared regarding the 9th Development Plan and accepted with 05/06/2009 dated and decision no. 2009/21 by Higher Planning Council. The activities consist of 16 priorities and 68 precautions that embodies all the topics about education/training from pre-school to adult education, arranging legislation to financing education is implemented by related institutions and organizations.

The aim in the preparation of the document that transforms the adopted approaches in the Lifelong Learning System to national strategies, is to compose a Lifelong Learning System that can meet the needs and expectations of the society in Turkey and to make the system operative and sustainable. In Turkey, there is a need for strengthening the educational infrastructure and increasing the quality in parallel with the developments related to the perception for Lifelong Learning that perceived in a way to cover all the education. When taken into account the decisions of “2010 Lisbon Common Education-Training Aims” generated within the scope of decisions taken in Lisbon Summit, decisions of European Commission, the special needs of Turkey and the criteria of EU the national priorities indicated as follows:

1. Preparation of a legal regulation which clearly indicates the tasks and responsibilities of contractors for the coordination of Lifelong Learning
2. Constitution of Lifelong Learning culture by increasing societal awareness
3. Strengthening of data collection system for effective monitoring, evaluation and decision making
4. Increasing in the literacy rates by acquiring literacy skills
5. Increasing in the rates of enrolment in all education stages especially primary education
6. Making the physical infrastructure of education institutions and the number of personnel and their qualifications suitable for the needs
7. Updating constantly the curriculum in accordance with the changing needs
8. Increasing the use of the information and communication technologies so that the individuals can adapt to the changing needs of the date

9. Giving special importance to the disadvantaged people in the process of Lifelong Learning participation
10. Strengthening the vocational guidance services within Lifelong Learning
11. Foundation of quality assurance system through activating the vocational qualifications system
12. Facilitate the transition between school to work-work to school and education programmes
13. Reaching the competitiveness level in terms of the quality of labour force
14. Ensuring the financing of the Lifelong Learning shared by the contractors
15. Increasing the international co-operation and mobility within Lifelong Learning
16. Supporting the activities of Lifelong Learning to increase the elderly people's effective participation in social and economic life.

3.1.2.4. National Priorities within the In-service Training Activities of the School Education (Comenius) Programme Conducted between 2007 and 2013

When the calls for proposal of the Lifelong Learning Programme (LLP) of the Presidency of Centre for EU Education and Youth Programmes between 2007-2013 is examined, it is seen as the complementary to the General Calls for Proposal published by European Commission. National Calls for Proposal includes the European strategic priority areas that will be valid for all participating countries, eligibility requirements for each programmes and administrative and financial provisions. It is emphasized that these rules are in the same degree in the project proposals that are going to be submitted by our country within the context of National Calls for Proposal prepared during the period of 2007-2013 and in the individual applications. Due to the programme rules, declarating and stating administrative measure for every decentralized sub programme and activity that is conducted by the National Agencies of the participating countries and matters that are going to be valid in our country such as national priorities, administrative measures and the national grant amount on the condition of having the upper and lower limits that the Commission stated, take part in the documents of National Calls for Proposal for the period of 2007-2013.

National priorities included in the calls for proposal in question can differ according to the years. When the National Calls for Proposal 2007, which is the year of starting the programme, is examined, it is stated that the applicants who have following qualifications will be evaluated prior in the applications of courses, seminars and conferences within the IST Activities of the Comenius Programme:

1. Teachers who are directly communicate (teaching) with the students in formal education institutions,
2. Teachers and administrators who haven't have financial support within any programme,
3. Teachers and administrators who work in public institutions and in the socio-economically and geographically disadvantaged regions,
4. Teachers and administrators who work in formal education institutions especially in pre-school and special education institution for handicapped children,
5. Teachers and administrators who intend to attend in the courses/activities based on the more common use of Information and Communication Technologies (ICT) in education,
6. Teachers and administrators who work in institutions that conduct a Comenius project and intend to attend to job shadowing/placement activity and relevant attendants of faculty of educational sciences that conduct a Comenius project,

In the Calls for Proposal 2008 and 2009, national priorities are almost same as follows:

1. The teachers who are directly communicate (teaching) with the students in formal education institutions. In the call for proposal of 2009, the applicants who educate the teachers in higher education institutions and the administrators added to the matter,
2. Teachers and administrators who haven't have financial support within any programme,
3. Teachers and administrators who work in formal education institutions especially in pre-school and special education institution for handicapped children (administrators excluded in 2009 call for proposal),

4. The cities that five or less teacher benefited from the activity in the previous years are prior.

In the call for proposal 2010, 2009 priorities are standing in the context of the 4 matters above mentioned, in addition to that “The pre-school, primary and elementary school general subject area teachers have priority over the foreign language teachers” statement is added.

Calls for proposal of 2011 and 2012 have the same national priorities based on implementation. According to that;

1. The applicants who did not get any fund in the last two years within Comenius In-service Training, Grundtvig In-service Training and Study Visits are prior.
2. General subject area teachers in pre-school, primary and elementary school have priority over the foreign language teachers.
3. Teachers who work in formal education institutions especially in pre-school and special education institution for handicapped children.

In the call for proposal of 2013, the national priorities are stated in two matters:

1. General subject area teachers in pre-school, primary and elementary school have priority over the foreign language teachers.
2. Teachers who work in formal education institutions especially in pre-school and special education institution for handicapped children.

3.1.2.5. The Relevance of the Lifelong Learning Programme (LLP) with the National Policy Aims

The question of to what degree that LLP aims contribute to the national policy priorities, lifelong learning strategies and socio-economic needs, is one of the key questions which is analysed in a detailed way in the Mid-term Evaluations of the EU Lifelong Learning Programme. These analyses are made generally within the country reports, the current situation in different countries is collectively evaluated. For

example, in the Mid-term Evaluation Report 2011¹⁸, participating countries in general, including Turkey, indicate that the LLP aims are relevant with the national policy priorities, lifelong learning strategies and socio-economic needs. Same point is emphasized in the focus group interviews made with the specialists from the National Agency. The answers about the general aims and strategic priorities of LLP and the relevancy of the national aims and priorities are generally positive.

N.A. “If we look from the viewpoint of national priorities, they are general to the strategies that Ministry of National Education (MNE) stated. I assume that increasing the quality of education always stands in the agenda of MNE. We can say that it matches in a large scale. Again specifically there are national In-service activities organized for teachers in the country. One of the questions that are already in the application forms is this: Why do you want to get the education abroad instead of here? What is added value? It matches generally in a large scale.”

As it is stated in the 2011 Mid-term Evaluation Report, LLP aims are accepted as the key areas for the further development of national education and training implicitly or integrated to the national policy documents of most countries.

As it is describes in the part that national strategies are discussed, Turkey shares the aims and priorities of the EU policies in education and culture. In the interview with the National Agency specialists, the topic of based on what the national priorities are stated emerged as one of the most important elements of the relevancy discussion. The specialists’ opinions are match about the acception of EU as the main framework for the strategic aims and priorities related to the LLP whereas the national priorities, staying in this framework, stated by getting picked from the country needs detected by different institutions.

N.A. “Of course EU had its priorities, in that period, in line with the EU priorities, the national agency of each country determine their priorities according to the legislation of their own country. It is given extra points to the applicants that come from the low applicant rated cities.”

¹⁸ For online access please visit

http://ec.europa.eu/dgs/education_culture/more_info/evaluations/docs/education/llp2011_en.pdf

N.A. “From the national needs stated within the context of EU priorities (benefiting from the reports of National institutions), the support policy of the areas determined by the National Agency is adopted.”

N.A. “The general policy of the National Agency is to provide the fairly distribution of the fund in hand to the different parts as it is general. In this framework, because there are deficiencies about Turkey related to the priorities of the European Commission, in the point of priorities the policy of reflecting these to the administrative measures is followed.”

N.A. “Supports coming for disadvantaged people, from the perspective of our target group, the applications from the institutions get extra points. There are that kind of priorities. In addition to that, there are restrictions at that term, for example same person cannot benefit from the same activity two consecutive years, there were controls about that.”

N.A. “Not as policy priority in general, for example we were taking precautions for supporting the preschool education to put forward the institutions that give special education. We decided these as the National Agency but there were no national policy study behind. We had the support policy for the areas that we decided.”

N.A. “Our target group was different, applied by the schools but NGO’s were the institutions that we expect more applications from. The institutions that we especially expected them to apply were the institutions like libraries or old people’s home. We were taking precautions to increase these applications because there were no applications from these institutions. Every year statistics were prepared by looking to the applications and with that Agency would do what is needed for every programme unit based. But as far as I’m concerned, European Commission asked for a suggestion before the application, these priorities had added criterion, for example it was written as a criterion in the national r calls of proposal.”

The other point that the specialists underlined is, the national necessities in Turkey substantially matches with the priorities that the Commission stated. One of the examples related to this revealed within pre-school education. To support the implementations of pre-school education field which is one of the most important necessities about the education in Turkey, between 2010 and 2013, MNE General Directorate of Basic Education, with financial support of EU, technical support of UNICEF the Improvement of Pre-school Education Project has been carried out. Again

in Turkey, the education of disadvantaged groups has an important place in the national necessities.

N.A. "I have to add this too, The general policy of the National Agency is to provide the fairly distribution of the fund in hand to the different parts as it is general. Our aim is for different people to benefit instead of same people benefit over and over. By ensuring that, thanks to the frameworks that the European Commission put, there are some points based on for example; adult education. Things like putting forward the education of Romans, disadvantaged, homeless children, different groups or putting forward institutions like library, prison, old people's home in accordance with the European Commission's priorities. Related to the rules that the European Commission put, there are deficiencies about Turkey related to the priorities of the European Commission, in the point of priorities the policy of reflecting these to the administrative measures. In that period the General Directorate of Lifelong Learning was just in the phase of foundation. When it was founded there was an opinion exchange with us and Ministry of National Education (MNE). Communication was able to be done about the adults at the moment of the implementation of the programmes. But there were meetings about the school education way before. Mostly preschool education had to be strengthened in the school education. This was in the priorities of the European Commission. Therefore, as the selection of this we managed the processes by giving the groups extra points."

N.A. "After 2007 with Erasmus+ programme period 2014-2020, I have been in the studies conducted with the Ministry for EU Affairs. From this point, our Ministry has an effort to achieve the parallel relationship between national strategies, policies, development plans especially in the new period and the National Agency."

N.A. "In the Erasmus+ programme period, the structure of the work programmes that we presented to the European Commission has changed. European Commission prepared a plan completely in a strategic framework. That is why we just answer what we will do in this year, how many meetings etc. But now in terms of strategic framework when it is asked what we will do, we present a document officially approved. As this document is prepared with colleagues who work at different programme units in National Agency, the awareness has increased in this sense. To be able to do, they examine the development plans, Ministry of National Education (MNE) plans, the documents of General Directorate of Lifelong Learning and the documents of Council of Higher Education (CHE). But before, this study was an

implementation that made in the upper level and transferred to the lower level. Now, compulsorily all the documents are in the strategy studies suitable to the work programmes.”

Two issues that was underlined in the Mid-term Evaluation Report 2011 carried out by European Commission, are more mobility and internationalization of the education and training systems that are also within the most important aims of LLP. Generally, internationalization understood as international co-operation and establishing partnerships between educational institutions. Therefore, internationalization is closely connected to increasing the quality of education and training, increasing the clarity and opportunity to work in intercultural environments. LLP, is seen as the main driving force in the internationalization of education and training in many countries. When considered within the scope of both aims, national needs are also relevant to the aims.

N.A. “We supported hundreds, may be thousands of people, every time we sent one person to one activity. Of course we can see that its individual contribution is huge. Some of them are already on a very high degree so we also know that there are activities that have no impact on participants. Some of them really effective in terms of career and lifelong learning, but I think that it is a small percentage. I also think that another small percentage that does not contribute. But at least going abroad and coming back contributed in terms of gaining experience, knowledge and skills.”

In the indication of national aims, the issue that the extent to which qualities of applicants stand forward, is an important parameter within the aims of LLP. When considered from this point of view, although LLP has a wide range of target group, bring together the fact of limitation with participants who know English in Turkey specifically. On the other hand, the aims of internationalization of education and training system and more mobility, in the national context, includes only the groups who know English.

N.A. “Actually the target groups are teachers, education personnel, administrators. These are the target groups who would apply to school education. But what is happening is that English foreign language teachers are dominating it. We as the National Agency put the language criterion, the ones that makes the situation are English teachers of graduated teachers from faculties that give education in foreign languages reveals the profile. This

happens a little due to the need because the language used in the activity is mostly English. We put the language criterion in terms of ensuring the quality, the reason is that demand is too much and we need to limit the demand.”

N.A. “We had to evaluate this, the person who goes abroad for individual activity, need to be able to benefit from the activity. We heard reproaches time to time from the course providers that they did not attend to activities because they don’t know foreign language. Therefore to eliminate we put the foreign language criterion. That, willingly or unwillingly reveals the profile that meets the criterion and these would be the foreign language teachers. Or in the adult education, academic group come to the foreground because in the academic group when we say the ones that give the adult education, it would be academicians and about language, they are more successful than a teacher from the adult education centres. Therefore, the profile goes itself to a certain point, the ones who think that they can really benefit would be English teachers or who are good at foreign language.”

The issue that the extent to which both the aims of European Commission and the national aims are achieved, revealed as the hardest issue to be stated because there is no measurement system.

N.A. “One of the most important things that are mentioned is the intercultural dialogue, encouragement of active citizenship, increasing the foreign language learning stated as the higher headings. With the Erasmus+ programme these things entered into the numerical targets and become measurable. But before that, the headings that put in the broader framework of the implementation of the programme, there are sub-activities that serves to these headings. But there was nothing to give you numerically to answer the question of how effective the programme is. only your impressions and evaluations etc. from the documents that you read can be a tool for you. Therefore, the question of how effective the programme is explained by only impressions.”

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

According to the European Commission's Interim Evaluation Report 2011, besides the importance of the objectives of the Comenius sectoral programme depends on national contexts, many of the countries in which Turkey is included, particularly emphasize three objectives: Increasing the quality of education and training, higher accessibility to learning opportunities and learning foreign languages. National reports advocate that

these objectives can be achieved by means of "exchanging good practice, implementing innovations, encouraging the acquisition of basic living skills and competences as well as creativity and competitiveness". The realization of these three operational goals is closely linked to LLP outputs, such as higher mobility, increased volume of school partnerships, and improvements in interdisciplinary pedagogical approaches. To learn foreign languages, to develop a common understanding of language diversity and cultural diversity are the other very important objectives. It is emphasized in the European Commission's Interim Evaluation Report 2011 that these objectives will contribute to the education system to become more qualified, access to learning opportunities and personal development.

It is necessary to consider the beneficiaries of the LLP programmes in assessing whether these goals are achieved or not.

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

E.G.3. "It was 100% related to my field, it was a training programme related to new methods or revised methods related to methods. During the lessons for 2 weeks, there were trainings about what other different trainings we can give, what we can use, what we use, what we do not use and how we should use them. "

K.G.2. "Yes it is an exactly overlapping course, teacher information course."

E.G.4. "It was very related. I'm an English teacher. The activity I participated in was the use of technology in English teaching. "

E.G.6. "It was directly related. It was about the use of the internet in language teaching in the courses. "

Participants stated that there is consistency between the program's content and the announced objectives of the programme and they exemplified this in the context of their activities:

E.G.2. "They certainly had a good organization in that regard. Our subject was evaluation of the new techniques that emerged in primary education, we talked about totally new, and there were innovative ways of thinking about which methods should be used if there is an innovative approach."

E.G.3. "Of course, one-to-one same things, everything they showed us was consistent with our aim and they were taking it a little more serious so they gave point to their aims at every minute and hour and it was very useful."

K.G.3. "Yes it was, but this subject needed to be modernized a bit."

K.G.1. "So, for example, the school was aimed at younger age groups, where we were on school visits at the secondary and high school levels, while in the young age groups we visited one school and the other two addressed the middle school and lychee. "

In the context of other people involved in the activity, there are different approaches to the needs of the group and the extent to which education overlaps. Especially the English language level, the fact that the participants are teaching at different levels of education, the skill differences in terms of technology use, can be listed as the most negative factors mentioned in this issue.

E.G.1. "This was useful for me because I was a foreign language teacher, but there were also classroom teachers from other participants in the group. I do not know which aspect they benefited from, of course, it was useful from my point of view to work with a method on learning foreign languages from my own perspective."

K.G.1. "We got a 3-day training from a teacher from Oxford, he/she was addressed to every group we did not get bored, and a second lady came, she explained at kindergarten level, she was more introverted in teaching English to the illiterate students. Truly we were not interested. "

E.G.3. "The teachers who come there are English teachers. They were there to develop their own training methods, to learn how different training methods were conducted in different countries, and education was entirely directed at it. There were 5-6 groups and they were divided into different classes, because we are vocational high school, we have put together with vocational high schools from different countries so that we see how the education is different in vocational high schools, to what they give importance, they did this to unite and to make prospective projects.

E.G.2. "It's like they were all people out of primary. There was a group from the nursery kindergarten, but with an arrangement that did not distort much, but obviously it was changed to fit them in harmony. "

One of the participants in this issue refers to the age difference between the participants and the negative effect of it on learning:

E.G.4. "They had differences, some of the teachers were 50 years old. I was young, a new teacher at that time. I have learned to use technological tools better

than other friends, technically, but this did not cause much trouble. For me this was a slow process, perhaps if everyone were on the same level, maybe in that two weeks we could have understood more things or could experiment with technology. "

Different approaches are also striking about 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 participated contribute to their institutions:

E.G.2. *"Our institution is an institution that is constantly working on new curriculum, we wanted to improve continuously. When I returned from training, I saw a lot of benefits when I went into literature classes, because I showed new examples, lessons that used new strategies or something. Our institution is a very innovative institution hence was very nice. "*

K.G.2. *"I think it's very relevant. For example, we had an initiative to make a school project, and there is an awareness of yes we can do it in a positive way. "*

There are also participants who associate the contribution to the organization with their experience encouraging more for their colleagues:

E.G.3. *"No one in our institution has never applied to another Comenius before me. Teachers and our school were doing projects but they were not informed that they could go and be trained individually. When I went, when they heard that I would go, when I returned, when I shared my experiences, each of them started thinking about doing something, and even started to write projects and project groups were created. Apart from that, when we shared our experiences they tried to adopt those ideas themselves. "*

E.G.5. *"What makes institutions really is people. I went there, when I returned there was conversation how we could benefit from the opportunities. We encouraged our English teachers or other friends in another area, and we tried to send them. Some of them have gone. In that sense, yes, I think that it is an improvement in the institutional sense. "*

E.G.6. *"The course does not have a direct effect, but the fact that I have been there is encouraging other teachers. Then two friends also applied. Friends working in other schools were also asking, it was encouraging, effective. We published it on our website. The school has also benefited seriously from this point of view. "*

On the other hand, the fact that teachers are assigned to other institutions has sometimes created an obstructive situation in the context of institutional contributions:

E.G.5. *"I reached out to friends in the school, I told them about the new things I learned and then I gave general information to the whole school about the*

programme and a general presentation about the seminar I have taken. We were going to open up to other schools but there was an appointment, so I could only reach my friends at my institution. "

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

E.G.1. *"When I was practicing the training on my students, I realized that it was actually a good thing to do, but then I actually saw it while practicing, not learning it there. In this sense, I think that it had been beneficial for my students to perform on the stage or in foreign languages, write scripts with them and work on them. "*

Another view is that such activities are not merely contributing to the institutional context, and is actually beneficial for students:

K.G.4. *"It was beneficial for the students, but not for the institution generally. Although I have tried, there is not such a sharing in Turkey, I did not disseminate it very much, at least in institutional culture. "*

Encouraging tolerance and respect for intercultural dialogue and other cultures is emphasized as one of the most important goals of the LLP. In this sense, participants pointed out that their contribution to realizing this goal is considerably 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 were 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.2. *"For example, we were going to prejudge that the social life in Europe is over, that the young people are morally degenerate, their culture seems to disappear in a sense, but we have learned that it is not the case, they have also social structures, institutional constructions, religious identities, young people have problems similar to those of our teenagers. "*

They also talked about the positive effects of these differences in their interpretations of the cultural differences they encountered during the activity:

O.G.4. *I did not come back with a situation that difference made me hurt or offend. On the contrary, I learned new things and also taught them. I've been studying the culture that I think is foreign to me. There, I have communicated and*

interacted. We have also created a point of view for them by conversations about our own cultures and arts.

***O.G.2.** I think responsibility in this regard falls to some of the course providers. My first course was a two-week course. There were many eastern bloc countries and two Turkish people. One of our course providers has given us an assignment on the last day of the lesson. Each country will present its own country. Each of us told our own country. It was a very good binding event. In the meantime, our word mistakes were taken care of, we were warned. I learned a lot about both linguistic development and other countries. It is very useful if the course providers do these things.*

***E.G.4.** " I felt a little closer to the Spanish culture, not the full explanation of the reason but there is something about Spanish that when I hear the language that sounds like a melody to me. There were also Spanish friends who were of course speaking Spanish among them. Since then I have an interest in Spanish culture. "*

***E.G.5.** "No matter who does what job there, everyone has learned to do their job on time. There is a certain system, there is no need to warn. I am most surprised that everyone thanks everyone. Everyone you know or do not know say hello to you, thank you, say good morning. It is less among us " .*

***E.G.6.** "Dutch culture, hardworking people. I saw women working in construction. I saw tradesmen shut the shops early, they do not like too much advertising in the sense of business, I saw they are a little more satisfied and not greedy. "*

Given the fact 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, I got up on the subway and gave my seat to an old lady at evening time. She was amazingly 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 one in a billion case that an English invites a stranger to eat in his/her house. And the English are very distant people, they do not communicate easily. So it was something she had never seen before that I get up on the metro and give seat to the lady. "*

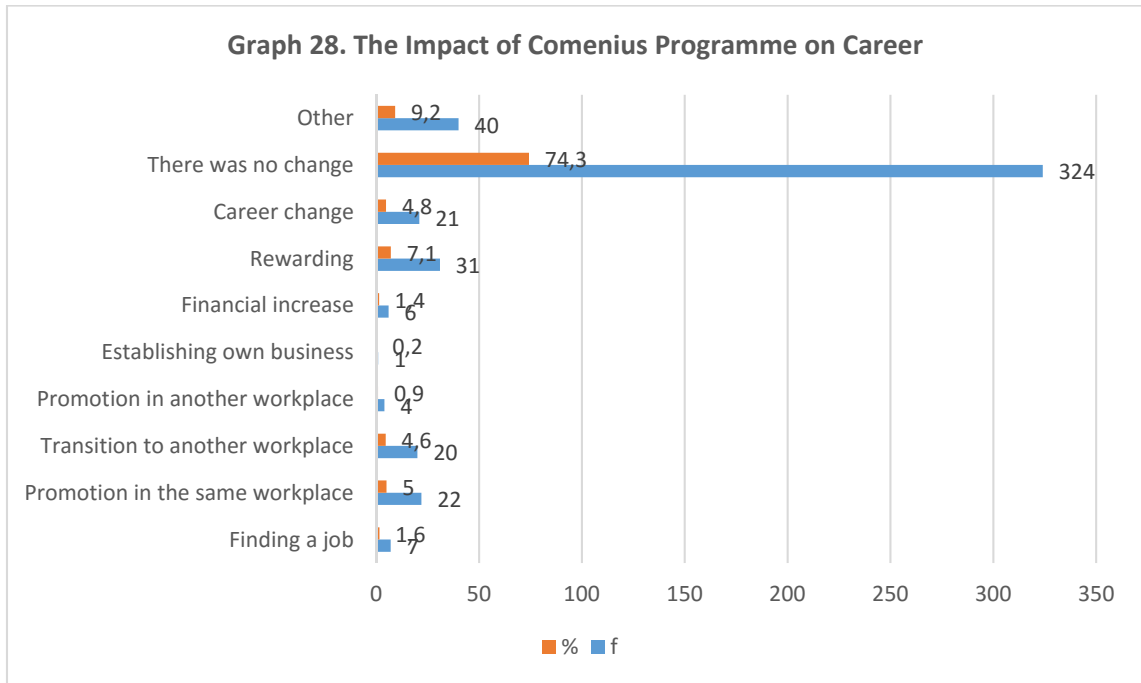
3.1.3. Effectiveness

Effectiveness, in the framework of the sub-dimensions of the Lifelong Learning Programme (LLP), discussed as a principle of analysis related to the setting aims and reaching the targeted results. Effectiveness, is also one of the basic measures in the context of general and specific aims of this research, includes the reaching of targeted effects and the degree of realization of the aims and the contribution level of the project

results to the programme aims. Within this framework, effectiveness is a measure that seeks to indicate to what degree the general, specific and operational aims are fulfilled, at what rate that the expected outcomes of the programme are reached and what are the factors that effects the outputs positively/negatively.

In this chapter, the impacts of participating in the IST Activities of the Comenius Programme on participants are analysed both from the side of European Union aims and National aims. In this context, the effectiveness of participating in the programme according to career, personal development, the implementation of personal competences to work and institutional aspects is evaluated. In addition, the expectations of the people before they participated in the programme and its effects about same topics after the participation are compared. Expectations and effects are formed by centralizing the European Union and National Priorities on the related topic headings.

3.1.3.1. Expectations and Impacts Related to the Programmes



In Graph 28, the data is stated related for the participants if there is a contribution of their participation in the IST Activities of the Comenius Programme, if it did, in what perspective it contributed. A significant rate of participants (74,5%) stated that the activity that they participated within the Comenius Programme did not have any effect on their careers. Moving forward with these data it can be said that Comenius Programme did not have an improving effect generally related to the careers of the participants.

The situation shows that there are problems in reaching the aims about career development. On the other hand, major part of the participants consisting of teachers and in Turkey teaching is in a way closed to the vertical career steps is one of the basic effects that such a result reveals. Also, about the issues such as finding a job or promotion, the low rates can be explained with the same reasons. In the one on one interviews with participants, it is indicated intensely that IST Activities of the Comenius Programme has an indirect effect on career development. Also, especially awarding with salary is the most common award that participants indicate.

F.G. “Now I had award with salary like my teacher thanks to the international activities. In addition, the international activities that I have participated formed an opinion that I can do this job professionally. At the moment I keep on working like this the contribution of the programme to me is this.”

Some of the teachers indicate that the IST Activities of the Comenius Programme was effective mostly on personal development than the career development.

M.G.1. “ I think, of course I find it useful for myself but it did not carry me somewhere with regard to career as an English teacher in the Ministry of National Education. But I realized that it was very effective in terms of my personal development, I went to a country that I have never seen, it was fun and enjoyable. I stayed in a place for three weeks that I did not know its language. We took three weeks of Italian courses there and in that sense to learn a new language was good.”

F.G.1. “It did not make a difference in my career but it was very useful for my personal development, I have studied for years in English, I graduated from and I can finally use this language. It was very useful for me.”

One of the teachers mentioned how the indirect effect happened on the career as follows:

M.G.3. “I cannot say it directly affected my career right away but I think it would be really useful in my career Because I wrote a project and attended to the In-service training last year, this year I got assigned as the assistant principal. Maybe this can be assessed as a career jump this definitely had an effect, I mean the windows get broader in terms of both educational and cultural vision. I am working in Muş now, your perspective to education changes a lot. Even your daily life changes a lot like they do this like that and we do that like this, the point of view changes a lot.”

Table 2. Expectation for and Impact on Personal Improvement of IST Activities of Comenius Programme

	Expectations and Effects	I had no expectations	It didn't have any effect	I had low expectations	It had low effect	I had intermediate expectations	It had an effect	I had high level of expectations	It had a high level effect	I had very high level expectations	It had a very high level effect
1	Forming relationships with people from other countries	0,2	1,1	0,7	4,1	12,4	26,1	55,7	33,7	31	34,9
2	Meeting with other cultures		3,2	0,7	20	9,2	39	50	37,8	40,1	3,2
3	Introducing my culture to other participants		0,2	3	5,3	20,6	25,9	47,7	35,8	28,7	32,8
4	Breaking the prejudice of other participants	4,1	1,4	6,4	8	25,9	31,4	37,8	32,6	25,7	26,6
5	Enhancing my knowledge about my field		0,7	0,9	3,7	4,6	20,9	36	36,7	58,5	38,1
6	Increasing my motivation about teaching			0,2	2,1	6,9	20,4	44,3	36	48,6	41,5
7	Learning new teaching methods	0,2	1,4	0,9	4,4	6,4	24,8	39	33,3	53,4	36,2
8	Having intercultural and social adequacies		0,2	0,5	4,1	10,8	21,8	50,9	39	37,8	34,9
9	Having awareness about my teaching methods and studies	0,2	0,2	0,5	3,2	13,1	23,9	46,3	39	39,9	33,7
10	Having more information about new topics and discussions		0,7	1,1	4,4	14,7	30	47,2	36,5	36,9	28,4
11	Developing my foreign language	2,5	0,9	5,3	9,9	15,1	29,6	34,6	27,1	42,4	32,6
12	Having more information and understanding on the education systems	0,5	1,1	1,8	5	10,8	32,3	50,9	34,6	36	26,8
13	Having advanced skills related to the special needs in education	5,7	9,6	9,6	20,9	31,9	31,2	35,8	24,1	17	14,2
14	Having more motivation to learn a foreign language	3,7	3,7	7,6	5,7	14,7	23,9	40,6	32,8	33,5	33,9
15	Increasing my knowledge about new assessment and evaluation methods	6,2	10,1	10,3	14,4	27,1	37,8	36,2	21,1	20,2	16,5
16	Increasing my skills in using information and communication technologies (ICT)	10,1	14,4	11,2	19,7	30	30,5	30	22,2	18,6	13,1
17	Increasing my knowledge about the new approaches in management	19,3	21,3	13,3	20,9	27,8	28,2	25,5	19,3	14,2	10,3
18	Increasing my knowledge in conflict management	24,5	27,1	14,9	23,1	31,2	25,2	17,9	13,8	11,5	13,1

In Table 2, the cultural and vocational expectations of the participants in terms of personal competences before the participation of the activity and the effects related to same topics on their personal development after they participated in the activity within the IST Activities of the Comenius Programme is indicated. Although the expectations and effects are asked separately in the surveys, they are shown together in the table above to be able to make a comparison.

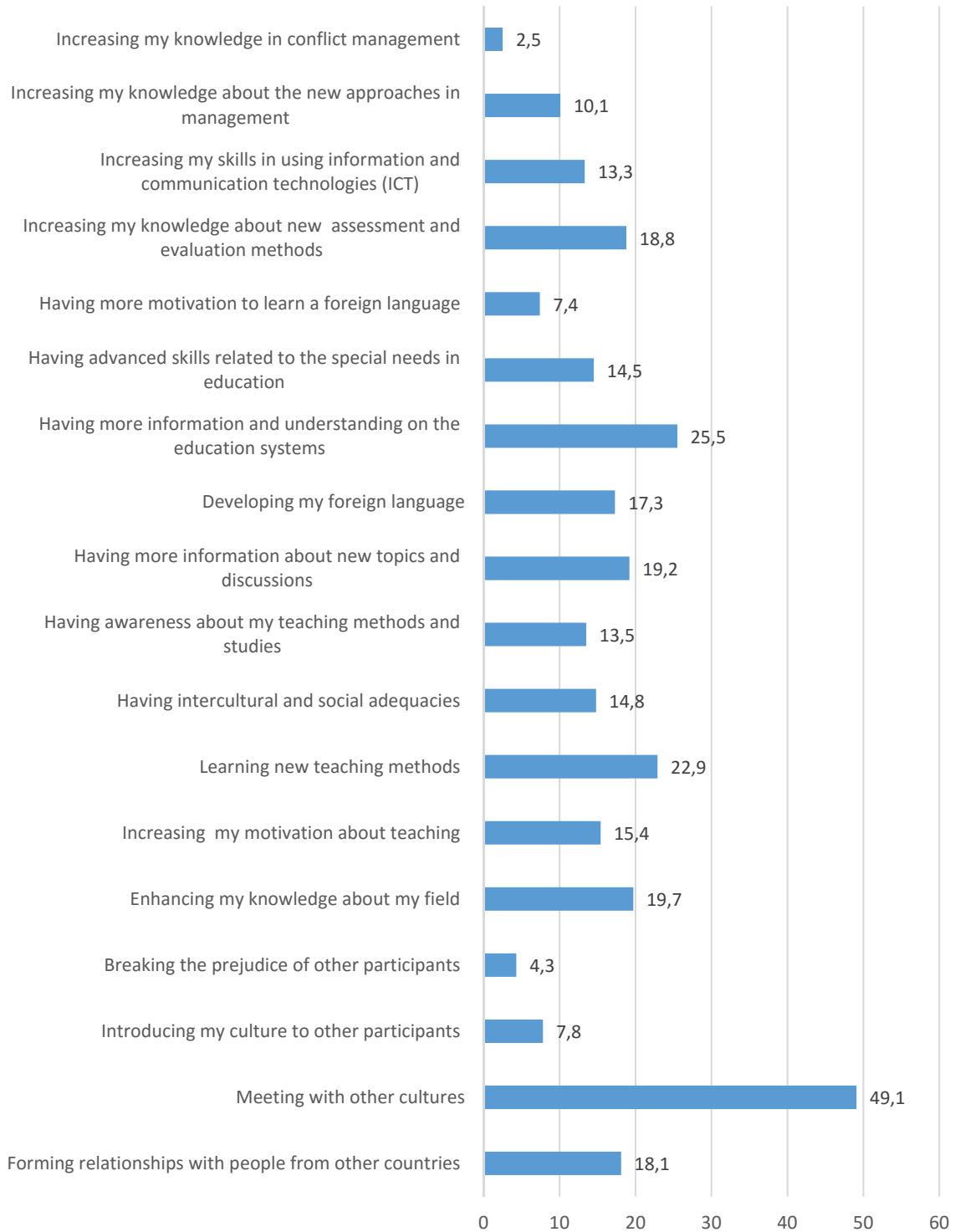
It is seen that the participants have high expectations in a significant rate of gaining cultural equipment and improving their intercultural communication and interaction skills; building relationships with people from other countries (86,7%), learn about different cultures (90,1%), introducing my culture to other participants (76,4%), having intercultural and social competences (88,7%) and breaking down the prejudices of other participants (63,5%). Another field that the expectations of participants are high is to develop their personal and vocational competences. However, the high expectations of vocational and personal development such as developing the information about my field (94,5%), increasing the motivation about learning (92,9%) and learning new teaching methods (92,4%), mostly related with their fields of study and their personal development. A significant rate of the participants is in the expectation of acquisition of equipment related to general topics of education such as having more information about new topics and discussions (84,1%), having more information and understanding on the education systems (86,9%). The expectations such as increasing my knowledge about the new approaches in management, ability to use technology, increasing my knowledge about conflict management and new assessment and evaluation methods are far from the topics which are in the expectation in the framework of education programmes. It is understood that vocational competences that are related directly to the area is in the foreground.

When the table is examined it can be seen that participants preferred to answer all the statements related to the expectations as high and very high. Here, it can be seen that, especially the expectations directly related to the occupations are higher than the others. The vocational dimension of the personal development in this sense appeared as the most important factor in applications. As it can be considered more generalized gains, it could be said that the expectations in the areas such as conflict resolution and

management skills are relatively low. There are statements related to the effects on personal development in the following graph.

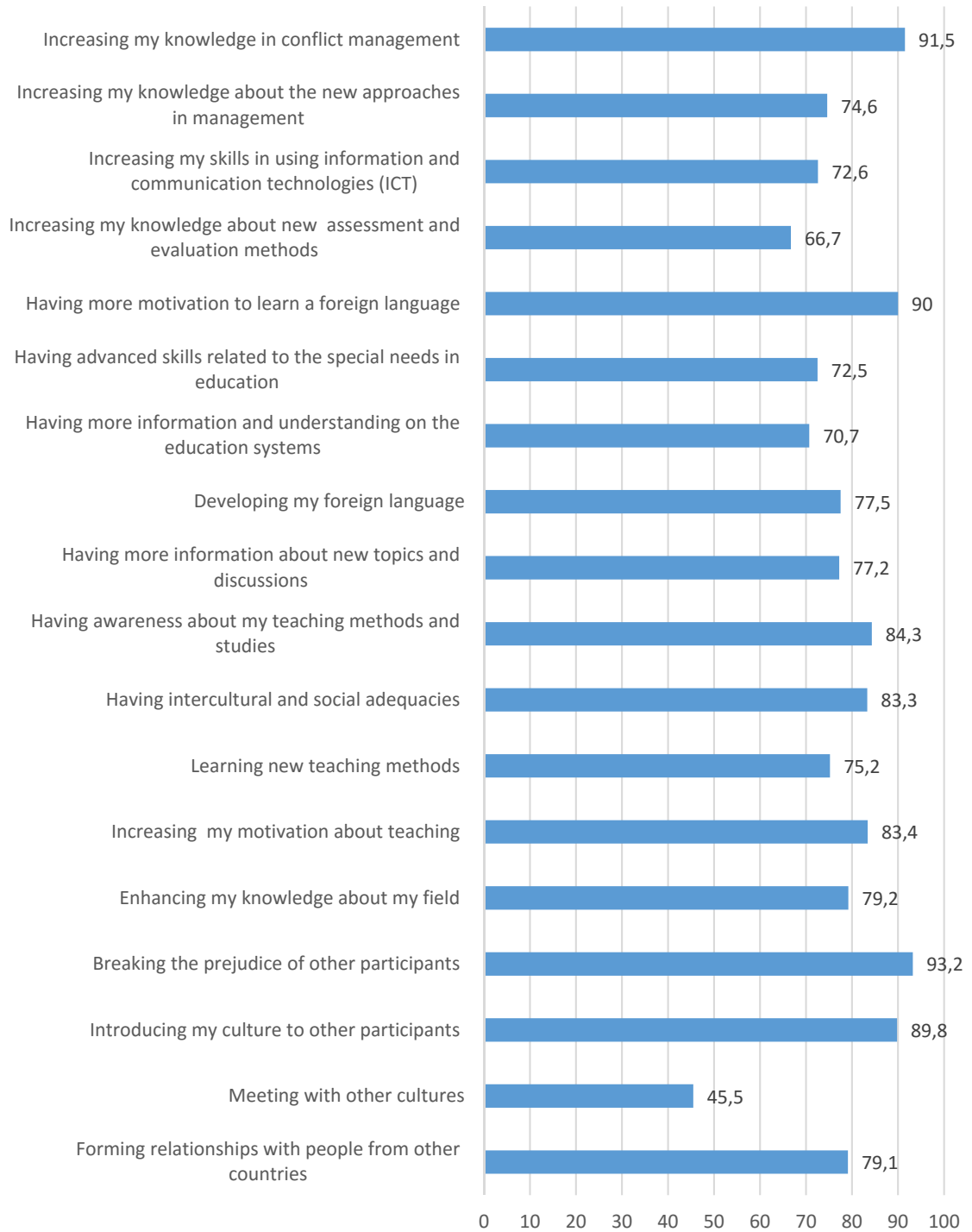
When the data in the table is examined, it is understood that the participants think that the effects of the programme on cultural issues are predominantly effective. When the data related to the expectations of the participants on the cultural issues before they attended to the programme is considered, it is seen that the programme is effective and meet the expectations of participants. 86,7% of the participants expressed that they have high expectations for building relationships with people from other countries, 94,7% of them stated that the programme is effective in terms of this expectation. Also, while 90,1% of the participants have expectation of introducing their culture to other participants, 94,5% of them think that the programme is effective at it. Similarly, 88,7% of the participants have expectation of having intercultural and social competences, 95,7% of them stated that the programme is effective at it. In addition, whereas the rate of the participants who have expectation of breaking down others' prejudices is 63,5%, the rate of ones that indicated that the programme is effective at it is 90,6%. The rate of the ones stated their opinion positively related to the cultural effectiveness of the programme differs meaningfully according to the expectations. However, the most interesting rate is the one related with the cultural prejudices. While the rate of the ones who have the expectation of breaking down cultural prejudices are less than the expectations about other cultural issues, the rate of the ones who think that the effectiveness of the programme in a positive way shows an increase compared to the rate of ones who have the expectation. It reveals one more time, the effectiveness of the programme in terms of intercultural relationships. In the data related to the topics such as increasing my knowledge about the new approaches in management, increasing my skills in using information and communication technologies, increasing my knowledge in conflict management, increasing my knowledge about new assessment and evaluation methods, there were not any meaningful concentration or fluctuation seen. It could be concluded that programme is effective in terms of meeting the expectations of participants as great majority of participants indicate that the effectiveness of the programme related to vocational competences is high.

Graph 29. The Difference between the Expectations For and Impact on the Personal Development of The Participants of Comenius IST



In the graph above the expectations about the personal development of the participants from the activity and the effects to their personal development are compared. Graph is generated by the extraction of the percentages. It is seen that the expectations of the participants are higher than the effects. It is seen that the most impressive difference appeared in statement of “learning about different cultures” (49,1% difference). The lowest differences are appeared in statements of “breaking down other participants’ prejudices”(4,3% difference) and “increasing my knowledge about conflict management” (2,5% difference). There is not any statement saying that the effects of the activity is higher than the expectations. When generally considered, it is understood that the expectations of the personal development related to the vocational dimensions are higher than the effects. On the other hand, both expectations and effects of some skills such as psychological skills and management skills being low can be the reason why they do not have serious differences between them. To better explain the situation, the rates of fulfilment of the expectations to impacts is given in Graph 30.

Graph 30. The Ratio of Expectation for and Impact on Personal Development of Comenius IST Activities



In the Graph 30 that shows the rates of fulfilment of expectations to impacts, the differences between the expectation and impact are better understood. For example, the difference between impact and expectation of the statement “increasing my knowledge about conflict management” is quite low (2,5%). In the graph above it is seen that the rate of the fulfilment of expectation to impact is %91,6. Besides, when the table is examined, it is seen that the reason of the appearance of this is due to the low expectation and low impact. In this sense it is seen from the graph that when the fulfilment rate of percentage decrease, the difference between expectation and impact increase. The statement which has the lowest fulfilment of expectation is “learning about other cultures” (45,5%). This situation can be interpreted as the participants weren’t given enough chance to learn about other cultures by the activity. However, no inference can be deduced related to the reason. The statements that have highest rate of fulfilment of the expectations are “breaking down other participants’ prejudices” (93,2%) and “having more motivation to learn foreign language” (90%). When the percentage goes above 100%, that means the situation is upside down. There is no statement that the effect is higher than the expectation. When generally evaluated, even if there are differences between expectation- impact, the fulfilment rates of expectations to impacts are quite high. In other words, participants think that their expectations of the personal development are significantly fulfilled.

Table 3. The Expectations of the Implementation of Personal Adequacies at Work

	Expectations and Effects	I had no expectations	It didn't have any effect	I had low expectations	It had low effect	I had intermediate expectations	It had an effect	I had high level of expectations	It had a high level effect	I had very high level expectations	It had a very high level effect
1	Gaining motivation to continue developing my professional adequacies	0,5	0,7	0,7	3	10,6	26,4	49,8	31,7	38,5	38,3
2	Forming professional networks with foreigners	1,1	2,1	2,8	7,8	16,7	30,3	48,9	34,6	30,5	25,2
3	Implementing new teaching and learning methods	0,7	1,1	1,8	6,4	11	30,7	45,2	34,2	41,3	27,5
4	Meeting with new learning contents	0,2		1,4	6,9	8	28,2	49,8	36,9	40,6	28
5	Focusing on the European dimension in learning	0,5	2,3	2,8	5,7	16,1	30,3	45,2	33,9	35,6	27,8
6	Developing my skills of studying with different and multicultural groups	0,2	0,7	2,3	3,9	11,2	24,3	47,2	36,9	39	34,2
7	Increasing the quality of foreign language teaching	3,2	3,2	1,6	5,7	9,2	23,9	38,5	35,3	47,5	31,9
8	Implementing new tools and methods of classroom management	1,6	3,9	4,1	9,9	17	30,3	44,5	33,5	32,8	22,5
9	Managing the class better and forming better relationships with students	3	3,2	4,8	10,6	22,5	34,2	41,1	31,4	28,7	20,6
10	Having more career opportunity	9,6	33,3	11,7	20	23,6	21,8	34,9	14,7	20,2	10,3
11	Better use of information and communication technologies	7,6	16,5	10,6	17,9	27,5	31,9	31,7	18,8	22,7	14,9

In Table 3, the data of the expectations related to the implementation of personal competences at work is shown. It is seen that the participants have high expectations related to the programme about the issues of developing their vocational competences and getting motivation about that and gaining and sustaining interactive study skills. The participants stated that they are in high expectation of establishing professional contacts (79,4%), focusing on the European dimension (80,8%) and developing their skills of working with different groups (86,2%). It appears that developing skills of

classroom management (67,3%) and forming better relationships with students (69,7%), as a different area that the participants have high expectations about developing teaching skills also is among the issues that the participants have high expectations.

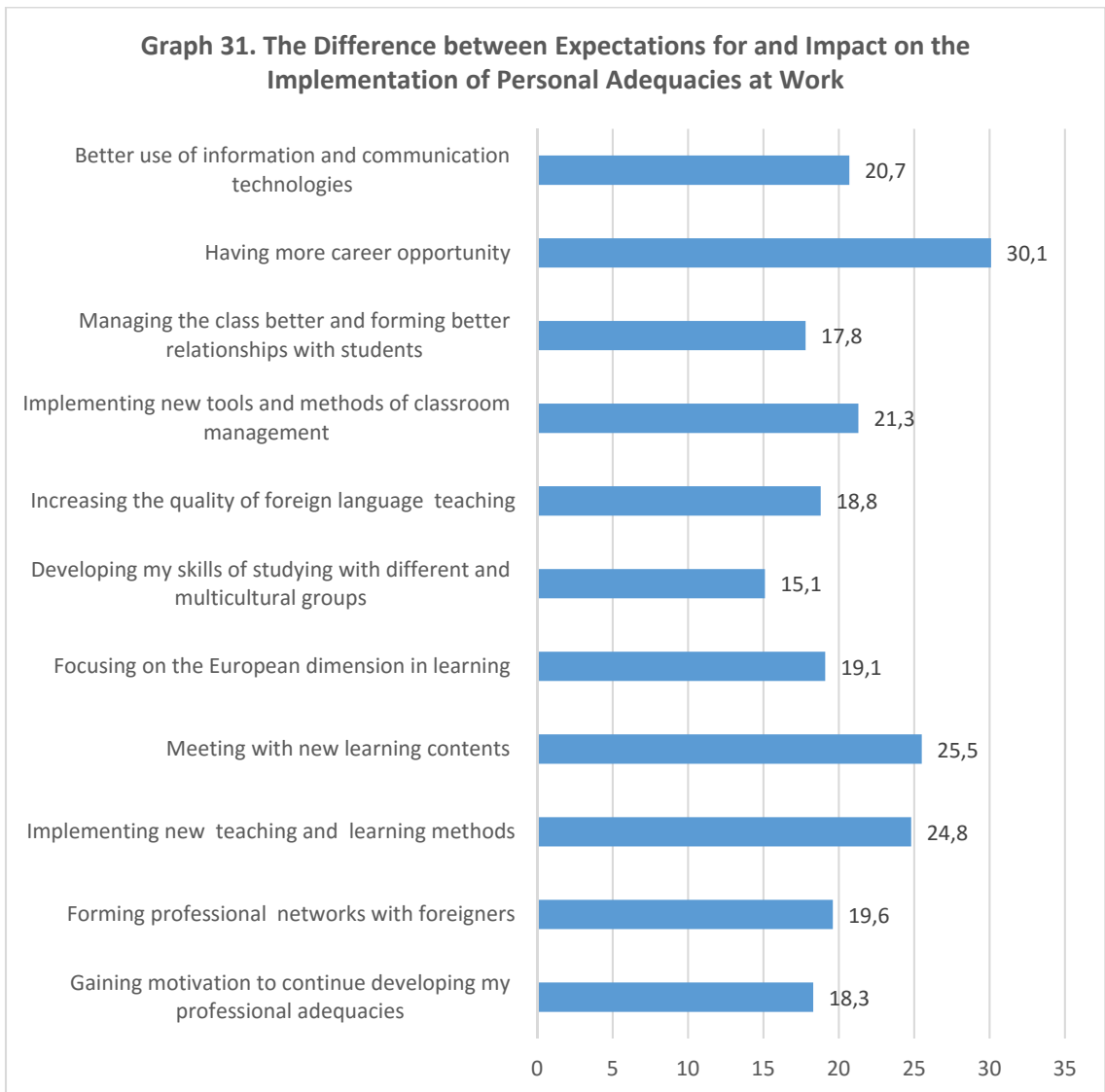
As it can be seen better from the graph, the issue that is prominent here is the development of competences related to increasing the quality of foreign language teaching. One important reason about that is both the ones who participated in the survey and the ones who participated in the Comenius In-Service Training Activities consist mostly of the foreign language teacher, especially English teachers. This situation, an English teacher considers that the most important personal competence as the skill of teaching foreign language is, in this sense an expected situation. Actually, the situation in question points out an important problem in terms of the variety of the people that benefit from the activities. That is why the expectations related to have the competences such as career, technology, classroom management are lower. Similar situation is also emerges here as is the case with the expectations about personal development. It can be said that there is more demand to personal competences associated with vocational development.

When it is compared with the data from Table 2, the expectations of participants such as developing vocational competences and getting motivation about it and gaining and sustaining interactive study skills are significantly fulfilled. Although it does not constitute a very significant rate, it is understood that the participants have high expectations of having more career opportunity (55,1%) and better use of information and communication technologies (54,4%). Besides, when the data about the effectiveness of these topics in the programme is examined, it is seen that the rate of the ones who find the activity highly effective stays behind the rate of the ones that are in high expectation related to the activity. According to that, trainings are not so effective in terms of providing career opportunities or developing skills in the use of technology.

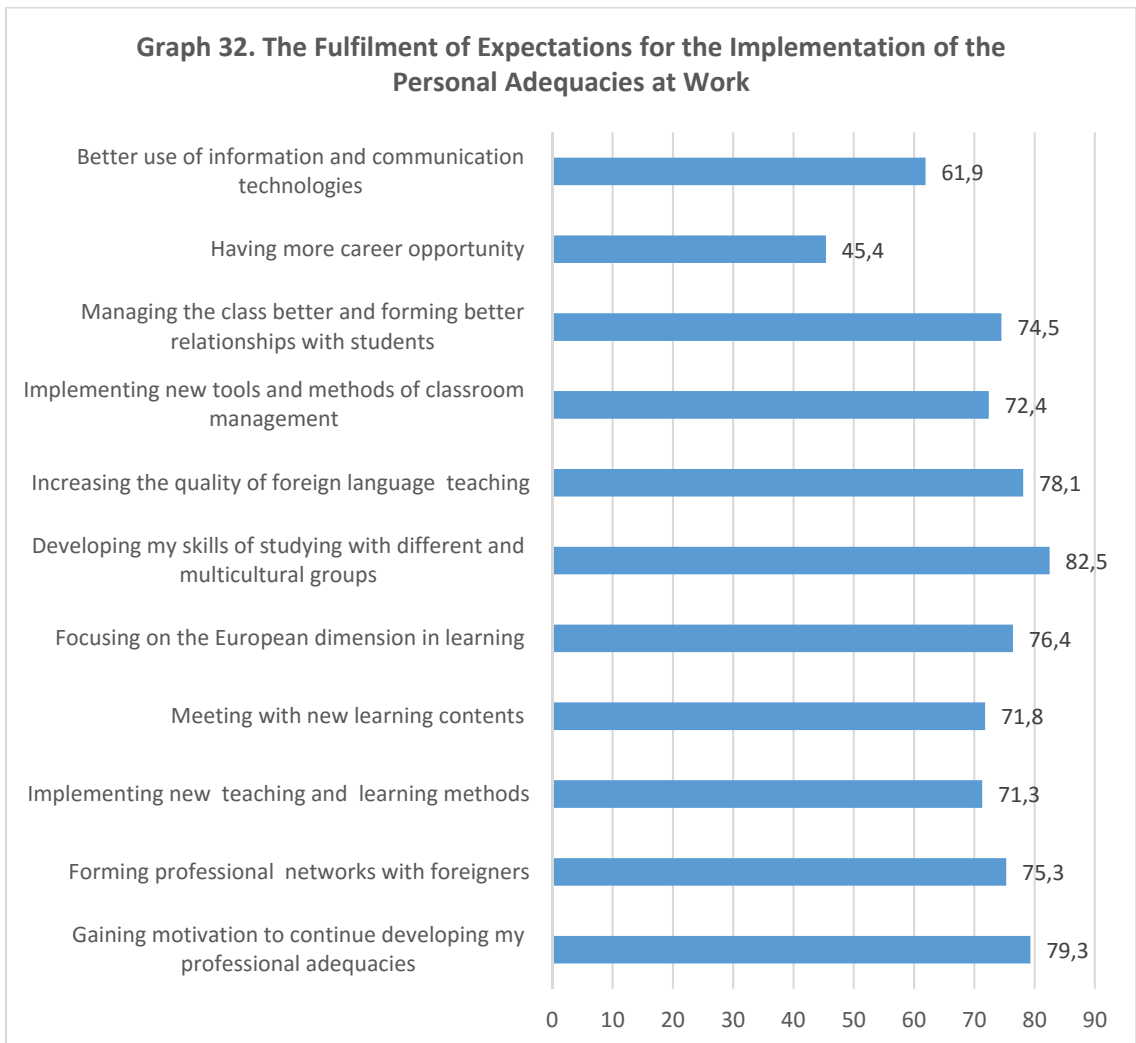
When Graph 30 is examined, it is possible to say that the IST Activities have low effect related to the careers of the beneficiaries. The most important reason for that is, as stated before, closely related to who the participants are. In Turkey, the rates of vertical

career changes in the teaching profession are very low. Also, there can be many different factors that the vertical career mobility is connected to. When considered that the majority of the participants are teachers, it is expected situation to see that the effects on the career of participants are very low. However, as it is seen from the graph related to the expectations, teachers have expectations that IST Activities will offer them career opportunities. However, it is understood that this expectation did not fulfil.

Under the heading of the effects on the implementation of personal competences at work, it is seen that the participants emphasized mostly the motivation that the activities provided for the professional development. This can be interpreted in two ways: the concrete outputs of the activity are insufficient and the motivations of the participants are increased by the activity significantly by introducing them to new and interesting things. Also, similar to the previous table, the contribution that it provided to foreign language learning seem high. However, it is understood that this rate is not as high as the expectations.



In Graph 31, the data is stated where the effects and the expectations on the implementation of personal competences at work are compared. As it can easily be seen from the graph, expectations are higher than the effects for every statement. One meaning of that is the expectations of the participants are not completely fulfilled. But when the expectation-effect table is examined, it can be seen that both expectations and effects are quite high. In this sense, even if the effects are lower than the expectations, this actually happens in the high levels of expectation and effect. The situation can be understood more clearly in the following graph related to the fulfilment ratio of expectations to the effects.



In the graph above, the fulfilment ratio of expectations to the effects are given. Graphic shows that the statement that has the lowest expectation is “having more career opportunities”. Here, the low percentage means that the expectation fulfilled less. The fact that the major part of the participants are teachers can explain the low fulfilment of expectations about the career opportunities. The areas in which expectations are fulfilled more are the statements such as developing study skills with different and multicultural groups and motivation related to the development of personal competences. The expectations of the participants before they attended to the activity, related to the topic in the statement, significantly fulfilled. In this heading, there is no statement that the effects are higher than the expectations. With a general evaluation, it can be said that the fulfilment rates of expectations are quite high.

In the qualitative interviews with the participants, some questions asked such as; if they have expectations before participating the activity, their evaluation on whether these expectations are fulfilled or not, when they decided to attend to the activity is there any topic that they needed to learn and during the activity if they get the chance to learn these or not. The responses of the participants with regard to these questions shows that their expectations are generally fulfilled.

***M.G.1.** “Before participating in the activity, actually, I was wondering if a person can learn a language on stage, I was wondering about the method that was why I applied because we have difficulties in teaching foreign language people got really bored that is why I got all I wanted for myself from there it was really useful for me”*

***F.G.1.** “I mean my expectations were fulfilled, in fact, it was way above I was really satisfied and if it will happen again, I would like to go. We were wondering about where are we going to stay so much maybe the three of us wanted to stay at the same house we thought about that a lot we worried restlessness about how we can find our way but we did not have that much difficulties, let’s say we immediately adapted.”*

***M.G.2.** “I estimate that some questions will be asked in some way about Turkey. I think I was prepared in this sense. I had the chance to listen to the experiences of friends that went before me and there were some arguments about it. It was a good chance to test some skills such as establishing a dialogue and if our current speaking speed is enough or not. Therefore I think it contributed to my speaking abilities. I also think that it had great contributions to speaking in a social sense.”*

***M.G.3.** “Of course, the English speaking area being narrow was already a general problem in Turkey. Our teachers suffer from that. I mean we teach English but we do not have much space to speak, it was like that because our students find it strange. My actual aim is to both learn methods and improve my practise and to test how much I can express myself. At first when I went there I already felt it. I realized that people from other countries are better than me at that. But there, I noticed this: the more you stay abroad the more effective expressing yourself. I mean I was in a really advanced situation compared to the beginning after two weeks in terms of expressing myself. Like forgetting the language that you never speak, we have a practise problem even if it is a short time period. I wish the time periods would be longer and we could go more and save more budget for that. But every year we push the limits by applying. I think it fulfilled my needs both in terms of English and my own expectations. Actually, the questions always remain the same. Like I said, I was expecting to learn teaching methods, it was fulfilled. I wanted to know what our colleagues from other countries do, I had a chance to know about there. ”*

F.G.2. *“I did not know what will happen before going there and I was thinking I was among the groups that were going, I could not think of anything because I could not get any information from anyone. I mean I cannot say that I had this expectation and did not get fulfilled or it was good or bad, I realized everything there. You know teaching is a field always requiring updating therefore, I always need it and I think I still need it and, of course, it fulfilled my expectation.”*

F.G.3. *“I mean before the activity I was expecting something more technologic because at that time we switched to the board project and I was expecting something that we can produce new activities based on computers, so that part was missing. Because it was my first experience to go abroad so I felt anxious and scared and because I do not have much information but I cannot say that it fulfilled all my expectations in terms of my career. Yes, I made some research about transportation, the place I will go, the place I will stay.”*

M.G.4. *“While applying to the activity there was a course searching site where they explain on what they will concentrate on. There, information about the content of the course was given, of course I had some expectations from the things I read from there. I feel that they were sufficiently fulfilled in the course that I applied.”*

M.G.5. *“For me it had contributions in terms of language, cultural and vocational sense and really fulfilled my expectations. That is why I’m happy.”*

M.G.6. *“I realized I was expecting more from a one week course. But the course was for one week and they gave the things they can give in one week but our expectations were more. When there were participants with lots of skills it gave extra skills. My expectation was too much from the activity that I participated in accordance with the aims of the course. I researched about the culture first, the places to eat and drink in the near areas, how I can communicate with the people. I read to get to know about the culture and I made research from the internet. I tried to know the course provider, the institution about what kind of studies are there. I looked up the course training programme but I could not get much information.”*

F.G.4. *“My all expectations before the activity were fulfilled after the activity. I just needed to get information about address description, the road and the subway system before going there. I did not have difficulties because I am an English teacher. I took all my tickets, like train tickets. That’s why there was no problem about that and the course provider also helped us a lot. They already sent us many surveys and documents including address description so I did not have any problems.”*

M.G.7. *“It definitely fulfilled 80%-90% of my expectations before the activity It was a course themed for the things that we should do in lessons especially related with the language education but we could not get exactly what we wanted. I attended to a course again and this time my expectations were exactly fulfilled there.”*

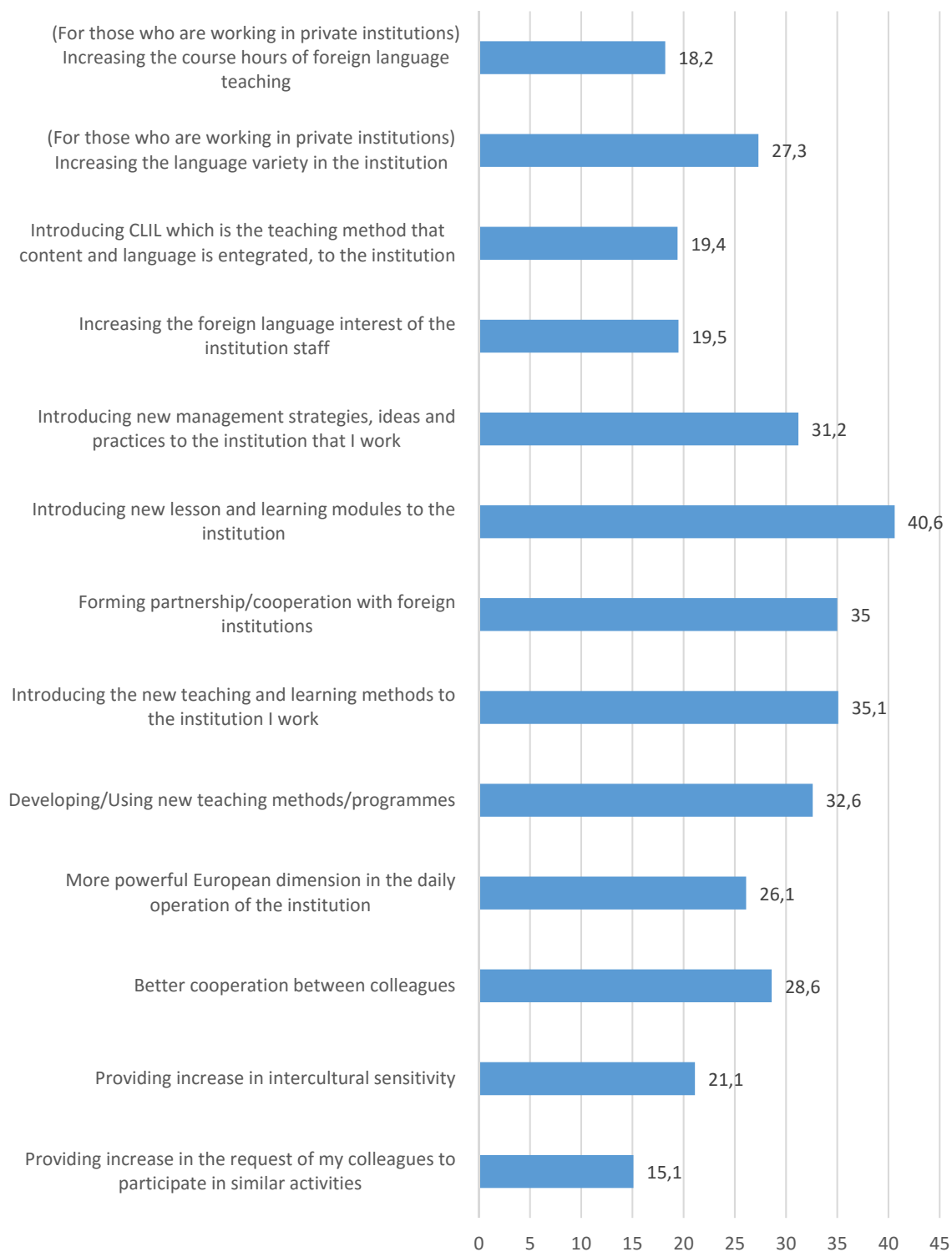
Table 4. Expectations and Impacts at the Institutional Level

	Expectations and Effects	I had no expectations	It didn't have any effect	I had low expectations	It had low effect	I had intermediate expectations	It had an effect	I had high level of expectations	It had a high level effect	I had very high level expectations	It had a very high level effect
1	Providing increase in the request of my colleagues to participate in similar activities	2,5	5	25,2	43,3	23,9	3,7	10,1	34,2	31,2	20,9
2	Providing increase in intercultural sensitivity	0,2	2,5	19,7	50,9	26,6	2,1	9,4	32,1	37,8	18,6
3	Better cooperation between colleagues	0,9	5,5	24,5	47,2	21,8	4,1	16,1	39,4	26,6	13,8
4	More powerful European dimension in the daily operation of the institution	1,6	7,1	27,8	41,3	22,2	6,7	19	36,9	23,4	14
5	Developing/Using new teaching methods/programmes	0,9	5,3	21,1	43,8	28,9	6,4	16,1	37,4	28,4	11,7
6	Introducing the new teaching and learning methods to the institution I work	0,9	3	19,5	50	26,6	5,5	14	39	28,9	12,6
7	Forming partnership/cooperation with foreign institutions	1,1	3,9	18,1	42,2	34,6	8,3	18,1	31,9	23,9	17,9
8	Introducing new lesson and learning modules to the institution	1,1	4,8	22,7	47	24,3	6,4	21,3	41,5	20,6	10,1
9	Introducing new management strategies, ideas and practices to the institution that I work	3	5,7	26,8	42,9	21,6	7,8	18,6	40,4	22,7	10,6
10	Increasing the foreign language interest of the institution staff	6	9,6	28,4	36	20	7,6	20,2	35,8	24,8	11,7
11	Introducing CLIL which is the teaching method that content and language is integrated, to the institution	12,8	15,1	32,8	25,5	13,8	23,9	23,6	32,6	12,8	7,1
12	(For those who are working in private institutions) Increasing the language variety in the institution	18,2	9,1	27,3	27,3	18,2	27,3	18,2	36,4	9,1	9,1
13	(For those who are working in private institutions) Increasing the course hours of foreign language teaching	27,3	27,3	9,1	18,2	18,2	36,4	27,3	18,2	9,1	9,1

In Table 4, the data related to the expectations of the participants who attended to the training within the IST Activities of the Comenius Programme at the institutional level is given. It is seen that the participants who attended to the survey have mostly moderate, high and very high expectations about the institutional reflections of the activity that they participate. Similar to the expectations related to the contributions on vocational and personal competences and intercultural communication skills, it is understood that participants think that the programme would have contributions/effects in institutional sense and they developed expectations in relation to these situations. The contribution at the institutional level, especially to the people who work at the institution, is based on the sensitivity in certain topics and providing skills to the colleagues in terms of vocational competences. Participants have the expectations related to acquiring skills for providing innovative contributions to the institution about educational issues such as introducing the new teaching and learning methods to the institution I work (76,6%), introducing new management strategies, ideas and practices to the institution that I work (64,5%), developing/using new teaching methods/programmes (72,7%).

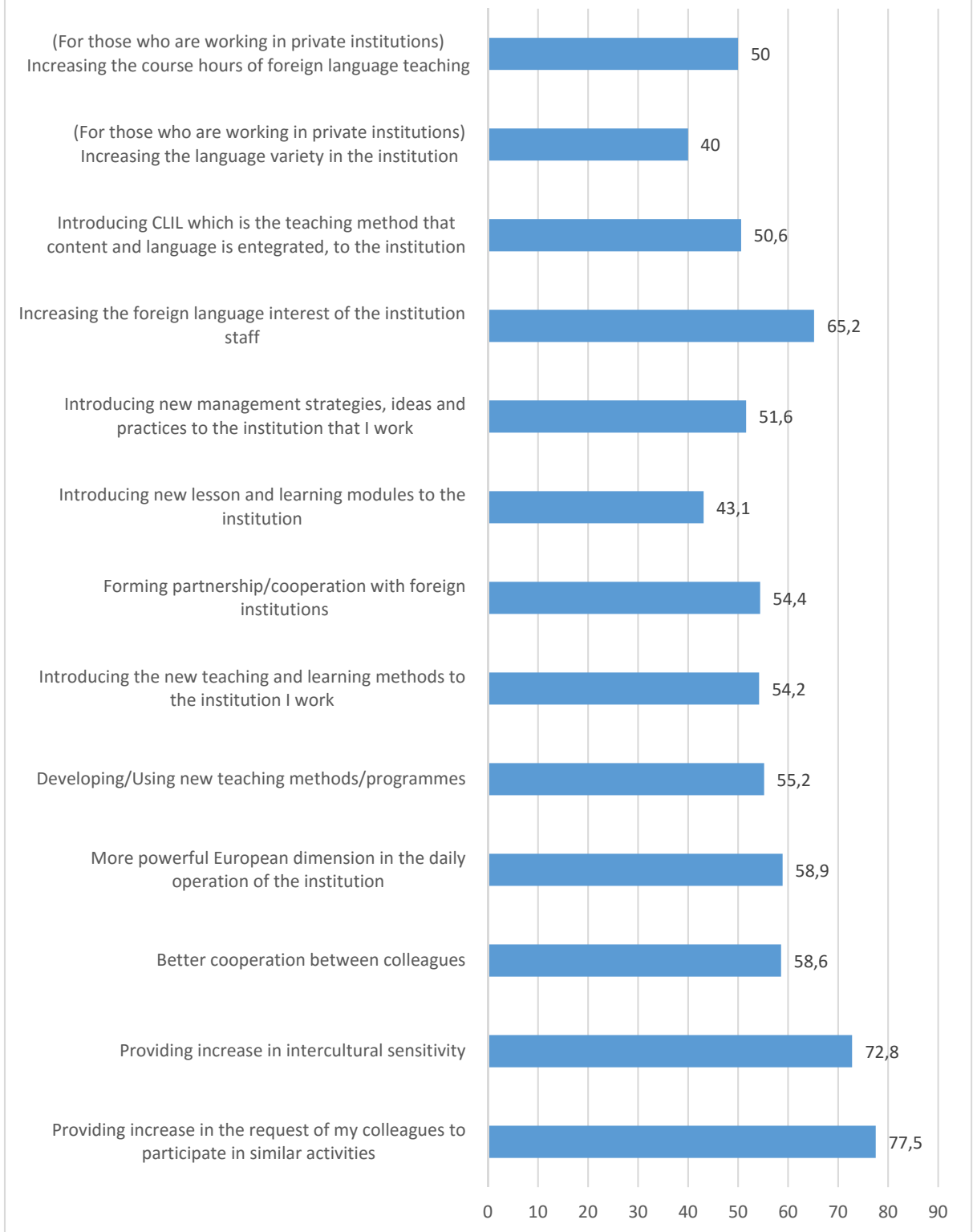
About the topics that the participants have high expectations, most of the ones who think that the programme is very effective shows that the effectiveness in this dimension of the programme.

Graph 33. The Difference between Expectation and Impact at The Institutional Level



In the graph, the data is shown where the effects and expectations are compared at the institutional level. It is understood that the smallest difference in the graph is seen in the statements of increasing the course hours of teaching foreign language and increasing the desire of my colleagues about participating similar activities. To find out if this small difference is because the high level of expectation or low level of expectation, the graph of fulfilment of expectations to the effect is given. The biggest differences are seen in the statements such as; introducing the new lesson and teaching modules to the institution and introducing new teaching and learning methods to the institution. At first sight, it can be said that the effects are not sufficient in fulfilling the expectations. However, as stated before, this difference could have happened between the high level of expectations. For that, it is necessary to look at the following graph. There is no statement that the effect is higher than the expectation.

Graph 34. The Ratio of Expectation to the Impact at the Institutional Level



When the ratio of effects to the expectations at the institutional level, it can be said that these are lower than other expectation-effect ratios. This means that the expectations at the institutional level are higher than the effects. On the other hand, the possibility of having difficulties in transferring the gains to the institutional level related to the activity has to be considered. The thing that has to be underlined is that the expectations are significantly fulfilled in this heading. It is possible to mention a relatively low rate as compared with the other headings. It is seen that the statement that is fulfilled in a high rate is increasing the desires of my colleagues to participate in the similar activities. Increasing the foreign language variety, introducing the new lessons and learning modules to the institution are the statements that the expectations are fulfilled in the lowest rate. In addition, the reason of the expectation about increasing the number of lesson hours is not fulfilled is closely associated with institutional reasons and that's why teachers could not make something like this. On the other hand, it is interesting that the statement of introducing new lessons and learning modules to the institution are fulfilled in low rate. Because that is seen as the most essential aim of the programme.

Graph 35. The Impact of Comenius IST Activity on Students

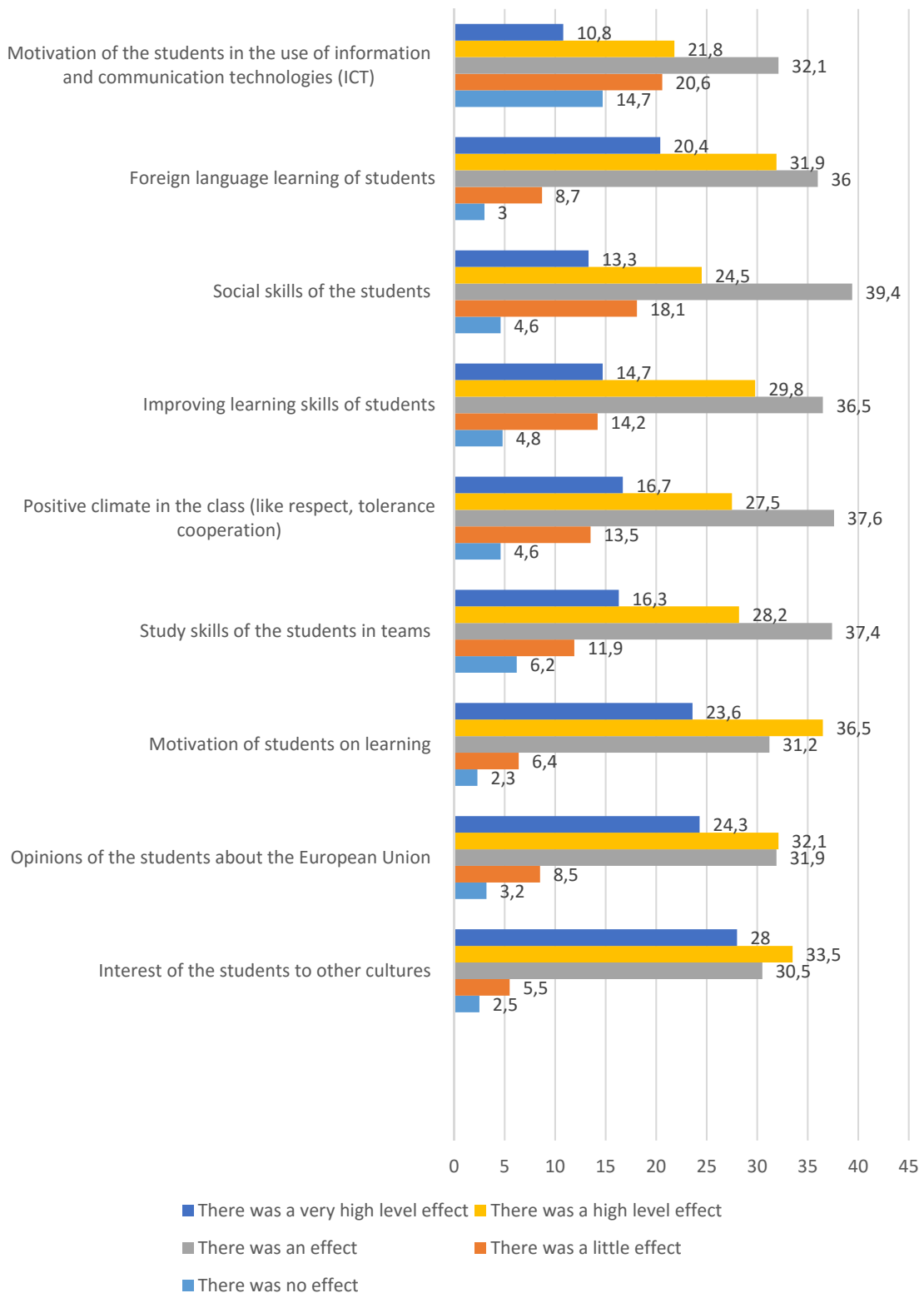


Table 5. The Impact of IST Activities of the Comenius Programme on Students

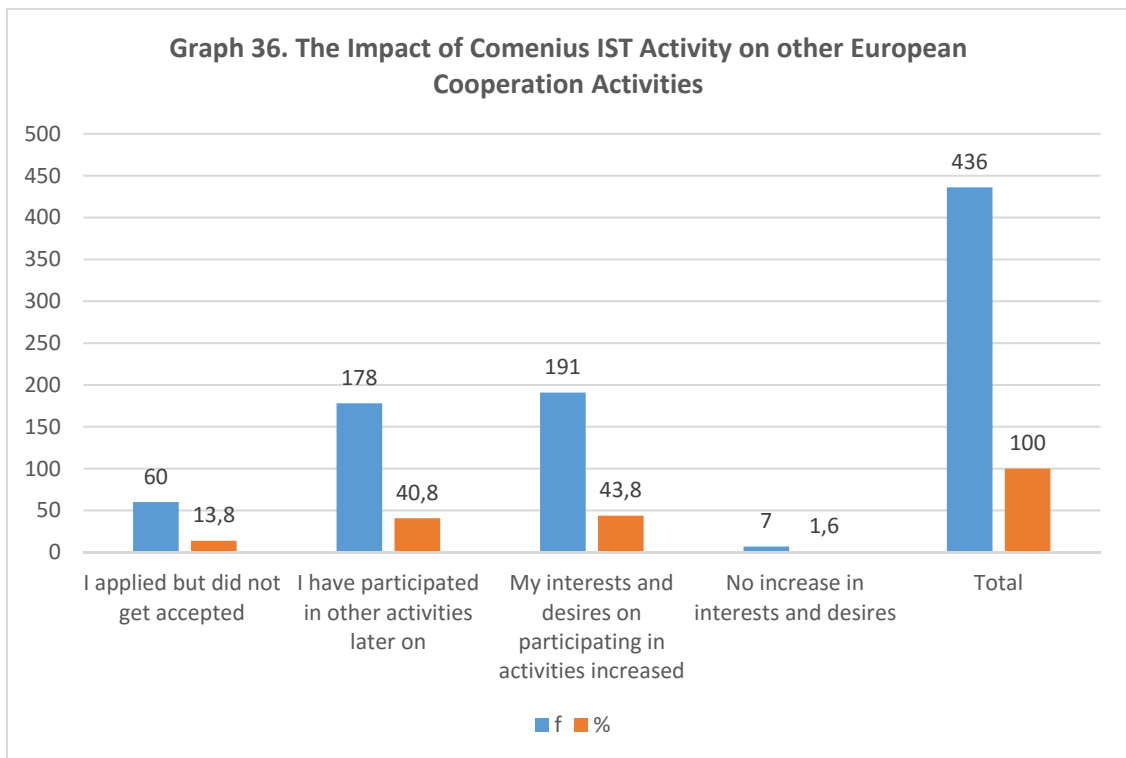
Effects		There was no effect	There was a little effect	There was an effect	There was a high level effect	There was a very high level effect
1	Interest of the students to other cultures	2,5	5,5	30,5	33,5	28
2	Opinions of the students about the European Union	3,2	8,5	31,9	32,1	24,3
3	Motivation of students on learning	2,3	6,4	31,2	36,5	23,6
4	Study skills of the students in teams	6,2	11,9	37,4	28,2	16,3
5	Positive climate in the class (like respect, tolerance cooperation)	4,6	13,5	37,6	27,5	16,7
6	Improving learning skills of students	4,8	14,2	36,5	29,8	14,7
7	Social skills of the students	4,6	18,1	39,4	24,5	13,3
8	Foreign language learning of students	3	8,7	36	31,9	20,4
9	Motivation of the students in the use of information and communication technologies (ICT)	14,7	20,6	32,1	21,8	10,8

The IST Activities of the Comenius Programme aims to increase the students' foreign language skills, social skills, academic achievements and interest in different cultures by providing teachers to transfer the information and experiences they had from the programme to the education and training areas, and with this way to raise the quality in education. The data from Table 5 points out that, the teachers, who participated to the IST Activities of the Comenius Programme, indicates that there is generally a positive effect on their students in accordance with this aim. When the data from the table examined closely, the areas that the teachers who participated to the activities observed the highest effect on the students as; interest to the other cultures (92%), opinions about the European Union (88,3%), motivation on learning (91,3%) and learning foreign language (88,3%). While it is observed that the ability to work in teams and the positive classroom climate is 81,9%, developing personal development skills is 81% and social skills are 77,3% affected, the least effect is observed on the motivation of students in the use of information and communication technologies with 64,7%. In accordance with these data, it can be said that the teachers who participated in the IST Activities of the Comenius Programme influenced their students in terms of examinations, research and

learning and this effect indirectly contributed to the interests of the students related to learning positively.

3.1.4. Efficiency

Efficiency criterion is taken as an analysis principle relevant with the relationship between the resources used and the results obtained within the scope of Lifelong Learning Programme’s sub dimensions. It indicates how well the topics about the cost to reach effects that are aimed and inputs in terms of quality, quantity and time, transformed the project outcomes into the project activities by affecting them. On the other hand, the most important indicators are seen as the building cooperative activities with Europe after the activity.



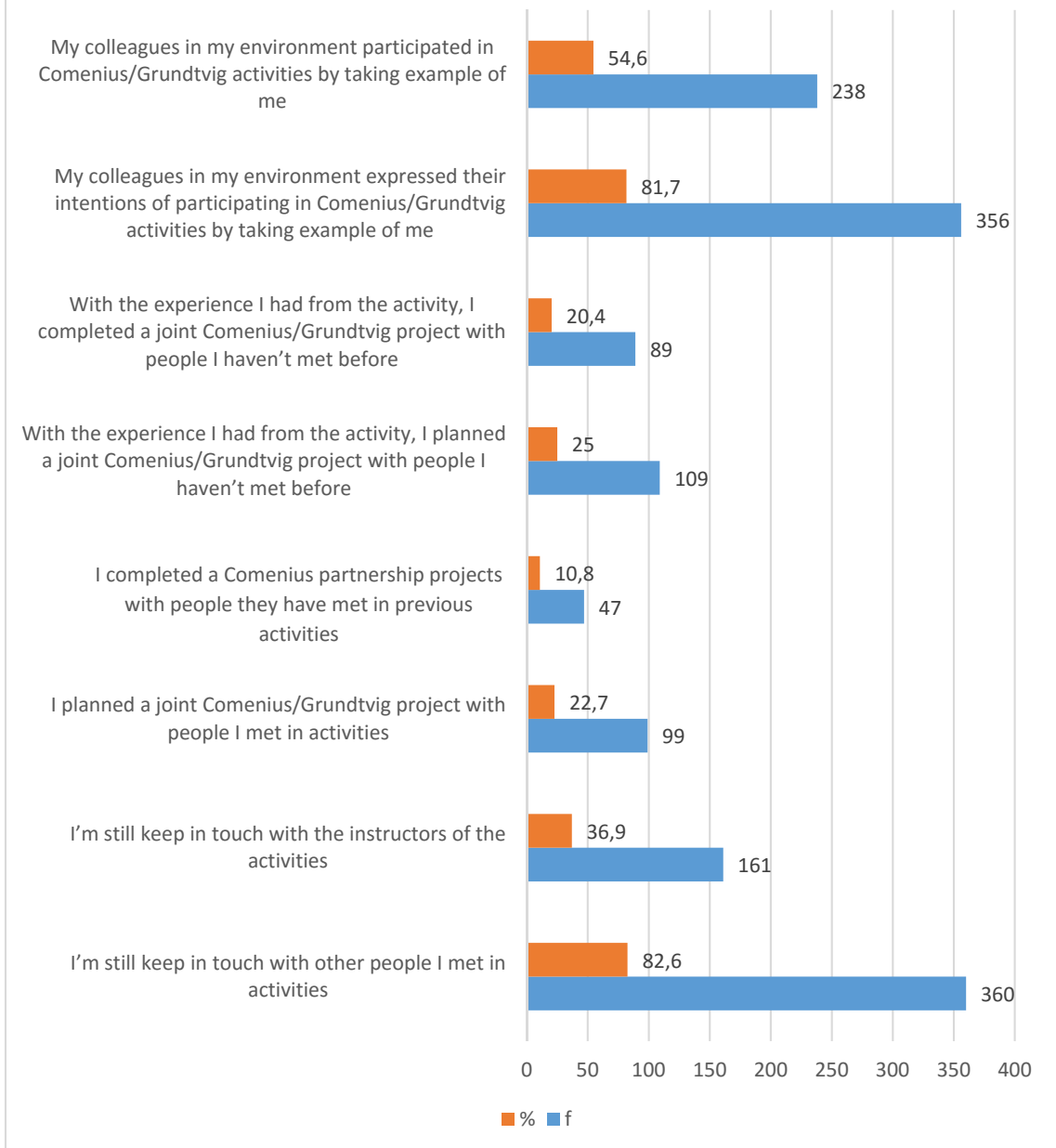
It is seen that participants have substantial positive responses to the question related to European cooperative activities. Only 7 out of 436 indicate that they do not have any increase in their interests in terms of European cooperative activities. Nearly %99 of them tried to get involved or had interest of getting involved with the activities of European cooperatives. Participants described this as “getting the taste of it” in the

focus group interviews. Ones who get involved with an activity had the urge of getting involved again. In this sense, the ratios of the graph are quite striking.

***F.G.** “Maybe it’s about getting the taste a bit. You know, once you get used to the taste, you want to do it again, the interaction there, when you feel what it adds to you as a person, you turn and say even if it’s hard ‘nah, let’s give it another go’. It was always like this for me; I had been rejected couple of times but applied again the next year. That’s why I believe it’s about getting it’s taste. When you come back, you share photos, videos and the things you’ve done; the ones around you affected in a way. ‘Yeah, this is really good, let’s make an effort to do the same. ”*

***F.G.** “Ones who started to get into this cannot quit, because it brings a lot. It brings a lot in every sense; in terms of personal development, making friendships, getting our foreign languages better, establishing partnerships and the benefits this partnership brings to the school and the social environment is very important. I now follow nearly every national agencies in Europe. Which projects are accepted, their summaries, which countries they work with, we follow all of it quite seriously. We are in a more advanced stage. That’s why it’s not really possible to quit just like that. I started with youth projects, stayed in England in 2016 with then I stayed in Brussels. ”*

Graph 37. European Cooperation Activities



When the data in the context of cooperative activities with Europe are examined, participants pointed out that their colleagues took an example by themselves and expressed their intentions of participating in Comenius Programme IST activities (%81,7) and that they are still in contact with the people they meet in activities (%82,6). When the results are examined, %54,6 of the participants (238 people) made their colleagues participate in a Comenius Programme IST activity, %36,9 indicate that they

are still in touch with the instructors of the activities that they participate, %25 are planning a Comenius partnership project with participants they have never met and %22,7 are planning a Comenius partnership project with those they have met in activities that they participate. %10,8 of the participants expressed that they have completed a Comenius partnership projects with people they have met in previous activities.

When it is asked “Have participating in an activity helped you to establish communication networks? Do you still have people you are in touch with? Have you ever done a joint activity or partnership with people you have met in the activity?” in qualitative interviews, it was stressed that participating in an activity is quite effective at establishing communication networks. A large portion of the participants expressed that they are now friends with their instructors and people they have met there, and stay in touch with them afterwards. It can be said that activities are effective in terms of establishing communication networks. On the other hand, it is understood that social relationships between participants are considerably high.

***M.I.1.** “Yes, I still keep in touch with the people who participated there. I couldn’t do an activity yet, because our school and age groups are different; but I know a friend who wrote a project with ones who participated in the activity with me there.”*

***M.I.2.** “We applied for a joint activity but our applications were rejected for the school projects with the Comenius partnership (formerly) and we got another refusal after Erasmus+ programme, then we began to have doubts on our projects but yeah we wrote projects after the activity that we participate like that.*

***M.I.3.** “We are definitely still keep in touch beyond our network through social media as well. Though we are not keep in touch with everybody but 4-5 of us became quite close during the activity and closely keep in touch afterwards. We established a partnership and applied but it was rejected but we are working on improving them.”*

Graph 38. Problems Faced During the Comenius IST Activity

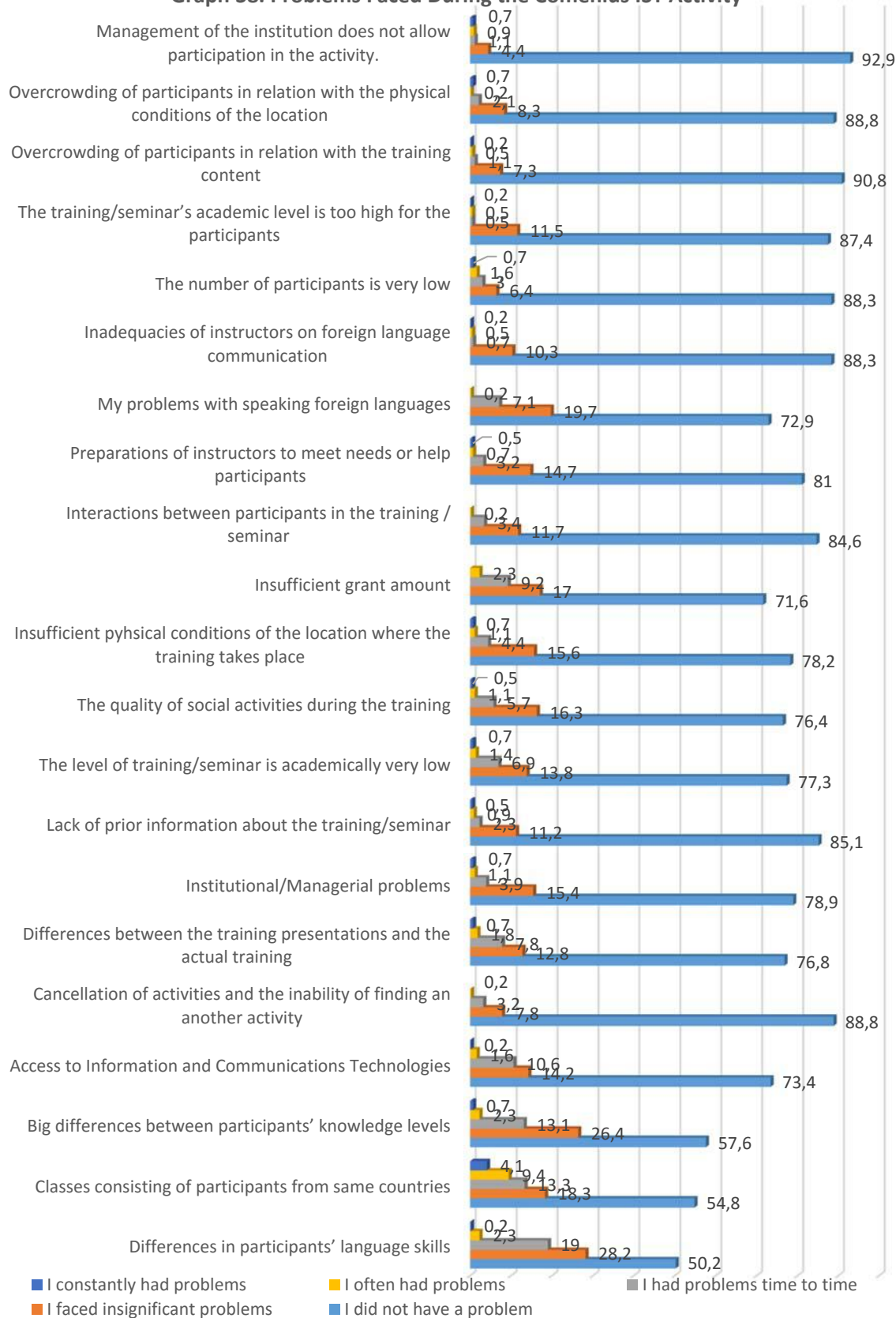


Table 6. Problems Faced During the Activity

	Problems	I did not have a problem	I faced insignificant problems	I had problems time to time	I often had problems	I constantly had problems
1	Differences in participants' language skills	50,2	28,2	19	2,3	0,2
2	Classes consisting of participants from same countries	54,8	18,3	13,3	9,4	4,1
3	Big differences between participants' knowledge levels	57,6	26,4	13,1	2,3	0,7
4	Access to Information and Communications Technologies	73,4	14,2	10,6	1,6	0,2
5	Cancellation of activities and the inability of finding an another activity	88,8	7,8	3,2	0,2	
6	Differences between the training presentations and the actual training	76,8	12,8	7,8	1,8	0,7
7	Institutional/Managerial problems	78,9	15,4	3,9	1,1	0,7
8	Lack of prior information about the training/seminar	85,1	11,2	2,3	0,9	0,5
9	The level of training/seminar is academically very low	77,3	13,8	6,9	1,4	0,7
10	The quality of social activities during the training	76,4	16,3	5,7	1,1	0,5
11	Insufficient physical conditions of the location where the training takes place	78,2	15,6	4,4	1,1	0,7
12	Insufficient grant amount	71,6	17	9,2	2,3	
13	Interactions between participants in the training / seminar	84,6	11,7	3,4	0,2	
14	Preparations of instructors to meet needs or help participants	81	14,7	3,2	0,7	0,5
15	My problems with speaking foreign languages	72,9	19,7	7,1	0,2	
16	Inadequacies of instructors on foreign language communication	88,3	10,3	0,7	0,5	0,2
17	The number of participants is very low	88,3	6,4	3	1,6	0,7
18	The training/seminar's academic level is too high for the participants	87,4	11,5	0,5	0,5	0,2
19	Overcrowding of participants in relation with the training content	90,8	7,3	1,1	0,5	0,2
20	Overcrowding of participants in relation with the physical conditions of the location	88,8	8,3	2,1	0,2	0,7
21	Management of the institution does not allow participation in the activity.	92,9	4,4	1,1	0,9	0,7

Table 6 consists of data concerning the possible problematic situations related to the participant profiles of Comenius Programme IST activities, communication processes among participants, organization of the activities, academic content of the activities and physical conditions of the activities, instructors' competences on specific topics and the legal procedures to be followed. The issues that participants are constantly or frequently face problems have generally small proportions. Classes consisting of participants from the same nationality is indicated as a frequent problem by %9,4. %13,1 indicate that knowledge level differences among participants is sometimes considered as a problem. Language competence differences among participants are sometimes problematic for %19. While a great majority of participants expressed that they do not face problems on most of the issues, only %50,2 thinks they don't have any problems concerning languages strengthens the notion that this issue is sometimes considered as a problem. Organization and the content of the activities and the issues related to the participation process are topics that are rarely considered as a problem. Participants point out that they do not have any problem about administrative leave for the activity (%92,9), insufficient physical conditions with regard to the number of participants (%88,8), inappropriate learning content with regard to the number of participants (%90,8), activity cancellations and having a difficulty of finding another activity (%88,8) and a high academic level for the activities in terms of the profile of participants (%87,4).

When it is asked whether the budget allocated for the activities is enough or not, it is seen that the responses of participants are accumulated in three main groups. First group consists of participants who think the budgets are sufficient for the expenses. In this sense, whether the host country is expensive or not emerges a factor that affects the answers. While some, think that the budget is enough because the host country is not expensive, others think that the expensiveness of the host country is the most important reason for insufficient grant amount. Even so, it could be said that most participants have positive opinions about sufficient grant amounts.

***M.I.I.** "In the year 2007 they were sufficient, even when we faced certain extreme situations. Now the budgets are a bit lowered, at least that's what I think; but in 2007 it was quite enough."*

M.I.2. *“Well I think the budget was just fine, it was enough to afford everything, there was no problems in that sense.”*

F.I.1. *“It was enough, well maybe we had to chip in a negligible amount each, but apart from that it was sufficient.”*

M.I.3. *“I can definitely say that the budget was sufficient. If I recall correct, we only received %80 of the budget; but it was narrowly enough for us. We could be a bit better off if we could have the whole %100, but it didn't pose a serious hardship.”*

F.I.2. *“The budget was really sufficient, we even had surplus. England is expensive, but our budget was just fine because we were staying in a village of London. The activity could be a week longer, they could provide more materials. We didn't have access to computers, internet or printers. We were unprepared for those issues so we didn't know what to do, that's where we had problems.”*

M.I.4. *“Financially the budget made us through easily. In terms of materials, we didn't have much though, we only had a few photocopies.”*

The second group consists of participants who think that the budgets are insufficient because of the expensiveness of the host country. Thus, going to an expensive country might result in budget deficiencies.

M.I.5. *“Our activity lasted three weeks. To speak honestly, I can't remember the daily allowances but what I remember is it was a quite expensive country and we had little money left when we paid the accommodation with it. We had to pay on our own then, but I don't know the situation now, I only judge it on the terms of that time.”*

Another opinion concerning the budget is that the budget insufficiencies are associated with the inexperienced participants. As the participants are unable to adjust his/her budget properly for various reasons, the allocated budget is insufficient. It is seen from the following quotation that shows participant request a budget less than it should be because of the lack of experience.

F.I.3. *“Yes, as I said I was not experienced enough, I couldn't prepare the budget properly. I set it quite low, I don't actually know why they have allocated it, maybe because it was low. I could hardly make ends meet, I also spent from my own account. My allocated budget could only be enough for*

accommodation, the course and the tickets, nothing else. If a research on this issue is made, my budget will be acknowledged as the lowest, I could only do this much on my own.

When participants are asked what they think about the duration of their activities, they indicate that the duration of the activity is sufficient. Participants who join in the two-week courses, in particular, state that the duration is generally adequate.

***M.I.1.** “If I recall correct, the activity lasted over two weeks, which was a practical activity in general. We were mostly mobile, were at different locations all the time, so I’d say it wasn’t enough.*

***W.I.1.** “It was a 10-day activity, enough for us. Maybe if we stayed much longer we could get bored, if stayed shorter we wouldn’t benefit as much; so in that sense the duration was quite adequate.”*

Participants expressed their opinion that it would be useful to stay longer only in terms of foreign language practice:

***M.I.3.** “Especially speaking from my point of view, as an English teacher; if I were to spend more time there, I would have more chance to practice, thus transferring that practice better to my students. So, that two-week period could be longer, maybe a month.*

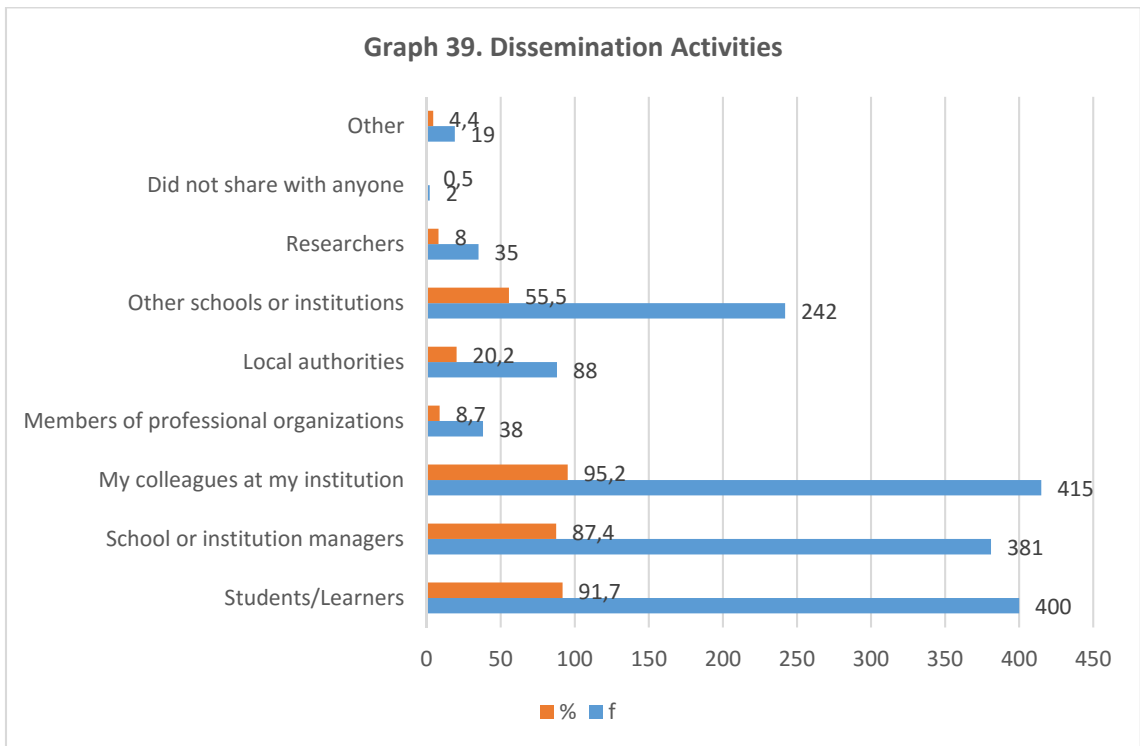
***M.I.4.** “I think the activity’s duration is short, but there should be different reasons for that. Budgets etc., but when we think about the activity’s main aim isn’t being just in-service training for teachers; especially English teachers choose countries where English is spoken like a native tongue. These kinds of events teach the English teachers the field knowledge, and as a result they will expand directly from the first mouth in a very short time. In terms of English teachers, I’d like to have the duration to be longer. But if the purpose of this is to raise the cultural awareness, it was also not enough for teachers to meet each other in such a short time. However, if this communication can be continued after the initial meeting, the training will reach its purpose. Then I think it means that the duration was sufficient.*

3.1.5. Dissemination

Criterion of dissemination is defined as one of the most important criteria of Lifelong Learning Programme within the context of both medium and long term strategies of the level of European Union and national strategies. Dissemination activities are designated necessities in the direction of principles of the programme in the matter of reaching the large masses with regard to the contents and outputs of the projects that are developed after the activities, experiences, things that participants learned from the activities. The purpose of substantivity of projects supported as the part of programmes after their completions also means the potential of bringing both structural and persistent changes in accordance with indicated targets and appropriating the results of the projects by beneficiaries.¹⁹

One of the most important titles of the research is about how dissemination activities is constructed. In this context, several questions related to dissemination activities are asked to participants through both surveys and interviews. The results show that participants meet with difficulties in carrying out dissemination activities. Dissemination activities are discussed in the following table.

¹⁹ For detailed information visit http://www.ua.gov.tr/docs/default-source/magazine/faaliyet_raporu_2012.pdf?sfvrsn=0



In the Graph 39, there are some data about people who first-time participants share results of their service training activities with. Almost all of the participants (95,2 %) indicate that they share their experiences with their co-workers in the same institutions, 87,4% of them indicates that they share with administrators (both schools and institutions) and 91,7% of them indicates that they share their experiences with both students and learners.

Also, data shows that percentile of the participants who share their experiences with different types of institutions has not a significant rate. The rate of the participants who prefer to share their experiences with different schools and institutions (55,5%) is significant. Thus, it is mainly understood that dissemination activities of the participants who attend to Comenius programme remain limited with their own institutions.

In terms of dissemination activities, dissemination is carried out in a quite restricted area for many participants. This restricted area can be interpreted as the institutions currently worked for. The same situation is also mentioned by participants during interviews.

***M.I.1** “We talk about this with my friends who are English teachers, also we share an exhibition acted with this technique with my students and friends who are teachers.*

***M.I.3.** “I don’t have a presentation or a kind of brochure as a share, because I did not have enough budget for this, but I shared my experiences with my co-workers, students and my entourage. I did not mention as a ‘seminar’, but I shared my experiences in any kind of social environment.*

***M.I.5.** “I prepared presentations and seminars in my own institution but I did not prepare printed publication about this.”*

Some participants states that they are not invited to share their experiences. This situation shows that it is possible to say that participants have not enough information about what these dissemination activities mean. One of the most distinct examples of this situation is a teacher’s experience:

***F.I.2.** “Well, I couldn’t do anything officially. When saying “couldn’t do that”, I didn’t get an idea of that. If I knew then what I know now, you know age is so important to increase self-confidence. I was so unconscious about this issue, so I couldn’t do anything. But verbally, in meetings, they always recognize me because of being only person who participate in these activities, and I can say that this experience makes me a popular teacher, it has a positive effect on my-career.”*

***F.I.1.** “Well, they didn’t invite us for sharing our experiences etc., but we shared our experiences with our friends from school.”*

Some participants could succeed to impart dissemination activities to outside of their organizations where they work. Also, it can be seen that dissemination activities become a more activated condition thanks to both personal and directorial efforts.

***F.I.3.** “As a matter of course, our friends who work in Research Development of Gaziantep Directorate of National Education listened to us about the activities and then, we prepared a presentation about how these activities will carry out in other science high schools. I shared contexts and visuals from my personal account. In the same way, these materials were shared from school’s official web-site. In addition, my activity in 2007 ranks as one of the most successful examples, and this success was shared by both my personal accounts and our school’s official web-site.”*

There are also people who could find the ways of applying dissemination activities to broader areas, so participants who share their experiences through their personal websites or media organs can be given as an example to these one:

M.I.7. “Of course I did. I shared some visuals and texts about these activities through both hometown newspapers and school’s official web site. In addition, information about these activities were exhibited in panels of the school.

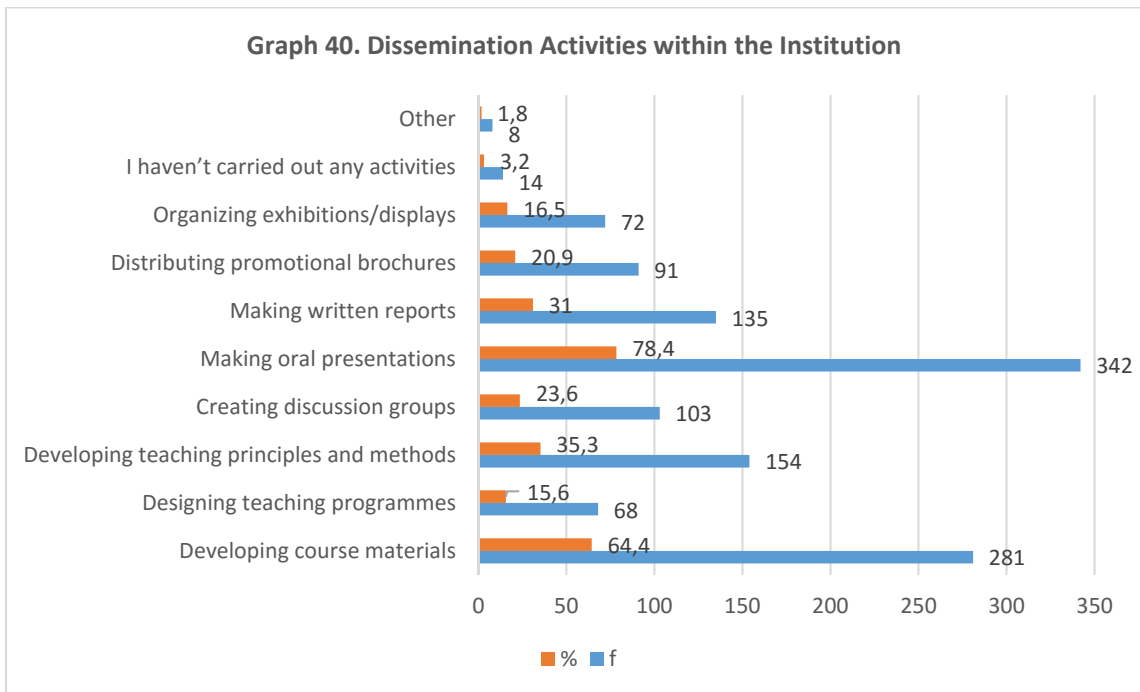
In group discussions, dissemination activities mentioned as one of the most difficult issues.

F.G. “It is impossible to put up what you learn into a book because of the given budget. Moreover, you cannot write a book in 15 days. Maybe, you can publish a brochure. For example, the subject of my activity was about methodology, so a brochure would be not useful. For this reason, I need to tell about my subject to who also interests in my subject, so this situation can be realized if I do within my efforts. I had some plans about expanding our institutional capacity within the organization that I work, I also explained this plan in my report. A play is prepared by a school, and a text about this play is sent to our school, with the aim of attending this event and taking both one teacher and one school administrator. Maybe in that way we may draw attention to our activities, there. You know, this kind of a text may provide two options for participations of in-service training. A presentation may be prepared in the purpose of information exchange or cultural transmission. This project can be realized through Ministry of National Education, or Turkey National Agency can integrate to this project some more. Not only “Now, I donated to your project, you go and study, improve your personal skills in the purpose of getting a promotion”, but in the context of dissemination, I will force into doing this. If you are not a sociable person, you have not any friend, so this is impossible. People who can provide grants, opportunities – especially about going abroad-, must put more support in the subject of dissemination. Of course, the presenter is me, but there must be a support in the matter of organizing audiences, venue arrangement. Otherwise, dissemination will be not enough.”

In the interview about focus group with National Agency’s officers, and they bring forward an idea that dissemination activities generally remains limited with personal skills and attempts. On the other hand, National Agency’s officers claim that they did not follow dissemination activities very well at that time, and only good examples can be generally reach them. For this reason, consequences of dissemination activities out

of final reports cannot be evaluated properly. Main reason of this situation is inadequate staff and over work-load, as National Agency's officers indicates. They make a remark on this issue over the information that they received:

N.A. "As we speak with our friends through good examples and your comments about it, we see that dissemination via personal activities is limited. Conducting meeting in schools, or teachers who work in the same province is a preferable option. Thus, they can keep in touch. This option is quite personal, but visiting district directors of national educations and mayors and mentioning their experiences, courses and activities that they attended bring about people who can canalize them. I learned that, there are successful disseminations about this issue. Also, not only at a level of school or institution, I aim to mention largeness of the area. This is not possible for Ankara, but it is easy to do that in a small province. We hear something from our friends that there are presentations within the invention of local authorities, and personal sharings at these small provinces. Possibly, this situation is directly proportionate to participants' attitudes and what they learned. For example, there are some projects that I examine can be agreed as kind of interviews can be a news for hometown newspapers, photographs are published but only sharing with only bounded by institution or target audience. In all final reports, it is indicated that a presentation is made to co-workers, but consequence is out of our observation."



When analysing data of dissemination strategies and practises of Comenius In-Service Training activities, it is understood that a great majority of participants (78,4%) prepared oral presentations. When analysing answers, it can be seen that 64,4% of participants develop course materials, 35,3% of participants develop teaching principles and methods, 31% of participants generate written reports, 20,9% of participants prepare advertisement brochures, 15,6% of participants design teaching programme, 16,5% of participants organize exhibitions and projections. The rate of participants who does not organize any activity is 3,2%, and the rate of participants who evaluate their dissemination strategies and practises in the category of 'other' is 1,8%.

As in Graph 40, in the context of dissemination activities, providing class materials and preparing oral presentations are the most used methods as the data shows. In this sense, it is possible to claim that students and co-workers are the most active groups in taking advantage of these activities. In qualitative interviews, when asking which groups take most advantage of these activities except their own groups, two major groups are pointed as students and co-workers. Reason of this situation can be associated with experienced difficulties in the context of dissemination. That is the reason why participants mostly limit their dissemination activities with schools, as a consequence of

this situation, other students and teachers are special beneficiaries rather than other groups:

M.I.1. "Actually, what I learned from the activities also worked out for my students besides me. Because, I used the techniques what I learned as a teaching method and I use this technique currently."

F.I.1. "Mostly my students take advantage of activities that I learned from there. Because, I practised and I still practise them with my students in class."

M.I.2. "Besides me, I think mostly my students take advantage of them. We rather use the student centred learning, dramatization and improvisation methods. Rather than being dominant as a teacher in class, I think this method is more useful for students in the context of increasing the participation of students in class."

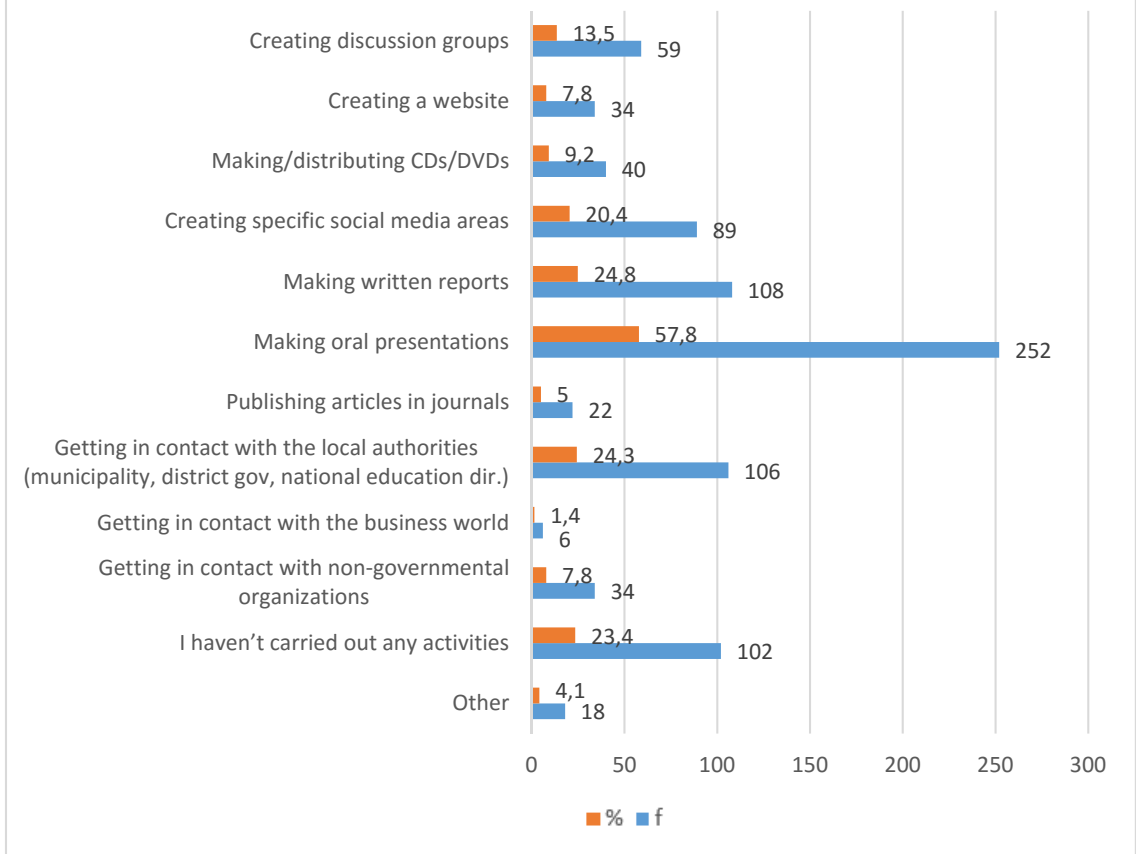
M.I.3. "I shared the documents with my colleagues so my friends benefit from them, they are instructed differently."

M.I.5. "We used materials that I bring from there in our lessons, so they were useful for my colleagues "

Although National Agency's officers cannot follow dissemination activities closely at that time, they present their opinions generally in parallel with survey results.

N.A. "For example, there were some teachers who share these materials with their students. Yes, it seems like that the great majority shares with only their co-officers but thanks to personal satisfaction, ambition and motivation got from this programme, effects of this programme also enlarges to other areas. Previously we heard some reproaches as "we attend to these activities but this situation are not taken into consideration, for example Ministry of National Education may give certificate to participants.". National Agency has also an effort, for example we expect a presentation -about what they learn, or how they benefit from the activity, what they do after attending the programme, etc.- from participants who successfully attend to the programme and take better results, as sharing our practices in our meetings."

Graph 41. Dissemination Activities out of the Institution



When analysing the data in the context of dissemination strategies about the results of Comenius In-Service Training activities apart from current institution, it can be understood that, great majority of participants (57,8%) make oral presentations. The rate of participants who report that they do not any activity is 23,4%. According to the chart, it can be seen that 24,8% of participants prepared written reports, and 24,3% of them communicate with local authorities (municipalities, district governorships, directors of national education), 20,4% of them prepared an area in social media, 13,5% of them organized discussion groups, 7,8% of them communicated with nongovernmental organizations. On the brink of similar rates, 5% of them published some articles on journals, 7,8% of them created their web-sites and 9,2% of them prepared CD/DVD. Also, the rate of participants who communicate with business world is 1,4%, and the rate of the participants who evaluate their dissemination activities under the title of 'other' is 4,1%.

It is mentioned that it is hard to realize dissemination activities out of institutions by most of participants. Also, there are some participants who ground this situation with several reasons. First of all, there are some who interpret that public hierarchy negations these kind of demands. In this context, even if there are some event out of institution, there may be mostly oral presentations, as seen in the schedule. As National Agency's officers state, wideness of the area is also important about this issue. Dissemination activities out of institution may be harder in metropolitan municipalities, rather than small areas. Attending the meetings of National Agency were given as an example to dissemination activities out of institution in focus group discussions.

F.G. "After we came back, National Agency invited us to their events. We talked about our project; but there was a photograph there included our students when they were eating pizza, so this did not make sense. It is good to inspire the idea of writing the project, but also invitations may be organized to share our experiences for example the methodology that we learned. There may be small groups, in different times, but it will be continuous. I would really like to teach everything that I learned to people who I do not know. You can do this in both English and every language that you used in your project. In the end, it may be good, but I don't know that whether this kind of an organization can be conducted in the context of sharing educational materials that we learned from the activity and good practice examples. Because, I think that we have difficulties when we are left as individuals concerning dissemination activities. I tried, because I need to share what I learned. I really had difficulty in this issue."

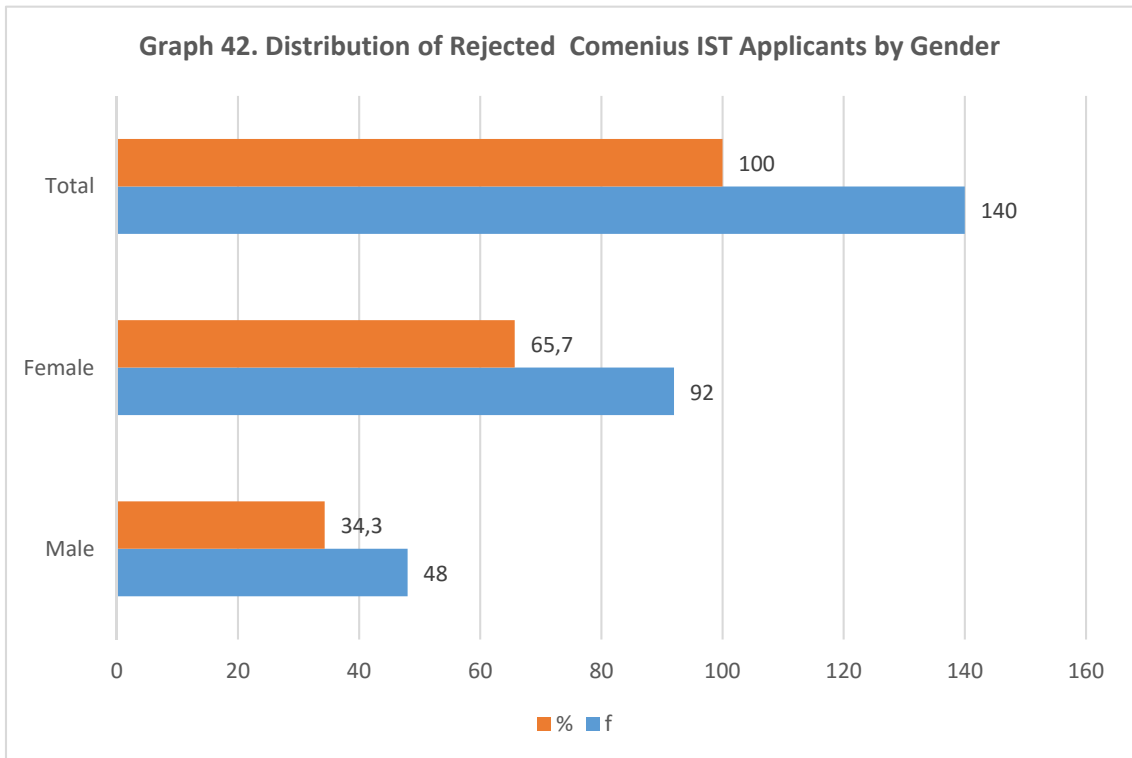
F.G. "We wrote as our teacher attended in this kind of an event, in our school's official web-site. A person telephoned our school from a state school in Erzurum. They said "Teacher, we also want to write a project, if we will come to Ankara in winter vacation, can we talk with you about it?" and they came and we talked about writing a project. After that, I couldn't follow whether they write a project, but a person found us from the news on school's web-site."

When analysing generally, it can be interpreted as participants aim to share information and abilities that they learned in-service training activities, but they have some problems about dissemination activities. Especially, the participants who are mostly teachers have some problems because of bureaucratic procedures.

3.2. Facts and Interpretations about Rejected Comenius In-Service Training Applicants in the Period of 2007-2013

In this section, the data obtained from those who responded to the questionnaire prepared for the rejected applicants, when applying to the School Education (Comenius) IST Activities during the period 2007-2013. The main purpose of applying the questionnaire to the rejected applicants is to try to better understand especially the influences of participating in the activity on the individuals. In this context, rejected participants were also asked about many of the questions, except those in the headline of the impacts in the survey of participants. However, there is no chance of one-to-one comparison. Because, for example, the questions asked under the heading of expectations may have occurred at the time of application, after the activity was accepted, or at any time during this period. There is no meaningful comparison in terms of influence in this sense, such as the effect of rejection and the effect of acceptance. For these reasons, the data being resolved under the heading of the rejected ones are given aiming to 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 because the study is not an experimental study. For this reason, the data are only used for support and it is not right to generalise the data to the universe. In the light of these information and explanations, following are the analysis of the data related to the rejected ones.

3.2.1. Characteristics of Applicants



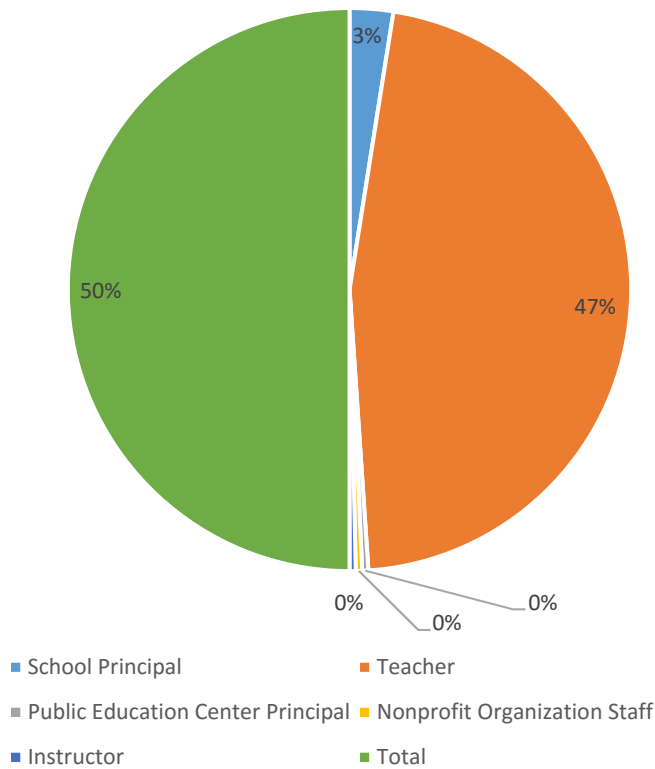
Graph 42 shows the gender distribution of rejected applicants who applied for In-Service Trainings of Comenius Programme. When analysing the data in the graph, it can be seen that 65,7% (92 people) are female and 34,3% are male. The important point that must be focused on that, numbers above are the only rates of people who answered the survey.

Table 7. Distribution of Rejected Comenius IST Applicants by City

	Provinces	f	%
1	Adana	4	2,9
2	Adıyaman	2	1,4
3	Afyon	5	3,6
4	Ağrı	1	0,7
5	Ankara	5	3,6
6	Antalya	4	2,9
7	Artvin	1	0,7
8	Aydın	5	3,6
9	Balıkesir	3	2,1
10	Bingöl	1	0,7
11	Bolu	1	0,7
12	Bursa	6	4,3
13	Çanakkale	3	2,1
14	Denizli	2	1,4
15	Edirne	1	0,7
16	Elazığ	2	1,4
17	Erzurum	2	1,4
18	Eskişehir	4	2,9
19	Gaziantep	4	2,9
20	Hatay	2	1,4
21	Isparta	2	1,4
22	İçel (Mersin)	4	2,9
23	İstanbul	11	7,9
24	İzmir	5	3,6
25	Kars	1	0,7
26	Kayseri	2	1,4
27	Kocaeli	4	2,9
28	Konya	5	3,6
29	Kütahya	1	0,7
30	Malatya	1	0,7
31	Manisa	4	2,9
32	Kahraman maraş	1	0,7
33	Mardin	2	1,4
34	Muğla	3	2,1
35	Muş	1	0,7
36	Nevşehir	2	1,4
37	Ordu	4	2,9
38	Sakarya	2	1,4
39	Samsun	5	3,6
40	Siirt	1	0,7
41	Tekirdağ	1	0,7
42	Tokat	2	1,4
43	Trabzon	5	3,6
44	Şanlıurfa	2	1,4
45	Van	3	2,1
46	Yozgat	1	0,7
47	Zonguldak	2	1,4
48	Karaman	1	0,7
49	Bartın	2	1,4
50	Iğdır	1	0,7
51	Yalova	1	0,7
	Total	140	100,0

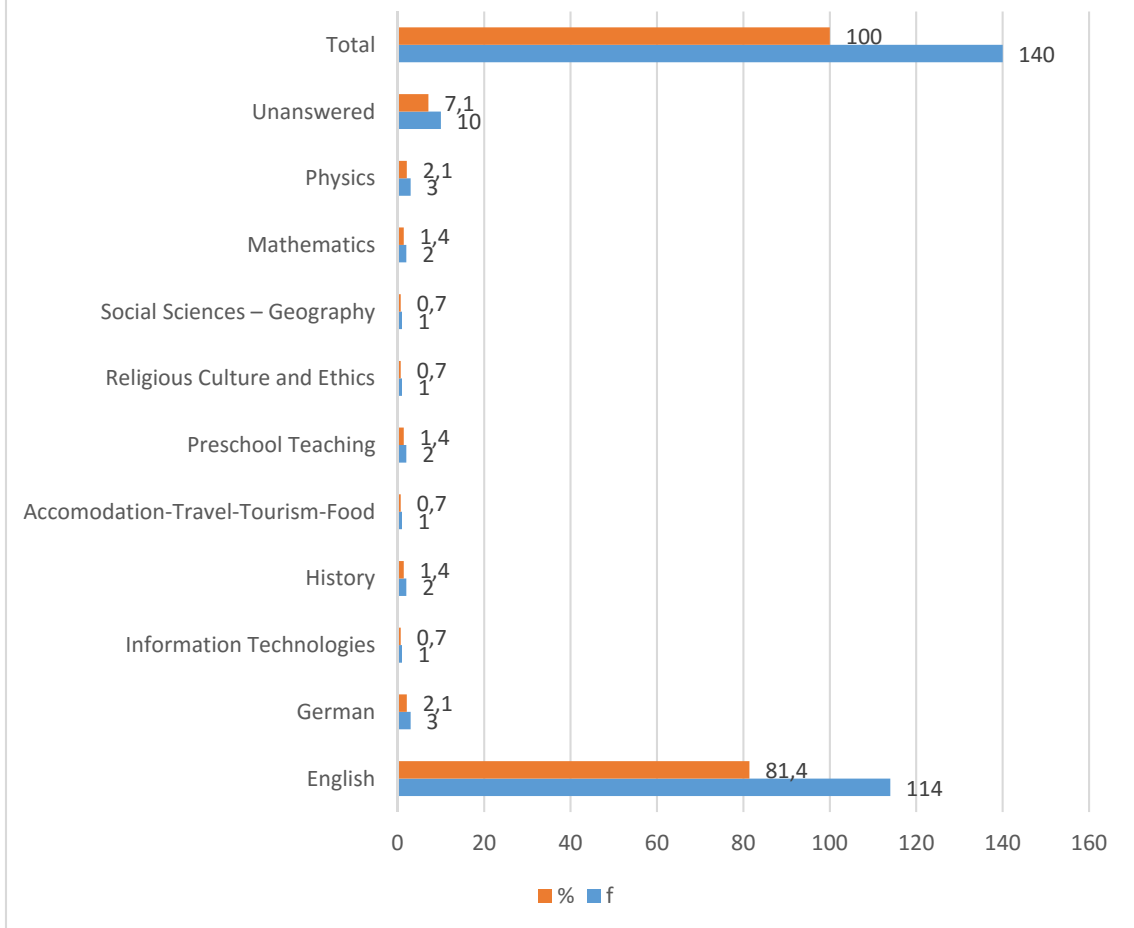
At Table 7, the province distribution of rejected applicants IST applicants is given. While the most of rejected applicants are from İstanbul (7,9%), Bursa is the second province (4,3). Afyonkarahisar, Ankara, Aydın, İzmir, Konya, Samsun and Trabzon have the same percentage (%3,6). On the other hand, the percentage of Ağrı, Artvin, Bingöl, Bolu, Edirne, Kars, Kütahya, Malatya, Maraş, Muş, Siirt, Tekirdağ, Yozgat, Karaman, Iğdır and Yalova is 0,7%. Important point is that, there must be an application to talk about rejected applications. In this case, the rate of rejected applications do not give any direct information about how acceptable the projects from these provinces are.

Graph 43. Distribution of the Rejected Comenius IST Applicants by Occupation



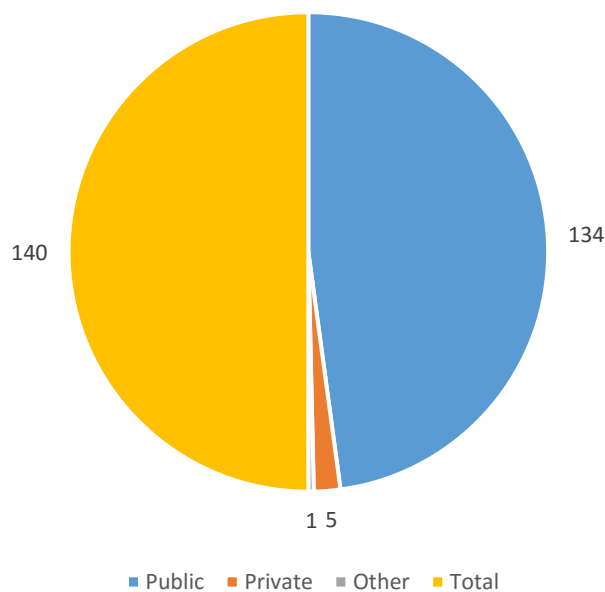
According to the Graph 43 that shows occupational distribution of rejected IST applicants, teachers take the first place with 92,9% (130 people). Directors of school is the second group with 5% (7 people). Percentages of directors of public education centre, personals of non-governmental organizations and lecturers are the same (0,7%). As most applicants are teachers, the high percentage of teachers in rejected applications may be interpreted as a natural consequence in the context of rejected applications.

Graph 44. Distribution of the Rejected Comenius IST Applicants by Subject

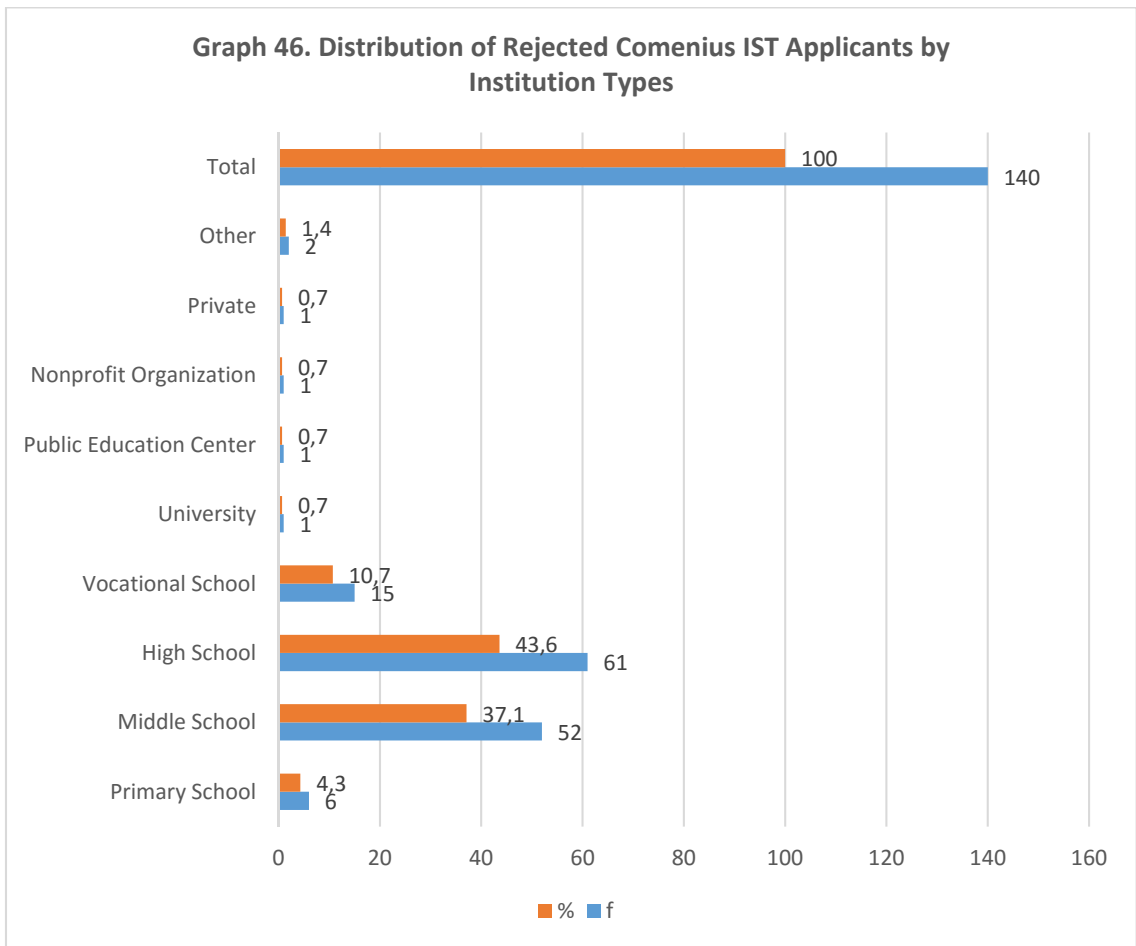


In the Graph 44, the subject area distribution of rejected applications of IST applicants. When analysing the data, the in graph, it is understood that 81,4% of rejected applications are of English teachers. German and Physics Teachers take the second place with 2,1%. Subject areas of 1,4% of the rejected applicant teachers is History, Pre-School and Mathematics. The percentage of the teachers of Informatics, Accommodation/Travel /Tourism/Food, Education of Religion and Ethics, and Social Sciences/Geography is 0,7%. Considering the low number of applications by the teachers of these four subject areas because of their limited foreign language skills as opposed to the high number of applications by English teachers because of their better foreign language skills.

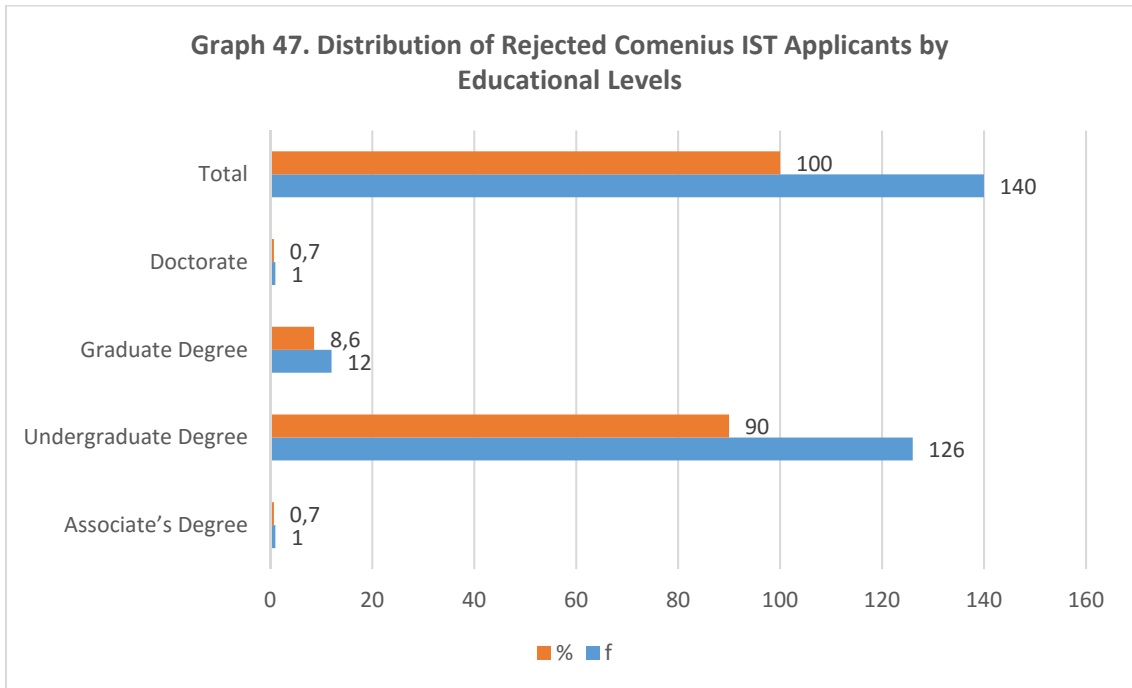
Graph 45. Distribution of the Rejected Comenius IST Applicants by Sector



The Graph 45 shows the sectoral range of rejected IST applicants. When analysing data, it is understood that, 95,7% (134 people) of 140 applicants work in public sector, and the percentile of 3,6% works in private sector. And, the category of 'other' corresponds to the percentile of 0,7%.

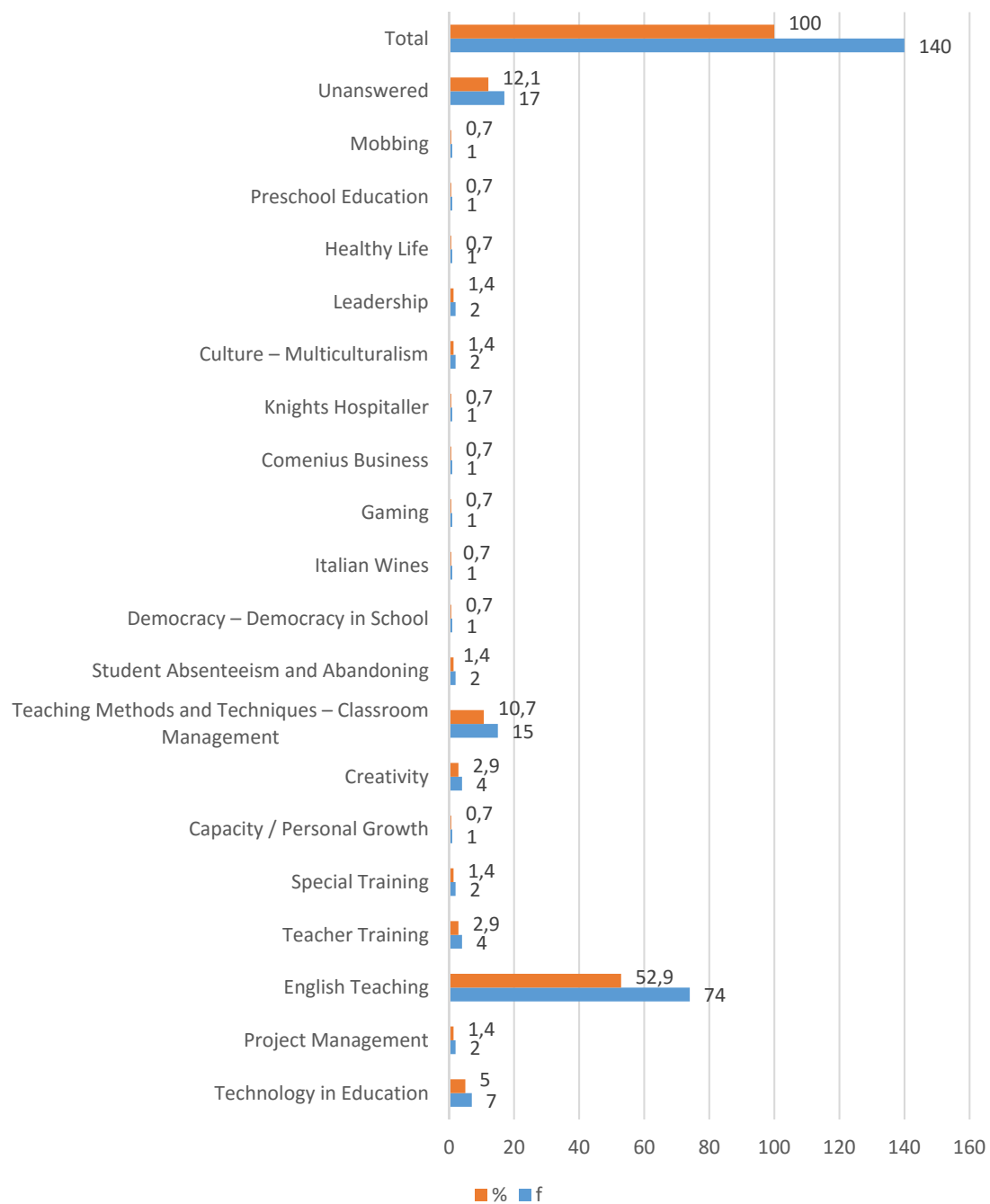


In the Graph 46, there is the distribution of the organizations at which the rejected IST applicants work. When analysing the graph, 43,6% (61 people) of them works in high-schools, 37% (52 people) of them work in middle-school, and 10,7% (15 people) of them work in industrial school. While 1,4% of them are located in the category of ‘other’, the ratio of 0,7% is about public education centre, non-governmental organizations and private institutions.



In the Graph 47, there is the range of education level of rejected IST applicants. According to this, 90% (126 people) of them have bachelor's degree, 8,6% (12 people) of them have post-graduate degree, and the rate of rejected applicants who study two-year degree and doctorate is 0,7%. When we think about that the rate of bachelor's degree is more than others, we face with a situation that applications made by bachelor's degree must be more than others. On the other hand, when analysing the range of education level of successful applicants (Graph 6) 81,4% of them study bachelor's degree, 16,3% of them study post-graduate, and 2,3% of them study doctorate. When thinking on the data from both graphs, the rate of successful applicants who study doctorate is more than the others, and the rate of rejected applicants who study doctorate is less than the others. In this context, as the education level correlates positively with the approval rate of the first application, it can be claimed that as the level of education increases, the rejection rate decreases.

Graph 48. Subjects of IST Activities that Rejected Comenius IST Applicants Applied for



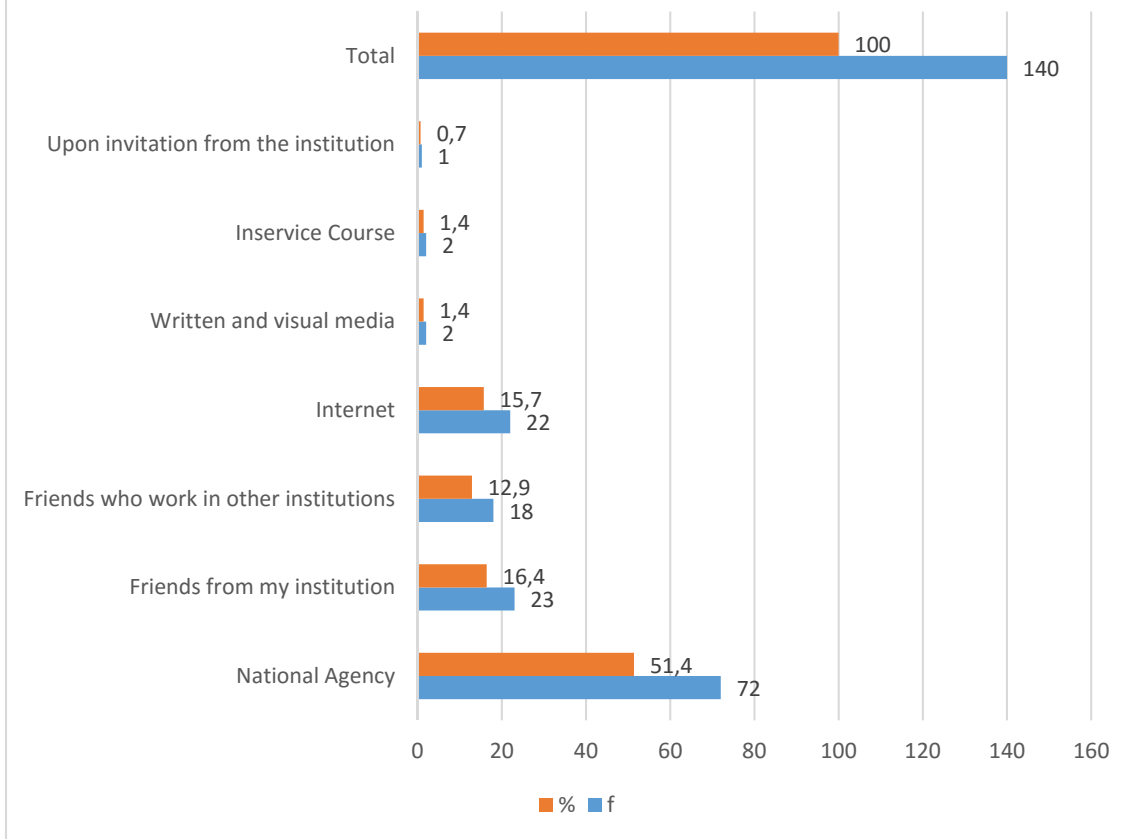
In the Graph 48, distribution of training subjects applied for by the rejected IST applicants. When analysing the data, it is seen that English language teaching has the greatest rate of 52,9% (74 people). 10,7% (15 people) of the rejected applications were for 'classroom management', 5% (7 people) for 'technology in education', 2,9% for 'teaching methods and techniques' and 'creativity'. The rate of 1,4% includes project management, private education, absence of students, abandonment of school, multiculturalism and leadership. Also, the rate of the rejected applicants who applied for capacity/personal development, Democracy in school, Italian wines, Game, Comenius work, Knights of Saint John, Healthy Life, Preschool Education and Mobbing is the same (0,7%). The rate of blanks is 12,1%. When interpreting these data together with the information in the Graph 45, that the rate of rejected applicants who work as English teacher is 81,4% (114 people), the situation that English teachers have the biggest rate of rejection can be interpreted as a natural consequence, since the English teachers constitute the highest percentage of applicants.

Table 8. Distribution of Rejected Comenius IST Applicants by the Countries Organising the Training

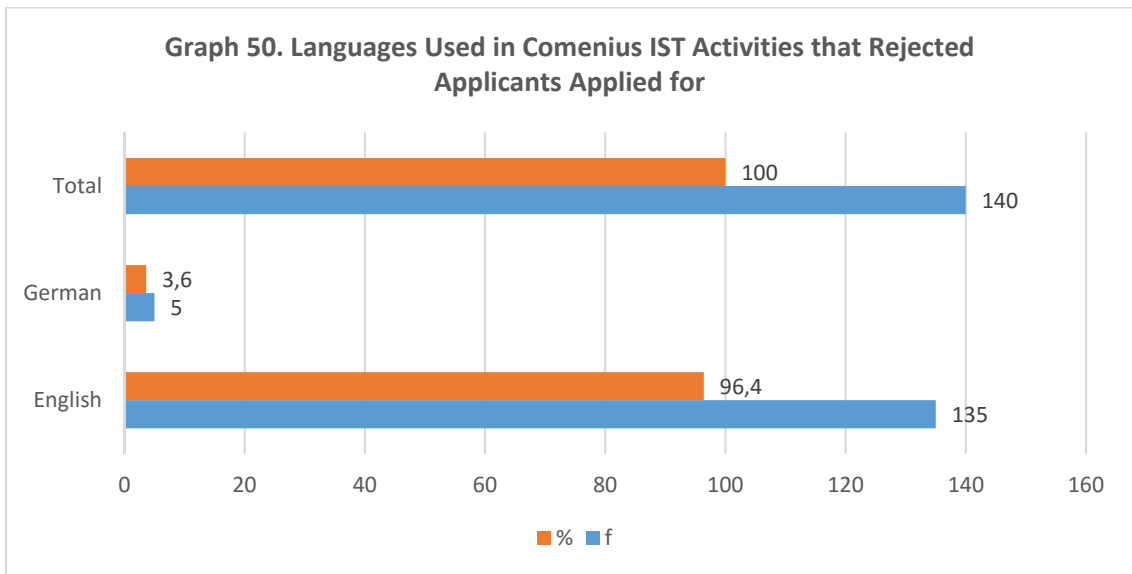
	Countries	<i>f</i>	%
1	United Kingdom	93	66,4
2	Germany	4	2,9
3	Lithuania	1	0,7
4	Spain	3	2,1
5	Belgium	1	0,7
6	Ireland	5	3,6
7	Finland	2	1,4
8	Malta	5	3,6
9	Italy	8	5,7
10	Slovakia	2	1,4
11	The Netherlands	2	1,4
12	Czech Republic	8	5,7
13	Latvia	1	0,7
14	Bulgaria	1	0,7
15	Poland	1	0,7
16	Sweden	2	1,4
17	Austria	1	0,7
	Total	140	100,0

When analysing the range of countries that organize trainings that rejected IST applicants applied for, it can be seen that United Kingdom has the biggest rate, as 66,4% (93 people). Respectively, other countries and their rates are: Italy and Czech Republic (5,7%), Ireland and Malta (3,6%), Germany (2,9%), and Spain (2,1%). 1,4% of rejected applications can be ranged as Finland, Slovakia, Holland and Sweden. Countries that have the minimum rate (0,7%) are Lithuania, Belgium, Latvia, Hungary, Poland and Austria. Such as, United Kingdom is one of the most preferable countries to apply for, where the native language is English, and probably the most attractive one. Graph 48 shows that a substantial number of rejected applicants are composed of applicants who applied for ‘English Teaching’. So, when interpreting the rejection rates for ‘English Teaching’ along with the countries that organise the training, it correlates with the fact that United Kingdom has the highest rate. Also, it can be claimed that the policy of sending maximum 2 or 3 applicants to the same training has an effect on the rates of rejected applications.

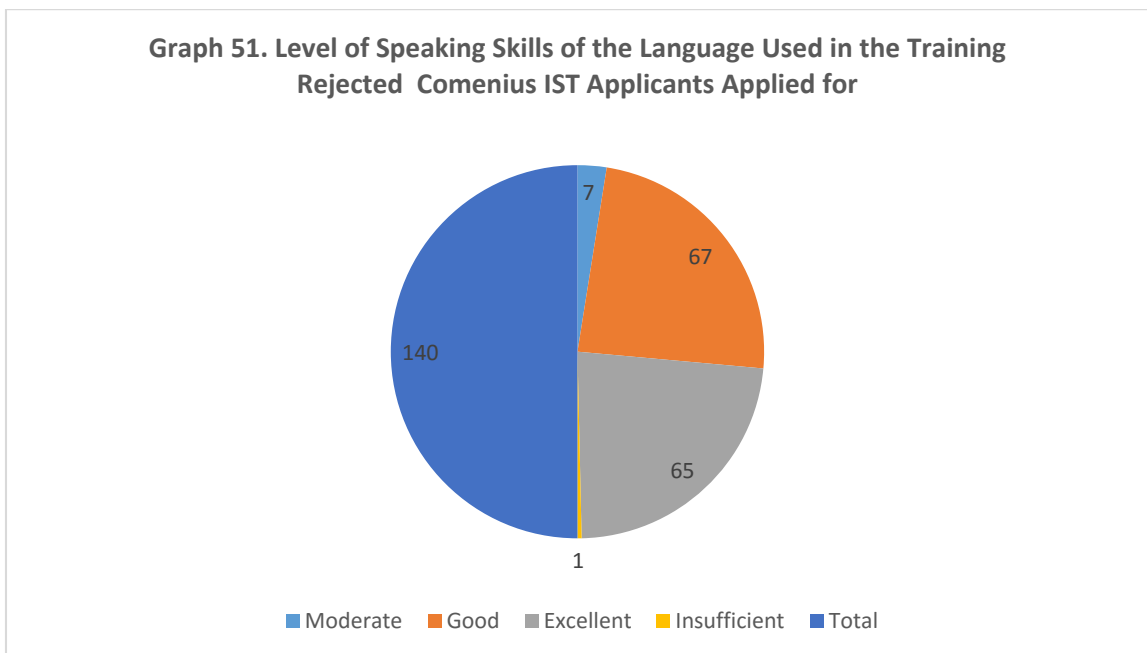
Graph 49. Distribution of The Sources of Information that Rejected Comenius IST Applicants Used



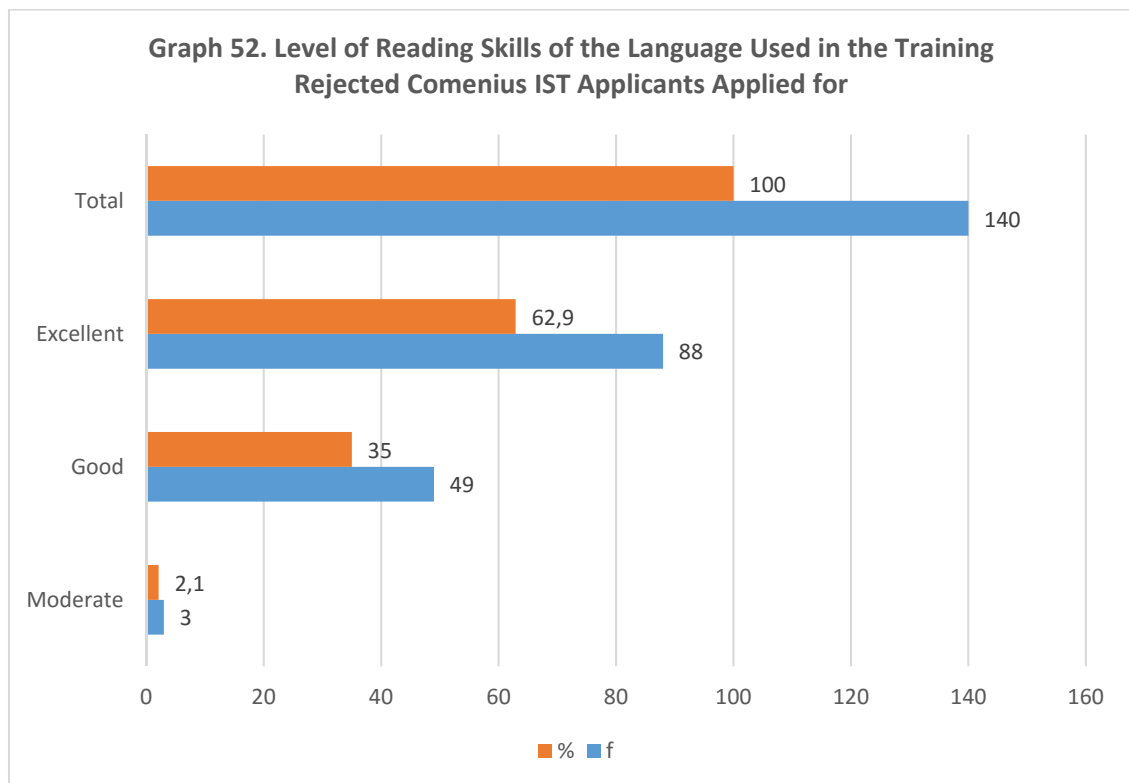
According to Graph 49 that shows the range of information sources for rejected IST applicants, 51,4% (72 people) of applicants get informed by the National Agency. Other information sources and their rates for rejected applicants are, respectively, their friends in the same institution (16,4%), the internet (15,7%), and friends who work in other institutions (12,9%). The rate of written and visual media is 1,4% and the rate of invitation of institutions is 0,7%. In this context, National Agency is referred to as the most important source of information for the rejected applicants. As it was also revealed in focus group discussion, an important reason for this maybe because most of the applicants get informed of National Agency and they follow calls for proposals.



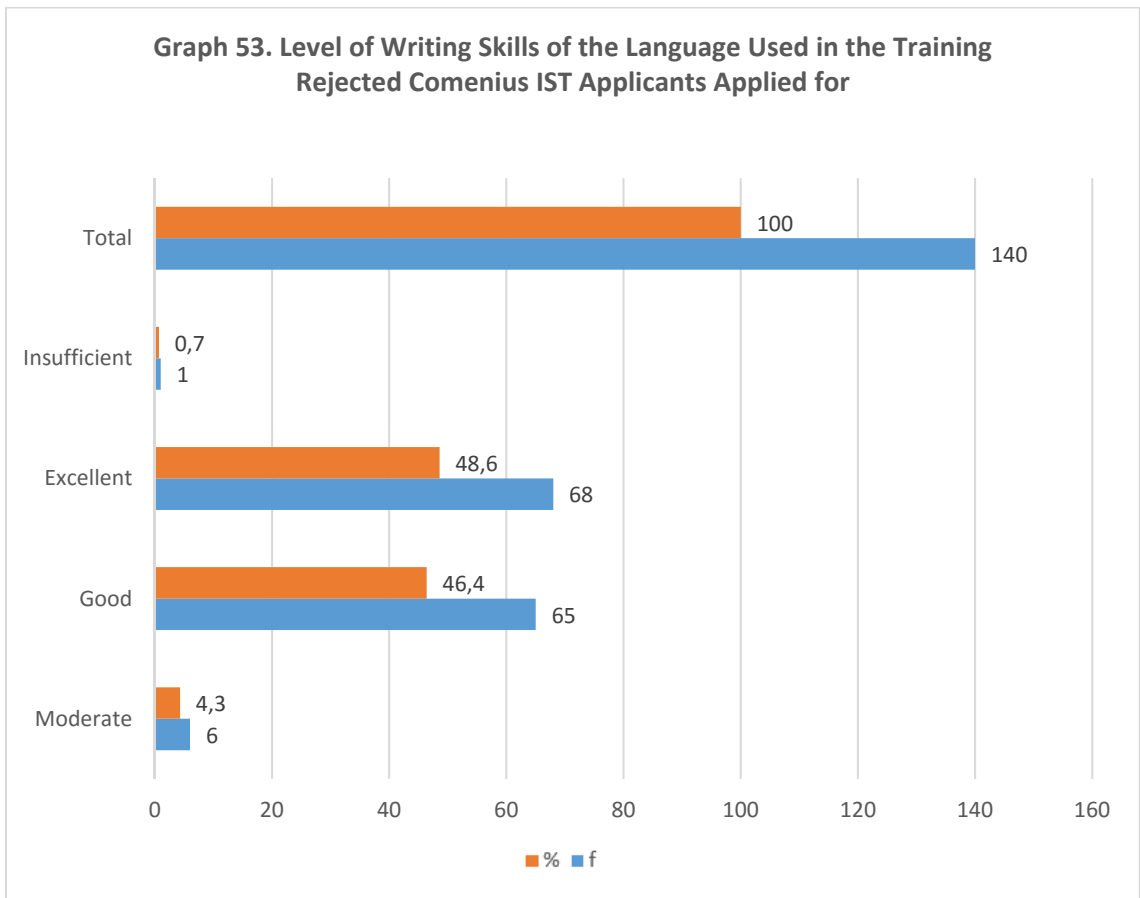
The Graph 50 shows the language distribution of the activities that rejected IST applicants applied for. In this context, English has the highest percentage with 96,4% (135 people). 3,6% of rejected applications is for the activities in German Language. Considering the subject areas of applicants and the data about the countries that organise the trainings applied for, the fact that language of the activity is English can be evaluated as an expected result.



In the Graph 51, speaking skills of rejected IST applicants are presented. According to the data, 47,9% (67 people) of the rejected applicants state their speaking skills as ‘good’ and 46,4% of them state as ‘perfect’. The rate of rejected applicants who state their speaking skills as ‘intermediate level’ is 5%, and ‘insufficient’ is 0,7%. As a result, in the context of rejected applications, speaking skills of applicants can be referred to as ‘high level’. Therefore, the reason for the rejection of the applicants, from their point of view, is not their level of speaking skills.



In the Graph 52, distribution of the rejected IST applicants by their reading skills in the language of the activity is presented. According to the data that Graph 52 shows, 62,9% (88 people) of them reported their reading skill as ‘excellent’, 35% (49 people) reported as ‘good’. The rate of ‘intermediate level’ is 2,1%. As a result, in the context of rejected applications, reading skills of applicants can be referred to as ‘high level’. Therefore, the reason for the rejection of the applicants, from their point of view, is not their level of reading skills.



In the Graph 53, distribution of rejected IST applicants by their writing skills of is presented. According to the data that Graph 53 shows, 48,6% (68 people) of them reported their writing skills as ‘excellent’, 46,4% (65 people) reported as ‘good’. The rate of ‘intermediate level’ is 4,3%, and the rate of ‘insufficient’ is 0,7%. Therefore, the reason for the rejection of the applicants, from their point of view, is not their level of writing skills.

3.2.2. Expectations about In-Service Training Activities of Comenius Programme

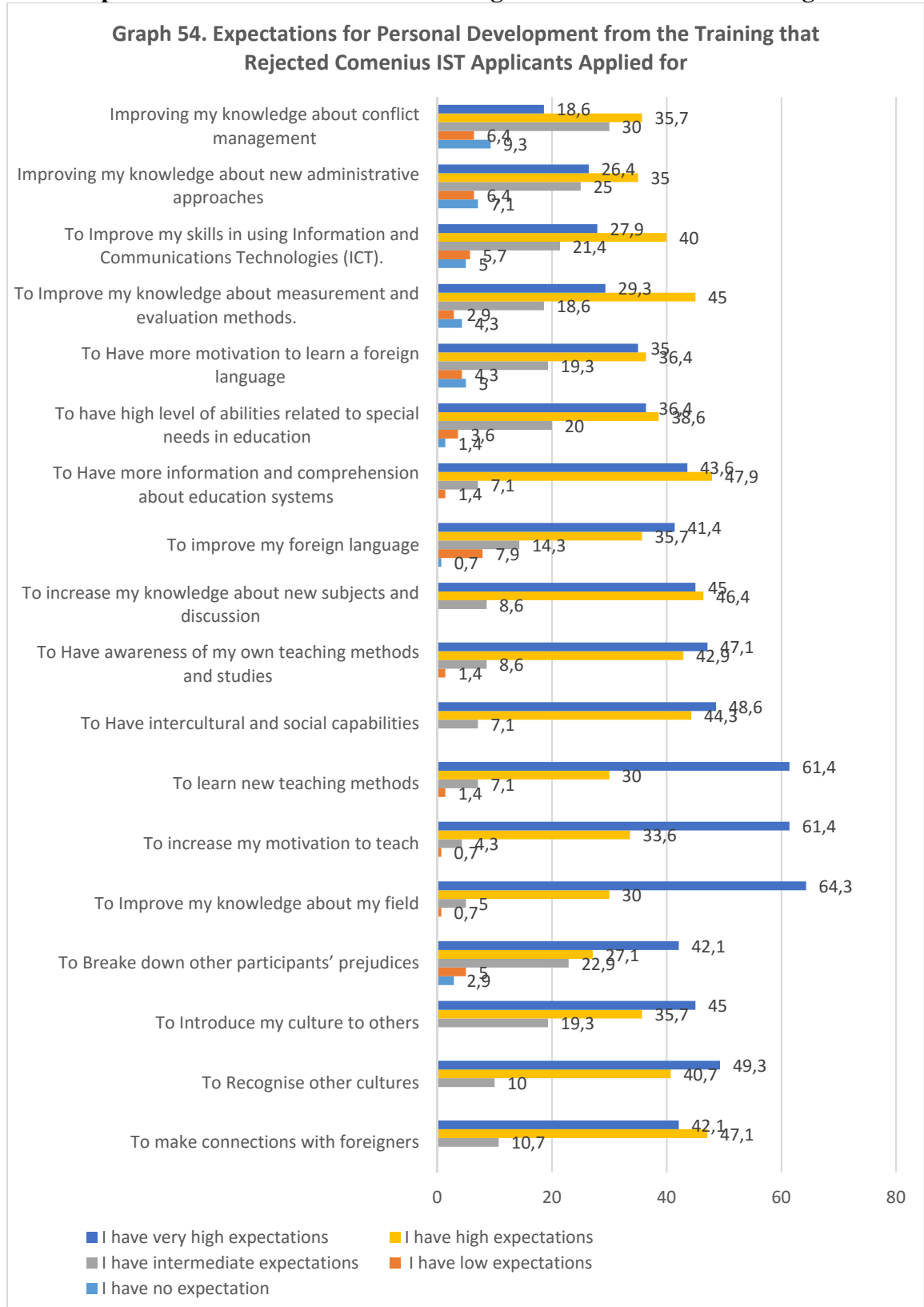


Table 9. Expectations for Personal Development from the Training that Rejected IST Applicants Applied for

	Expectation	I have no expectation	I have low expectations	I have intermediate expectations	I have high expectations	I have very high expectations
1	To make connections with foreigners			10,7	47,1	42,1
2	To recognise other cultures			10	40,7	49,3
3	To introduce my culture to others			19,3	35,7	45
4	To break down other participants' prejudices	2,9	5	22,9	27,1	42,1
5	To improve my knowledge about my field		0,7	5	30	64,3
6	To increase my motivation to teach		0,7	4,3	33,6	61,4
7	To learn new teaching methods		1,4	7,1	30	61,4
8	To have intercultural and social capabilities			7,1	44,3	48,6
9	To have awareness of my own teaching methods and studies		1,4	8,6	42,9	47,1
10	To increase my knowledge about new subjects and discussion			8,6	46,4	45
11	To improve my foreign language	0,7	7,9	14,3	35,7	41,4
12	To have more information and comprehension about education systems		1,4	7,1	47,9	43,6
13	To have high level of abilities related to special needs in education	1,4	3,6	20	38,6	36,4
14	To have more motivation to learn a foreign language	5	4,3	19,3	36,4	35
15	To improve my knowledge about measurement and evaluation methods.	4,3	2,9	18,6	45	29,3
16	To improve my skills in using Information and Communications Technologies (ICT).	5	5,7	21,4	40	27,9
17	Improving my knowledge about new administrative approaches	7,1	6,4	25	35	26,4
18	Improving my knowledge about conflict management	9,3	6,4	30	35,7	18,6

Graph 54 and Table 9 includes expectations about personal development of rejected IST applicants. Among the expectations the participants stated to be of ‘very high level’, highest rated ones can be given as follows: 64,3% for ‘improving skills in their own field’, 61,4% for ‘increasing motivation to learn’ and ‘learning new teaching methods’, 49,3% for ‘getting to know new cultures’, 48,6% for ‘having the intercultural and social sufficiencies’, 47,1% for ‘having awareness of my own teaching methods and studies’, ‘45% as ‘presenting their own culture to other participants’ and ‘being informed of new subjects and discussions’.

When the ‘very-high’ and ‘high’ ratings are combined together, it is understood that the participants put their expectations in order as ‘increasing the motivation to teach, ‘improving skills in their own field, having the inter-cultural and social sufficiencies, getting more informed about education systems, learning new teaching methods, getting informed about new subjects and discussions, learning other cultures, having awareness of their own teaching methods and studies, establishing relations with people from other countries’.

Consistently with the rate of these high expectations, in regard to expectations of ‘establishing relations with people from other countries, learning other cultures, presenting their own culture to other participants, having the inter-cultural and social sufficiencies, getting informed about new subjects and discussions’, it is seen that, these expectations have no rates related to the options of ‘I have no expectations’ or ‘I have low expectations’. As a result, according to these data, the expectations of rejected applicants are very high within the context of these subjects. This shows that main purposes of Comenius programme address to an intended population who have high expectations and motivation.

When compared with applicants with approved applications, it is seen that context and level of expectations match up with one another. Both approved and rejected applicants claim that they substantially aim to develop their knowledge of and experiences in their field.

Graph 55. Rejected IST Applicants' Expectations of the Implementation of Personal Adequacies at Work

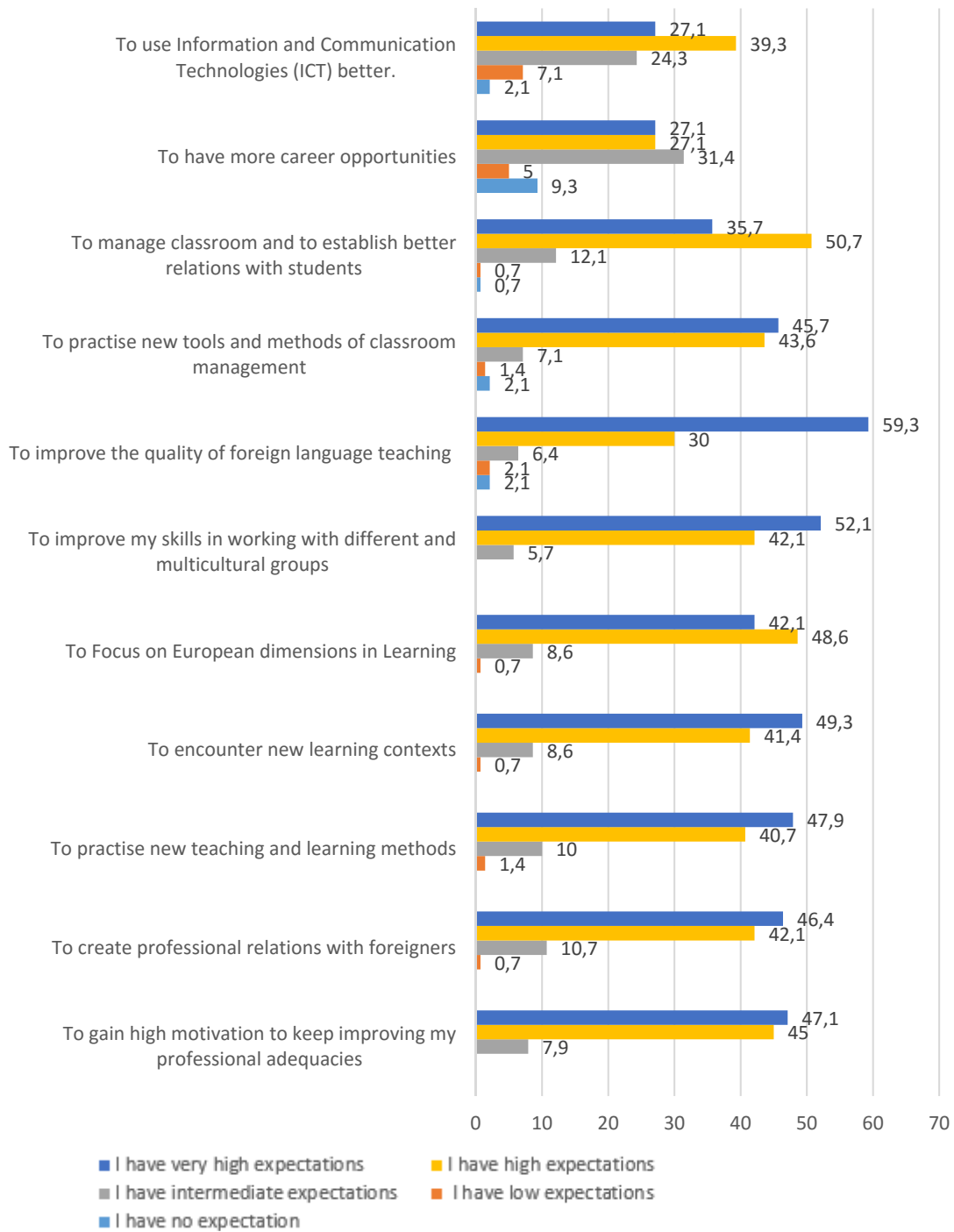


Table 10. Rejected Comenius IST Applicants’ Expectations for the Implementation of Personal Adequacies at Work

	Expectation	I have no expectation	I have low expectations	I have intermediate expectations	I have high expectations	I have very high expectations
1	To gain high motivation to keep improving my professional adequacies			7,9	45	47,1
2	To create professional relations with foreigners		0,7	10,7	42,1	46,4
3	To practise new teaching and learning methods		1,4	10	40,7	47,9
4	To encounter new learning contexts		0,7	8,6	41,4	49,3
5	To focus on European dimensions in Learning		0,7	8,6	48,6	42,1
6	To improve my skills in working with different and multicultural groups			5,7	42,1	52,1
7	To improve the quality of foreign language teaching	2,1	2,1	6,4	30	59,3
8	To practise new tools and methods of classroom management	2,1	1,4	7,1	43,6	45,7
9	To manage classroom and to establish better relations with students	0,7	0,7	12,1	50,7	35,7
10	To have more career opportunities	9,3	5	31,4	27,1	27,1
11	To use Information and Communication Technologies (ICT) better.	2,1	7,1	24,3	39,3	27,1

In Table 10 and Graph 55, there are findings on Rejected IST Applicants’ Expectations for Implementation of the Personal Adequacies at Work. Expectations that participants rated ‘very high’ are as follows: 59,3% for ‘improving the quality of foreign language teaching’, 52,1% for ‘improving skills in working with different and multi-cultural groups’, 49,3% for ‘encountering new learning contexts’, 47,1% for ‘gaining high motivation to keep improving my professional adequacies’, 46,4% for ‘creating professional connections with foreigners’, 45,7% as ‘practising new tools and methods of classroom management’.

When the ‘very-high’ and ‘high’ ratings are combined together, it is understood that the participants put their expectations in order as ‘improving skills in working with different and multi-cultural groups’, ‘gaining high motivation to keep improving my professional adequacies’, ‘encountering new methods of learning’, ‘focusing on European dimension in learning’, ‘improving the quality of foreign language teaching’, ‘practising new tools and methods of classroom management’, ‘practising new teaching and learning methods’ and ‘creating professional connections with foreigners’.

Consistently with the rates of these high expectations, it is seen that there is no ‘I have no expectation’ rating for the expectations of ‘gaining motivation to keep improving professional adequacies’, ‘creating professional connections with foreigners’, ‘practising new teaching and learning methods’, ‘encountering new contexts of learning’, ‘focusing on European dimension in learning’, and ‘improving skills in working with different and multicultural groups’. 9,3% of the participants claim that they have no expectations, and 7,1% of the participants claim that they have low expectation of ‘using information and communication technologies better.’ As a result, through these data, it is understood that rejected IST applicants’ expectations for implementation of personal adequacies at work are so high in the context of all subjects. This shows that, main purposes of Comenius Programme address to an intended population who have high expectations and motivation in the context of implementation of personal adequacies at work. Similar to previous table and chart, level of expectations of both approved and rejected applicants matches.

Graph 56. Rejected Comenius IST Applicants' Expectations at the Institutional Level

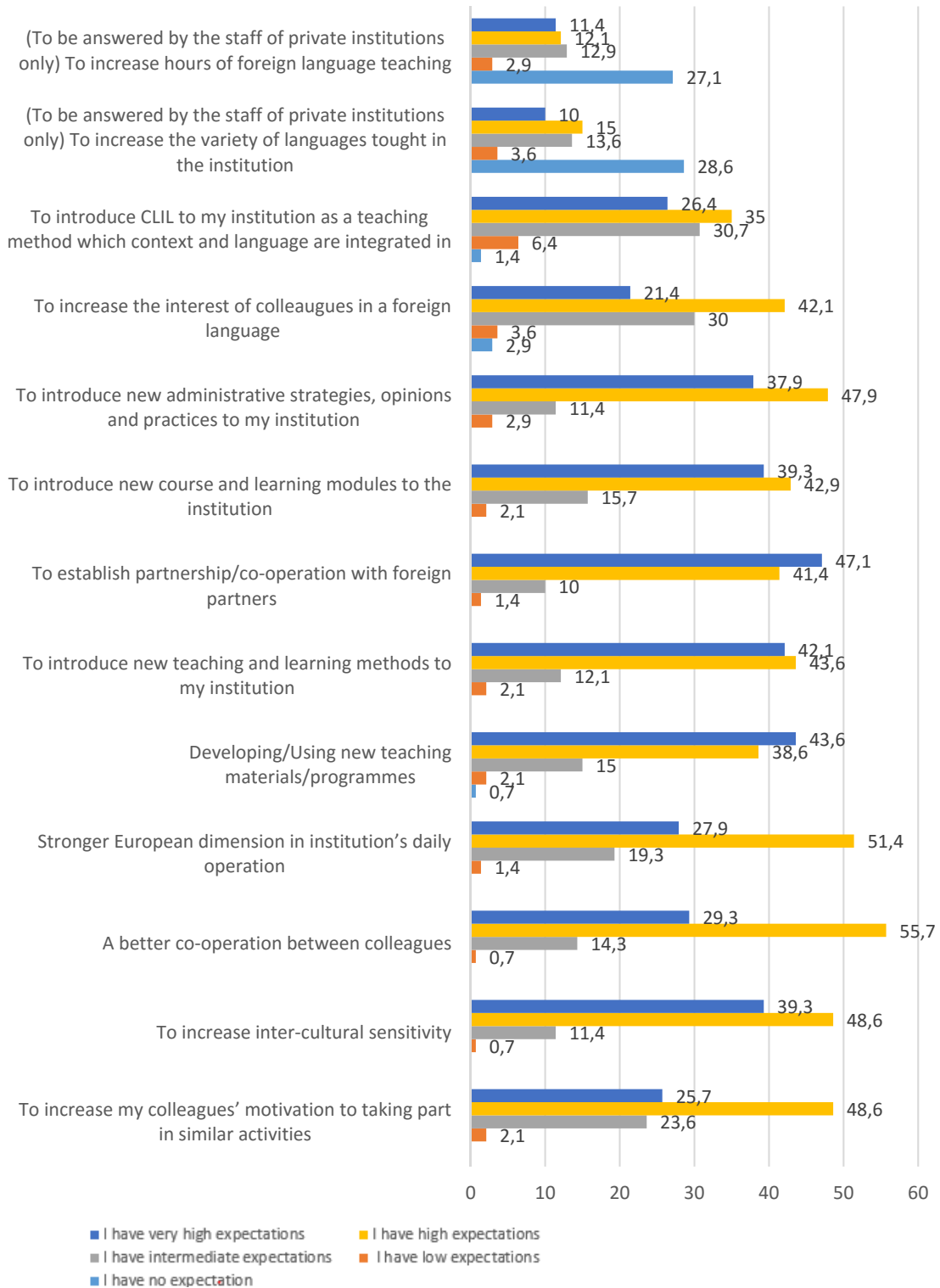


Table 11. Rejected Comenius IST Applicants' Expectations at the Institutional Level

	Expectation	I have no expectation	I have low expectations	I have intermediate expectations	I have high expectations	I have very high expectations
1	To increase my colleagues' motivation to taking part in similar activities		2,1	23,6	48,6	25,7
2	To increase inter-cultural sensitivity		0,7	11,4	48,6	39,3
3	A better co-operation between colleagues		0,7	14,3	55,7	29,3
4	Stronger European dimension in institution's daily operation		1,4	19,3	51,4	27,9
5	Developing/Using new teaching materials/programmes	0,7	2,1	15	38,6	43,6
6	To introduce new teaching and learning methods to my institution		2,1	12,1	43,6	42,1
7	To establish partnership/co-operation with foreign partners		1,4	10	41,4	47,1
8	To introduce new course and learning modules to the institution		2,1	15,7	42,9	39,3
9	To introduce new administrative strategies, opinions and practices to my institution		2,9	11,4	47,9	37,9
10	To increase the interest of colleagues in a foreign language	2,9	3,6	30	42,1	21,4
11	To introduce CLIL to my institution as a teaching method which context and language are integrated in	1,4	6,4	30,7	35	26,4
12	(To be answered by the staff of private institutions only) To increase the variety of languages taught in the institution	28,6	3,6	13,6	15	10
13	(To be answered by the staff of private institutions only) To increase hours of foreign language teaching	27,1	2,9	12,9	12,1	11,4

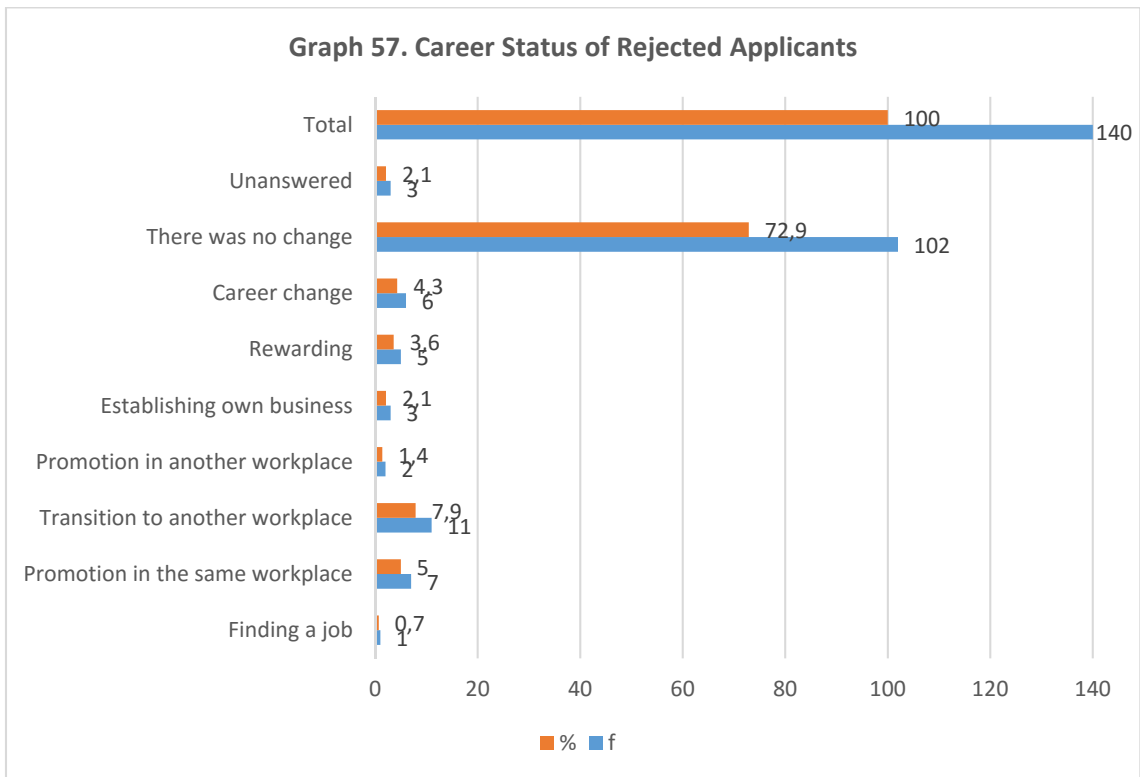
In Table 11 and Graph 56, the data presented are about expectations of rejected IST applicants from the activity they applied for, at institutional level. As it can be understood from the table, 13 type of expectations are evaluated in 5 different grades and the rate of participants' answers in the context of their 'high level' expectations has the highest percentage. Subjects participants rated to be of 'high-level expectation' can

be given as follows: 55,7% for 'A better co-operation between colleagues', 51,4% for 'Stronger European dimension in institution's daily operation', 48,6% for 'to increase my colleagues' motivation to taking part in similar activities' and 'to increase intercultural sensitivity', 47,9% for 'to introduce new administrative strategies, opinions and practices to my institution', 43,6% for 'introducing new teaching and learning methods to the institution that they work in', 42,9% for 'introducing new course and learning modules', 42,1% as 'To increase the interest of colleagues in a foreign language'.

When the 'very-high' and 'high' ratings are combined together, it is understood that participants put their expectations at institutional level in order as 'establishing a partnership with foreign institutions', 'increasing intercultural sensibility', 'new administrative strategies, 'introducing new ideas, practices, new teaching and learning methods to the institution', a better co-operation between colleagues, developing/using new teaching materials/programmes'.

Consistently with the rate of these high expectations, in regard to expectations of, it is seen that there is no 'I have no expectation' rating for the expectations of 'To increase my colleagues' motivation to taking part in similar activities' and 'To increase intercultural sensitivity', 'A better co-operation between colleagues, 'a stronger European dimension in institutional daily operation', 'establishing a partnership/cooperation with foreign institutions', 'introducing new course and learning modules to the institution', 'new administrative strategies', 'introducing new ideas, practices'. The percentage of the participants working in private institutions who had no expectation of 'increasing the variety of language' and 'increasing the hours of foreign language teaching', are 28,6% and 27,1% respectively.

As a result, through these data, it is understood that rejected applicants have high expectations about related programme except the last two subject. This shows that, main purposes of Comenius programme address to an intended population who have high expectations and motivations at institutional level as well.



The reason for asking questions about their career to rejected applicants is not because we are trying to find out the impact of the rejection on their careers. Here, the major purpose is to find out whether the approved participants experienced any kind of change in their career after the activities, and, if they did so, whether it is meaningful when compared with the career changes of the rejected applicants.

In this sense, following comments and analyses must be considered an attempt to understand what kind of changes in careers of the rejected applicants occurred in the following years.

Graph 57 shows the career changes of the rejected IST applicants. 72,9% (102 people) of applicants claim that there has been no change in their career, 7,9% (11 people) of them claim that they moved to another institution, 5% (7 people) of them claim that they get promoted in the same institution, 4,3% (6 people) claim that they experienced a career change, 3,6% (5 people) claim that they have been awarded prizes, 2,1% (3 people) of them say that they established their own business, 1,4% of them claim that they got promoted in another institution and 0,7% of them say that they found new jobs.

The rate of the applicants who left this question unanswered is 2,1%. Considering that applicants are mostly teachers and they work in public sector, it is an expected situation that they do not experience a radical change in their career. Because, elapsed time between their application and filling in the questionnaire is long enough that changes experienced in their career may have been originated from other reasons. Therefore, in the context of rejected applications, changes in careers expressed in the graph are not of correlative nature.

There is a high percentage for both approved and rejected applicants who claim there have been no change in their careers. While 74,3% of successful applicants reported that there has been no change in their career after attending in-service trainings, this rate for the rejected applicants is 72,9%. Comparing these data directly is meaningless, as said before. On the other hand, because of the fact that most of participants are teacher, the limited vertical career moves may have been reflected in this graph. In other words, outputs of activity regarding the career may have been limited because of the said reason.

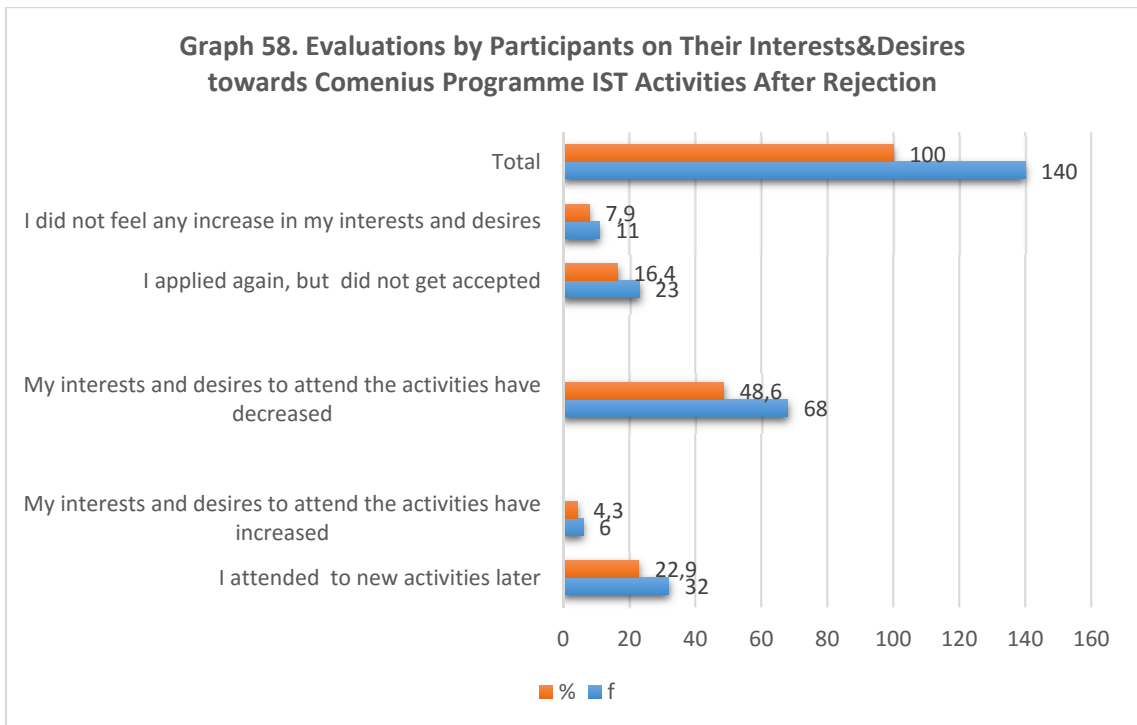
3.2.3. Individual and Institutional Attitudes Before and After the Applications

Table 12. Individual and Institutional Attitudes towards Rejected Comenius IST Applications

Variable		Quite Positive	Positive	Neutral	Negative	Quite Negative
Individual	Before	62,1	32,9	2,9	1,4	0,7
	After	3,6	11,4	33,6	33,6	17,9
Institutional	Before	36,4	36,4	23,6	2,1	1,4
	After	10,7	19,3	49,3	14,3	6,4

At table 12, individual and institutional attitudes of rejected IST applicants, before and after the application, can be seen. Firstly, when individual attitudes are investigated, we see that the rate for the applicants who had ‘quite positive’ attitude is 62,1% and for applicants who had ‘positive attitude’ is 32,9% before the application process. After the

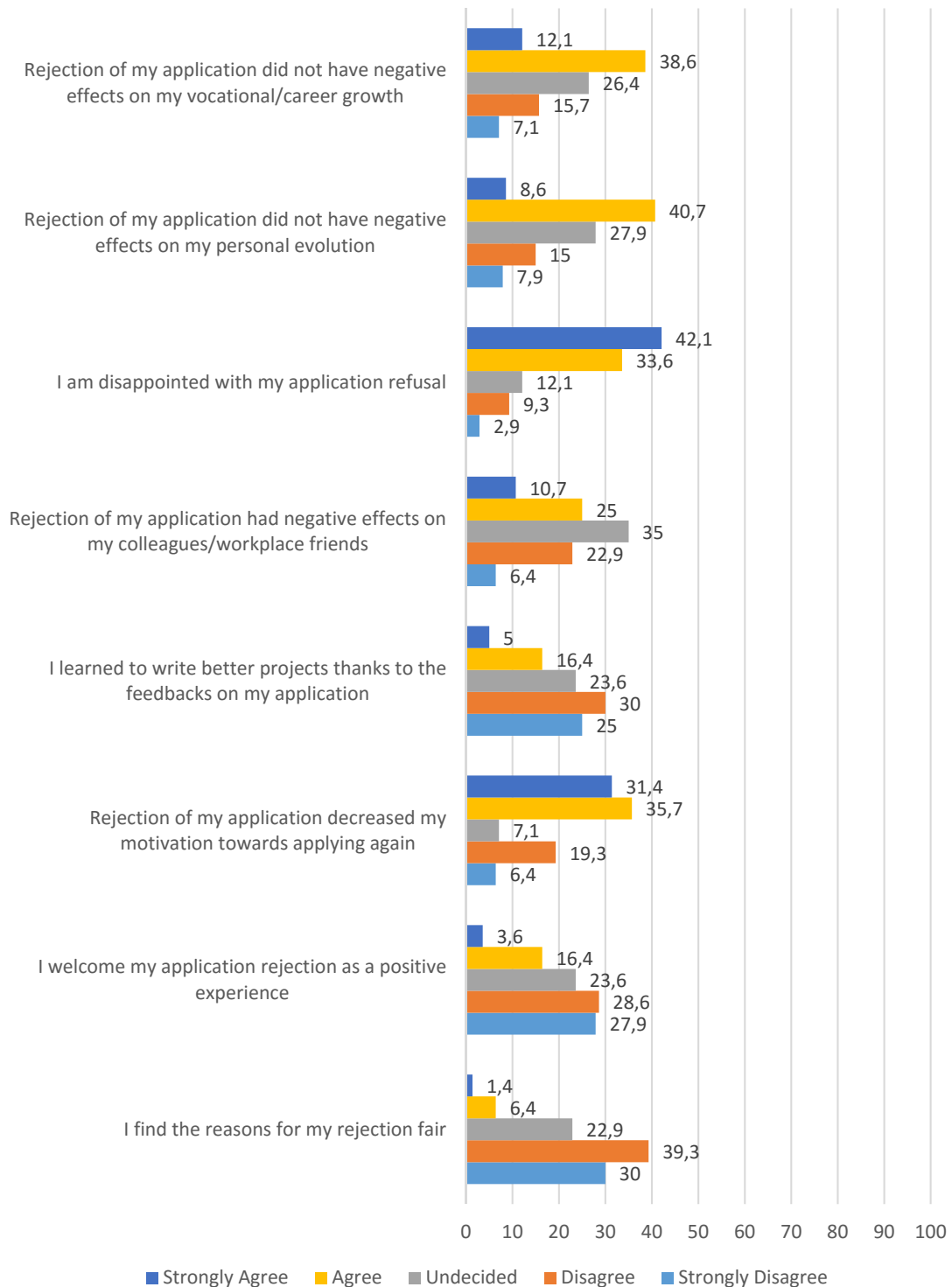
refusal, we see that the rate for the ‘negative attitude’ ratio rose to 33,6% and ‘quite negative’ rate to 17,9%. Apart from the increases in the “negative” and the “quite negative” rates, the figure for the “neutral” attitude is striking (33,6%). Positive attitudes prior to the application process transformed into neutral and negative attitudes after refusal. When institutional attitudes are investigated, prior attitudes towards the process are mainly “positive” and “quite positive”, with 36,4% each. 23,6% of the participants remarked that their institutions showed neutral attitudes, while 2,1% remarked negative and 1,4% remarked quite negative attitudes. After refusal, we see a shift to neutral (with 49,3%). Other ratios are; 10,7% for quite positive, 19,3% for positive, 14,3% negative and 6,4% quite negative. All in all, institutional attitudes after application refusals are mainly neutral.



Graph 58 consists of evaluations of respondents’ own interests and desires towards Comenius Programme IST activities, after the rejection of their applications. When the data on the graph is examined, we can see that 48,6% of participants (68 respondents) have a decreased interest in and desire for participation in activities. 22,9% (32 respondents) remarked that they reapplied for activities, and 16,4% (23) had reapplied

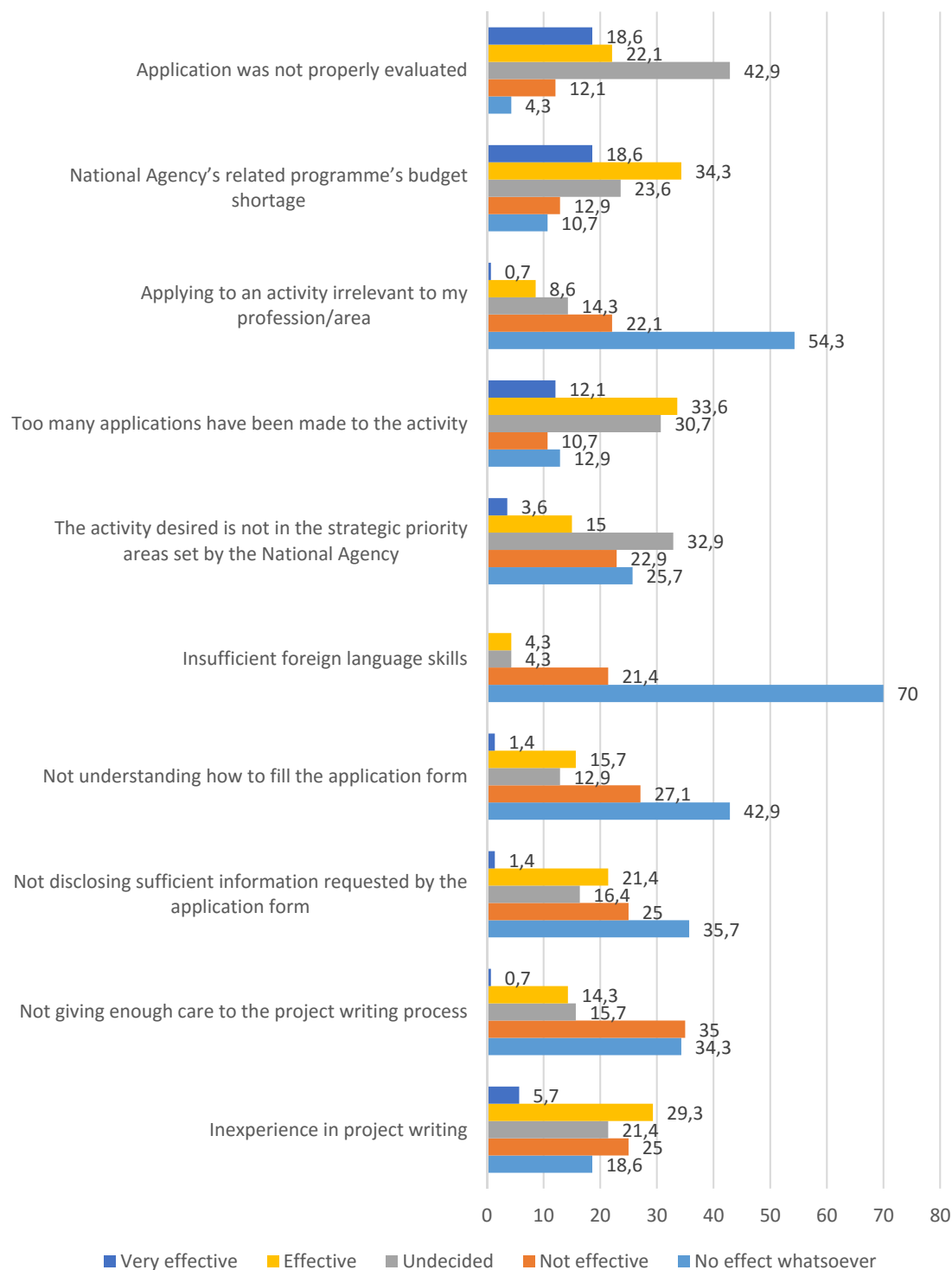
but rejected again. The rate of participants who have pointed out a neutral shift on their interests and desires is 7,9% (11), and the rate of participants who had increased interests sits at 4,3% (6). As can be seen, among participants who have their application(s) rejected, only a small proportion think that their refusal process increased their interest on joining the activities. To sum up, even though there are participants who have applied for newer activities, rejections generally have negative effects on the participants.

Graph 59. Evaluations of The Rejected Applicants on the Impact of Their Rejections



When the evaluations by the rejected applications on the impact of their rejections in Graph 59 is examined, we can see the rejected IST applicants who strongly agree to the item “I am disappointed with rejection of my application” make up the biggest proportion (42,1%). Rate of the respondents who “agree” with the same item is 33,6%. Thus, disappointment after the rejection is the most vocalized issue among all. Within the same perspective, percentage of the participants claiming that the rejection of their applications decreased the motivation to reapply in the future takes the second place. Among the 8 items pertaining to the outcome of the rejections, the concentration on these two issues, which are of personal context, can be conceived as a cause & effect relationship. The lack of motivation for reapplications can be read as a result of the disappointment from the refusal of the first one. On the other hand, rate of the participants who agree with the item “Rejection of my application did not have negative effects on my personal development” is 40,7%, and the rate for the item” Rejection of my application did not have negative effects on my professional/career development” is 38,6%. 25% of the respondents have agreed that the rejection of their application have negatively affected their co-workers/colleagues. When this item is also considered an item which consists of negative effects on immediate surroundings, highest impact of the rejection is observed in negative contexts. The rate of the respondents who “strongly disagreed” to the item “I find the reasons for my rejection fair” is 30%, to the item “I welcome my application rejection as a positive experience” is 27,9 %, and to the item “I learned how to write better projects thanks to the feedbacks on my application” is 25%. These rates, when considered together with the “disagree” opinion; shows that a significant proportion of the respondents find the rejection reasons not fair, do not welcome this situation as a positive experience and do not think that their rejections helped them write better projects in the future.

Graph 60. Evaluations of the Rejected Applicants on The Factors of Their Rejections



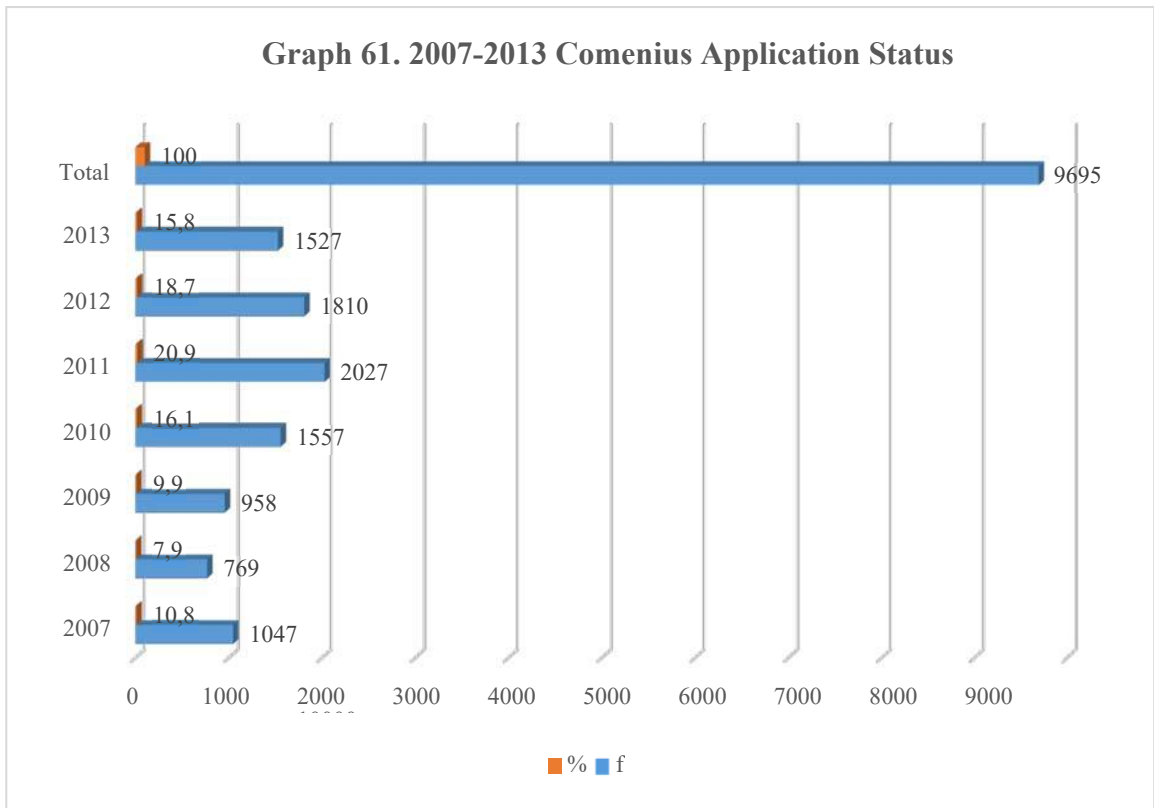
When the Graph 60 that shows the Evaluations by the Rejected Applicants on the Factors of their Rejections is examined, it can be seen that the 70% of the respondents considered “insufficient level of foreign language” to have “no effect at all” on the rejection of their IST applications. So, according to the evaluations of respondents with rejected applications, foreign language deficiency is not the reason for their rejections. Also, 54,3% of the participants remarked that another reason that “had no effect at all” on their refusals is “applying for an activity irrelevant to their professions/fields”.

It is understood that subjects come to the forefront that participants think of as effective on the rejection of their applications are states such as their inexperience in project writing, they have not given enough documents in the application form, and many people have applied for the activity. When the "very effective" and "effective" ratios are considered together in the context of the rejection factors, it is seen the states that participants think of as the most effective state for their rejection are such that the applications are not evaluated as necessary and the budget of the related programme is limited. Considering the fact that the variable budget according to years is the main determiner of the number of the participants, it is important to evaluate the budget deficit at the point of the limits of the general budget allocated to the IST activities within the institution and determining the number of participants rather than the budget support provided for each participant.

3.3. Evaluations of Comenius In-Service Training Activity Applications and Final Reports between 2007 And 2013

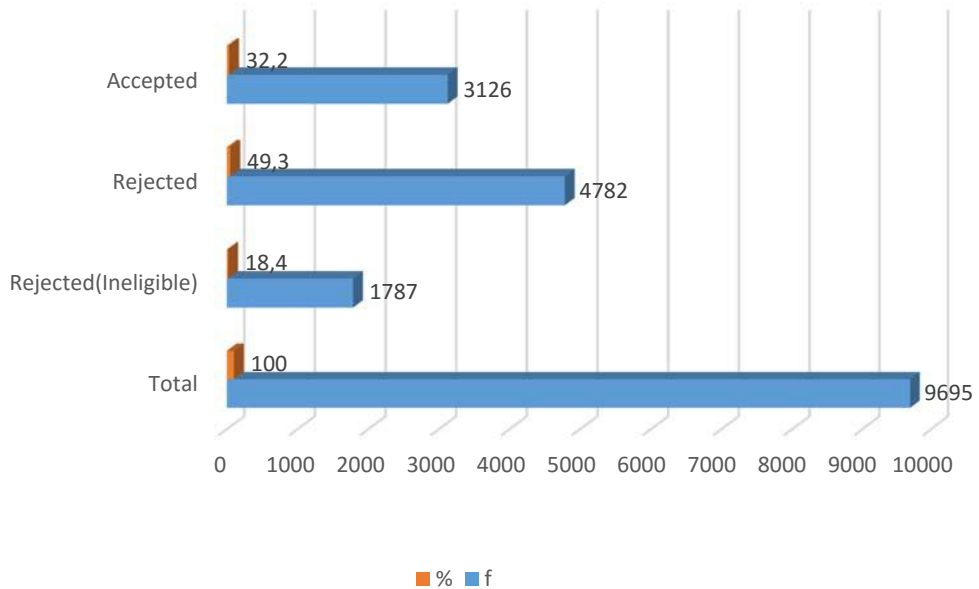
3.3.1. Evaluations of Comenius In-Service Training Activity Applications between 2007 and 2013

In this section of the report; Comenius IST applications in the 2007-2013 period, on the basis of application forms.

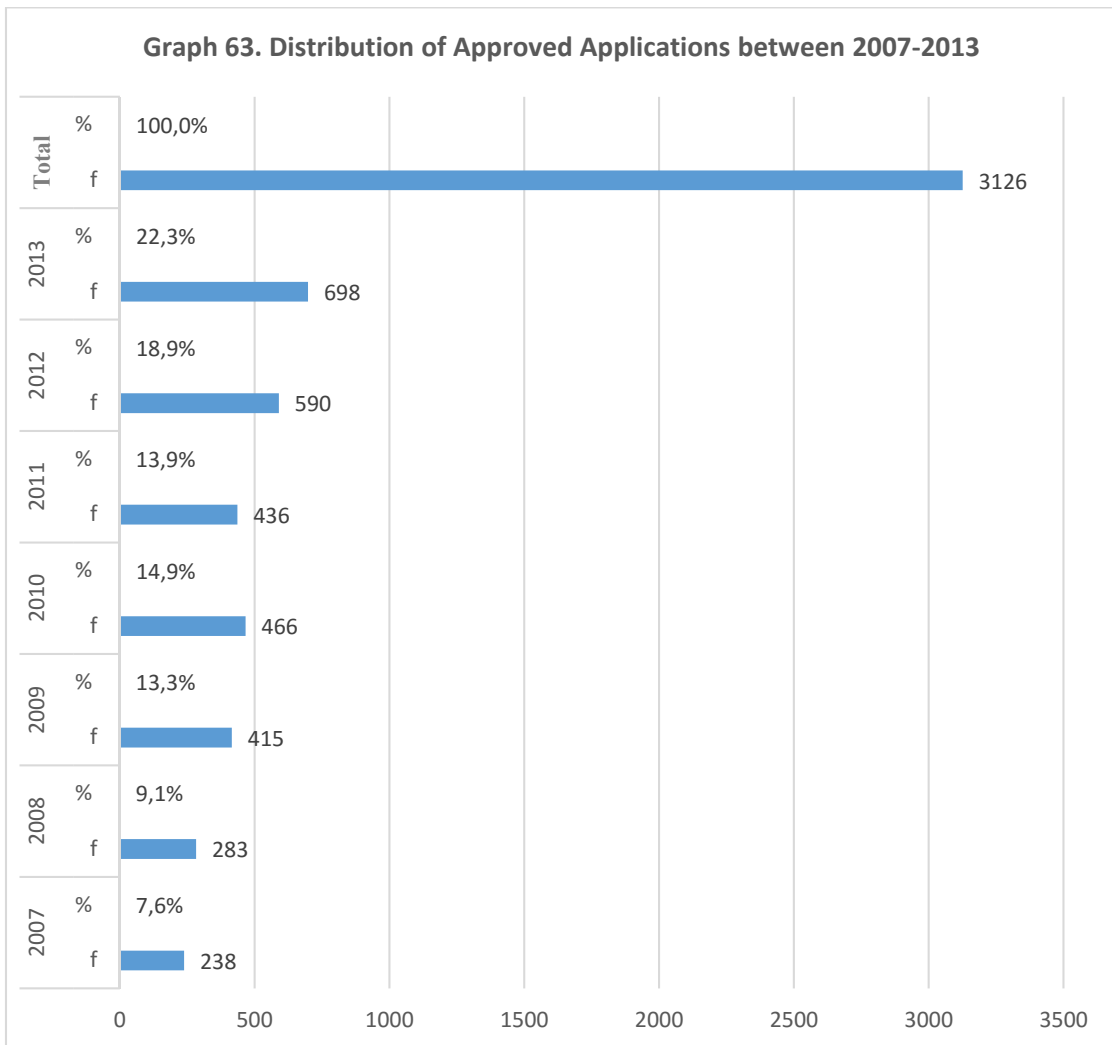


In Graph 61, number of applications for Comenius Programme IST activities in the 2007-2013 period and each year's percentages to the total count over the 7-year period are given. With reference to this, 2011 is the year with the highest application count. An increase can be seen on the annual count after the year 2009.

Grafik 62. 2007-2013 Evaluation Results of Comenius IST Activity Applications



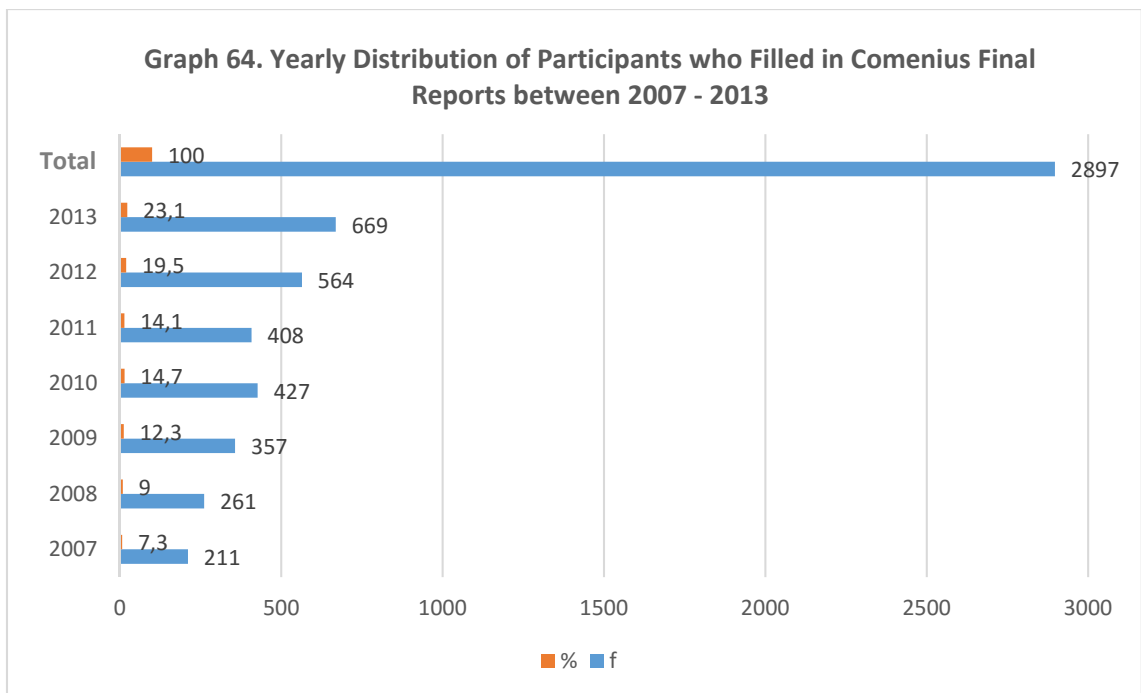
When Graph 62 is interpreted, it is seen that applications are rejected at a great rate. Only 3126 out of 9665 applications are accepted. In this graph above, where the acceptance rates of the applications are shown, it is seen that the applications are mostly rejected after the suitability check and the rejection count is getting higher with each passing year. Also, the graph below shows the approval rate over the years.



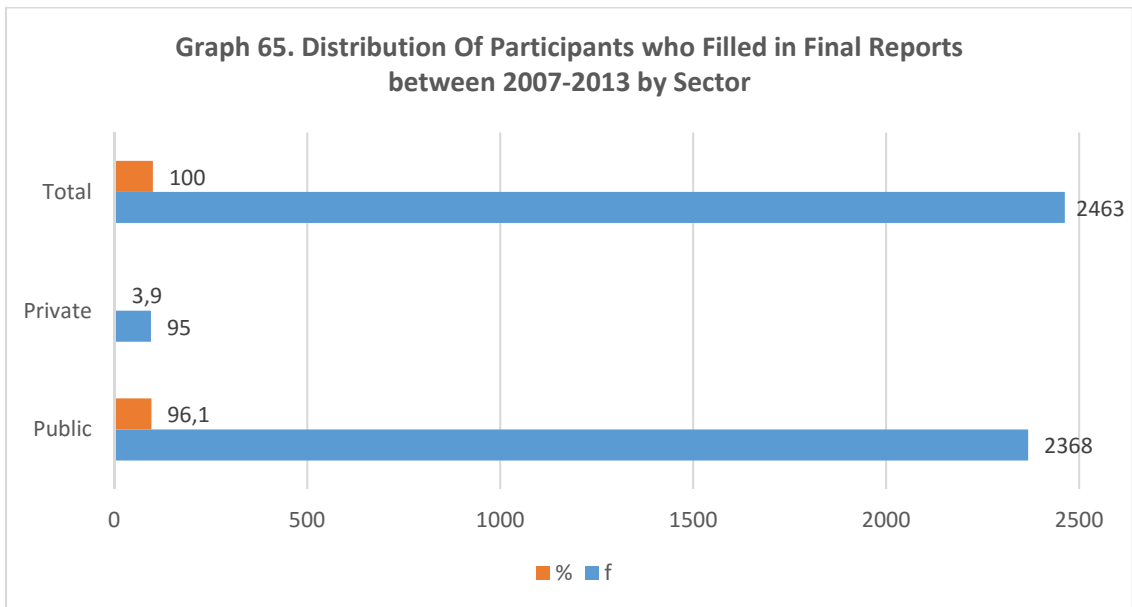
In terms of acceptances, it is understood that serious fluctuations occurred, but after 2010 the acceptance rates went higher. Considering the increase of application counts, this situation can be touted as expected. Besides, the increase in the budget allocated by the National Agency can also be seen as a factor in this increase.

3.3.2. Evaluations of Final Reports on Comenius Programme In-Service Training Activities in the 2007-2013 Period

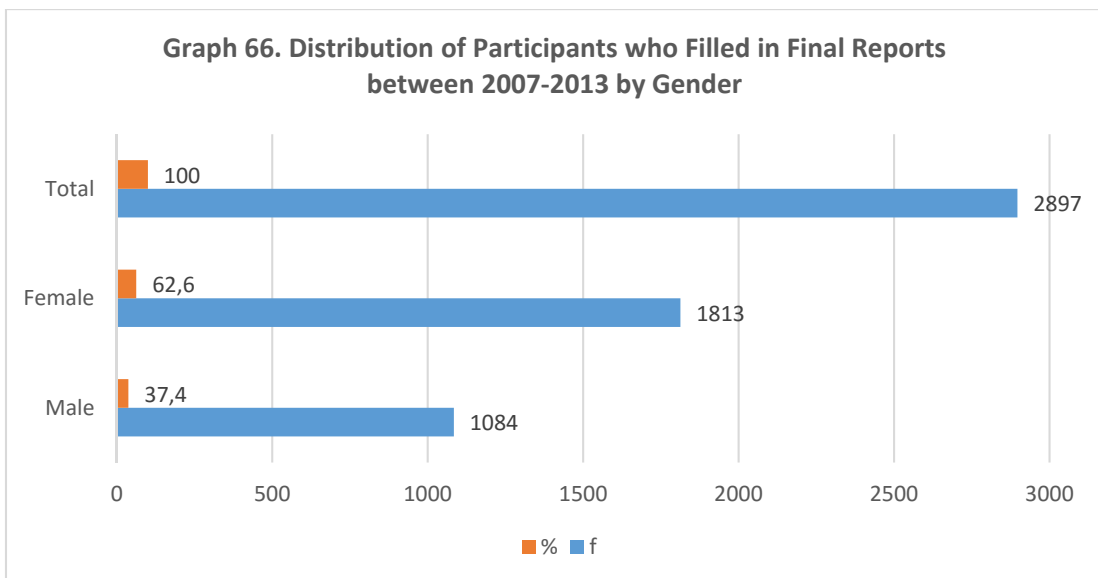
In this section, data about the participants who filled in the final reports on School Education Comenius IST activities are analysed. A total of 2897 participants had filled in final reports in the period of 2007-2013. A portion of the participants had not filled in final reports.



In Graph 64, the yearly distribution of participants who filled final reports on Comenius Programme IST activities can be seen.



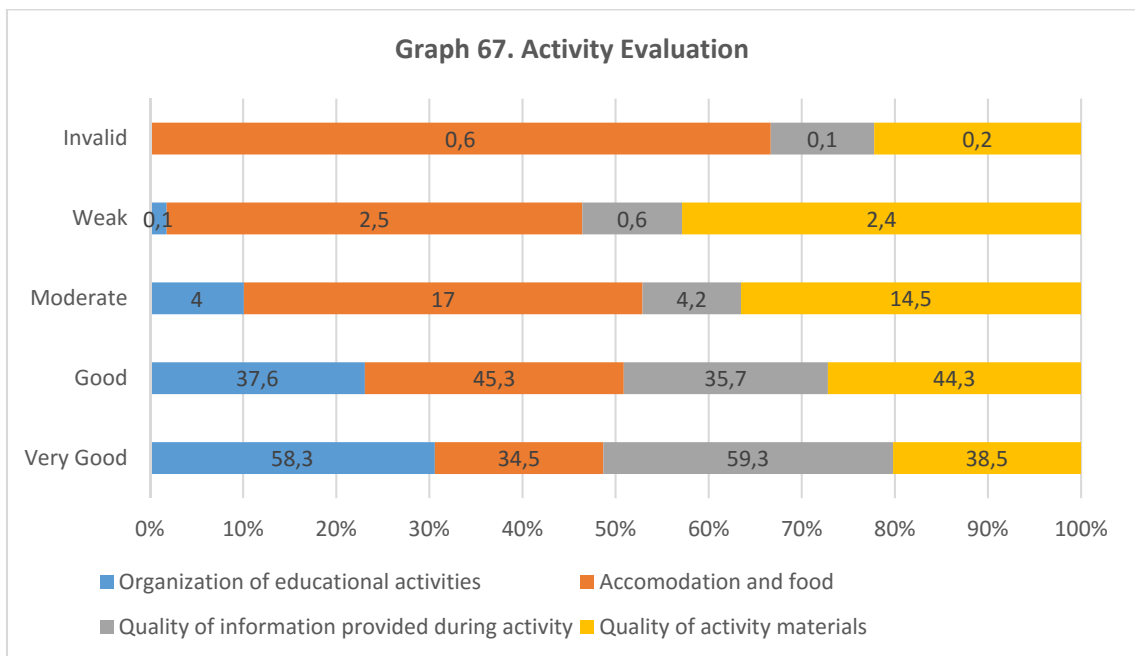
In Graph 65, sectoral distribution of participants who filled in final reports is seen. When examined, it is understood that %96,1 out of 2463 are working for public, and %3,9 are working for private sector.



When the data on Graph 66, which shows the distribution by gender of participants who filled in final reports, are viewed, it is understood that %62,6 of the participants are women, and %37,4 are men.

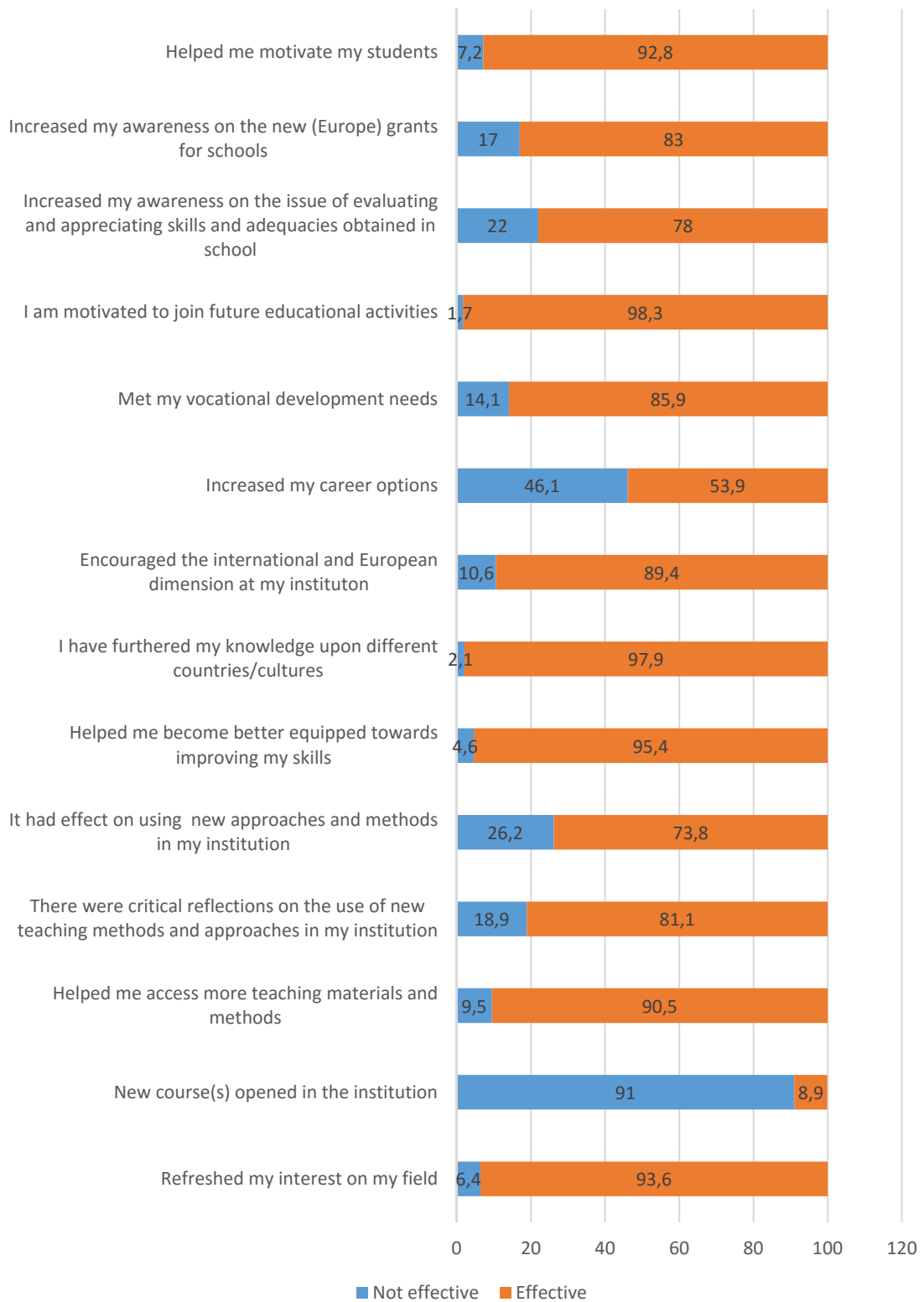
3.3.2.1. 2007-2009 School Education (Comenius) In-Service Training Activity Final Reports Evaluation

2007-2009 period final reports and 2010-2013 period final reports are resolved separately. The reason for this is that the question system and evaluation formats are different in reports. In the first stage, the 2007-2009 period final reports are analysed below.



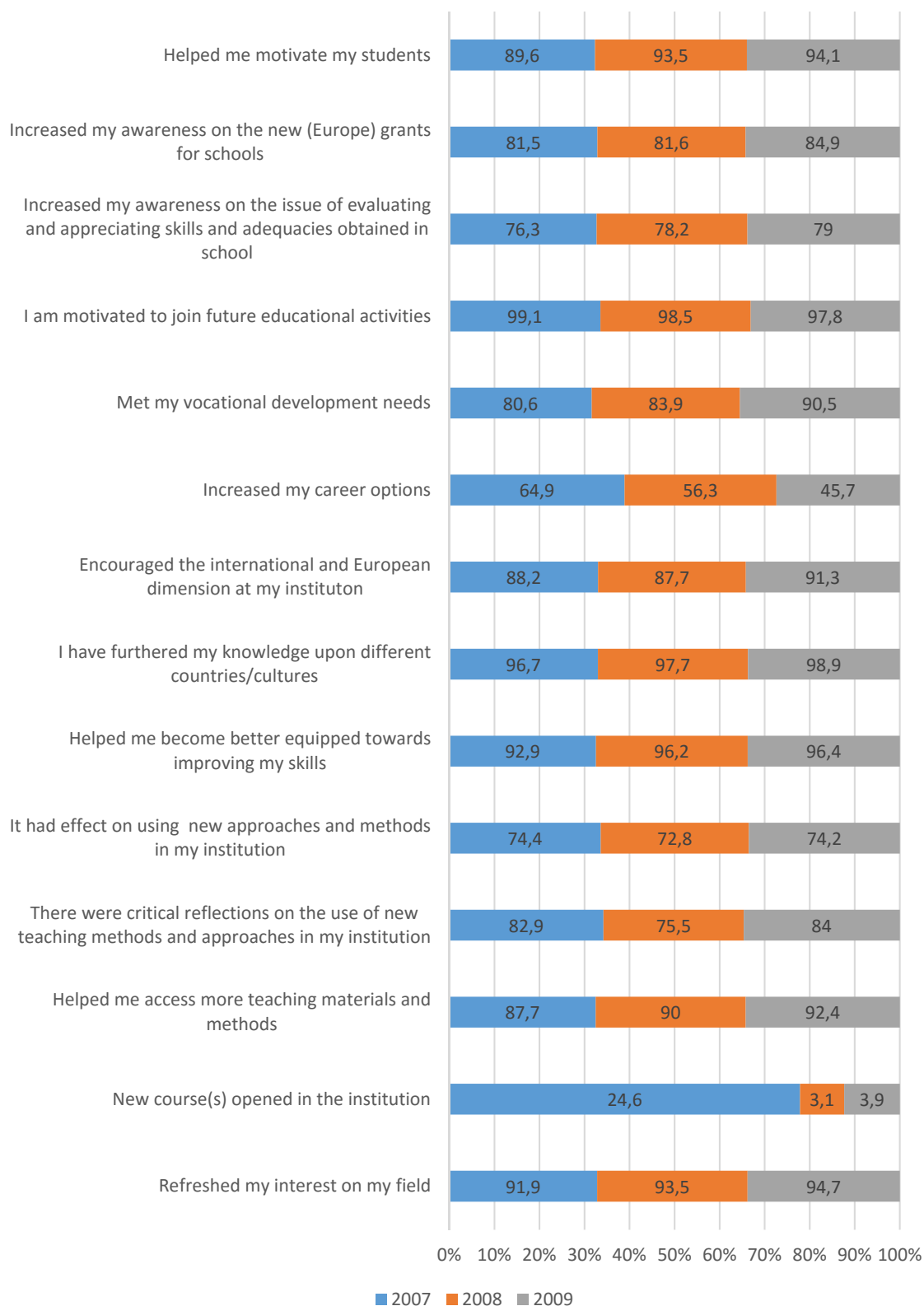
In Graph 67, participant evaluations on the 2007-2009 period Comenius IST activities are seen. When the ratios are examined, we can understand that 59,3% of the participants on the information quality provided during the activity and 58,3% on the organizations of education activities had evaluated their respective queries in the “very good” category. To add on, we have “good” evaluations from participants with 45,3% percent on the accommodation and food, and 44,3% on quality of the training materials. Therefore, when the data on the graph are analysed with a holistic view, it can be said that participants have positive impressions on all of the topics covered by the activity evaluations. Especially, within the context of information provided during the activity and the organization of the activities, considering the positive evaluations together, it is understood that these two topics have the highest satisfaction levels.

Graph 68. Impact Level Ratios

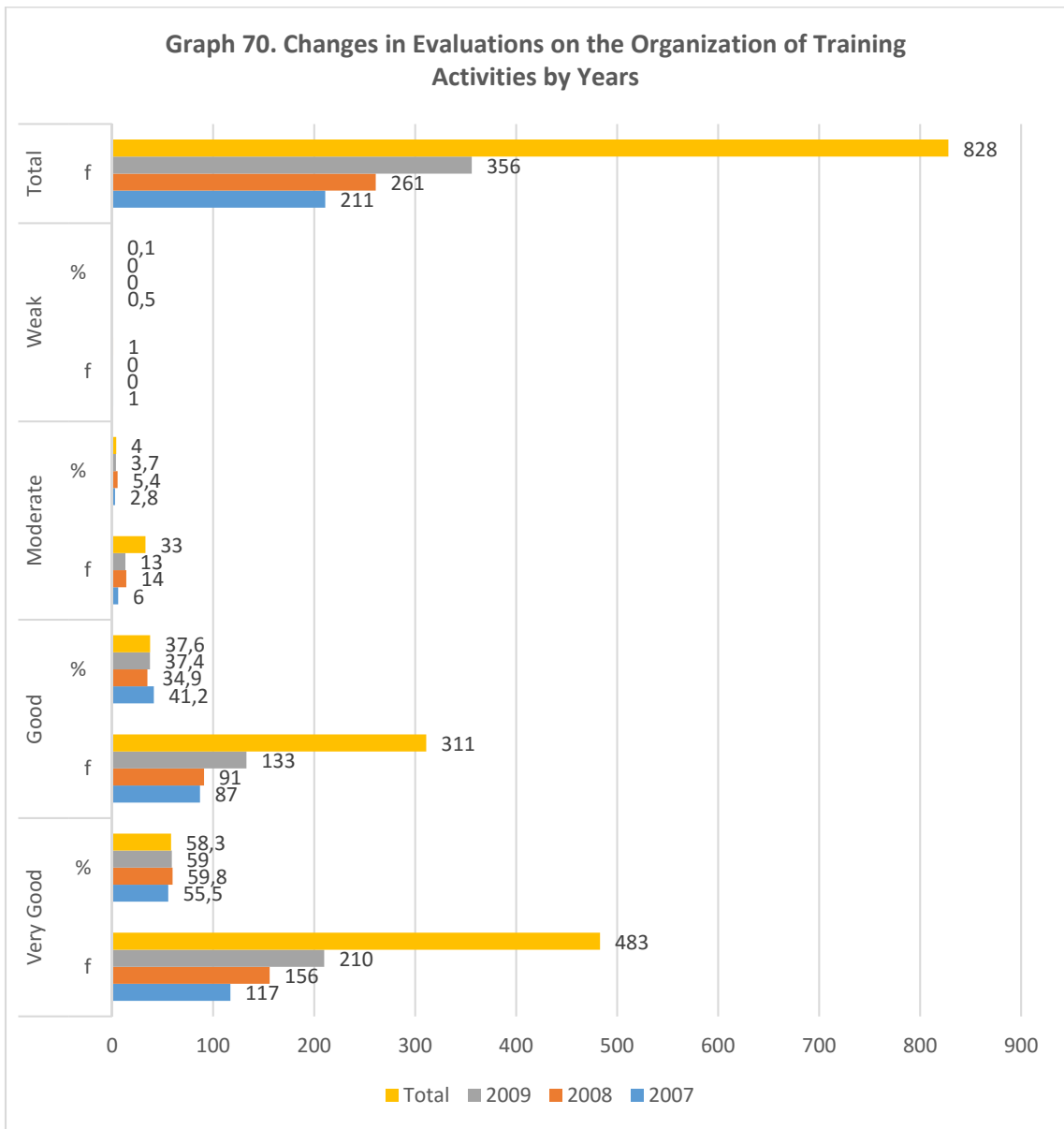


Graph 68 consists of findings about the impact on the participants by the Comenius Programme IST activities within the occupational framework. When the data in the graph are examined, participants have mentioned that 98,3% of them are motivated to join future training activities, 97,9% have mentioned that they have furthered their knowledge on different countries/cultures and 95,4% have mentioned that they have become better equipped to improve their skills. Among the items pertaining to the possible impacts, only the "new course(s) opened in the institution" was assessed, by most of the participants (91%), as the item of the least impact. Apart from this, the distribution in the item "increased my career options" is very close. 53.9% of participants indicated that the activity was effective in increasing career options, 46.1% reported that it was not effective. Therefore we can say that, when viewed within the framework of those other than these two items, the participants positively evaluate the effects of the activities they participate in all other topics. The low impact of "opening new courses in the institution" is expected for public institutions, where a non-flexible curriculum approach is common in a centralized education system.

Graph 69. Changes of Impact Level Ratios by Years

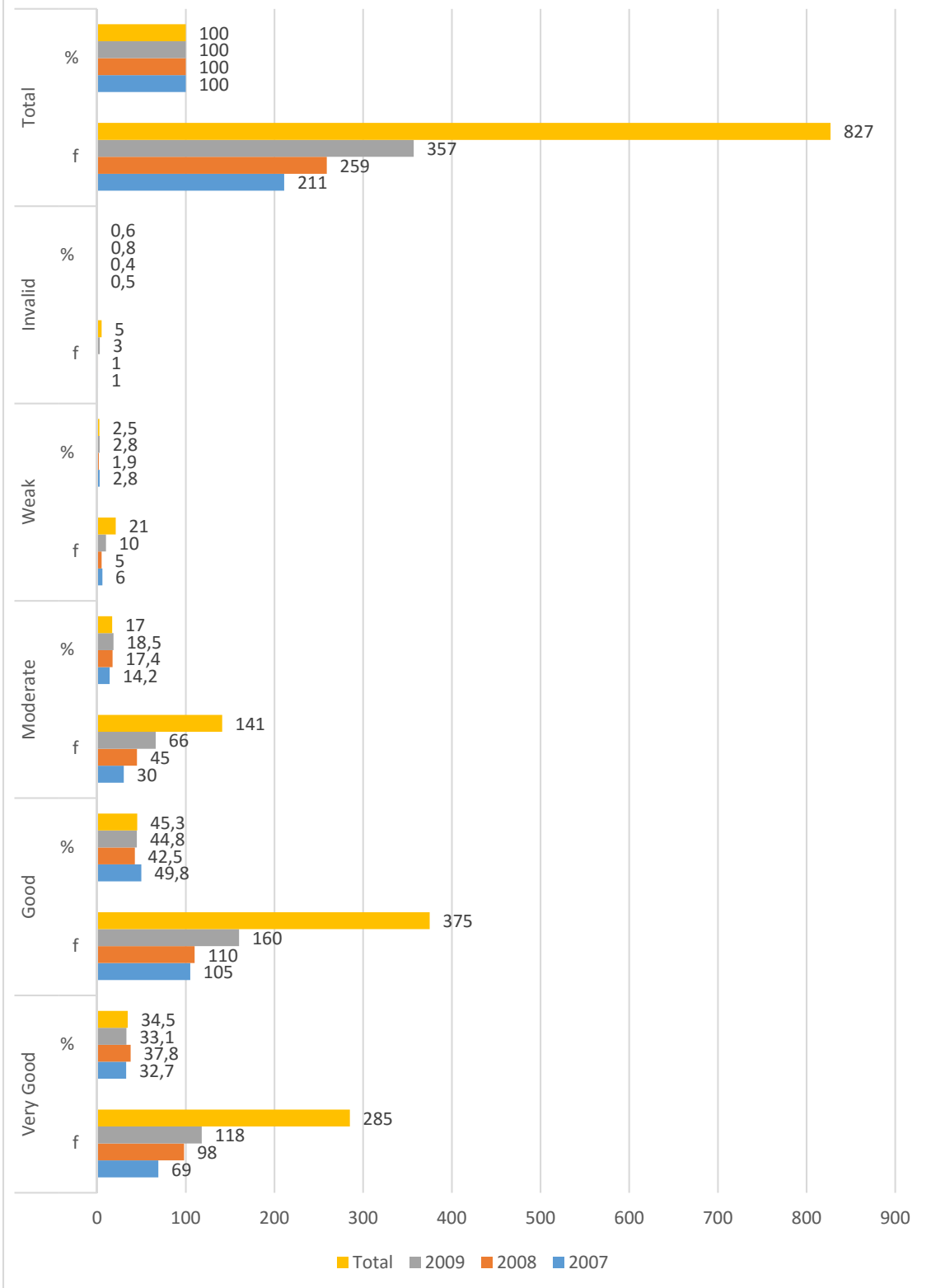


In Graph 69, the yearly changes of the impact on the participants by the Comenius Programme IST activities within the occupational framework. When the data in the graph are examined, it is observed that only the impact of the item "new course(s) opened at the institution" among the items that are of potential impacts shows a significant decrease in 2008 and 2009 compared to 2007. In other words, while 24,6% of the participants in the first year of IST activities (2007) stated that new course(s) were opened at the institution, this ratio decreased to 3,1% in 2008 and to 3,9% in 2009. Apart from that, a decrease since 2007 can be observed in the "increased my career options" item. The items with very small differences in favour of the impact observed in 2007 are "motivated to participate in other educational activities in the future" and "had an impact on the use of new teaching methods and approaches in my institution". When these two items are analysed, the impact rates of 2009 are generally higher than those of the other years, although there is no significant difference in terms of years. As a result, it can be said that the positive effects of activities of the year 2009, in terms of 2007-2009 participants, are more than that of the previous years.



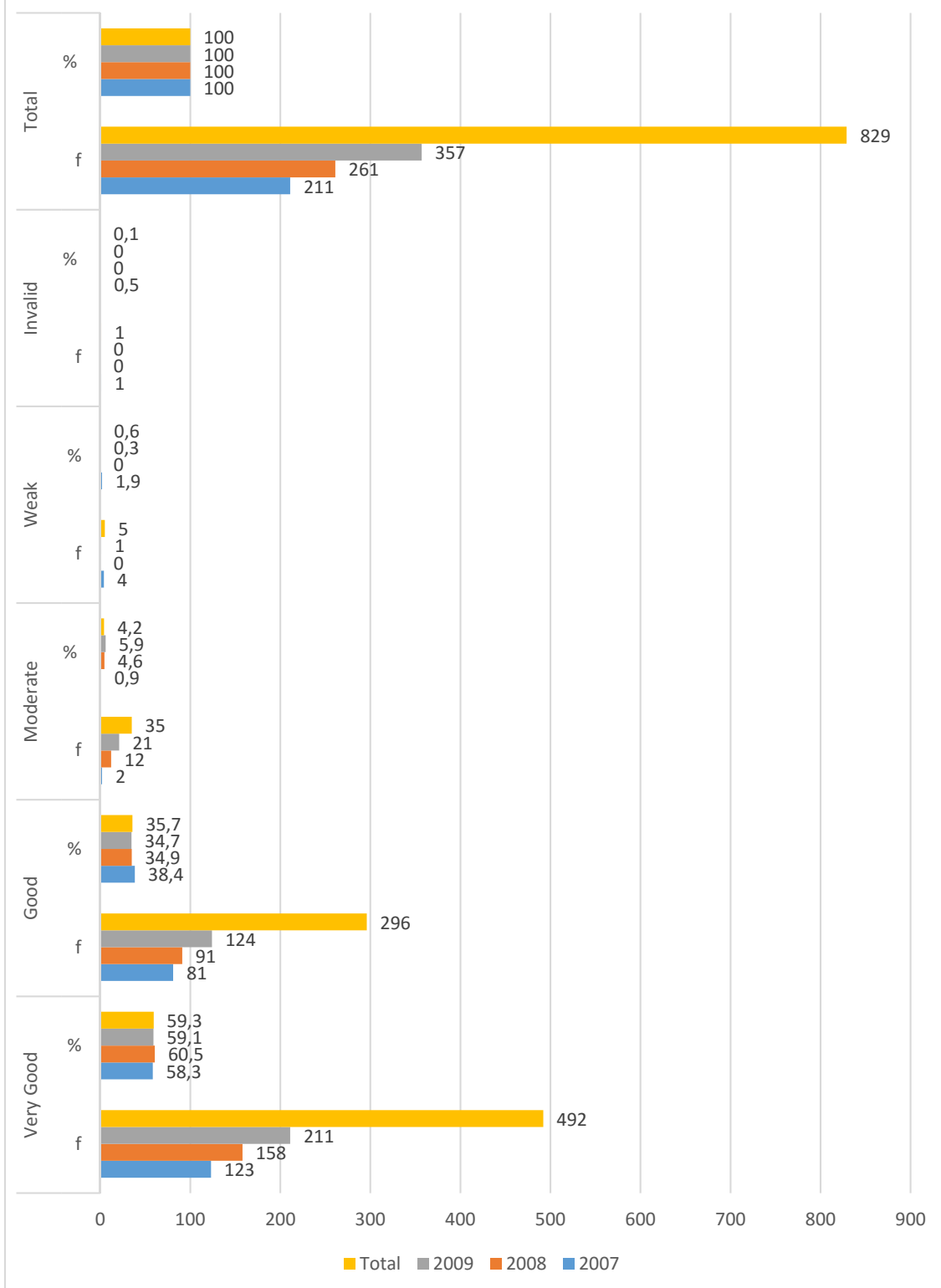
In Graph 70, data on the participant evaluations on the organization of Comenius Programme IST activities can be seen. It is seen that the evaluations of the organization of the activities are mostly evaluated as “good” and “very good”, and there are no significant differences in these evaluations over the years. Considering the “very good” and “good” evaluations altogether, it is understood that the ratio of participants who make a positive assessment of the organization of activities in 2007 is slightly higher, compared to other years.

Graph 71. Changes in Evaluations on Accommodation and Food by Years

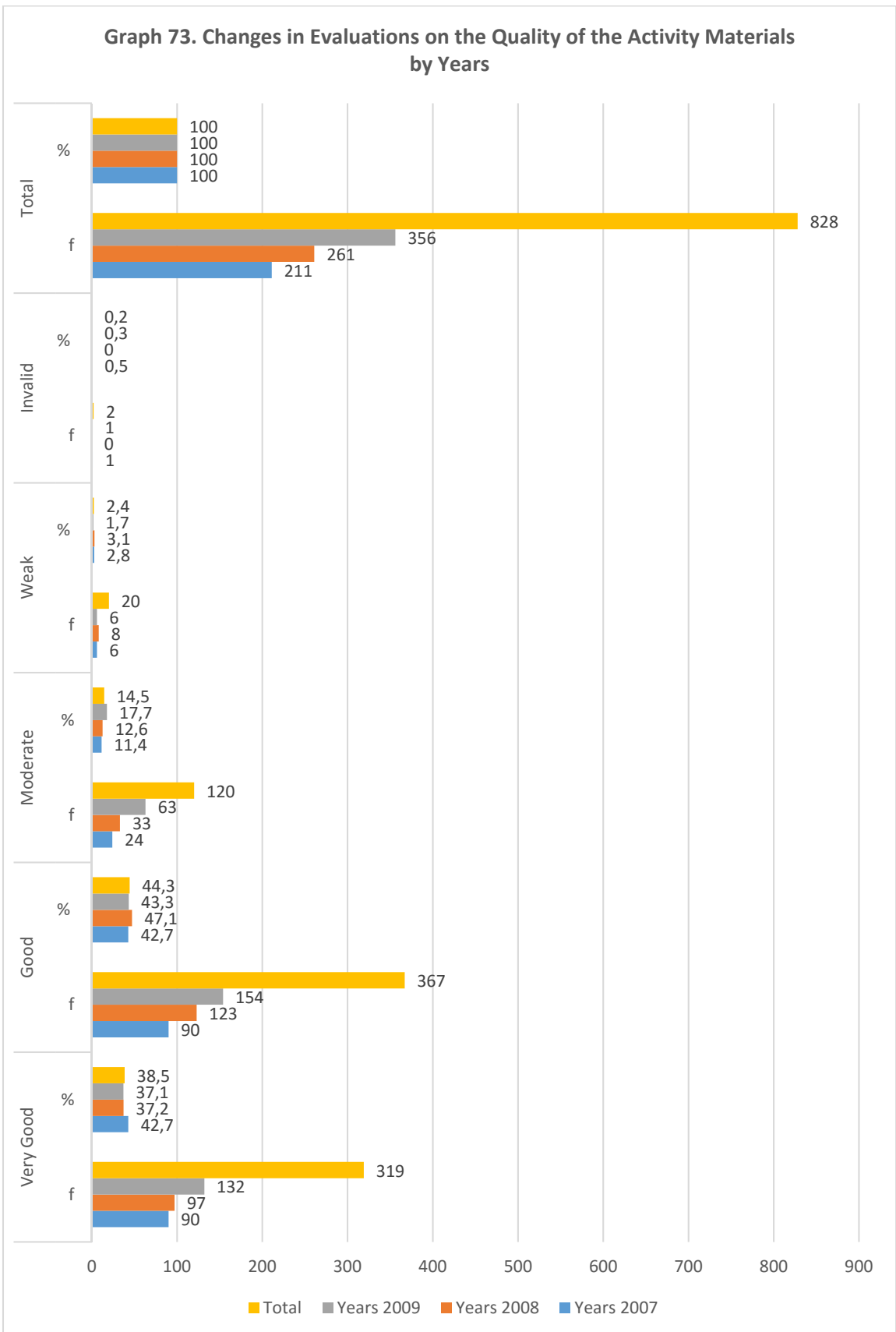


In Graph 71, the data on the changes in evaluations on the accommodation and food over the years are seen. It has been observed that the evaluations of the facilities in terms of accommodation and food are largely evaluated as "very good" and "good", and there are no remarkable differences in these evaluations for some years. When a comparison is made based on years, on the other hand, the ratio of those evaluating accommodation and meals as "good" in 2007 is higher than in 2008 and 2009. Also the ratio of "very good" in the year 2007 is higher than in 2008 and 2009. The ratio of those who find accommodation and meals to be poor are low in all periods. However, when we consider "very good" and "good" evaluations altogether, it is understood that the ratio of participants who evaluate the accommodation and food provided during the activities in 2007 is higher. As a result, activities, accommodation and catering facilities were generally considered good in all three periods, but this evaluation for 2007 was expressed by more participants than in other years.

**Graph 72. Changes in Evaluations on the Information Quality Provided
During the Activity by Years**



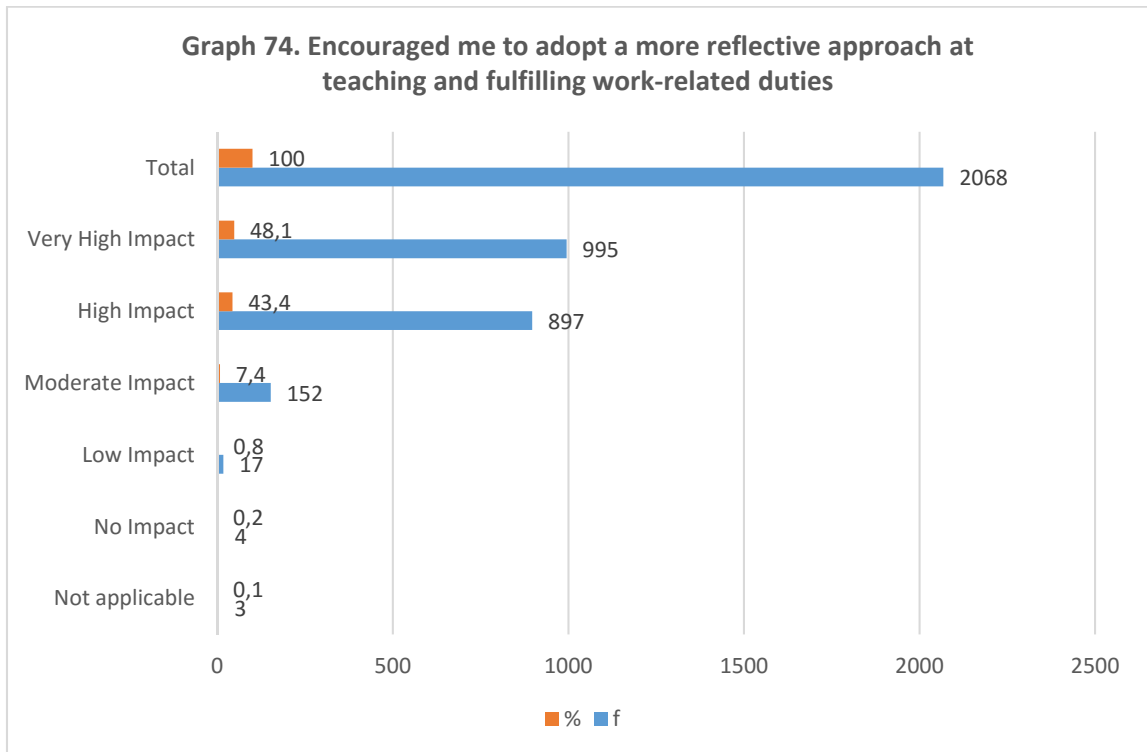
In Graph 72, the data about the changes in the evaluations on the quality of information provided during the Comenius Programme IST activities in terms of years can be examined. Participants' evaluations on the quality of information provided during the activity are largely evaluated as "very good" and "good", and these evaluations do not seem to have significant differences over the years. On the other hand, when a comparison is made on the basis of years, the ratios of those evaluating the information quality provided during the activity as "very good" are higher in 2008 than in 2007 and 2009. The ratio of "good" evaluations among 2007 participants is also higher than in 2008 and 2009. However, when "very good" and "good" evaluations are considered altogether, it is understood that the ratio of participants who make positive evaluations on the quality of the information provided during 2007 activities is higher. As a result, the quality of information provided during the activities has been evaluated positively in all three periods, but this evaluation for 2007 has been expressed by more participants than in other years.



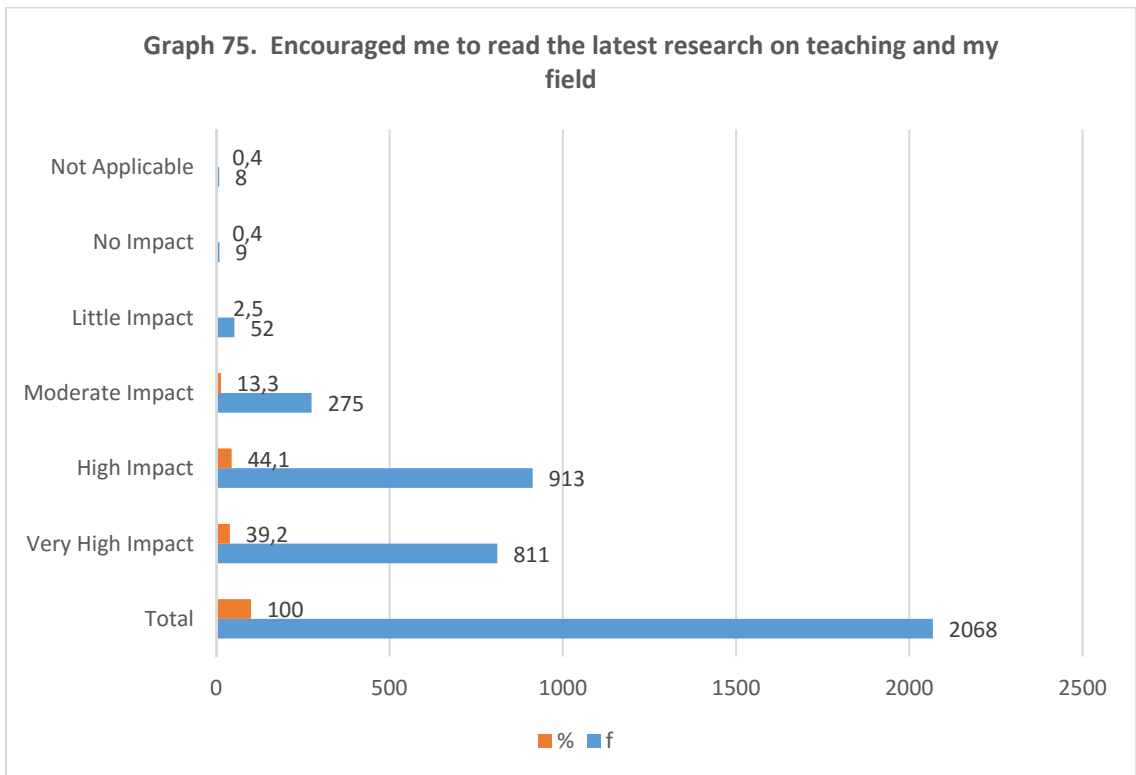
In Graph 73, the data about the changes in the participant evaluations on the quality of the Comenius Programme IST activities' materials over the years. Participants' evaluations of the quality of the material of the activity are largely "very good" and "good", and these evaluations do not seem to have significant differences over the years. When a comparison is made on the basis of years, the ratios of those evaluating the quality of the activity material as "very good" in 2007 are higher than in 2008 and 2009. Again, the ratio of "good" evaluations among 2008 participants is higher than in 2007 and 2009. However, when "very good" and "good" evaluations are considered altogether, it is understood that the ratio of participants who made positive assessments on the quality of the materials of 2007 activities is higher. As a result, the quality of activity materials has been evaluated positively in all three periods, but this evaluation for 2007 has been expressed by more participants than in other years.

3.3.2.1. Evaluation of Final Reports on Comenius Programme In-Service Training Activities in the 2010-2013 Period

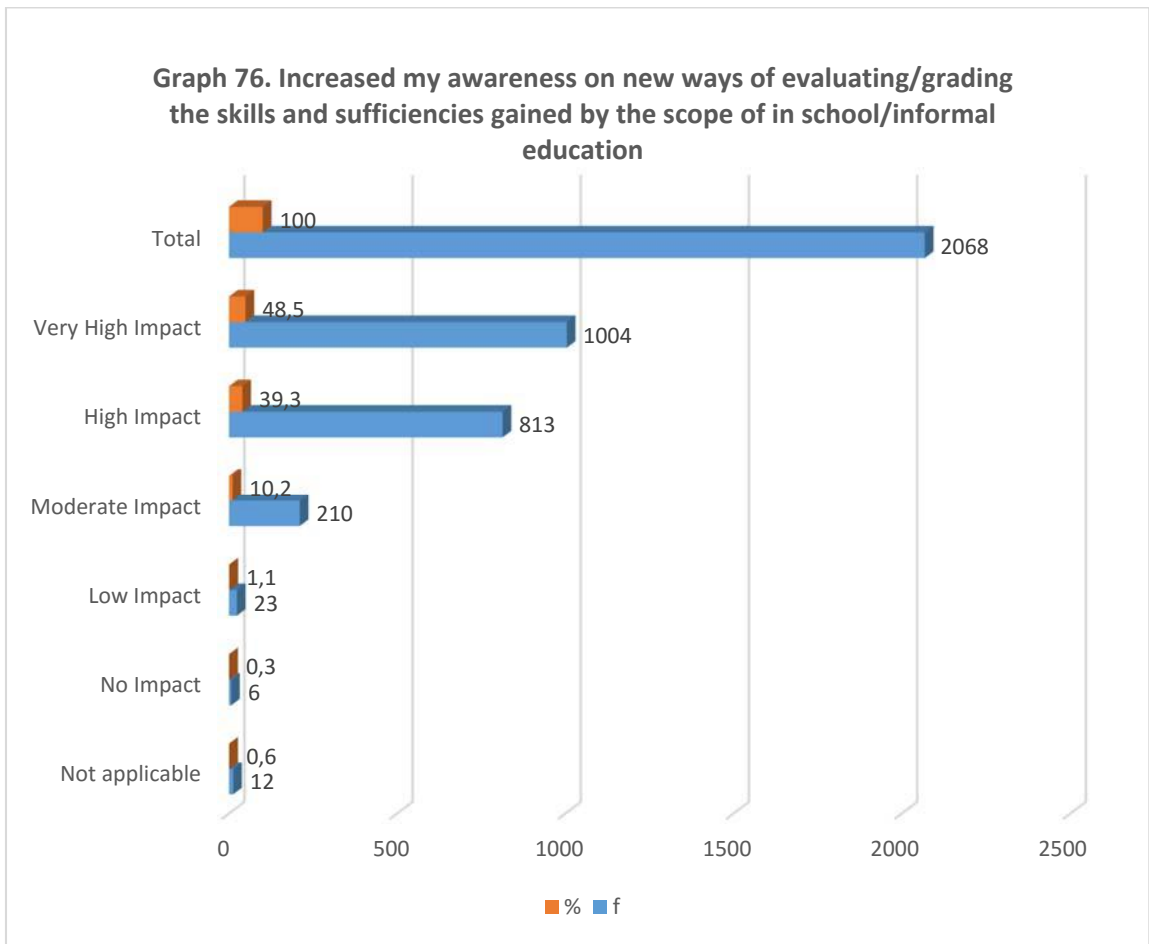
A total of 2068 participants had filled final reports in the 2010-2013 period. All of these reports have been reached. Below are the analyses of the final reports of the aforementioned period.



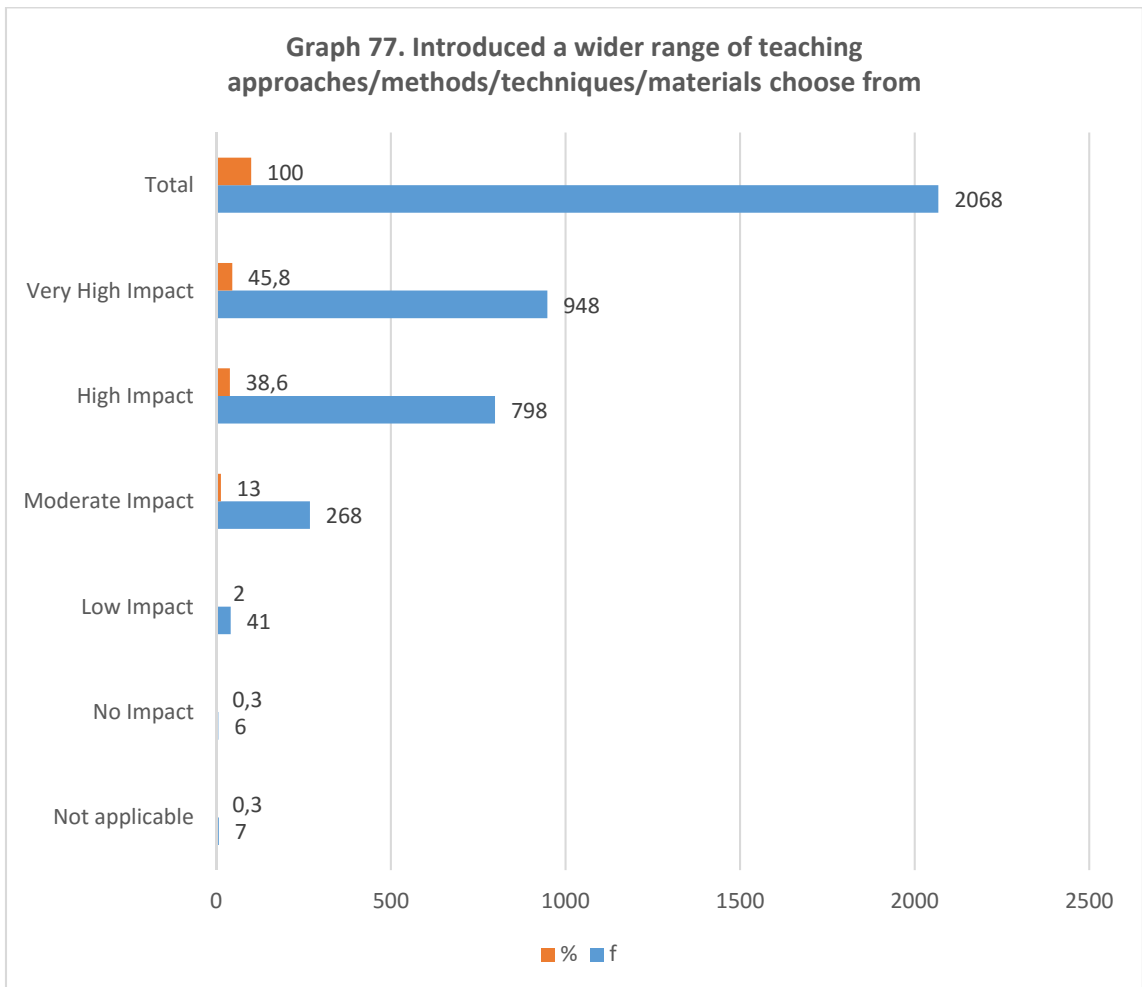
When responding to the questions under the heading “Personal and Vocational Development”, 48,1% (995 participants) of the respondents have reported that the activities are very highly encouraging towards adopting a more reflective approach at teaching and fulfilling work-related duties, while 43,4% (897 participants) have reported as highly encouraging. 7,4% of the participants (152 participants) stated that it was moderately effective. The situation that needs to be underlined here is the extent to which these results overlaps with the participants' expectations. Participants' expectations about the activities they participated in were often closely related to occupational development. Looking at this graph, it can be said that the high expectations were met at the end of the activity.



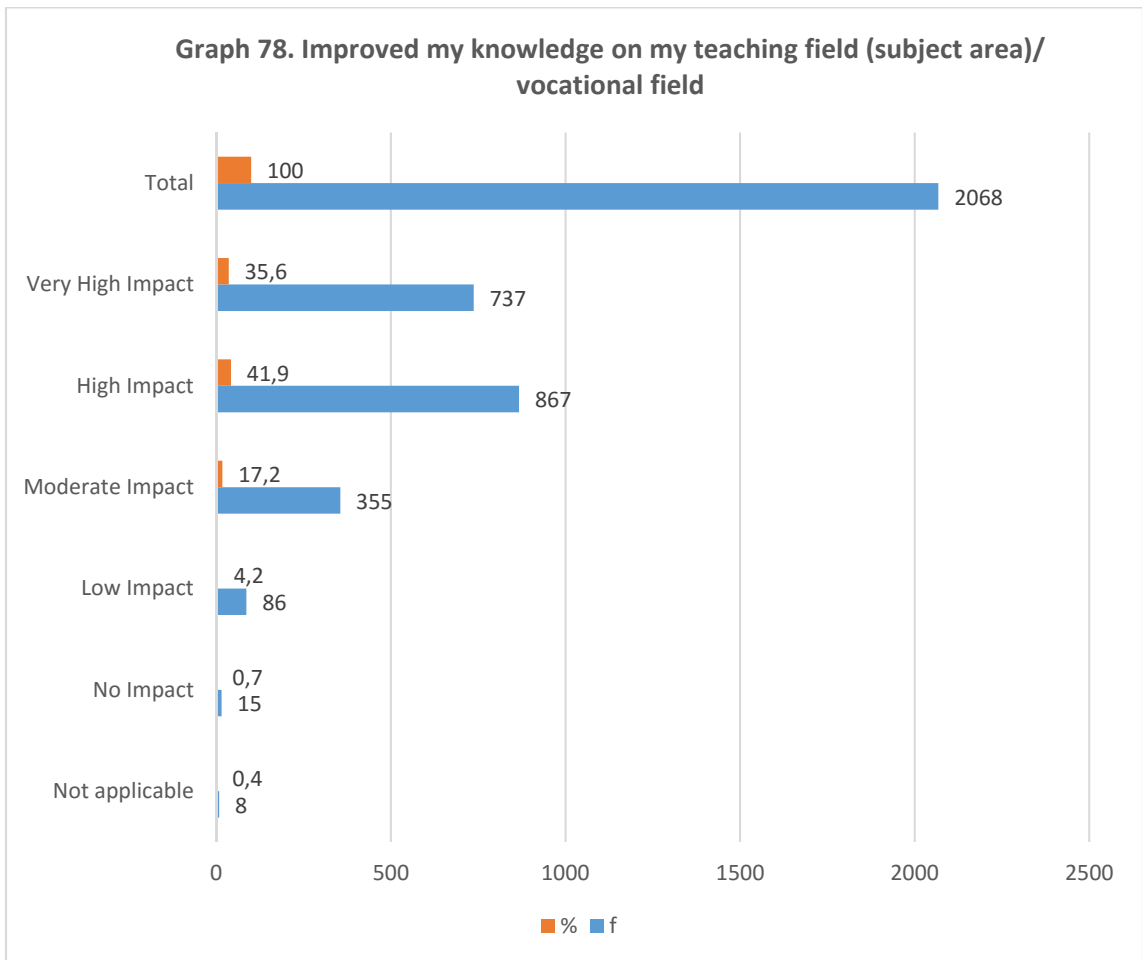
44,1% (913 participants) of the participants who completed the survey stated that the activities were highly encouraging on reading researches conducted on teaching, and 39,2% (811 participants) responded as “very highly encouraging”. 13,3% (275 respondents) were moderately encouraged to read the researches about the field of participants, and 2,5% (52 participants) stated that it was little effective. As can be seen in the graph, the activity is quite effective in making participants read about their own fields, which is one of the subject of occupational development. This increase can be attributed to the many new information and skills that are encountered during the activity, boosting the curiosity and interest of the participants. The high impact of reading may be explained by the emergence of curiosity, as well as feeling lacking. In any case, it is understood that a serious positive effect on reading is revealed by the activity.



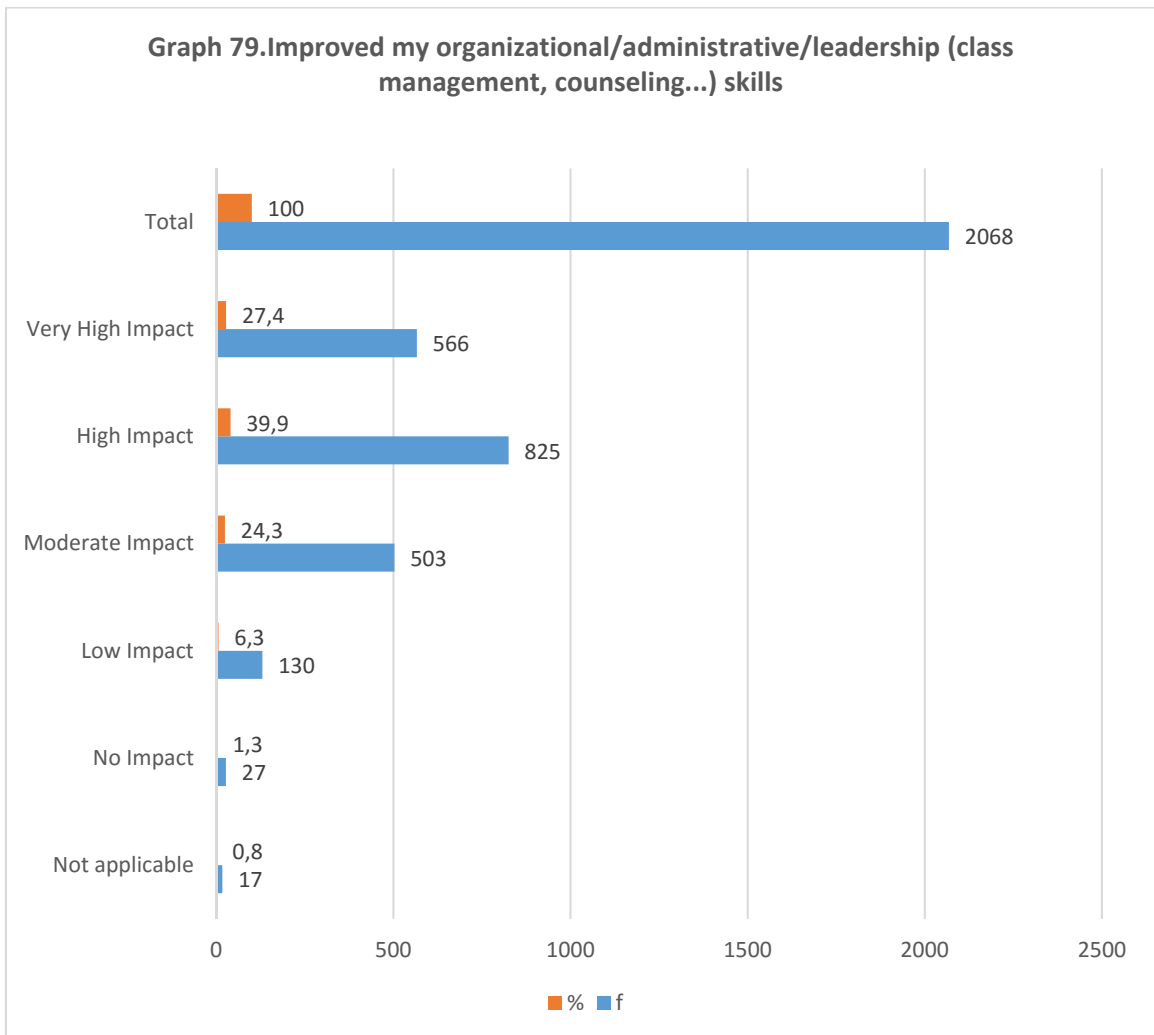
48,5% (1004) of the participants have reported that the activities carried out increased their awareness on the new evaluation techniques and competencies on their learning subjects at a “very high” level. 39,3% (813) of them stated their related awareness and competences increased at a “high” level. Also, 10,2% (210) responded with “moderate” and 1,1% (23) with “little” effects on the related awareness and competences. It is understood that the activity also has an effect on the participants in the evaluation of educational activities. The learning of new methods can be related both to the methods of activity evaluation and to the methods introduced during the activity.



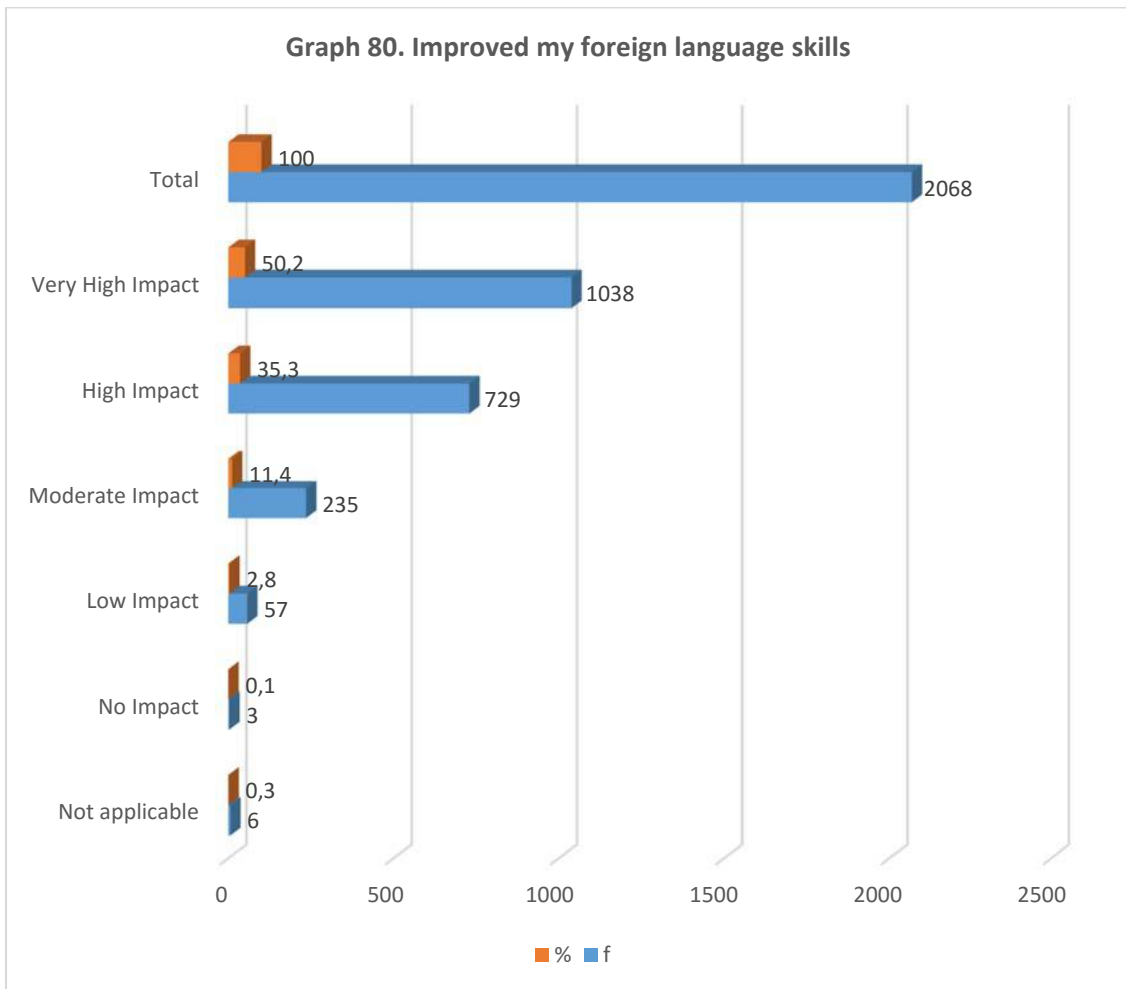
45,8% of the participants (948) have stated that the activities have a “very high” effect on the increase of options about teaching approaches / methods / techniques / materials. 38,6% (798 participants) have reported the related effect is “high”. Also, 13% (268) with “moderate” and 2% (41) with “little” effect responses. Participants also seem to have a widespread opinion that the activity has a quite high impact on the participants concerning participant methods. This high ratio shows that the result would be more or less the same for each participant from all kinds of demographic structure and characteristic without needing any cross data.



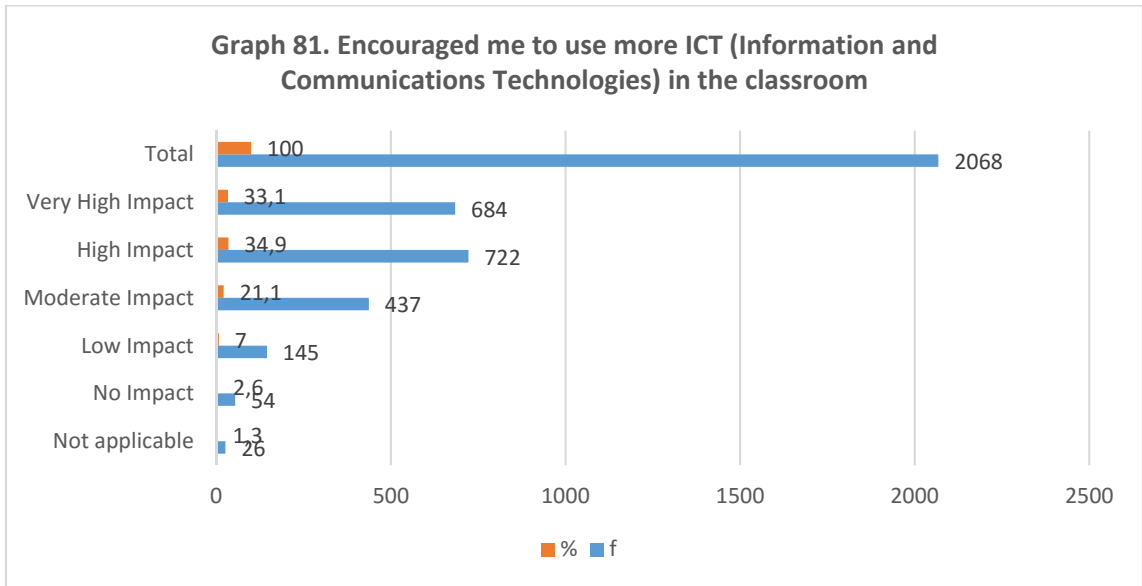
41,9% of the respondents (867) have remarked that the activities have a “high” impact on the improvement of knowledge on occupational and the subject area. 35,6% (737 respondents) responded “high” for the related impact. 17,2% of the respondents (355) with “moderate”, and 4,2% (46) of them replied with “little” effect on the improvements. Although “high” and “very high” impact ratios appear to be more dominant than the other items in the final reports, they appear to be somewhat lower than previous evaluations.



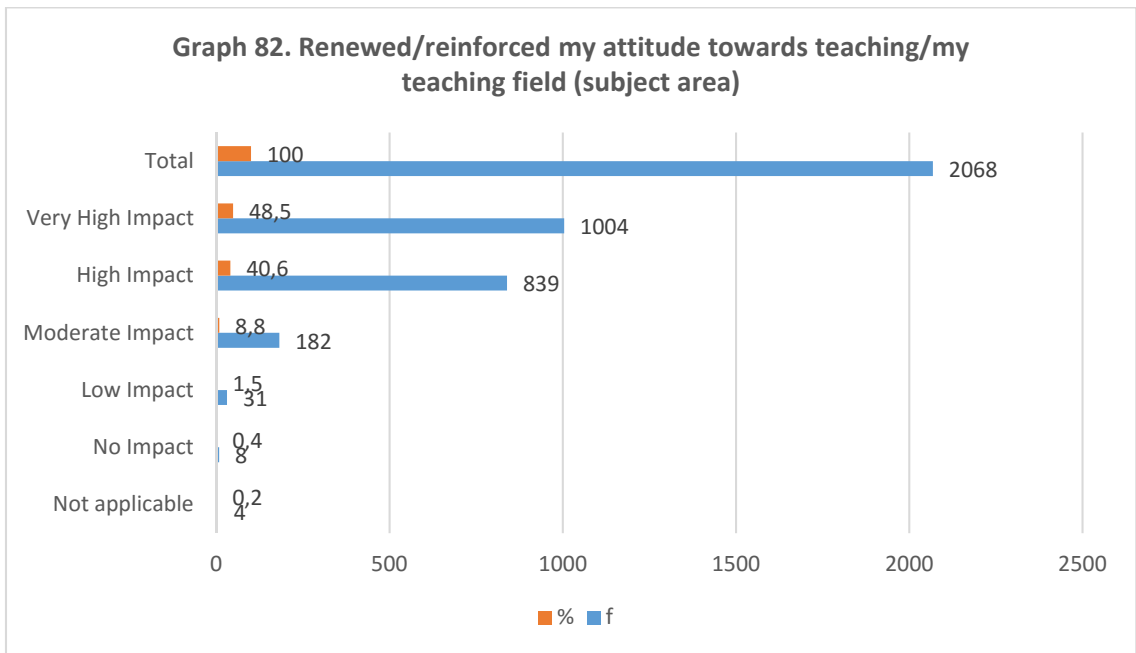
39,9% of the participants (825) indicated that the activities had a “high” level of impact in the improvement of management/leadership and organizational skills. 27,4% of the participants (566 participants) stated that the related effect was “very high”. In the improvement of management/leadership and organizational skills, 24,3% (503 participants) have responded with “moderate”; 6,3% (130 participants) stated that the impact was “little”. In this question, which investigates the effect of the activity in managerial skills, it appears that the efficiency ratio is lower than the others.



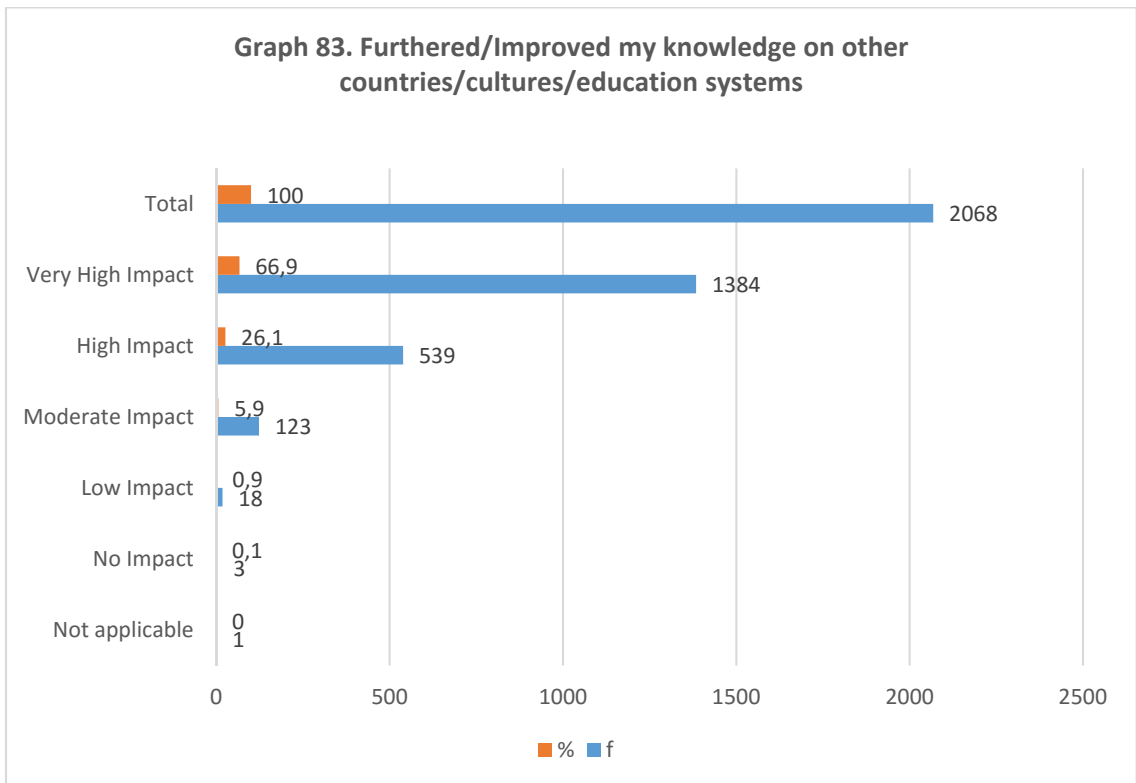
50,2% of the participants (1038) reported that the activities had a “very high” impact on the development of foreign language proficiency. 35,3% of the participants (729 participants) stated that the related effect was “high”. 11,4% (503 participants) have found it to be of “moderate” impact; 2,8% (57) stated that the impact was “little”. The is quite a high impact of the activities on the development of foreign language proficiency of the participants and on the desire to practise it, which are the top reasons for the participants who are mostly English teachers.



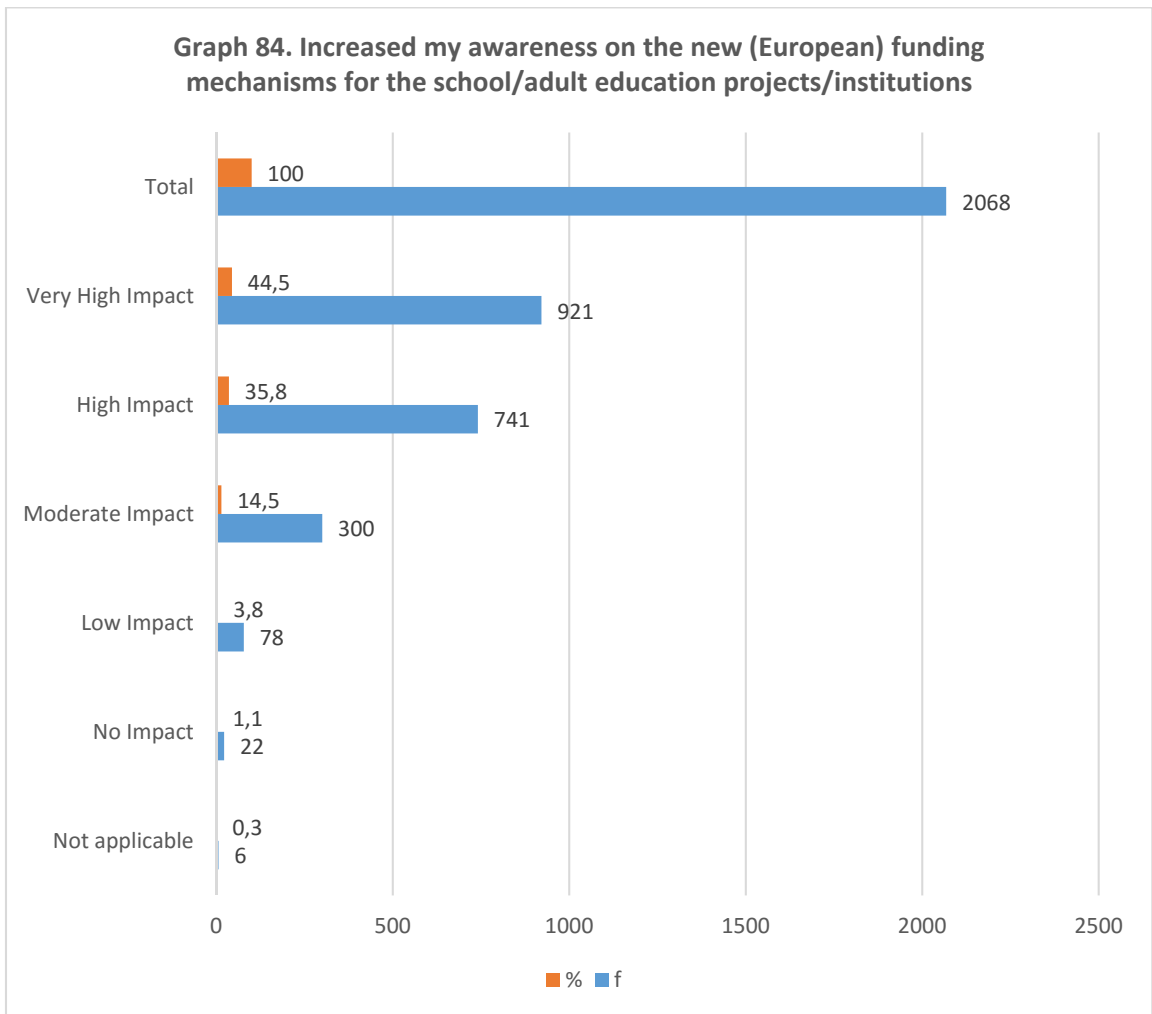
34,9% (722) of the participants have said the activities encouraged them to use ICTs (Information and Communications Technologies) at a “high” level, while 33,1% (684) told the encouragement was “very high”. 21,1% have responded the question with “moderate level”, and 7% (145) have stated that the related effect was “little”. Also 2,6% (54) said there was no effect, and 1,3% (26) remarked that the related item is not applicable. The effect on ICT usage is seen to be lower, compared to the others.



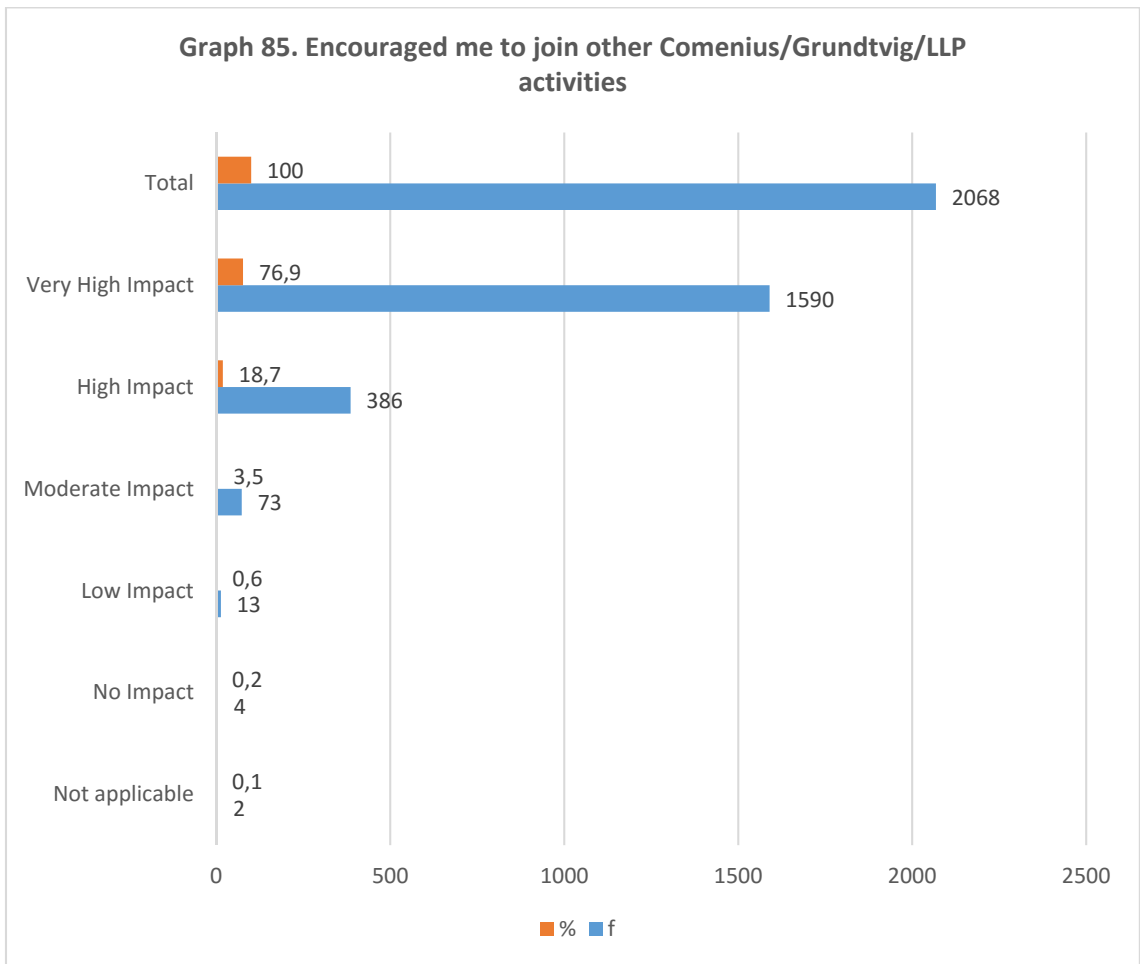
48,5% of the participants (1004) have reported that the activities had a “very high” impact on renewing their attitudes towards teaching / subject fields, while 40,6% (839) said the impact was “high”, 8,8% (182) moderate and 1,5% (31) remarked that the related impact was “little”.



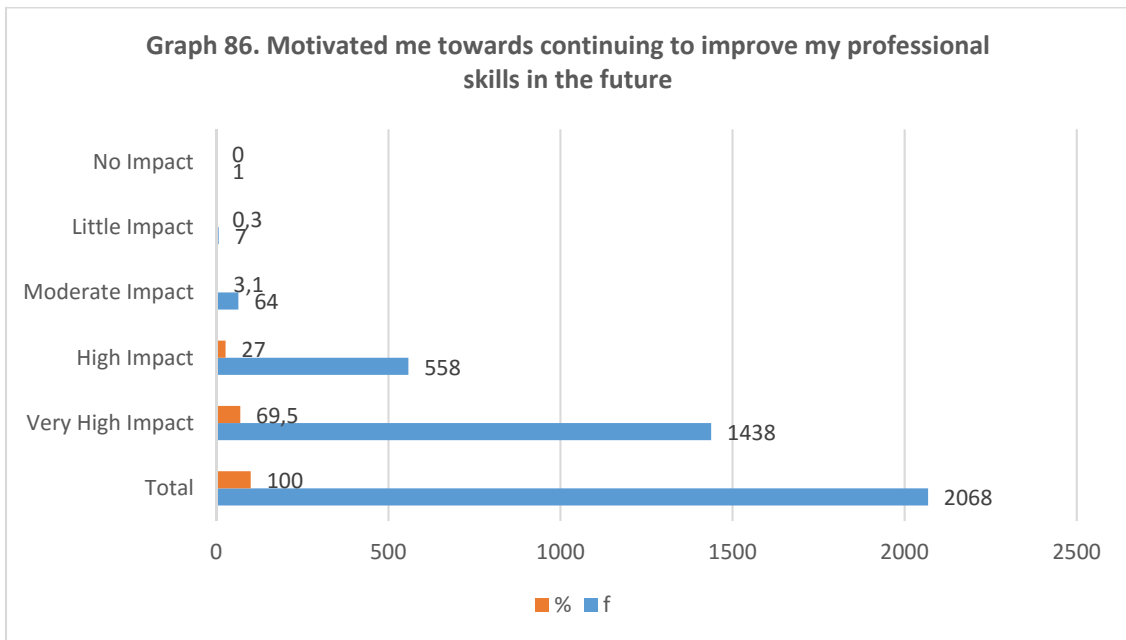
66,9% of the participants (1384) stated that the activities had a “very high” impact on the knowledge they had on the other countries/cultures/education systems; while 26,1% (539) said it had “high impact”, 5,9% of them reported that it was “moderately” effective. Also, %0,9 (18) of the participants remarked that the related effect was “little”. Being acquainted with other cultures and having knowledge of other education systems are important issues among the European Union's strategic priorities. Participants’ remarks that the activities are impactful on this topic is an important indicator that the activity has reached its goal.



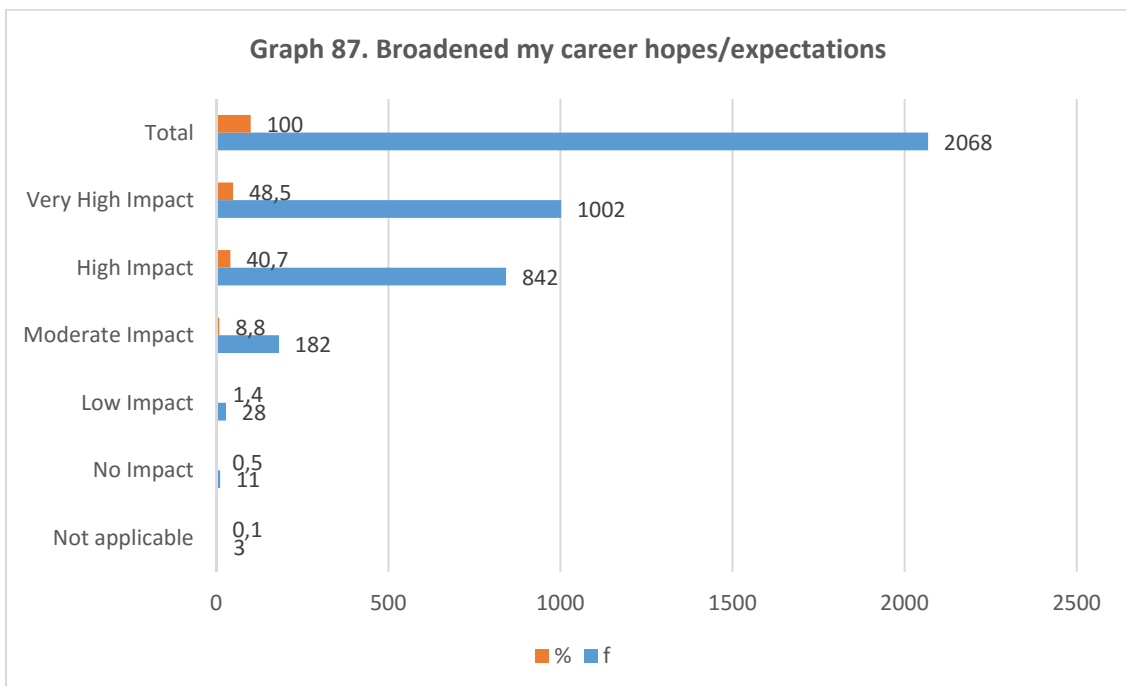
44,5% of the participants (921) have told that the activities had a “very high” impact on their awareness of the funding mechanisms for the school/adult education projects/institutions; while 35,8% (741) have told that the impact was “high”, 14,5% (300) reported the impact as “moderate”. 3,8% (78) of the participants said the impact was “little”, and 1,1% (22) have stated that there was no impact.



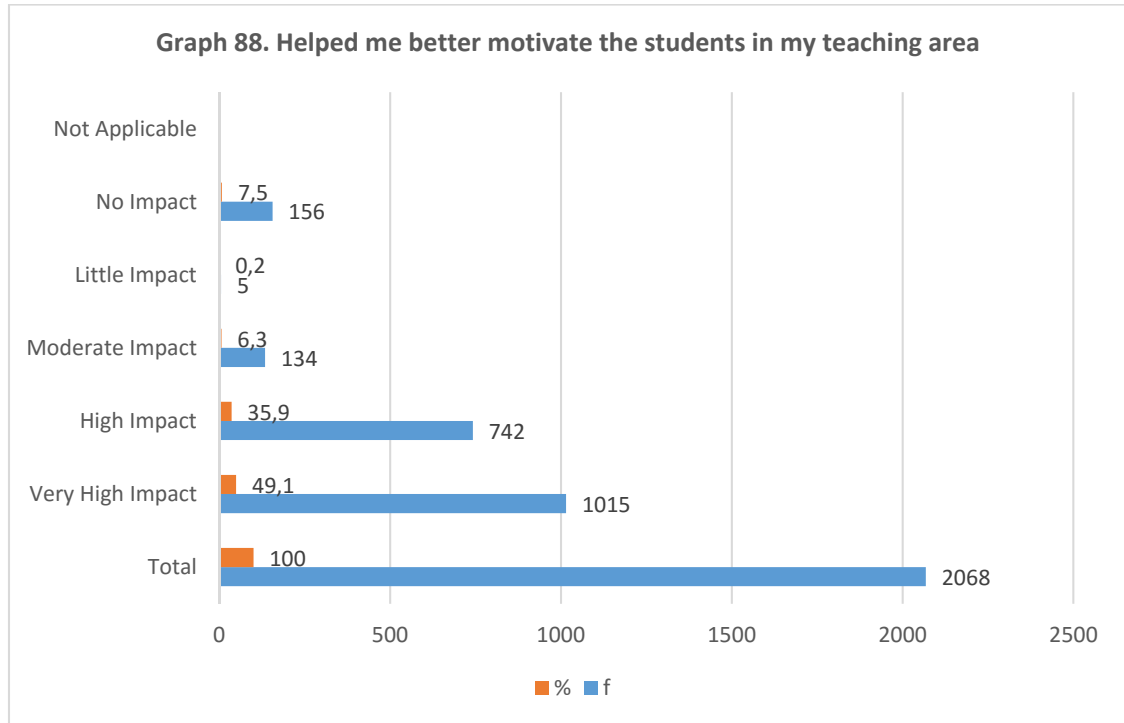
76,9% of the participants (1590) have reported that the activities were “very highly” encouraging to joining other Comenius/Grundtvig/LLP activities; while the 18,7% (386) said the impact was “high” and 3,5% of the participants (73) reported the impact was “moderate”.



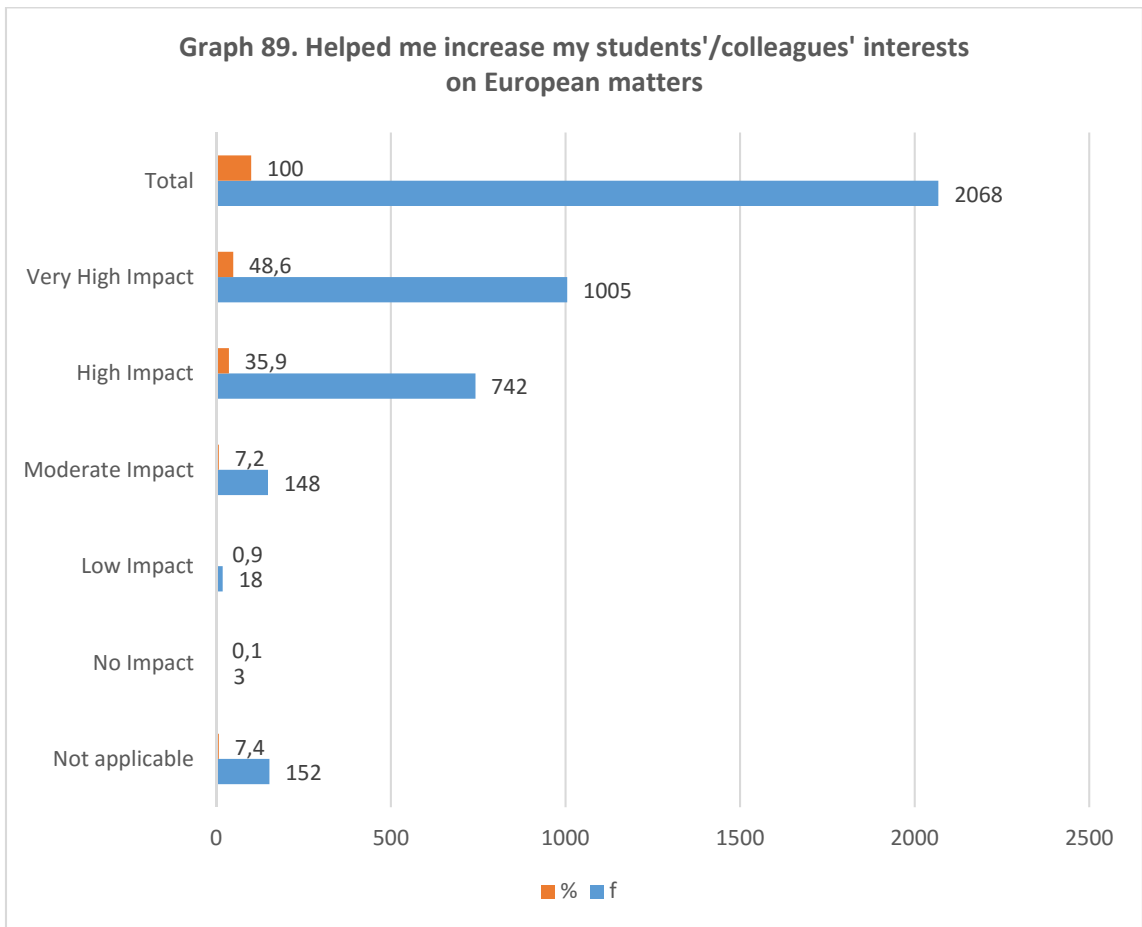
69.5% of the participants (1438 participants) stated that the activities had a “very high” impact on motivating them to continue improving their professional skills in the future, while 27% (558 participants) have reported the impact as “high” and 3,1% (64) as “moderate”. The increase of motivation in this issue can be attributed to the new info and skill sources encountered in the activity.



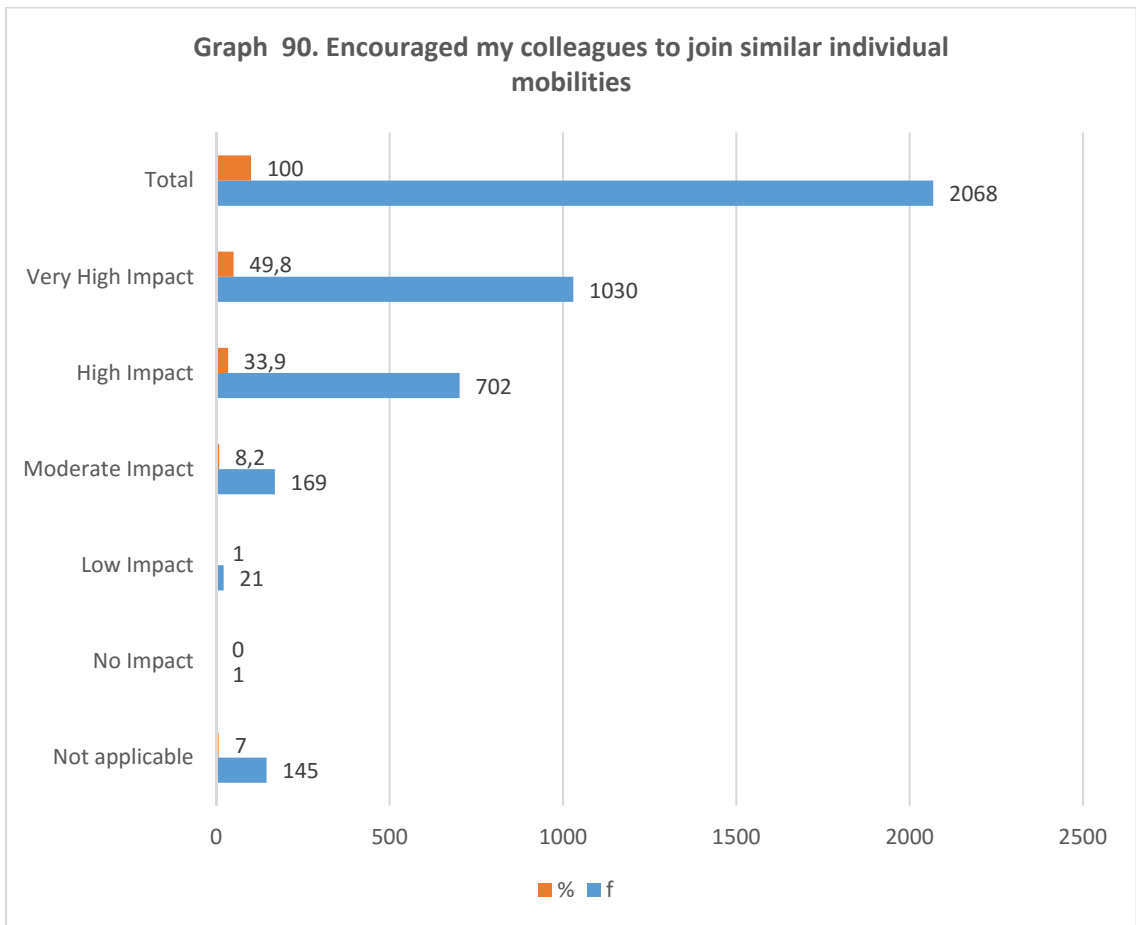
48% of the participants (1002) indicated that the activities had a “very high” impact on themselves about broadening their career hopes/expectations; while 40,7% (842) have said the impact was “high” and for 8,8% (182) the impact was “moderate”.



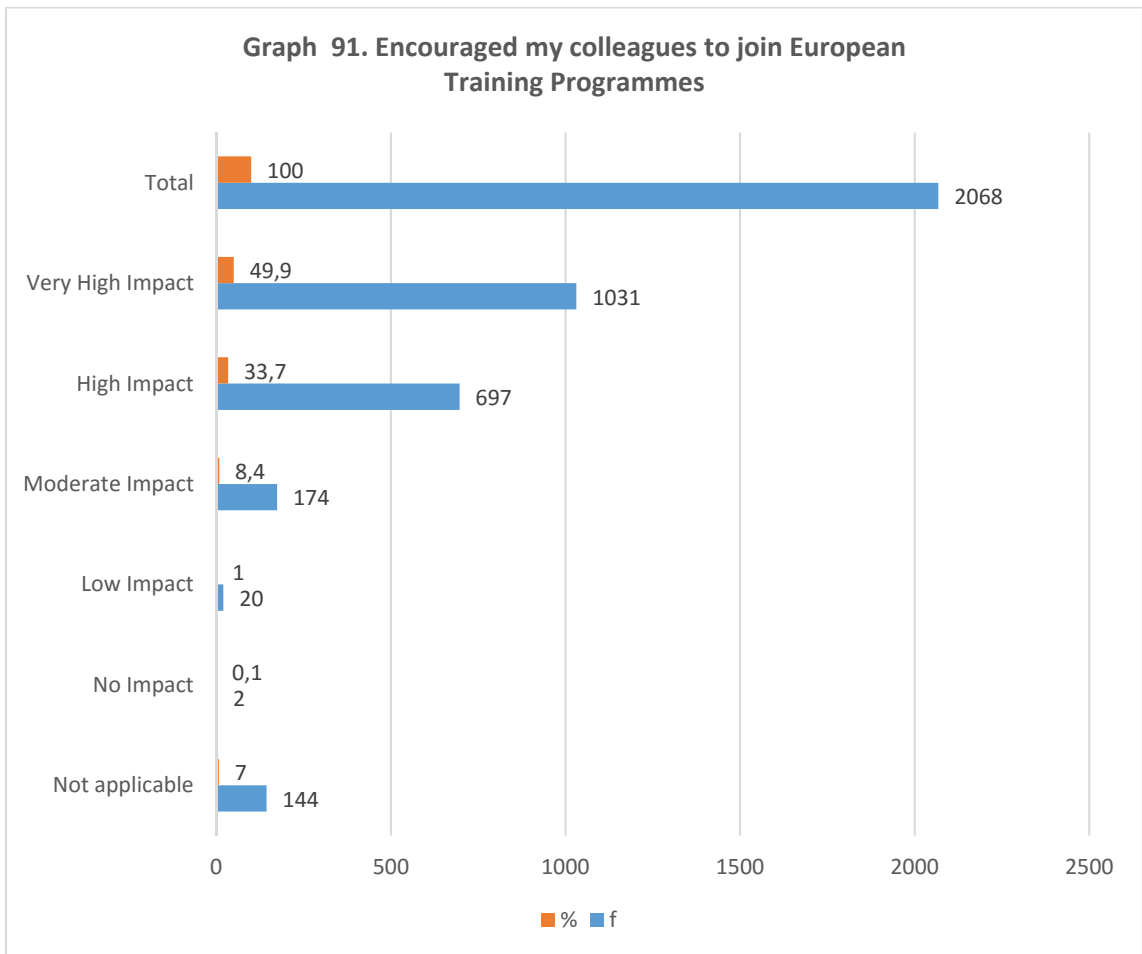
49,1% (1015) of the participants have said the activities had a “very high” impact on helping them motivate the students in their teaching areas better, while 35,9% (742) told the impact was “high” and 6,5% (134) have reported the impact as “moderate”. Also 7,5% (156) of the participants remarked that the related item is not applicable. It was previously stated that the students were one of the groups that are most affected by the activities. In this question, they strikingly express that, on motivating the students, the activity they participated in have a positive influence. This motivation may be in the form of introducing new teaching techniques, or it may have manifested itself as a reflection of the curiosity and interest of the teacher on the classroom.



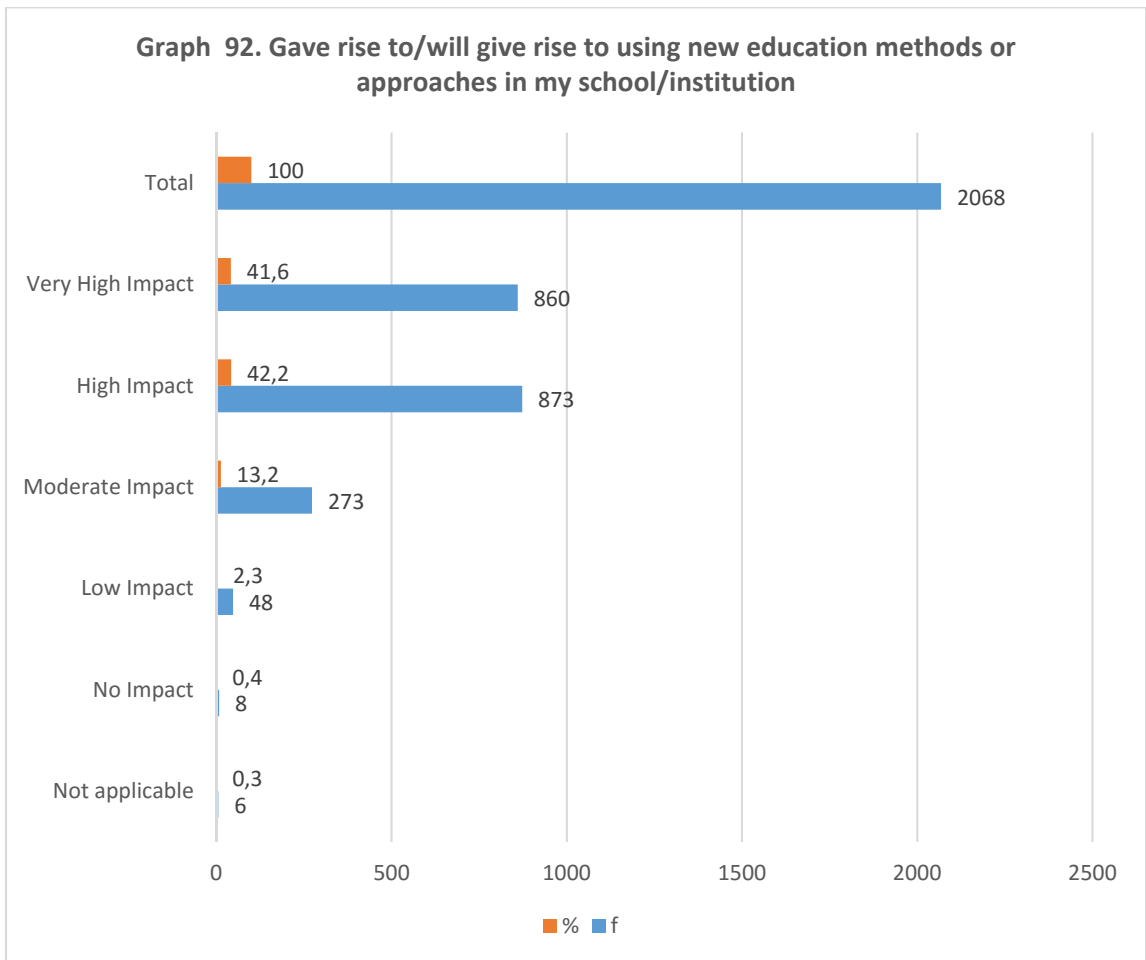
48,6% (1005) of the participants have said that the activities helped them increase the interests of their students/colleagues in European matters at a “very high” level, while 35,9% (742) told the effect was “high” and 7,2% (148) have responded with “moderate”. Also, 7,4% (152) reported that the related item is not applicable. Experience sharing may be one of the reasons for the increase in interest in the European Union issues. Especially when the issue is considered in terms of the colleagues, the fact that a friend has participated in such an activity, by drawing them into the subject, may have triggered the idea that they could also participate in a similar activity. This situation can naturally result in an increase in the natural interest in issues related to Europe.



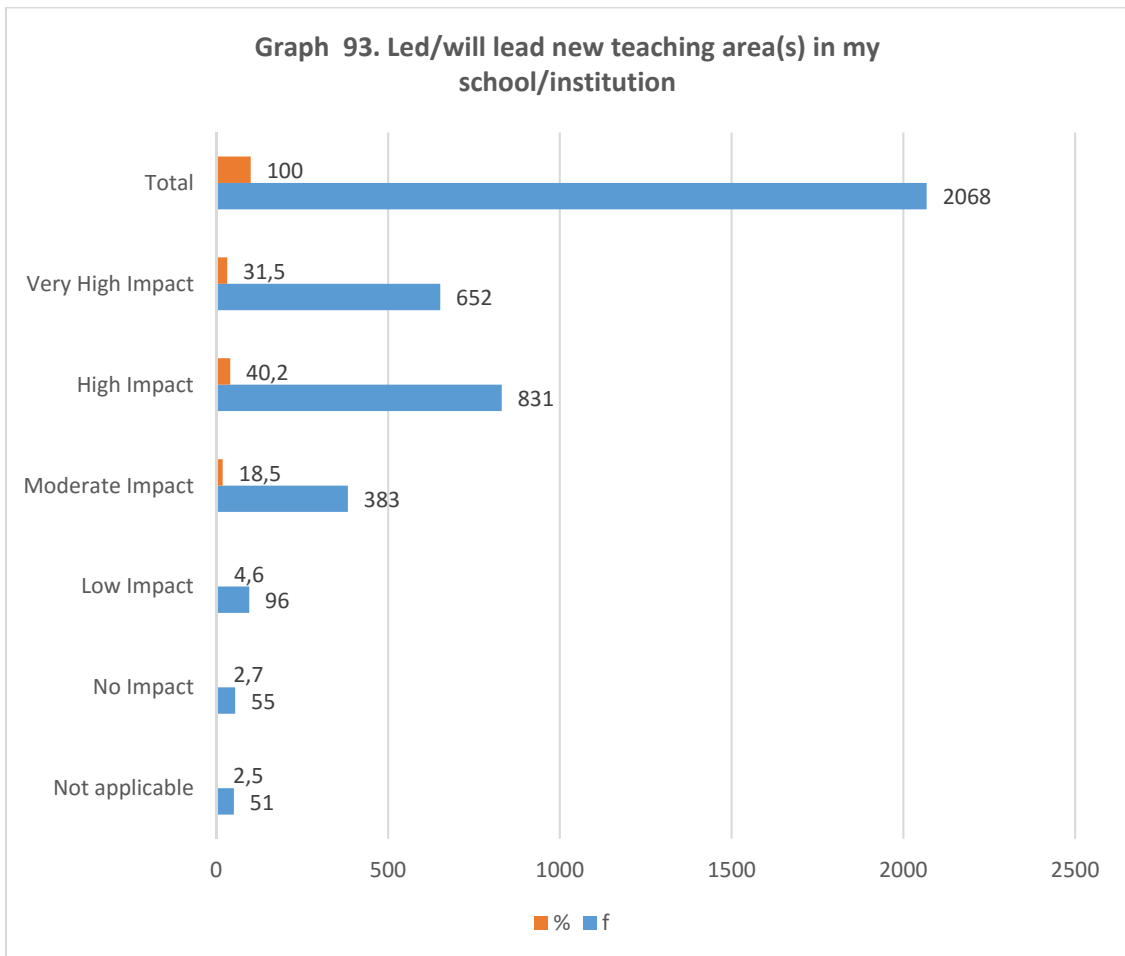
49,8% (1030) of the participants have indicated that the activities encouraged their colleagues to join similar individual mobilities at a “very high” level, while 33,9% (702) reported the effect as “high” and 8,2% (169) have said the effect was “moderate”. Also 7% (145) of the participants reported that the related item is not applicable. As specified above, colleagues are one of the most influenced groups from IST activities. Participation of one of their friends in this type of an activity is one of the best indicators that this is also doable for them too. At the same time, the guidance and experience of a former participant may have motivated them to apply.



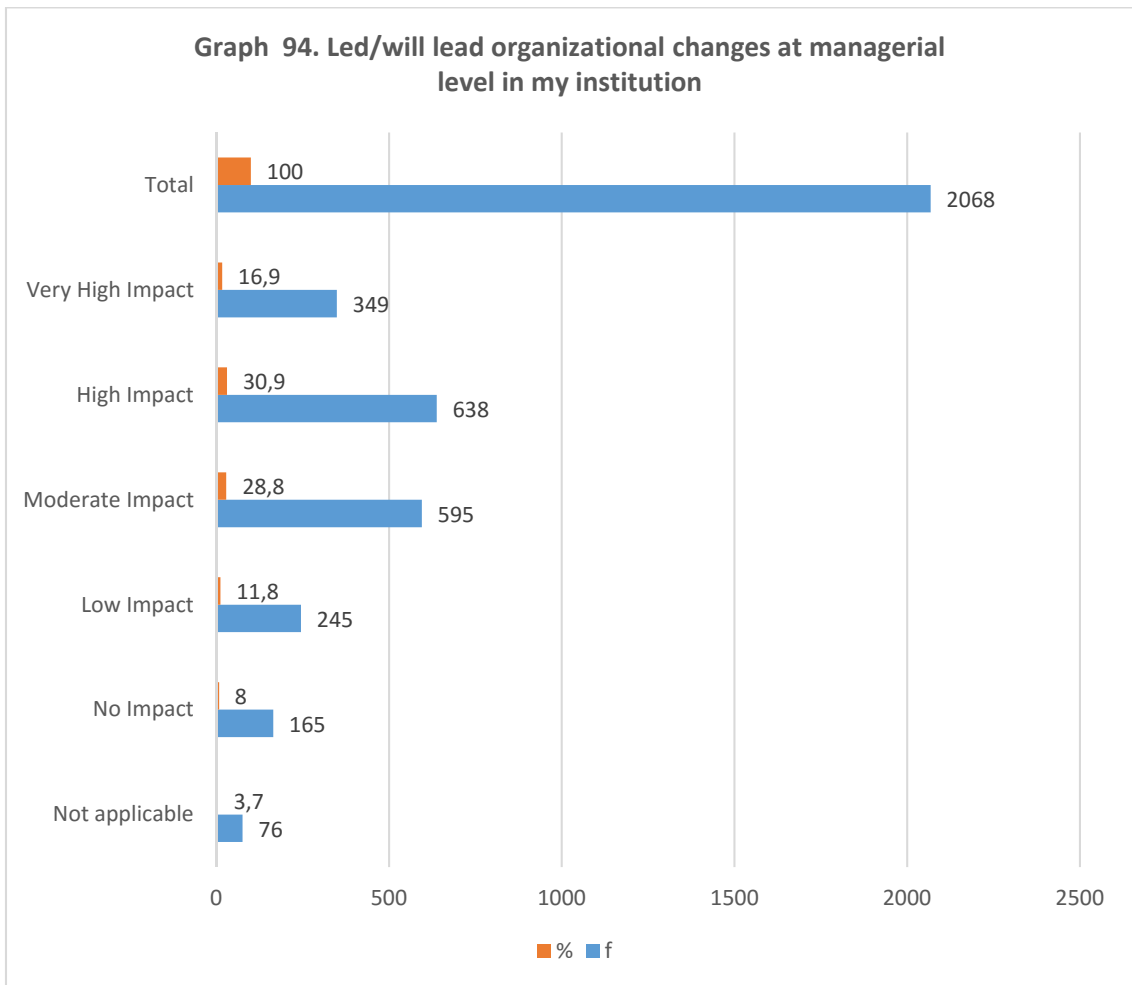
49,9% (1031) of the participants have reported that the activities encouraged their colleagues to join European Training Programmes at a “very high” level, while 33,7% (697) said that the effect was “high” and 8,4% (174) have indicated that the effect was “moderate”. Also 7% (144) of the participants reported that the related item is not applicable. Interpretations made on the previous graph may also be relevant for this one. Again, share of experiences and guidance may have been very effective in bringing these results.



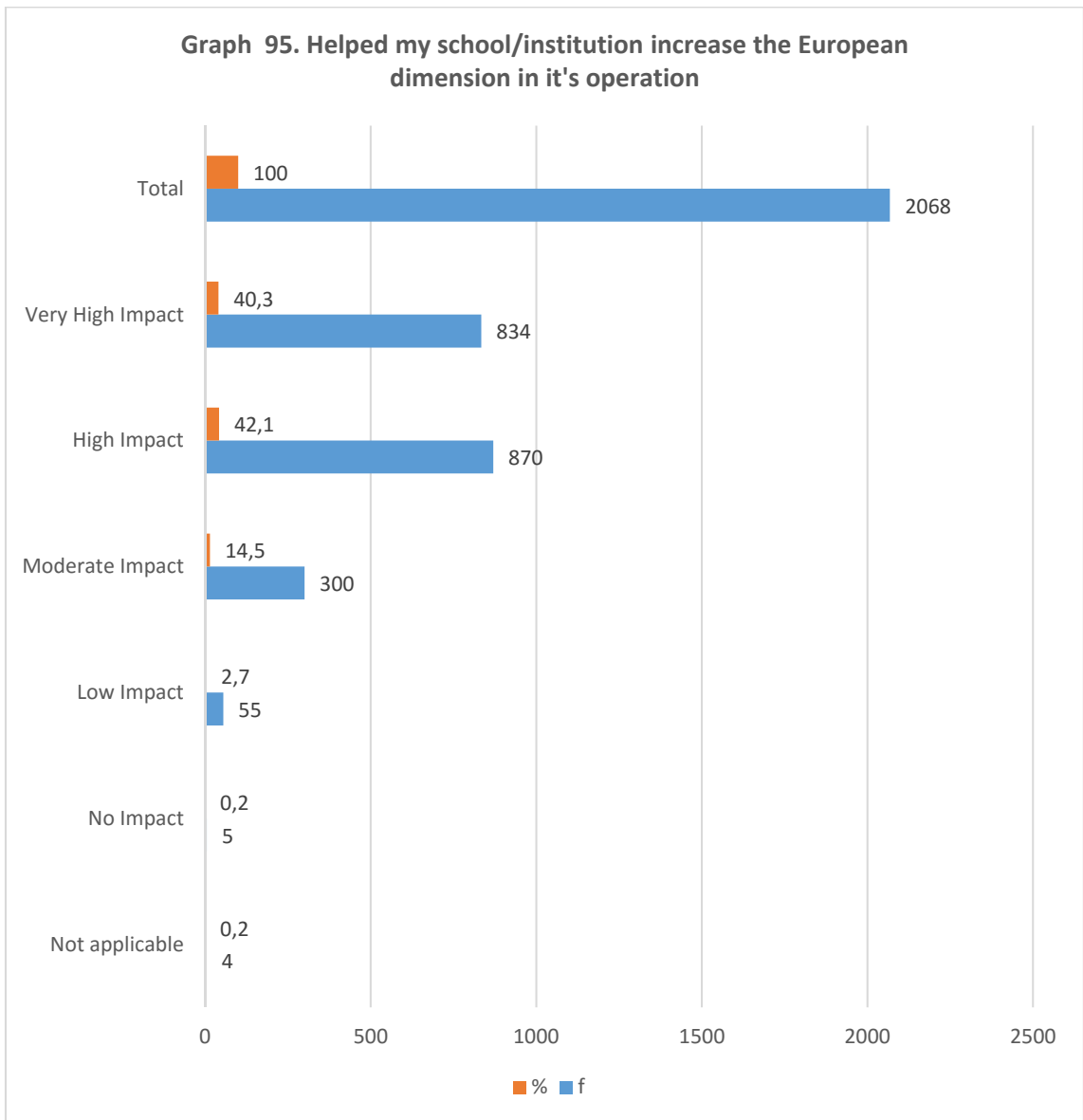
42,2% of the participants (873) stated that the activities had a “high” impact on the issue of giving rise to using new educational methods or approaches, while 41,6% (860) said it had “very high” impact and 13,2% (273) of them reported that it was “moderately” effective. Also, 2,3% (48) of the participants indicated that the related effect was “little”. Transferring new teaching methods to institutions is very difficult. Nevertheless, the fact that the ratios are so high may be interpreted as an interesting result. The participant who completed the form may have perceived this question as the methods they personally learned and used. Because institutional adoption of new methods is very difficult in an educational system that is driven by a centralised curriculum.



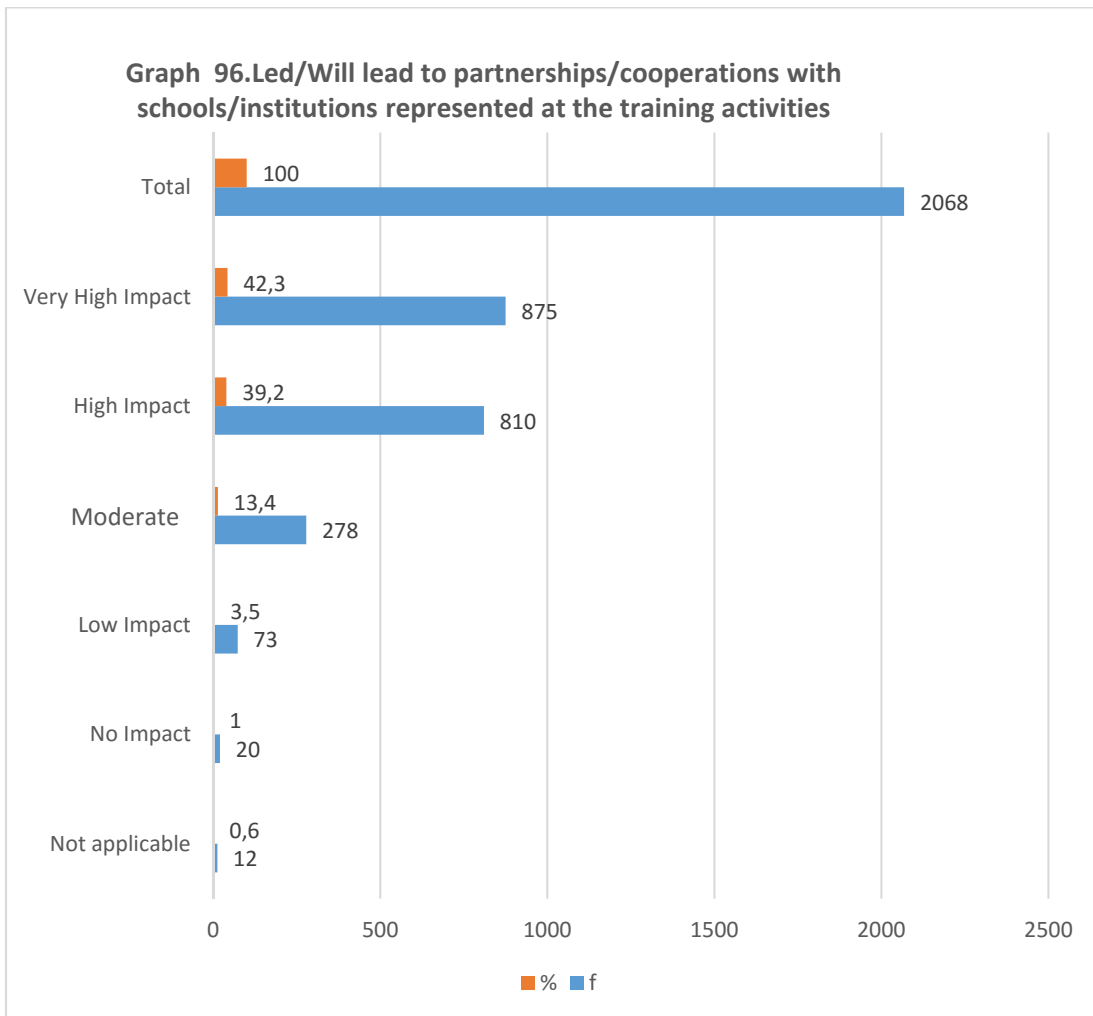
40,2% of the participants (831) have remarked that the activities have a “high” impact on leading new teaching area(s) into their schools/institutions; while 31,5% (652) have reported “very high” effects and 18,5% (383) with “moderate “effects. Also, 4,6% (96) of the participants indicated that the effect is “little”; while 2,7% (55) told that there was no effect at all.



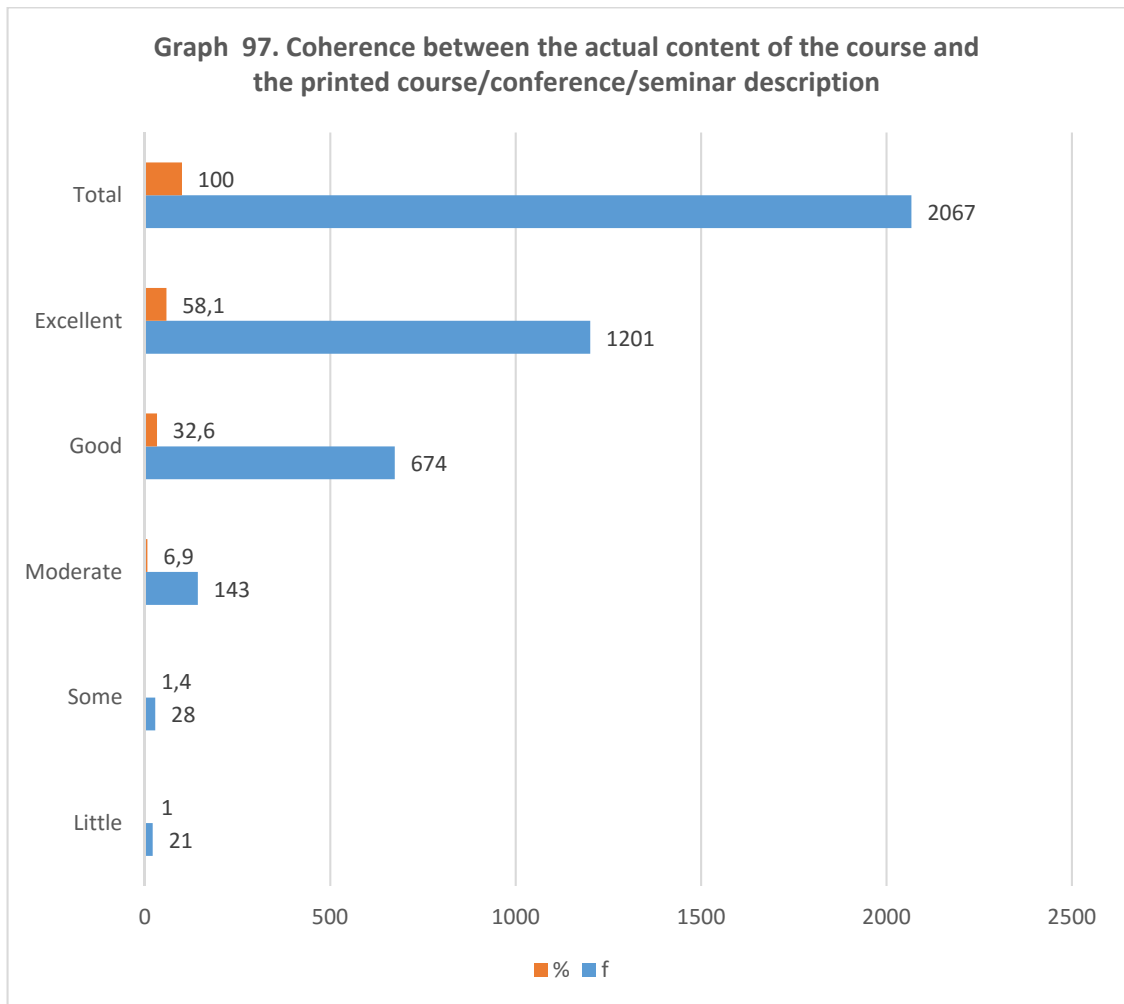
30,9% of the participants (638) indicated that the activities have a “high” effect on leading organizational changes at managerial level in their organization, while 28,8% (595) have said it is “moderately” effective and 11,8% (245) have reported it is “little” effective. Also 16,9% (349) have stated that the related activities are “very highly” effective on the issue, while 8% (165) of the participants have remarked that it was not effective at all. Like the other questions related to management, this question also received a relatively lower level of impact rating from the participants.



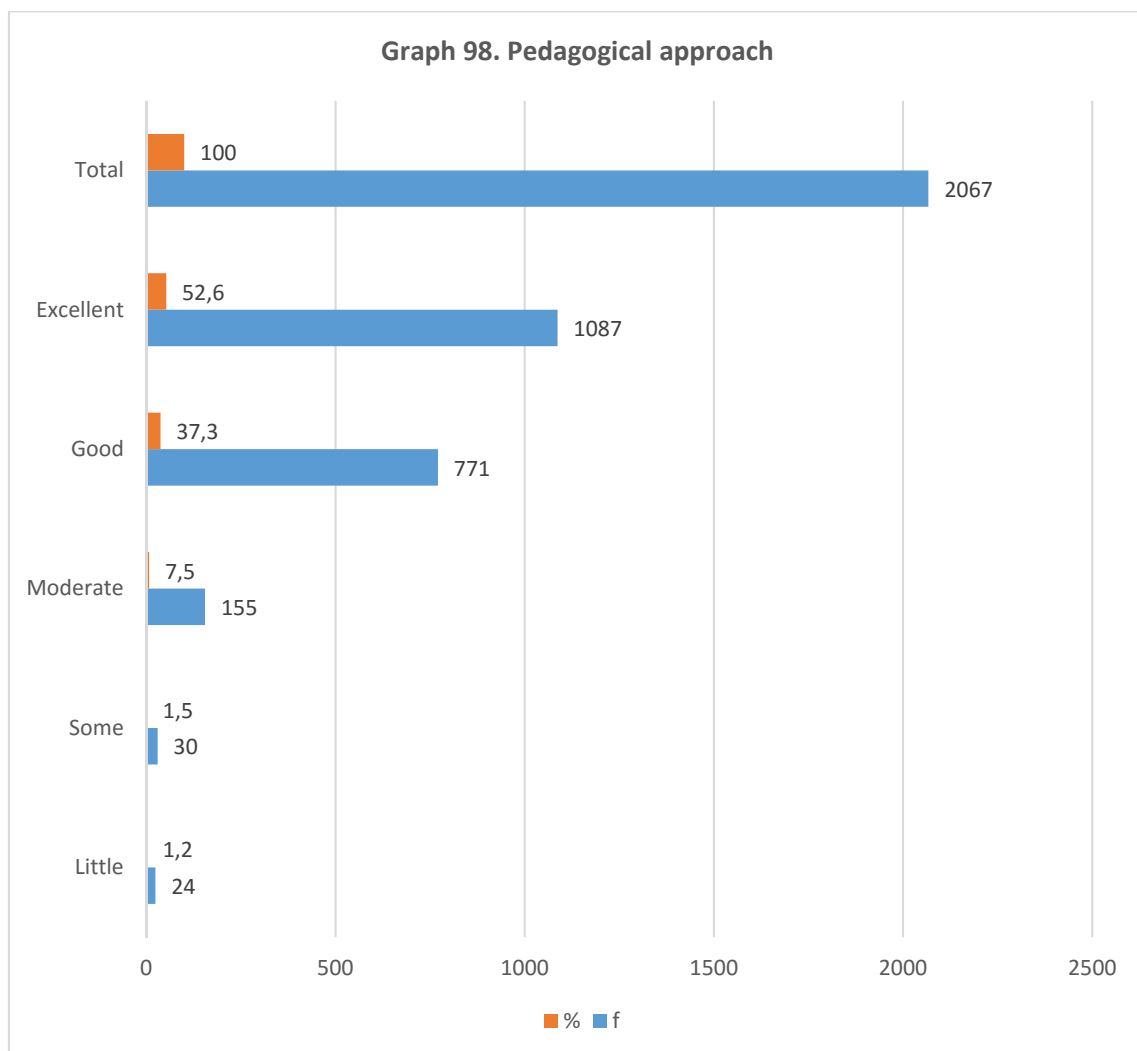
42,1% of the participants (870) have stated that the activities helped increase the European dimension in their school's/institution's works at a "high" level, while 40,3% (834) said the effect was "very high" and 14,5% (300) indicated that the effect was "moderate". Whereas, 2,7% of the participants remarked that the related effect was "little".



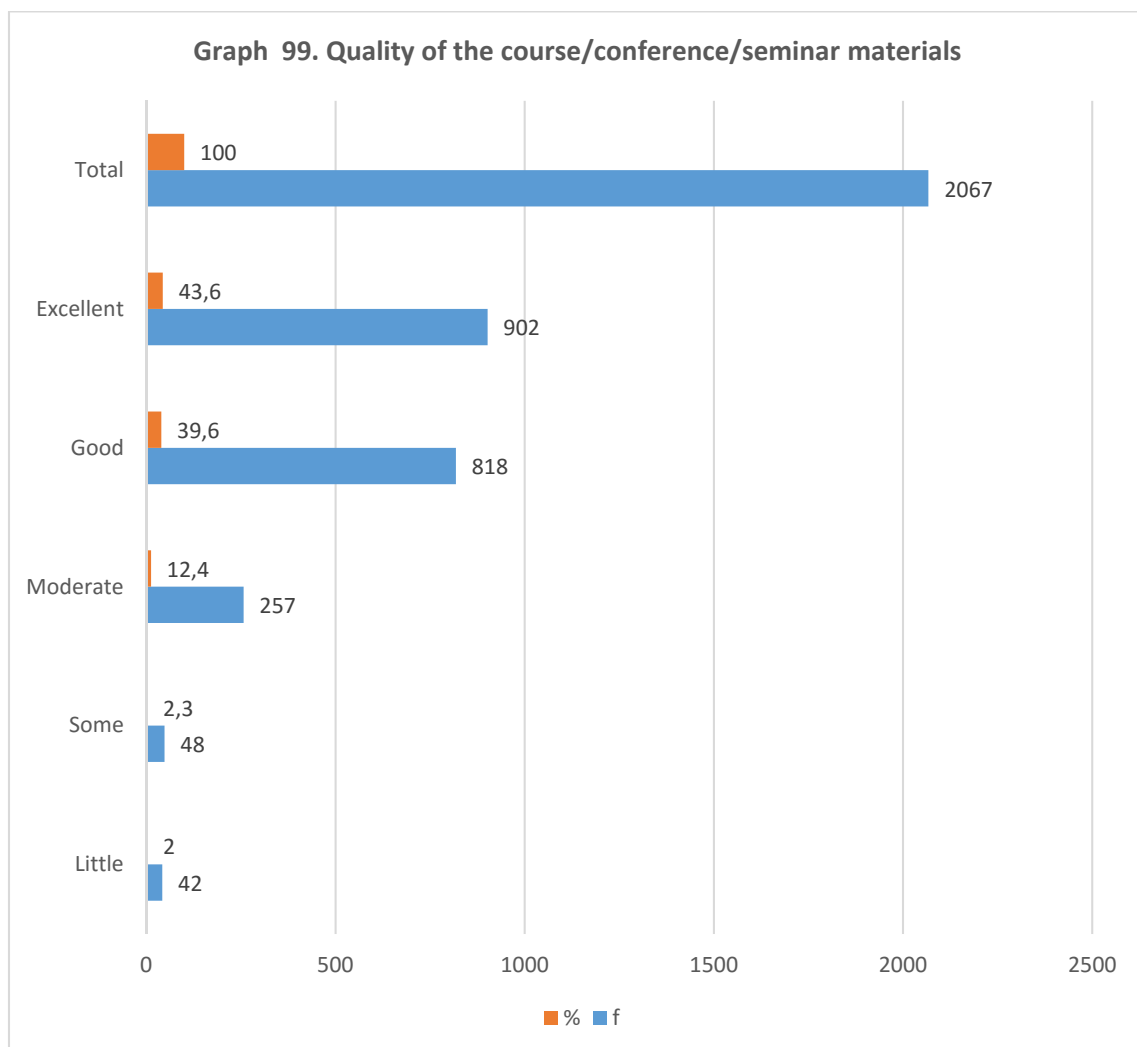
42,3% of the participants (875) indicated that the activities have a “very high” impact on establishing partnerships/cooperations with schools/institutions represented at the training activities, whereas 39,2% (810) have described the impact as “high” and 13,4% (278) as “moderate”. 3,5% (73) of the participants, on the other hand, related that the issue had “little” effect. According to what we have learned from the participant surveys (Graph 37), participants have made various projects with the people they met in the activities or through other networks. Although, some of them made various applications without any results. In any case, it appears that the idea of co-operation with Europe has penetrated the institutions in a certain way and has also influenced other people in the institutions, resulting in various project initiatives.



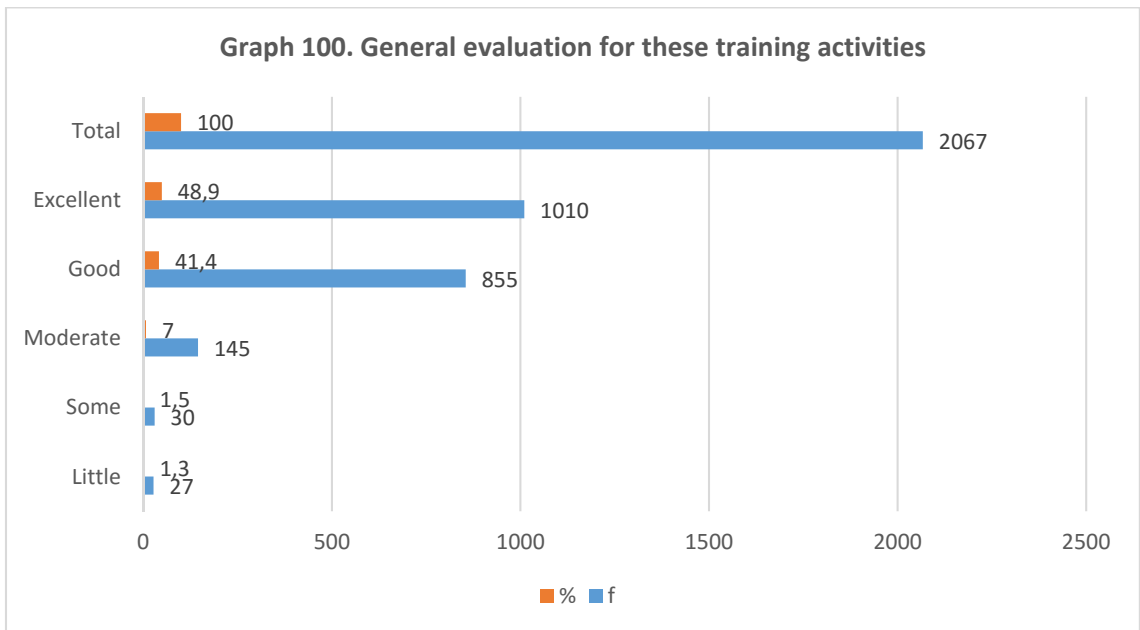
58,1% (1201) of the participants who have answered the questions under the Evaluation of Training Activity title find the coherence between the actual content of the course and the published course/conference/seminar description to be at “excellent” level; whereas 32,6% (674) find it to be at “good” level. 6,9% of the participants (143) on the other hnd, assessed the aforementioned coherence as moderate.



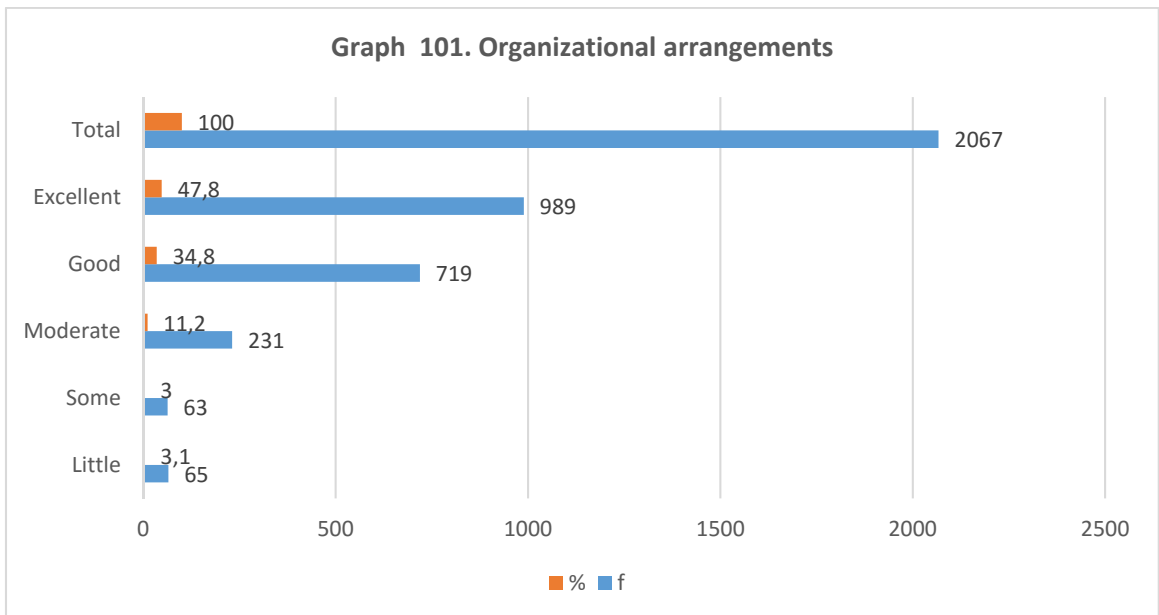
52,6% (1087) of the participants find the pedagogical approach to be at an “excellent” level, while 37,3% (771) find it “good”. Also, 7,5% of them (155) have evaluated the pedagogical approach as “moderate”.



43,6% of the participants have stated that the quality of course/conference/seminar materials were “excellent”, while 39,6% (818) indicated that it was at a “good” level. 12,4% (257) of the participants, on the other hand, reported that the aforementioned quality was “moderate”.



48,9% (1010) of the participants have stated that the training activities were “excellent”, while 41,4 % (807) indicated that they were “good” and 7% (145) reported it as “moderate”.



47,8% (989) of the participants have indicated that organizational arrangements were “excellent”, whereas 34,8% (719) reported that they were “good” and for 11,2% of the participants (231) they were “moderate”.

OUTCOMES AND SUGGESTIONS

This report was prepared to determine the effects of the Comenius Programme IST Activities, carried out in 2007-2013 period, on the participants and to determine the data about the functioning of the programmes. Within this scope, a large data set has been used. First of all, an impact analysis survey was applied to those who participated in the program. At the same time, another survey with some questions common with the impact analysis survey was applied to the people with rejected applications, which investigates the processes and their opinions. An important step for the research was collecting qualitative data. These data have been gathered by two methods: Focus group meetings and individual interviews. Not only have the focus group meetings and the individual interviews largely matched with the data obtained from the surveys and written documents, but they have also allowed for a number of facts to emerge. At the same time, many texts such as documents that state the strategic priorities of the European Union and Turkey, calls for proposals and reports on the subject had been examined to help interpret the research data. Other data sources that the research used are the application forms and final reports from 2007-2013 period. Within the scope of the research, archival studies were carried out and the data from 2007-2009 period were entered into the system. In terms of data diversity and substance, the research is also important, as it is the most comprehensive impact analysis work carried out within the National Agency.

When the study is generally considered, it can be said that the Comenius Programme IST Activities carried out in the aforementioned period achieved its purpose and had significant positive effects on the participants' personal and professional lives. This is evident both in the final reports and in the surveys. However, there are a number of issues that need to be improved. Most of them seem to concentrate on the measurement and evaluation system, the dissemination activities and the characteristics of the participants.

When the surveys of the rejected applicants are examined, it is seen that the rejection of the application has negative effects on the attitude towards the projects and the

application on a personal level. It is understood that many of the participants have some negative opinions against the rejection reasons. On the other hand, the development of such negative attitudes or considerations can be seen as a natural result. This fact can also make itself felt on the attitudes and behaviours towards the National Agency.

On the issues such as satisfaction and motivation, activities seem to have quite an important positive impact. Participants are indicating that even though they have problems with visa, getting permission from the institution they work for, budgeting etc., they are quite satisfied with their participations in these events to a large extent. More importantly, it appears that those who participated in the activities have repeatedly applied again and some of their applications have been accepted. As regards to cooperation with Europe, which is one of the important goals of the programmes; it appears that participants have joined various research and project networks, and kept in touch with other participants they met during the activities. Some of the participants even had the chance to develop joint projects together. As the data show, especially English teachers are making up the main participant category of these activities. This situation may be addressed bilaterally. Firstly, as English teachers are less likely to have problems related to language, will decrease the communication problems while increasing participation to the activity; on the other hand, having participants from a single field carries a problematic potential in schools and in reaching out to a wider audience. In terms of the duration and budget of the events, the participants seem to report positive opinions. Opinions have been made that it would be useful to have a longer duration in terms of language practice.

When the final reports for the period 2007-2013 were examined, activities seem to have impacted the participants at a “very high” or “high” levels on topics covered. But, this issue needs to be investigated by more advanced measurement tools. Apart from the measurement tools which consists of participant names and information, other tools that can be filled anonymously should be used and compared as well.

A proportion of the participants repeatedly stated that they met with bureaucratic obstacles, that they could get stuck at a point in the public hierarchy, and therefore could not participate in the activities. It is very important to take necessary legal and

administrative measures to correct this situation. In particular, the problem of employees getting prevented by their supervisors from participating in activities without any justification should be resolved.

Both surveys and other documents show that the vast majority of participants are English teachers. In order to receive applications from the teachers of other fields and subject areas as much as possible, language support should be given to those who wish to become participants, if needed. If this does not seem possible, the participation of people from other subject areas who have a good command of the language should be supported.

It is important to make arrangements in order to enable the disabled and disadvantaged groups join the activities. It may be useful to set national criteria for the issue, and especially to identify the disabled and encourage them to apply with projects, and provide support if needed.

Many of the successful applicants stated that they have re-applied and participated in the activities again. Some indicate that they have been to these activities many times, even though there are people in their institutions who have yet to get accepted. This issue shows that the application systematic has come to a professional state. Thus, people who have a grasp on the application terminology and systematic have a great advantage over others. With this reason, a timeout or quota should be set for people with a certain amount of participations. For example, those who participate twice in the activity should be given chance to apply after two years at the earliest. Priority may be given to the ones who have not received prior acceptance for the activities.

In connection to the suggestion above, it is stated by the participants that private companies have started to write project applications. In this sense, in order to prevent the application process from morphing into a financial sector, seeking originality in applications might be needed. Necessary information on this should be given to the project evaluation experts.

The presence of a large number of Turkish participants in the same activity is detrimental to some of the aims, such as cultural contact and language practice. It is

very important that participants are spread in a balanced manner and prevented from being stacked into the same activity. If such a restriction cannot be imposed at the national level, the necessary initiatives and information should be given to the course organizers in order to set restrictions.

One of the most important steps in achieving the goals of the activities is the realization of dissemination activities. However, it seems that the dissemination in the current situation cannot be achieved at the desired rate. For this reason, standardization of the dissemination activities in the coordination of the National Agency may be an important contribution. Allowing participants to share their experiences at large-scale organizations annually can also have a motivating effect. Also, allocating participants a section of their website to share their activities may so be useful for the popularisation of experience sharing. In order for the dissemination activities to be moved out of the institutions, the support and encouragement of other state institutions should be provided and the bureaucratic obstacles should be eliminated. Establishment of a unit within the National Agency specializing in measurement and evaluation, focused on dissemination activities, and execution of bridging activities between the field and the agency can ensure that the dissemination activities become systematic.

One of the problems that arose in the focus group meetings is related to the complexity of the National Agency's application system. Many people have said that the application system is not user friendly and they had to deal with it for a long time to find the way. Both the website and the application system of the National Agency must be redesigned to make applications easier and faster.

Some measures or surveys should be applied on participants before attendance so that the actual impact of the activities they are attending can be assessed. Following the end of the activity, the same measures and surveys should be reapplied and differentiations should be determined. In this way, it is possible to make impact analyses in a much faster and more efficiently.

APPENDIX 1

EFFICIENCY SURVEY FOR PARTICIPANTS IN SCHOOL EDUCATION (COMENIUS) PROGRAM IN-SERVICE TRAINING ACTIVITIES

1. CHARACTERISTICS OF PARTICIPANTS

1.1. Your Gender:

1	Woman	2	Man
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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-governmental 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	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.2. Comenius European Conference/Seminar	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.3. Comenius Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.4. Grundtvig Trainig Course	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.5. Grundtvig Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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
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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	<input type="checkbox"/>	<input type="checkbox"/> 2007 <input type="checkbox"/> 2011	<input type="checkbox"/> 2008 <input type="checkbox"/> 2012	<input type="checkbox"/> 2009 <input type="checkbox"/> 2013	<input type="checkbox"/> 2010
1.11.2. Comenius European Conference/Seminar	<input type="checkbox"/>	<input type="checkbox"/> 2007 <input type="checkbox"/> 2011	<input type="checkbox"/> 2008 <input type="checkbox"/> 2012	<input type="checkbox"/> 2009 <input type="checkbox"/> 2013	<input type="checkbox"/> 2010
1.11.3. Comenius Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 2007 <input type="checkbox"/> 2011	<input type="checkbox"/> 2008 <input type="checkbox"/> 2012	<input type="checkbox"/> 2009 <input type="checkbox"/> 2013	<input type="checkbox"/> 2010
1.11.4. Grundtvig Training Course	<input type="checkbox"/>	<input type="checkbox"/> 2007 <input type="checkbox"/> 2011	<input type="checkbox"/> 2008 <input type="checkbox"/> 2012	<input type="checkbox"/> 2009 <input type="checkbox"/> 2013	<input type="checkbox"/> 2010
1.11.5. Grundtvig Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 2007 <input type="checkbox"/> 2011	<input type="checkbox"/> 2008 <input type="checkbox"/> 2012	<input type="checkbox"/> 2009 <input type="checkbox"/> 2013	<input type="checkbox"/> 2010

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	Inaduate	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 occasional 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. INSTITUTIONAL ATTITUDE

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. EFFECTS ON STUDENTS / LEARNERS

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. DISSEMINATION ACTIVITIES

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 / Grundtvig project with people I have not encountered before.
7	My colleagues around me wanted to attend Comenius / Grundtvig activities aspiring me.
8	My colleagues around me participated in the Comenius / Grundtvig activities aspiring me.

APPENDIX 2

EFFICIENCY SURVEY FOR REJECTED APPLICANTS OF SCHOOL EDUCATION (COMENIUS) PROGRAM IN-SERVICE TRAINING ACTIVITIES

1. DEMOGRAPHIC INFORMATION AND CHARACTERISTICS

1.1. Your Gender:

1	Woman	2	Man
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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-governmental 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	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.2. Comenius European Conference/Seminar	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.3. Comenius Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.4. Grundtvig Trainig Course	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 +
1.7.5. Grundtvig Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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						
		<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013
1.10.1. Comenius Training Course	<input type="checkbox"/>	<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013
1.10.2. Comenius European Conference/Seminar	<input type="checkbox"/>	<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013
1.10.3. Comenius Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013
1.10.4. Grundtvig Trainig Course	<input type="checkbox"/>	<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013
1.10.5. Grundtvig Internship (job shadowing)	<input type="checkbox"/>	<input type="checkbox"/> 2007	<input type="checkbox"/> 2008	<input type="checkbox"/> 2009	<input type="checkbox"/> 2010	<input type="checkbox"/> 2011	<input type="checkbox"/> 2012	<input type="checkbox"/> 2013

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 disagree	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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