

THE LIFE LONG LEARNING PROGRAMME (LLP)  
IN TURKEY:  
IMPACT ASSESSMENT REPORT (2009)

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



Dear Reader,

Since 2004, the educational field in Turkey has experienced tremendous changes. Most significant changes involve internationalization of education in Turkey, which principally entails increased interaction between Turkish and other European teachers, trainers, students, organizations, and regulatory agencies. The European Union Education and Youth Programmes have functioned as an important catalyst in the process. Since their initiation in 2004, the programmes supported more than 170.000 individuals and approximately 8.500 projects. These statistics are preliminary indicators of the programmes' contribution to internationalization of education and youth activities in Turkey. The programmes have helped a huge number of actors in the educational and youth field in Turkey, especially the young members of the field, to contact their European peers, learn from one another, and experience different cultures.

Feedback obtained from these actors reveals that the contribution of the programmes to their personal, academic, or vocational development has been significant. You will find in this report detailed depictions of the impact of the programmes on the beneficiaries. Great majority of the beneficiaries reported that the programme they participated in helped them learn more about themselves, their cultures and foreign cultures as well as improving their self-confidence, foreign language skills and networking capabilities.

Thus, this report is a step taken towards assessing the impact of the European Union Education and Youth Programmes. The report is specifically about the Lifelong Learning Programme (LLP). In the coming pages, you will find results of impact analyses for eleven programmes under the LLP. The analyses are based on feedback provided by beneficiaries of the programmes. The analysis results provide information on respondent characteristics and respondent evaluations concerning varied aspects of the programmes. Respondent evaluations concern the impact of the programme on their personal development, vocational development, career prospects, cross-cultural awareness, foreign language skills, and views about Turkey's membership in the European Union. Respondents also provided feedback concerning challenges they faced and helped pinpoint possible avenues for improving the way the programmes are administered.

My special thanks go to Ranâ KASAPOĞLU ÖNDER who conducted the survey and prepared the report.

I hope you will find the report interesting and useful.

Kind regards,

Dr. Fatih Hasdemir  
Director



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# Introduction

This section provides information about the methodology used for data collection and an executive summary of the results. Methodological information depicts how the respondents were selected and the instrument used for data collection. This depiction also points to methodological shortcomings of this report. The overview of results provides a concise evaluation regarding the impact of Lifelong Learning Programme (LLP). Results reveal that the programmes had substantial influence on the beneficiaries and/or their organizations.

## Methodology

Individuals or contact persons from organizations that were beneficiaries of the LLP in 2009 were contacted by e-mail and asked to participate in the study. Table 1 displays the number of beneficiaries contacted and those who accepted to participate in the study. Response rates vary substantially (between 10.1% and 95.5%) across programmes. The overall response rate is 25.9%. The programme with the lowest response rate (10.2%) is Erasmus Student Mobility for Studies. Nonetheless, 234 beneficiaries of the programme responded to the survey.

It should be noted that although almost all beneficiaries were contacted by e-mail the findings of this study cannot be safely generalized to all beneficiaries. First of all, response rates were low for some of the programmes. The lower the response rate, the less generalizable the results are. Secondly, respondents were not randomly selected. Thus, it cannot be argued that the respondents are representative of all the beneficiaries and therefore findings can be generalized with little error to all beneficiaries. Beside these limitations, the results presented in the coming pages give an idea about the impact of the programmes as a substantial number of beneficiaries participated in the study.

Beneficiaries who were contacted by e-mail were directed to a web survey. The surveys differed across the programmes but they also had common items. Beneficiaries of all programmes were presented with items regarding contribution of the programme to obtaining international experience, personal development, cross-cultural awareness and interaction, vocational and career development, and foreign language skills. All beneficiaries also responded to items regarding change in their views towards Turkey's membership in the European Union. Beneficiaries of several programmes were also asked to report challenges they faced as they experienced the programme.

The validity of the on-line survey was tested by obtaining expert view. Programme specialists employed in the Turkish National Agency evaluated earlier versions of the survey and suggested a number of changes. Most of the survey items were used in the earlier two exercises of impact analyses for 2007 and 2008. Several respondents had also expressed their views on the survey items, which further contributed to refinement of the survey. Part

of the survey was also validated using statistical analysis, which is reported in Kasapoğlu-Önder and Balci (2010).<sup>1</sup>

**Table 1. Programmes and respondents**

Programme	Messages sent	Messages not delivered	Number of respondents	Response rate
Comenius School Partnerships and Comenius Regio	355	0	190	53.5%
Comenius Assistantship	120	0	69	57.5%
Comenius/Grundtvig in-Service Training Activity	372	10	147	39.5%
Erasmus Student Mobility for Studies	2301	76	234	10.2%
Erasmus Student Mobility for Placement	790	14	174	22.0%
Erasmus Teaching Staff Mobility	1068	32	206	19.3%
LdV Partnerships	44	0	42	95.5%
LdV Mobility	236	15	210	89.0%
LdV Transfer of Innovation	20	0	7	35.0%
Grundtvig Learning Partnerships	59	0	39	66.1%
Study Visits	207	0	125	60.4%

<sup>1</sup> Kasapoğlu-Önder, R. and Balci, A. (2010). The impact of Erasmus Student Mobility for Studies Programme (SMS) on the Turkish students who benefited from the programme in 2007. *Ankara Avrupa Çalışmaları Dergisi* [Ankara European Studies Journal], 9(2): 93-116.



# Executive Summary of Results

## Opportunity to Obtain International Experience

Analyses reveal that most of the respondents were already planning to obtain international experience before they knew about the programme they participated in. However, respondents were generally not used to travelling abroad for educational or vocational purposes prior to their engagement with the programme and most respondents agree that they would not be able to do so in the absence of the programme. Thus, the programmes generated a genuine opportunity for most respondents to travel abroad and obtain international experience. Consequently, great majority of the respondents reported that the programme helped them learn what life abroad was like.

## Personal Development

The programmes also seem to have contributed significantly to personal development of the respondents. The respondents generally agreed that they learned more about themselves by participating in programmes. The programmes also helped respondents to better express themselves and increase their self-confidence. For most programmes, the respondents also stated that the programme changed their life-trajectory.

## Cross-Cultural Awareness and Interaction

Participating in the programmes helped respondents to learn more about their native culture. Respondents generally did not experience problems in adapting to foreign cultures when they were abroad as part of the programme they participated in. Thus, they were also able to learn a lot about foreign cultures. At the same time, respondents capitalized on the opportunity to familiarize people from foreign cultures with their own culture. Thus, the programmes' potential for enhanced cross-cultural interaction was realized by the respondents.

Experiencing a different culture helped respondents to overcome whatever prejudices they had against foreign cultures. Respondents reported that their tolerance towards and respect for other people was higher after their programme experience. Likewise, respondents' belief in fighting racism and xenophobia was strengthened as a result of programme experience.

## Vocational and Career Development

Evaluations regarding contribution of the programmes to vocational and career development were generally positive. Professional beneficiaries mostly stated that they observed that their knowledge was not outdated compared to that of their colleagues' abroad. Nonetheless, the programmes for professionals helped them learn new tools that they can use at work or new training methods. These beneficiaries also reported that they

believe having participated in the programme will help them in their career, both by increasing their knowledge about the field and helping them establish new relationships and become more effective in their relations to others.

### **Foreign Language Skills**

Most respondents were not worried prior to participating in the programme that their foreign language skills would not be sufficient. Nonetheless, a great majority of the respondents agree that sufficient foreign language capability is a precondition for making effective use of the programmes. Respondents also reported that they observed other people were uninterested in the programme believing that their foreign language skills would not be sufficient.

Participating in the programmes helped most of the respondents to improve their foreign language skills. Many respondents reported that they decided to learn another foreign language after participating in the programme. They also observed that other beneficiaries of the programmes were also motivated to increase their foreign language skills.

### **Challenges**

Respondents did not report any systematic challenges in any of the programmes. A minority of the professional beneficiaries reported preparing the project, filling out the application documents or submitting application as challenging tasks. Most respondents did not report problems in finding partners or communicating with the partners. Likewise, arrangements within employing organizations (e.g., division of labor, identification of who would engage in mobility, attending to other work-related responsibilities) were not considered as problematic by most respondents. Respondents also did not report having experienced problems in communicating with the Turkish National Agency.

Students who have benefited from the Erasmus Student Mobility for Studies programme, otherwise mostly content with the programme, reported that the grants were not sufficient.

### **Respondent Views Concerning Turkey's Membership in the European Union**

Most respondents reported that their views concerning Turkey's membership in the European Union changed positively after their programme experience. Respondents also stated that the programme helped them believe more strongly that Turkey's efforts at integration with the European Union are important.

### **Conclusions**

Findings reveal that the programmes were generally successful with respect to generating intended consequences. Programme experience contributed significantly to personal and vocational development of beneficiaries. Beneficiaries also experienced cross-cultural interaction and reported that they have become more understanding, tolerant, and open

minded concerning cultural differences. Views of respondents concerning the European Union and Turkey's membership efforts have also changed positively.

Because respondents are generally positive in their evaluation of the programmes, future work should focus on having more individuals and organizations participate in the programmes. This could take the form of increasing the number of beneficiaries who can participate in the programme in each year and making the programmes better known in places where its diffusion seems to be limited or by actors who have been uninterested until now.



# Chapter 1

## COMENIUS SCHOOL PARTNERSHIPS and COMENIUS REGIO

Comenius School Partnerships enable school co-operation and class exchanges while Comenius Regio Partnerships facilitate co-operation between different regions. The Comenius Programme addresses issues strongly related to European cultures, languages, and values. It also helps beneficiaries acquire new skills and competencies necessary for their individual development.

A total of 355 organizations that benefited from Comenius School Partnerships in 2009 were contacted. Out of these organizations, 190 responded to the questionnaire through their contact persons. Thus, the response rate is 53.5 percent. The findings reported below are based on responses of these organizations.

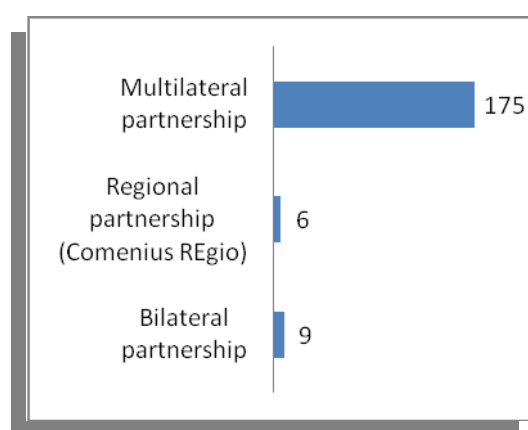
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



## PROJECT TYPE

Responses were obtained for three project types. Findings presented below represents multilateral partnerships, bilateral partnerships and regional partnerships. Figure 1.1 presents the distribution of projects across project types. A great majority of the partnerships (92.1%) are multilateral partnerships. Regional partnerships constitute 3.2% of the projects, whereas bilateral partnerships constitute 4.7% of the projects.

**Figure 1.1. Type of project**

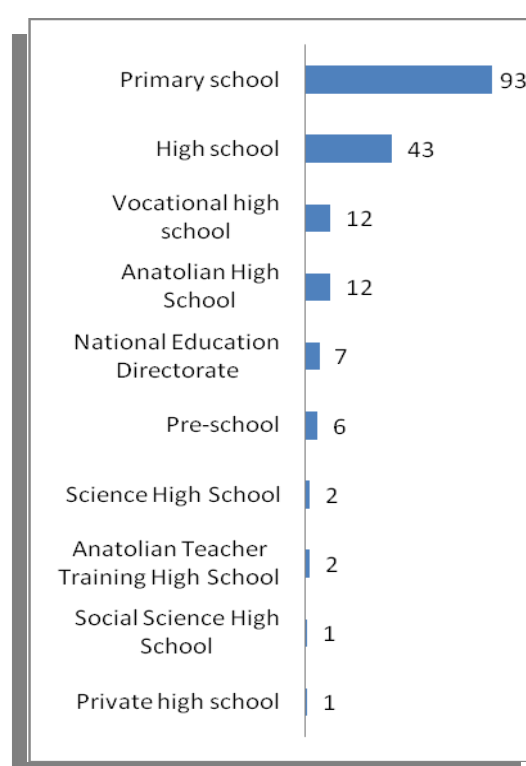


## RESPONDENT CHARACTERISTICS

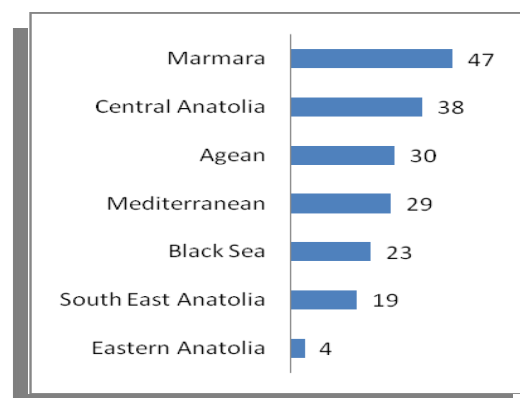
Almost half of respondents (48.9%) are primary schools (Figure 1.2). The next largest category of respondents is high schools which accounts for 22.6% of the responses. Four groups of schools (primary schools, high schools, vocational high schools and Anatolian High Schools – Anadolu Liseleri-) altogether comprise 84.2% of the respondents. As Figure 1.3 shows, Eastern Anatolia region is underrepresented amongst respondents. This may be because there are few beneficiaries from this region. If so, this

finding points that schools in this relatively underdeveloped region of Turkey fail to benefit from the programme. Only 2.1% of respondents are located in Eastern Anatolia. Other under-represented regions are South East Anatolia and the Black Sea region (ratios of respondents from these regions are 10% and 12.1%, respectively).

**Figure 1.2. Types of beneficiary organizations that responded to the questionnaire**



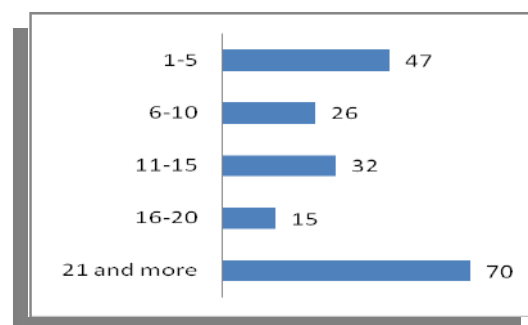
**Figure 1.3. Geographic location of the organizations that responded to the questionnaire**



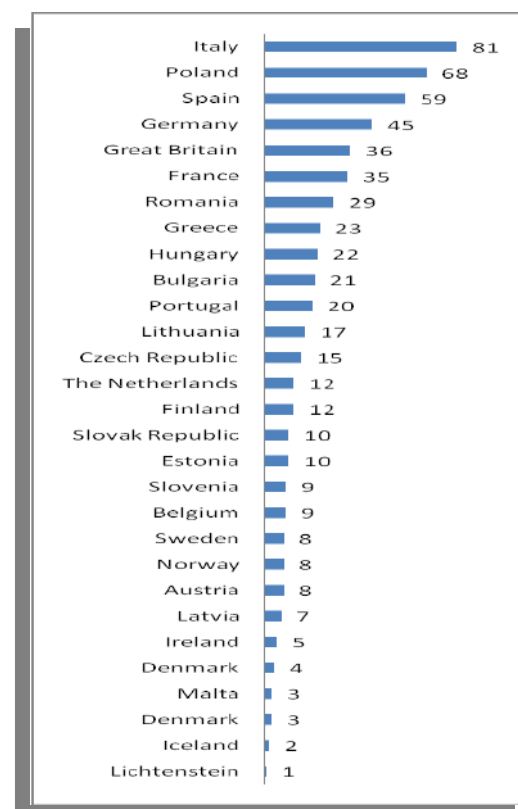
#### MOBILITY BY BENEFICIARIES

Number of mobility reported by respondents differs considerably across projects. As Figure 1.4 shows slightly more than half of beneficiaries (55.3%) realized between one and 15 mobilities. Beneficiaries that realize more than 21 mobilities constitutes 36.8% of the respondents.

**Figure 1.4. Total number of mobility realized by respondent organizations**



**Figure 1.5. Countries visited by respondents and number of visits**



As shown in Figure 1.5, respondents visited 29 European countries as a part of their project. The countries most frequently visited by respondents are Italy, Poland, and Spain in descending order.

#### PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

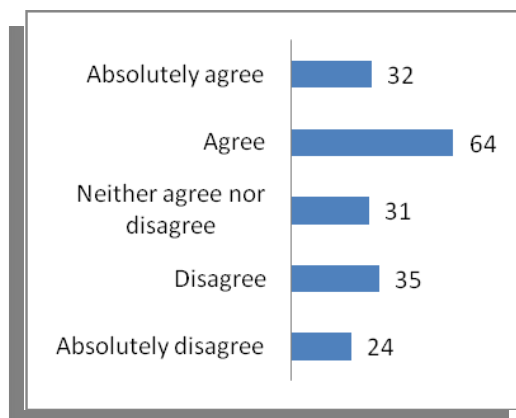
Four items measure the degree to which the programme helped beneficiaries obtain international experience. Figure 1.6 reports that 51.6% of the respondents were already planning to collaborate with people abroad before they learned about the programme.

However, as Figure 1.7 reveals, 80% of the respondents report that they would

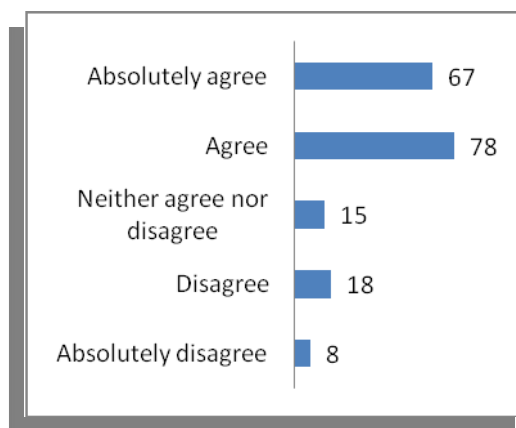


not have been able to do so in the absence of the programme. Therefore, it can be argued that the programme generated a genuine opportunity for international experience.

**Figure 1.6. Answers to item “I was planning to collaborate with my colleagues abroad before I learned about the programme.”**



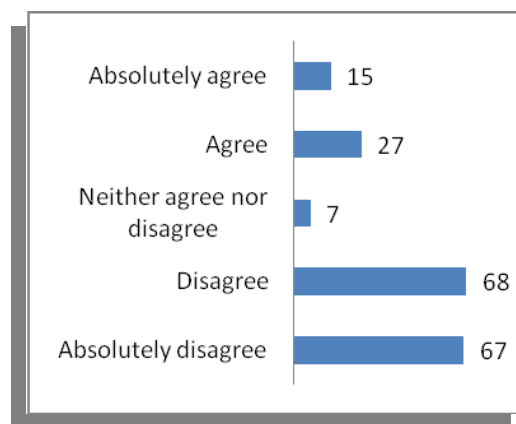
**Figure 1.7. Answers to item “I would not be able to work with my colleagues abroad in the absence of this programme.”**



The programme also generated an opportunity for traveling abroad, further contributing to obtaining international experience. As Figure 1.8 reports, 73.4% of the respondents stated that they were not used to travel abroad for vocational

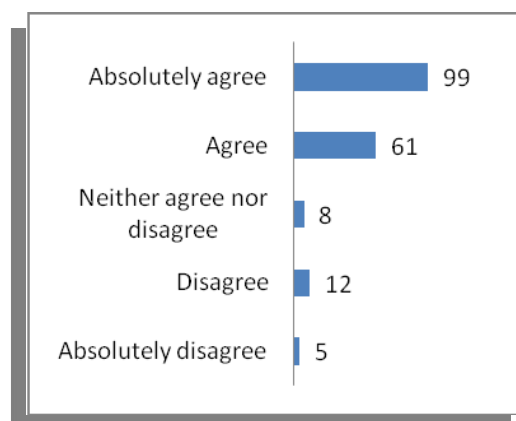
purposes before they became a beneficiary of the programme.

**Figure 1.8. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



Beneficiaries of the programme were also able to learn more about daily life abroad as well their vocation. As shown in Figure 1.9, 86.5% of the participants reported that they learned about life abroad after participating in the programme.

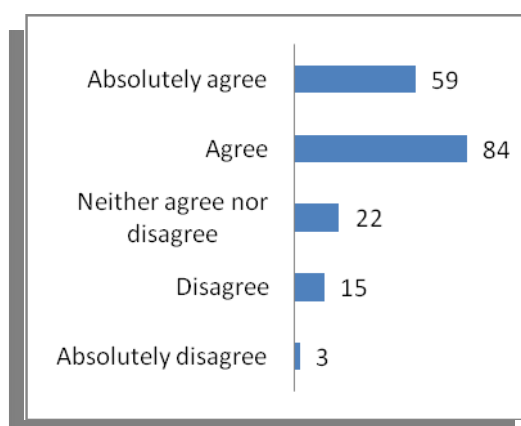
**Figure 1.9. Answers to item “This programme helped me learn about daily life abroad.”**



## PROGRAMME'S CONTRIBUTION TO PERSONAL DEVELOPMENT

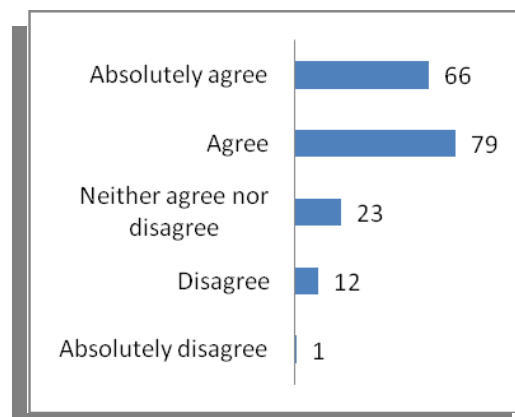
Four items measure the degree to which the programme contributed to personal development of beneficiaries. As shown in Figure 1.10, respondents generally (78.1%) agreed that the programme helped them learn more about themselves.

**Figure 1.10. Answers to item “This programme helped me learn more about myself.”**

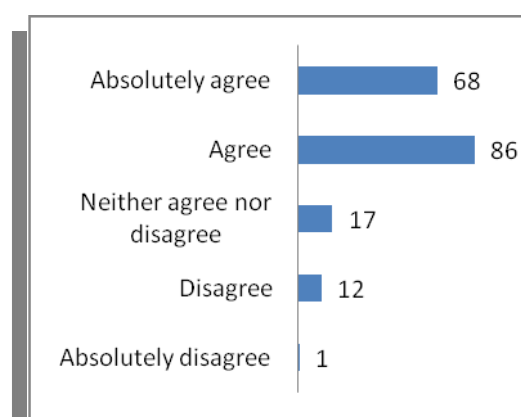


Respondents also stated that the programme helped them better express themselves and increased their self-confidence. Figure 1.11 shows that 80.1% of the respondents believe that the programme helped them better express themselves.

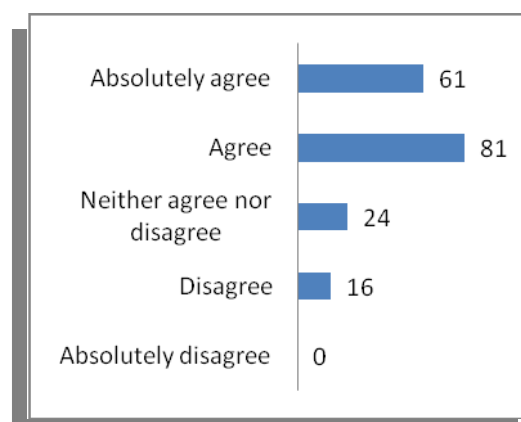
**Figure 1.11. Answers to the item “This programme helped me better express myself.”**



**Figure 1.12. Answers to the item “This programme helped me increase my self-confidence.”**



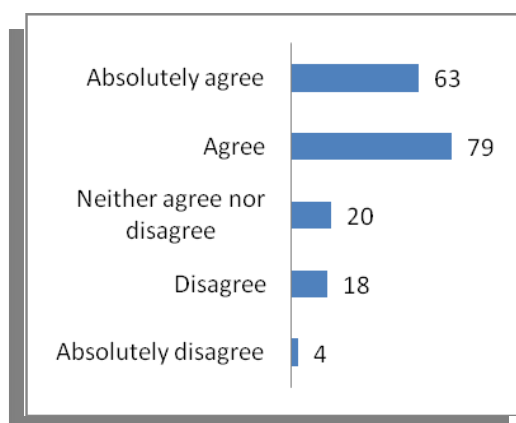
**Figure 1.13. Answers to the item “I believe this programme changed my life trajectory.”**



## PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

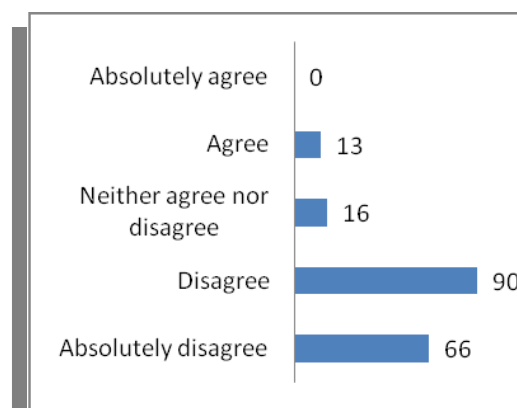
Participants were presented with seven items which measure programme's contribution to cross-cultural awareness and interaction. As Figure 1.14 reveals, the programme helped a great majority of beneficiaries (76.3%) to learn more about their own cultures (Figure 1.14).

**Figure 1.14. Answers to item "This programme helped me learn more about my national culture."**



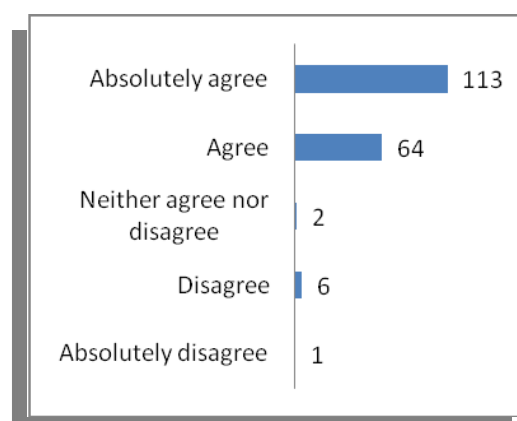
Beneficiaries were also asked whether they had any difficulty in adapting to foreign cultures. Figure 1.15 shows that only a very small minority (8.6%) experienced adaptation problems.

**Figure 1.15. Answers to the item "I had difficulty in adapting to foreign cultures when I was beneficiary of the programme."**

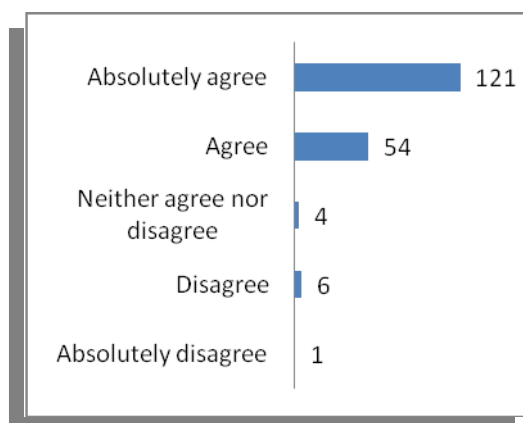


Almost all respondents (95.2%) were able to learn about foreign cultures during their engagement with the project (Figure 1.16). At the same time, a comparable same portion of respondents (94.1%) report that they used the opportunity to familiarize people from other cultures with their own culture (Figure 1.17).

**Figure 1.16. Answers to the item "This programme helped me learn about foreign cultures."**

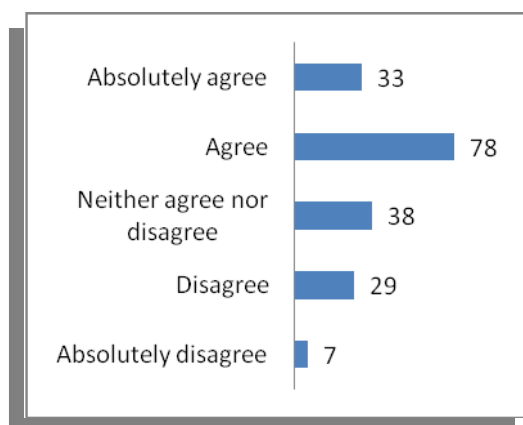


**Figure 1.17. Answers to the item “This programme helped me to familiarize others with my own culture.”**



The programme was effective in terms of overcoming cultural prejudices and xenophobia. Figure 1.18 shows that more than half of respondents (60%) reported that the programme helped them overcome their prejudices against foreign cultures.

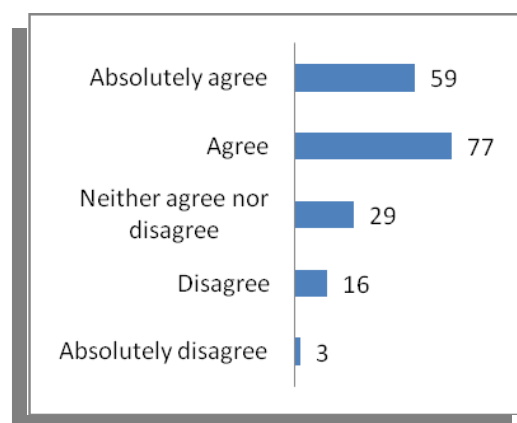
**Figure 1.18. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



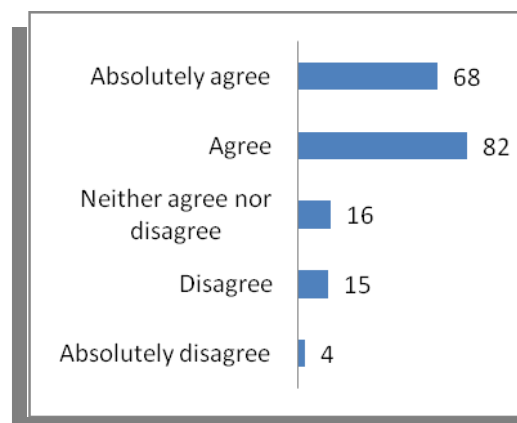
An even larger portion of the respondents (73.9%) reported that the programme increased their tolerance towards and respect for other people (Figure 1.19). Similarly, 81.1% of the respondents stated that the programme

increased their belief in fighting racism and xenophobia. Thus, the programme seems to have helped beneficiaries to increase their knowledge about foreign cultures and strengthened their beliefs in fighting cultural prejudices and xenophobia.

**Figure 1.19. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 1.20. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

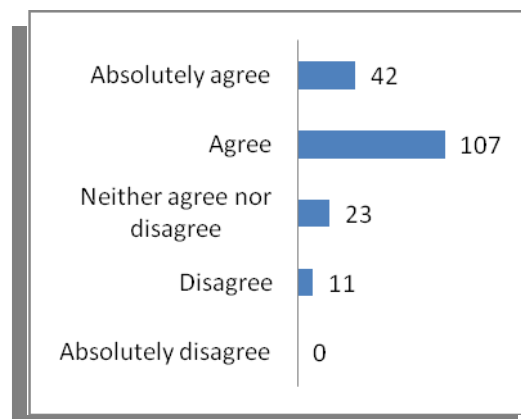


## PROGRAMME'S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

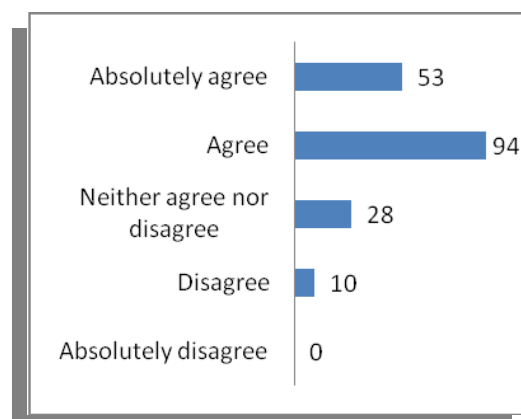
Seven items measure the programme's contribution to vocational development, i.e. the degree to which participating in the programme enhanced knowledge, skills and abilities of the participants and improved their entrepreneurial orientation.

Most of the respondents (81.4%) reported that they perceived their knowledge was not outdated compared to that of their colleagues abroad (Figure 1.21). At the same time, most respondents (79.5%) state that participating in the programme helped them update their knowledge about the field (Figure 1.22). Likewise, as Figure 1.23 reveals, 85.3% of the respondents stated that their project experience helped them learn new tools that they can use at work. Similarly, 81.2% of the respondents report that they tried new training methods after their project experience (Figure 1.24). More generally, 83.2% of the respondents stated that their project experience improved their occupational capabilities (Figure 1.25).

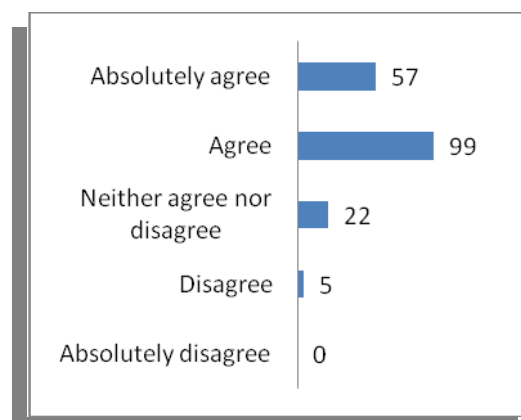
**Figure 1.21. Answers to the item "I recognized my knowledge was as up-to-date as that of my colleagues abroad."**



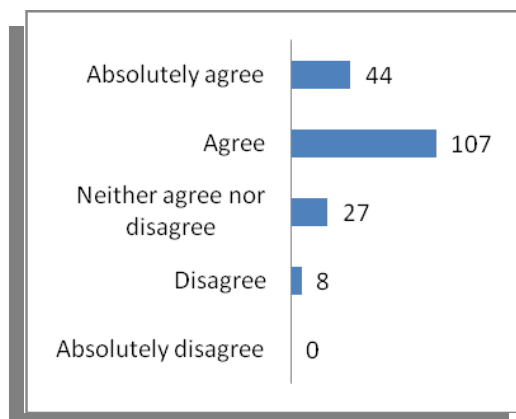
**Figure 1.22. Answers to the item "My project experience helped me update my knowledge about the field."**



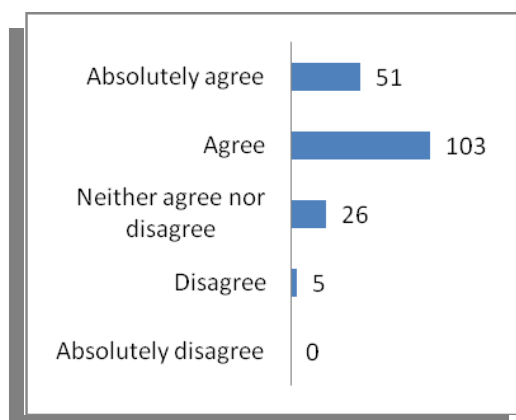
**Figure 1.23. Answers to the item "My project experience helped me learn new tools that can use in my work."**



**Figure 1.24. Answers to the item “I used different training methods after my project experience.”**

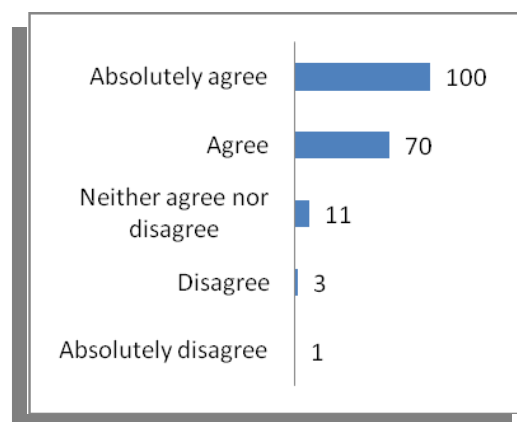


**Figure 1.25. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**

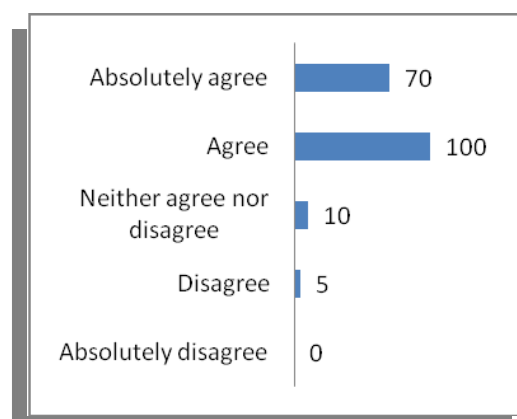


Project experience also helped participants to improve their entrepreneurial orientation. A very large portion of the respondents (91.2%) stated that their project experience improved their entrepreneurial orientation towards developing new projects (Figure 1.26). The same portion of respondents (91.2%) stated that their project experience improved their expectations as to the future.

**Figure 1.26. Answers to the item “The project we implemented improved our entrepreneurial orientation towards developing new projects.”**



**Figure 1.27. Answers to the item “The project improved participants’ expectations as to the future.”**

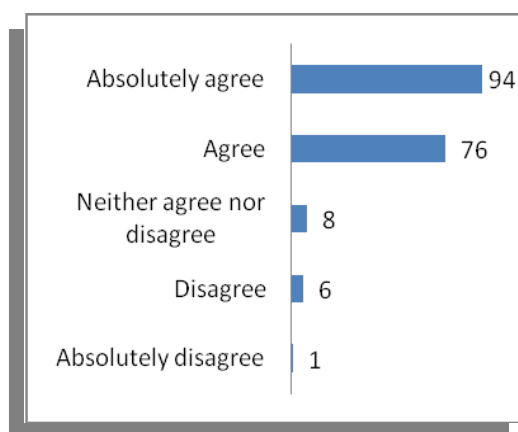


#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

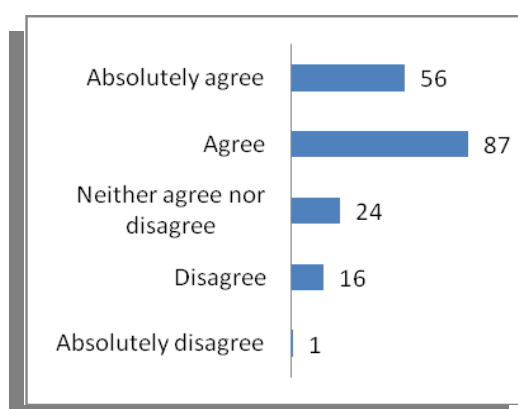
Results presented in Figure 1.28 shows that 91.2% of the respondents believe that having participated in the programme will their career advancement. Also, 77.3% of the respondents believe that the programme helped them to be more effective in their social relations (Figure 1.29). In addition, 87% of the respondents reported that the

programme helped them to enlarge their social networks (Figure 1.30).

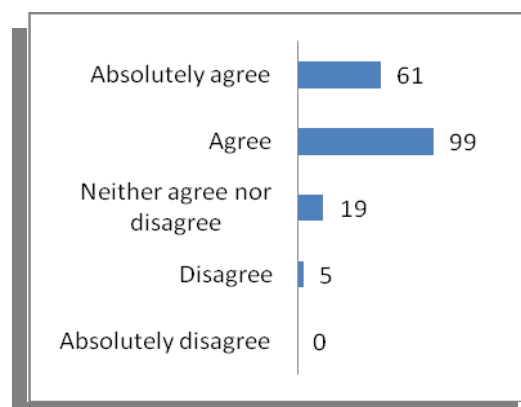
**Figure 1.28. Answers to the item “I believe participating in this programme will help my career advancement.”**



**Figure 1.29. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 1.30. Answers to the item “This programme helped me enlarge my social networks.”**

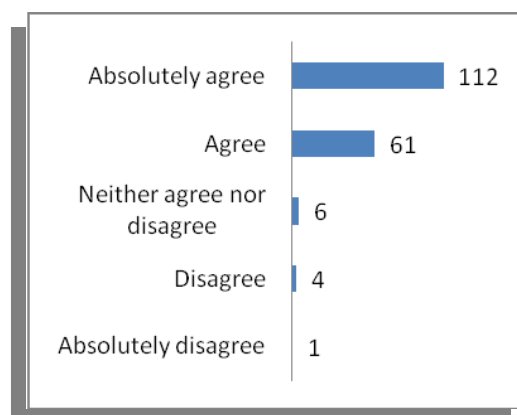


#### PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

An important obstacle concerning international collaboration is lack of adequate foreign language skills. Therefore, several items measured the degree to which foreign language was perceived as a barrier by the beneficiaries and the extent to which project experience improved foreign language capability of beneficiaries.

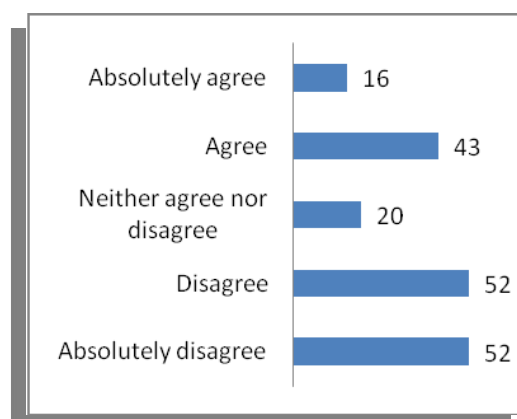
Results reported in Figure 1.31 show that almost all of the respondents (94%) believe that foreign language capability is an important precondition for making effective use of the programme.

**Figure 1.31. Answers to the item “I realized that foreign language capability is an important precondition for making effective use of the programme.”**

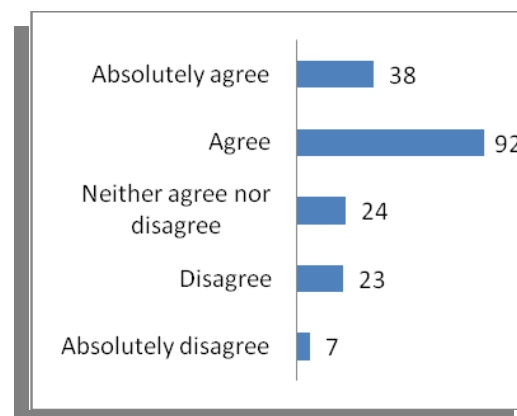


Prior to becoming a beneficiary of the programme about a third of the respondents (32.2%) were worried that their foreign language capability would be insufficient (Figure 1.32). Although the respondents were relatively comfortable with their level of foreign language skills, 70.7% of them state that they observed that people around them were unwilling to participate in the programme because their foreign language capability was insufficient (Figure 1.33).

**Figure 1.32. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**

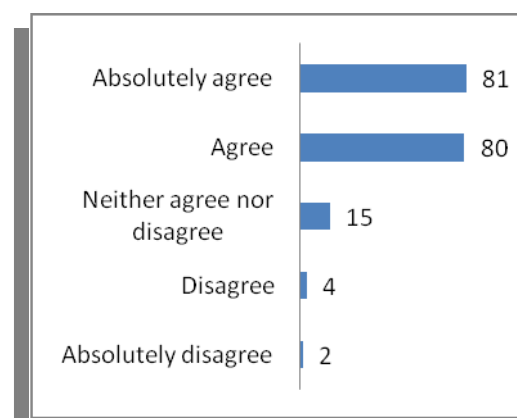


**Figure 1.33. Answers to the item “I saw that people around me were unwilling to participate in the programme because their foreign language capability was insufficient.”**



Responses to other items reveal that programme experience helped beneficiaries improve their foreign language skills. For example, 88.5% of the respondents reported that participating in the programme improved their foreign language capability (Figure 1.34).

**Figure 1.34. Answers to the item “This programme helped me improve my foreign language capability.”**

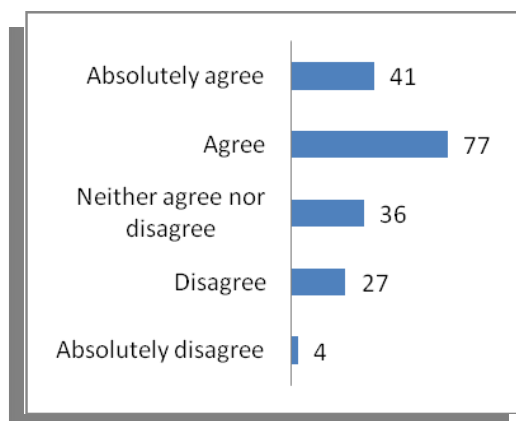


Moreover, 63.9% of the respondents stated that they decided to learn another foreign language after participating in the programme (Figure 1.35). Figure 1.36 reveals that almost all respondents

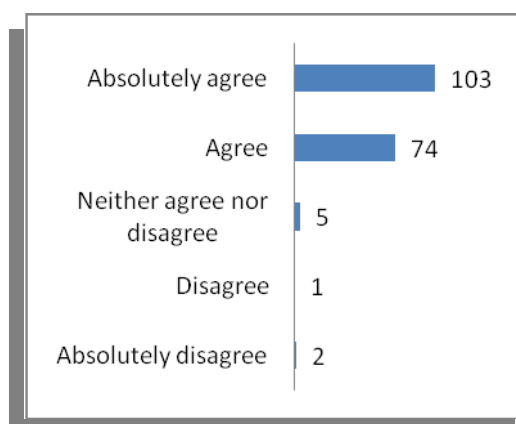


(95.7%) observed that the project motivated others to improve their foreign language skills.

**Figure 1.35. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



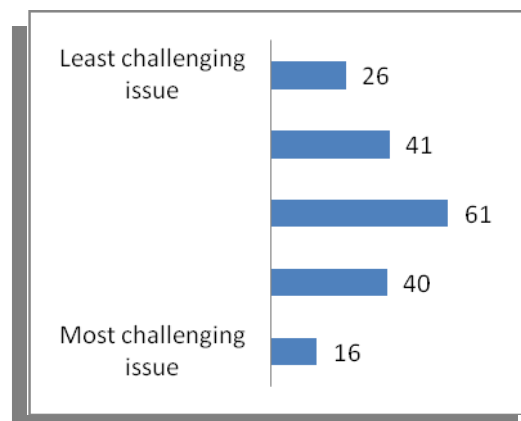
**Figure 1.36. Answers to the item “I observed that the project motivated participants to increase their foreign language capability.”**



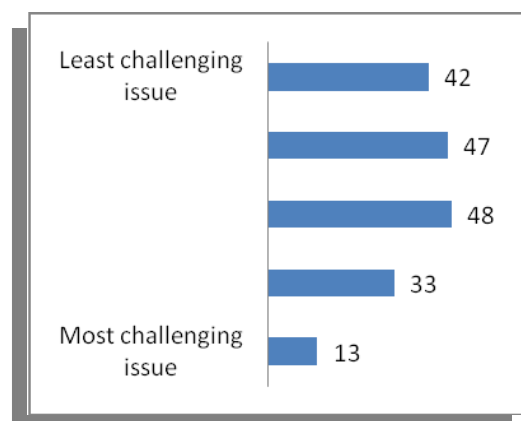
#### CHALLENGES FACED BY BENEFICIARIES

Respondents answered several questions regarding the challenges they faced. More than a third of the respondents (36.4%) reported that preparing the project was a challenging issue (Figure 1.37).

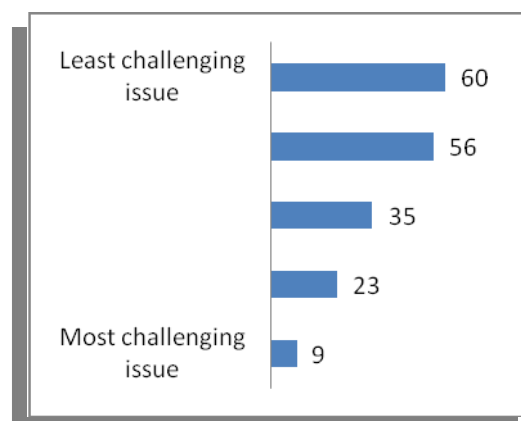
**Figure 1.37. Answers to the item “Issues that were challenging: Preparing the project.”**



**Figure 1.38. Answers to the item “Issues that were challenging: Filling out the application documents.”**



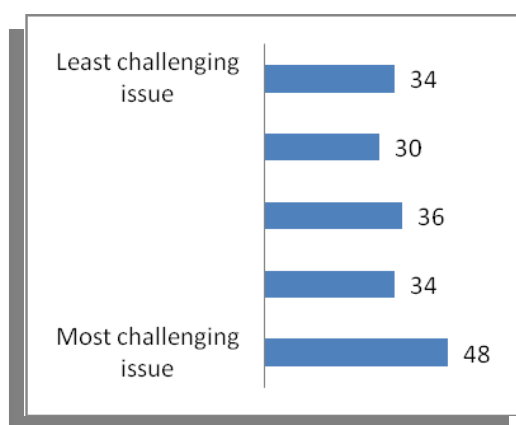
**Figure 1.39. Answers to the item “Issues that were challenging: Applying.”**



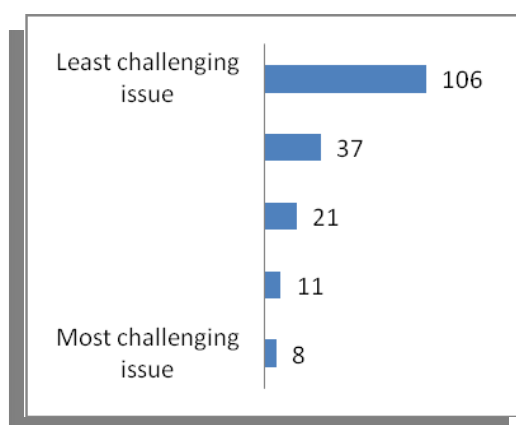
As Figure 1.38 and Figure 1.39 present, a smaller ratio of respondents considered filling out the application documents or making the application as challenging tasks (25.1% and 17.5%, respectively). It seems that dealing with paperwork was somewhat more challenging compared to preparing the project.

Whereas 45.1% of the respondents considered finding a partner as a challenging issue (Figure 1.40), only 10.4% reported that they had difficulty in communicating with partners.

**Figure 1.40. Answers to the item “Issues that were challenging: Finding a partner.”**

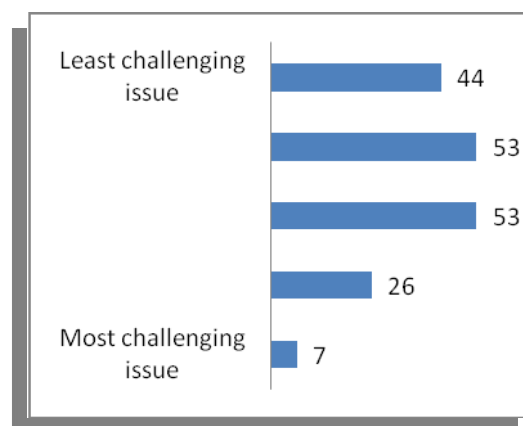


**Figure 1.41. Answers to the item “Issues that were challenging: Communicating with the partners.”**



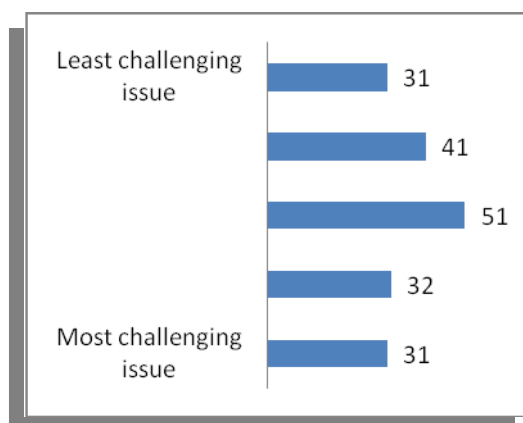
Slightly less than a fifth of the participants (18%) reported that they had difficulty in implementing project activities.

**Figure 1.42. Answers to the item “Issues that were challenging: Implementing the activities.”**

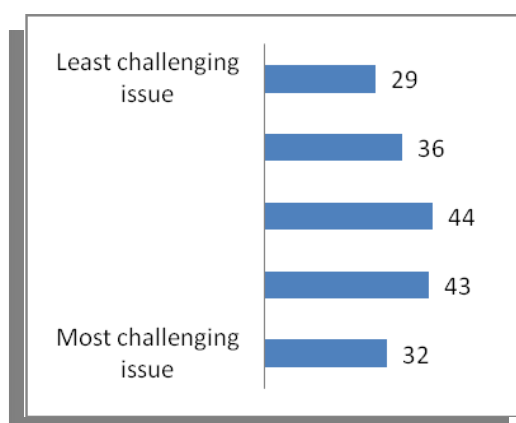


Participants seem to have experienced several challenges within their organizations during the implementation of their projects. For example, 35.5% of the participants reported that they had difficulty in securing cooperation within their organization (Figure 1.43). Similarly, 40.8% of the respondents reported that there were problems related to division of labor within their organization (Figure 1.44). What was somewhat more challenging was to identify who would participate in mobility. As Figure 1.45 shows, 46.8% of the participants considered this as a challenging issue.

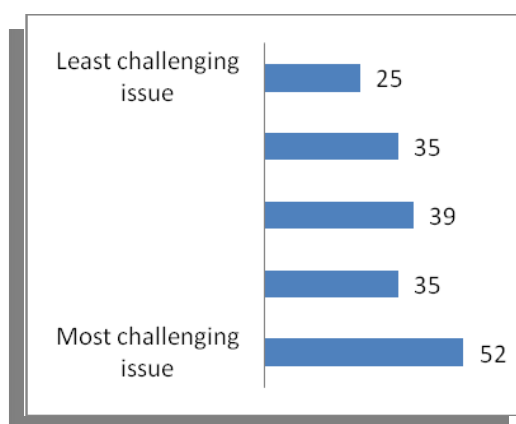
**Figure 1.43. Answers to the item “Issues that were challenging: Cooperation within my organization.”**



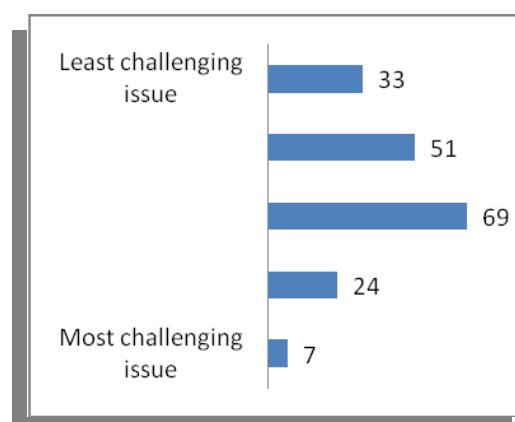
**Figure 1.44. Answers to the item “Issues that were challenging: Division of labor within my organization.”**



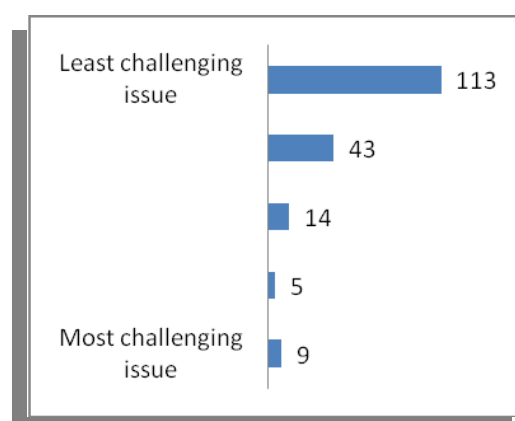
**Figure 1.45. Answers to the item “Issues that were challenging: Identifying who would participate in mobility.”**



**Figure 1.46. Answers to the item “Issues that were challenging: Disseminating the results.”**



**Figure 1.47. Answers to the item “Issues that were challenging: Communicating with the Turkish National Agency.”**

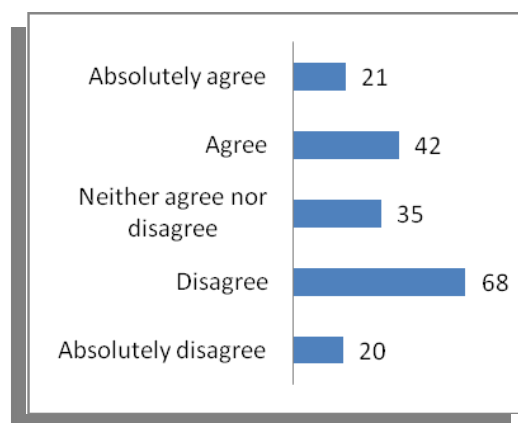


Few respondents (16.9%) reported that they faced difficulty in disseminating the results (Figure 1.46). Likewise, there were few respondents (7.6%) who stated that they faced difficulties in communicating with the Turkish National Agency (Figure 1.47).

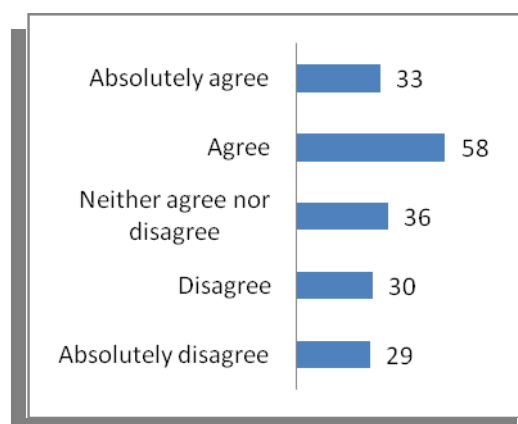
## WHETHER THE PROJECT INTERFERED WITH WORK

Slightly more than a third of the respondents (33.9%) reported that they had serious problems regarding their other work due to the time they committed to the project (Figure 1.48). On the other hand, as Figure 1.49 reveals, a considerable portion of the respondents (31.7%) reported that their organizations did not acknowledge the value of their contribution to the project.

**Figure 1.48. Answers to the item “I had serious problems with my other work due to the time I committed to the project.”**



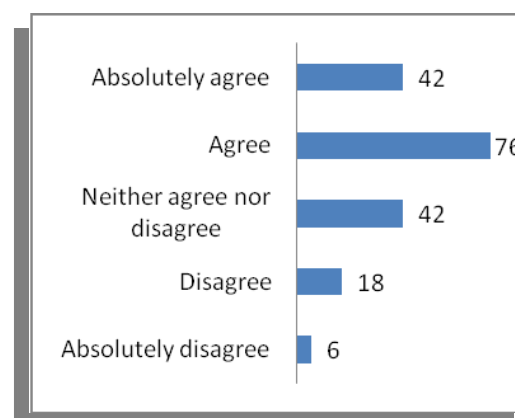
**Figure 1.49. Answers to the item “My organization values what I have put into the project.”**



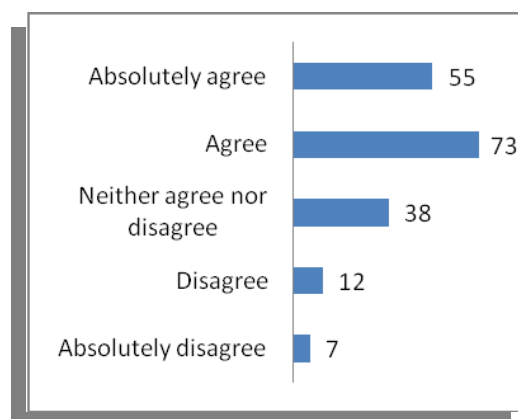
## CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

Participating in the programme changed participants' views about the European Union. As Figure 1.50 depicts, almost two thirds of the respondents (64.1%) reported that the programme experience led to positive change in their views about the European Union. A greater percentage of the respondents (69.2%) also reported that the programme made them feel Turkey's efforts at adapting to the European Union are important (Figure 1.51).

**Figure 1.50. Answers to the item “This programme led to positive change in my views about Turkey's membership to the European Union.”**



**Figure 1.51. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**





## Chapter 2

### COMENIUS ASSISTANTSHIPS

The Comenius Assistantships Programme helps teacher candidates to gain experience abroad. This gives the teacher candidates the opportunity to enhance their knowledge of other European languages, countries and education systems and to improve their teaching skills.

A total of 120 individuals who benefited from Comenius Assistantship Programme in 2009 were contacted. Out of these individuals, 69 responded to the questionnaire. Thus, the response rate is 57.5 percent. The findings reported below are based on responses of these individuals.

Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.

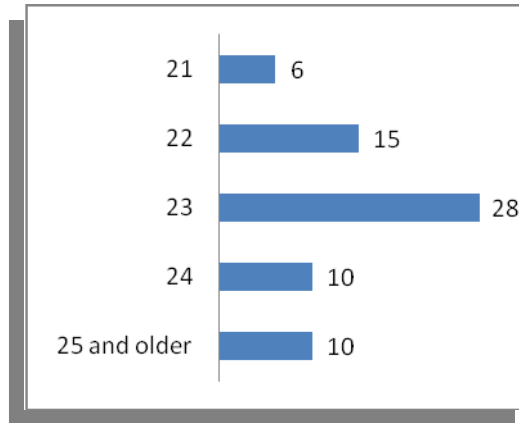




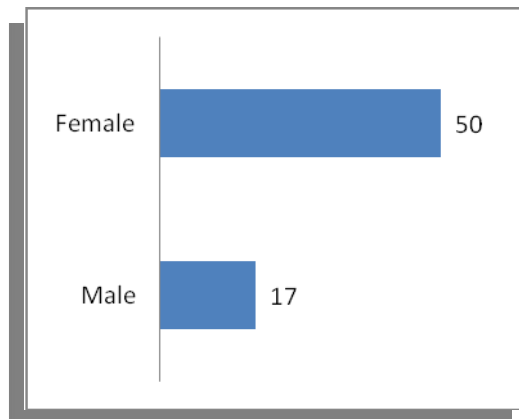
## RESPONDENT CHARACTERISTICS

Figure 2.1 reveals that approximately three quarters of the respondents (71%) are 23 years old or younger.

**Figure 2.1. Respondent age**



**Figure 2.2. Respondent gender**



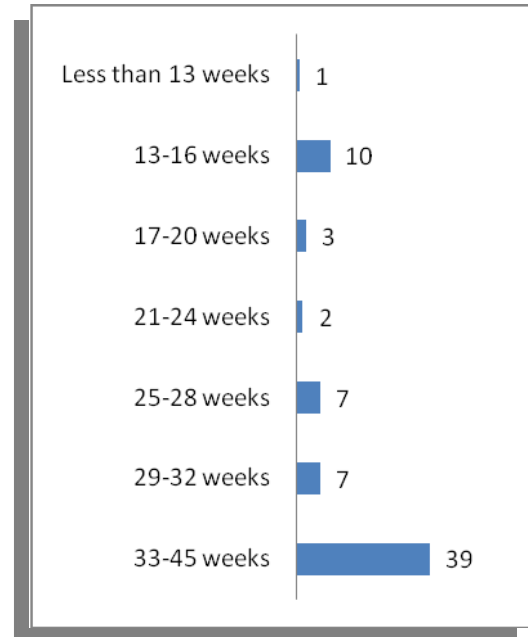
A great majority of the respondents (74.6%) were female (Figure 2.2).

## MOBILITY BY BENEFICIARIES

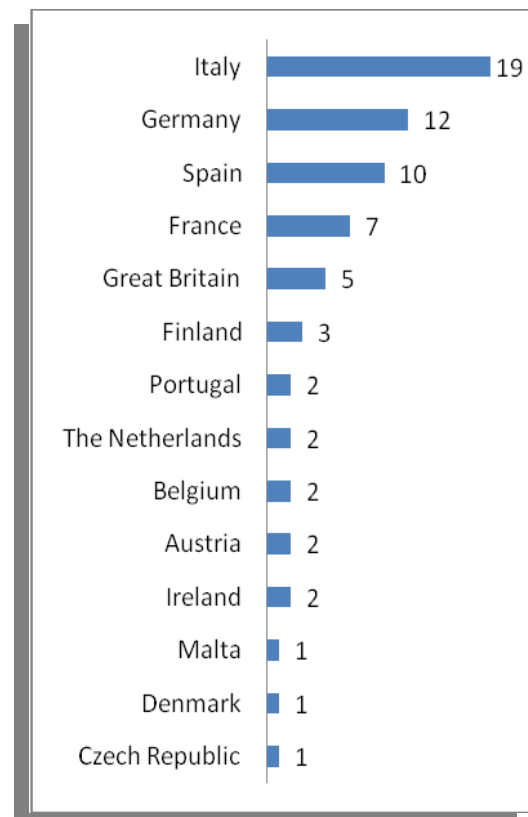
For most of the respondents (56.5%) duration of assistantship was between 33 and 45 weeks (Figure 2.3). Assistantships that lasted less than 13 weeks were rare (1.5%). Figure 2.4 depicts the host countries. The most frequently visited country was Italy. Italy hosted 27.5% of the respondents. Other frequently visited

countries were Germany, Spain, and France in descending order.

**Figure 2.3. Duration of assistantship**



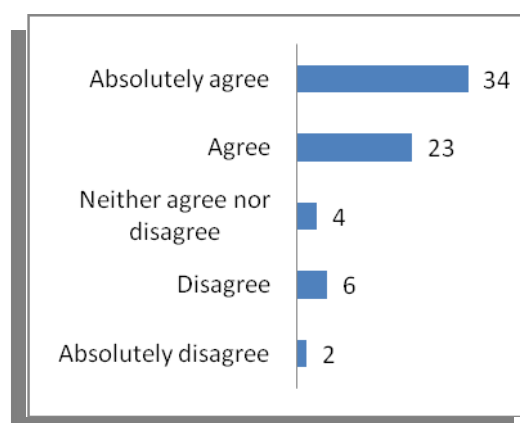
**Figure 2.4. Countries visited by respondents and number of visits**



## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Figure 2.5 shows that slightly more than four fifths of the respondents (82.6%) were already planning to obtain international experience before they learned about the programme. However, as Figure 2.6 reveals that 85.5% of the respondents would not have been able to do so in the absence of the programme.

**Figure 2.5. Answers to item “I was planning to obtain international experience even before I knew about the programme.”**



**Figure 2.6. Answers to item “Obtaining international experience would not be this easy in the absence of this programme.”**

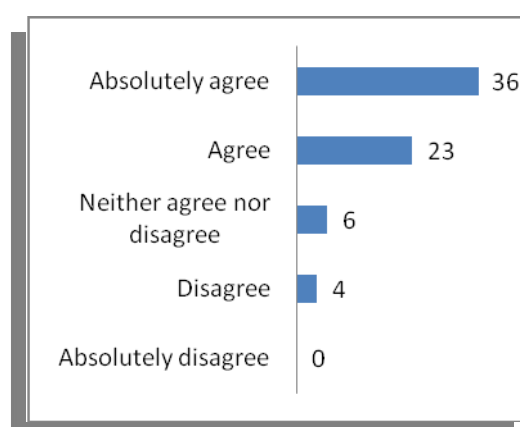
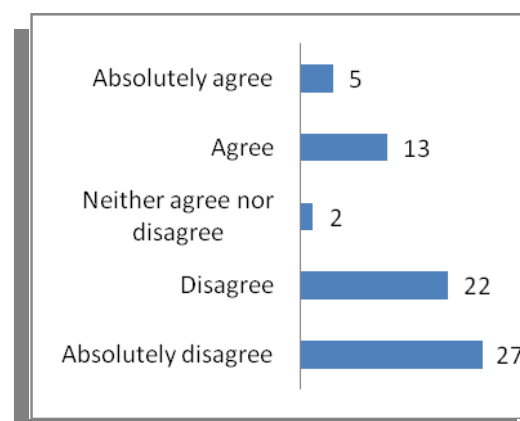
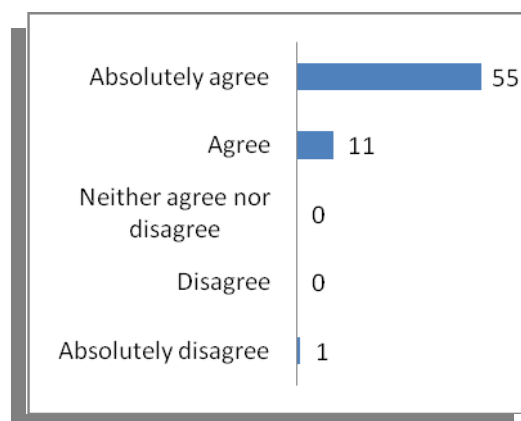


Figure 2.7 reveals that only 26.1% % of the respondents were used to travel abroad for vocational purposes before they became a beneficiary of the programme. Thus, the programme generated an opportunity to travel abroad for almost three quarters of the respondents. Almost all respondents (98.5%) reported that the programme helped them learn about daily life abroad (Figure 2.8). These responses reveal that the programme generated a genuine opportunity for its beneficiaries to obtain international experience.

**Figure 2.7. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



**Figure 2.8. Answers to item “This programme helped me learn about daily life abroad.”**



#### PROGRAMME'S CONTRIBUTION TO PERSONAL DEVELOPMENT

Responses of beneficiaries reveal that the programme helped their personal development. For example 86.8% of the respondents agree with the statement that the programme helped them learn more about themselves (Figure 2.9).

**Figure 2.9. Answers to item “This programme helped me learn more about myself.”**

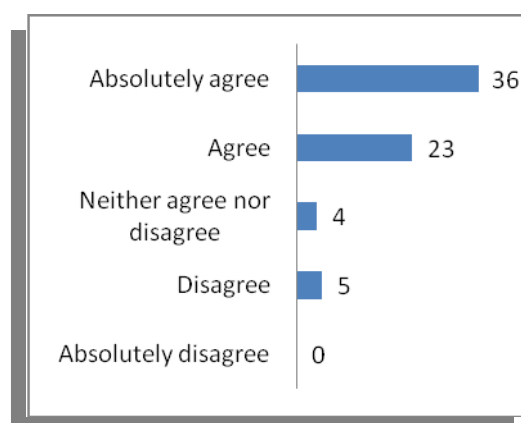
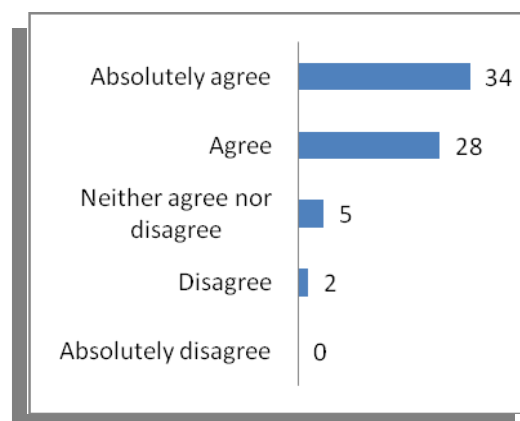
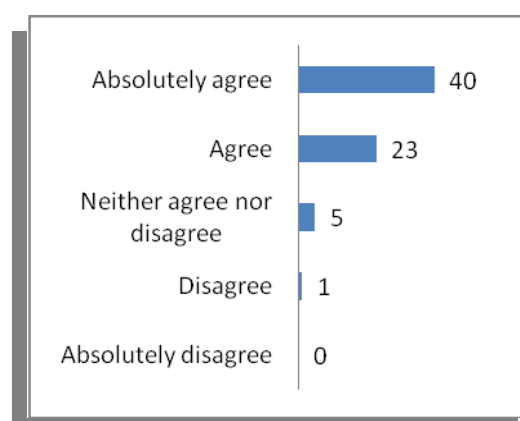


Figure 2.10 further reveals that most of the respondents (89.9%) believe the programme helped them better express themselves.

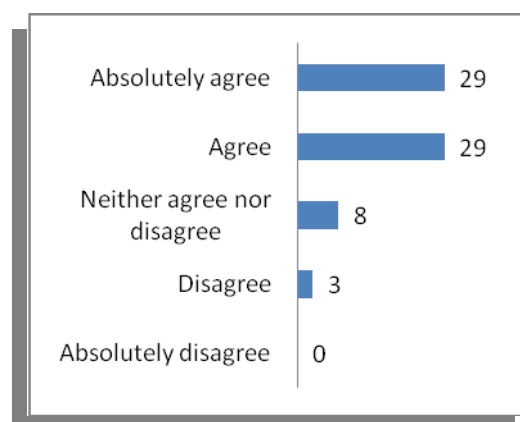
**Figure 2.10. Answers to the item “This programme helped me better express myself.”**



**Figure 2.11. Answers to the item “This programme helped me increase my self-confidence.”**



**Figure 2.12. Answers to the item “I believe this programme changed my life trajectory.”**

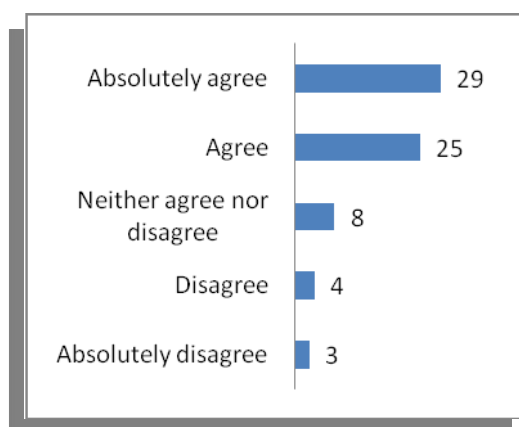


Those who reported that the programme helped them increase their self-confidence constitute 91.3% of the respondents (Figure 2.11). Likewise, 84.1% of the respondents stated that the programme changed their life trajectory.

#### PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

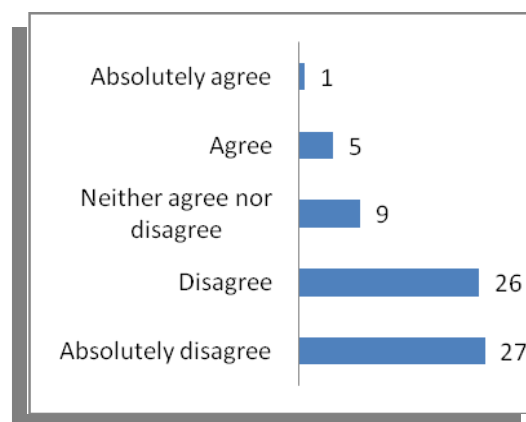
Programme experience helped more than three quarters of the respondents (78.3%) learn more about their own culture (Figure 2.13).

**Figure 2.13. Answers to item "This programme helped me learn more about my national culture."**

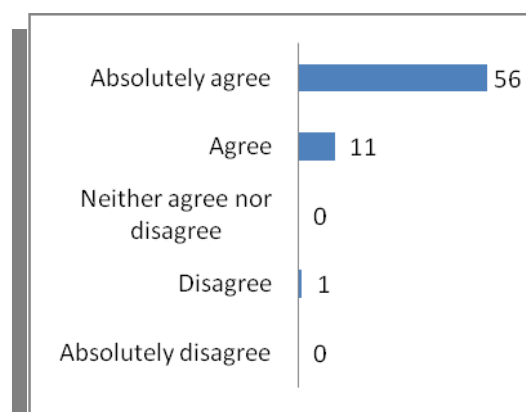


A very small percentage of the respondents (8.8%) stated that they had difficulty in adapting to a foreign culture when they were a beneficiary of the programme (Figure 2.14).

**Figure 2.14. Answers to the item "I had difficulty in adapting to foreign cultures when I was beneficiary of the programme."**



**Figure 2.15. Answers to the item "This programme helped me learn about foreign cultures."**



**Figure 2.16. Answers to the item "This programme helped me to familiarize others with my own culture."**

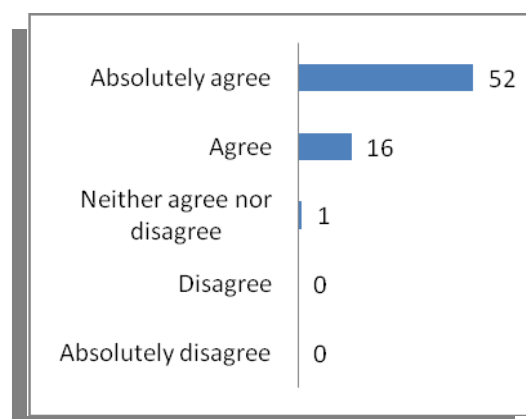
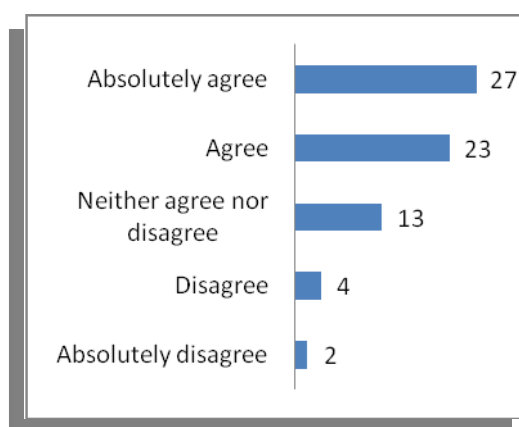


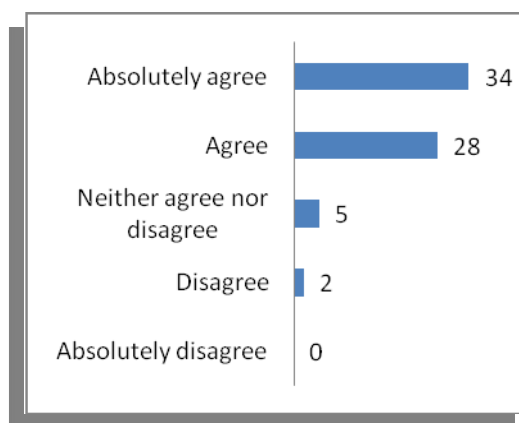
Figure 2.15 shows that almost all of the respondents (98.5%) were able to learn about foreign cultures when they were a beneficiary of the programme. Furthermore, almost all of the respondents (98.5%) were also able to familiarize others with their own culture (Figure 2.16).

Figure 2.17 shows that approximately three quarters of the respondents (72.5%) reported that the programme helped them overcome their prejudices against foreign cultures.

**Figure 2.17. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**

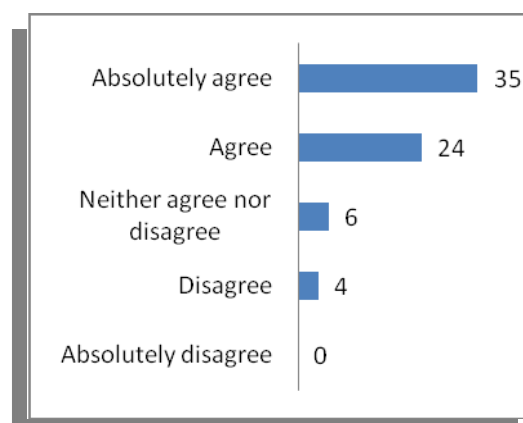


**Figure 2.18. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



An even larger portion of the respondents (89.9%) reported that the programme increased their tolerance towards and respect for other people (Figure 2.18). Similarly, 85.5% of the respondents stated that the programme increased their belief in fighting racism and xenophobia (Figure 2.19).

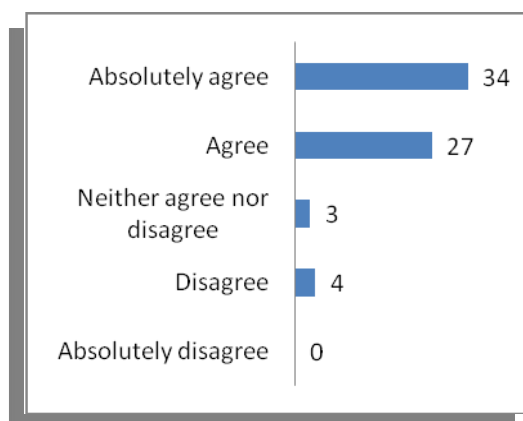
**Figure 2.19. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**



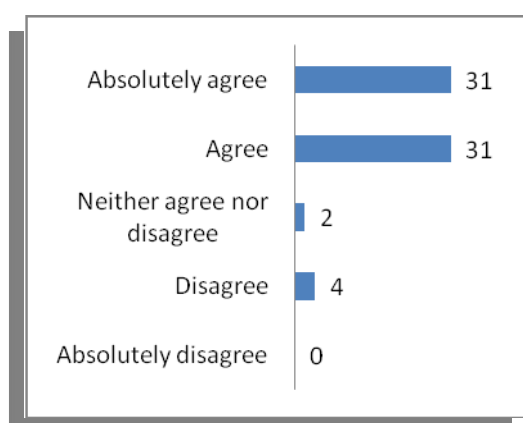
#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

The programme also helped respondents to to increase their vocational skills. For example, Figure 2.20 shows that 89.7% of the respondents believe their assistantship experience helped them increase their knowledge of the field. Figure 2.21 shows that 91.2% of the respondents were also able to learn new tools that they can use in their work.

**Figure 2.20. Answers to the item “My assistantship experience helped me update my knowledge about the field.”**



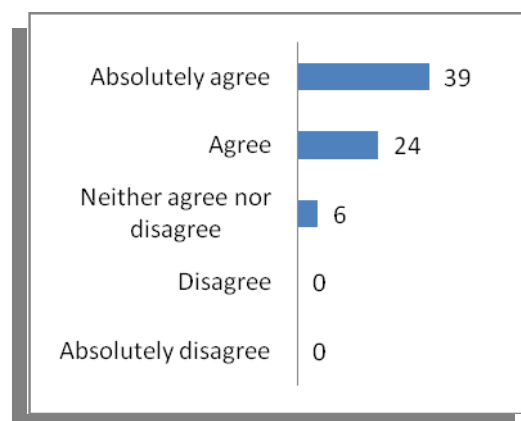
**Figure 2.21. Answers to the item “My assistantship experience helped me learn new tools that can use in my work.”**



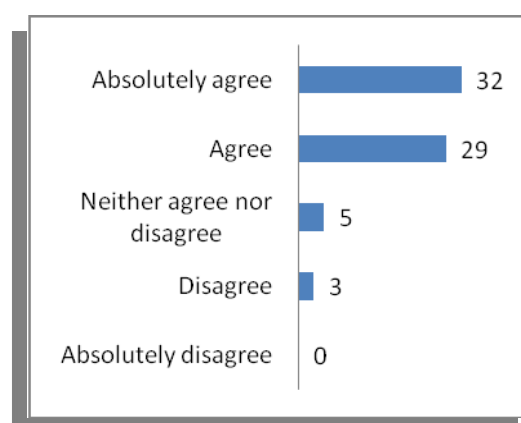
#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

Figure 2.22 reveals that 91.3% of the respondents believe that the programme experience will help their career advancement.

**Figure 2.22. Answers to the item “I believe participating in this programme will help my career advancement.”**

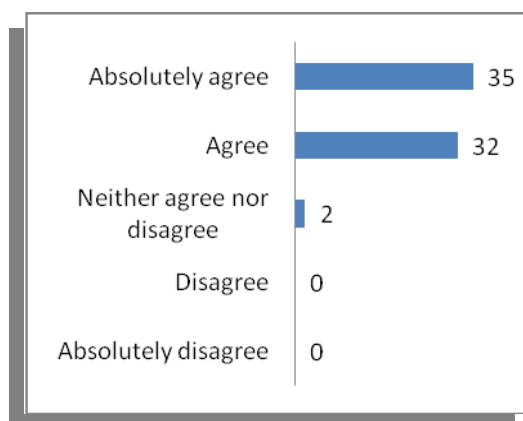


**Figure 2.23. Answers to the item “This programme helped me become more effective in my relations to others.”**



Respondents reported that the programme also improved their networking capabilities. For example, 88.4% of the respondents stated that the programme helped them to be more effective in their relations to others (Figure 2.23). An even larger percentage of the respondents (97.1%) also reported that the programme helped them to enlarge their social networks (Figure 2.24).

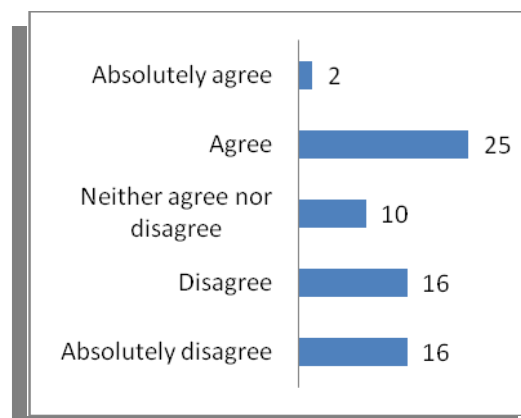
**Figure 2.24. Answers to the item “This programme helped me enlarge my social networks.”**



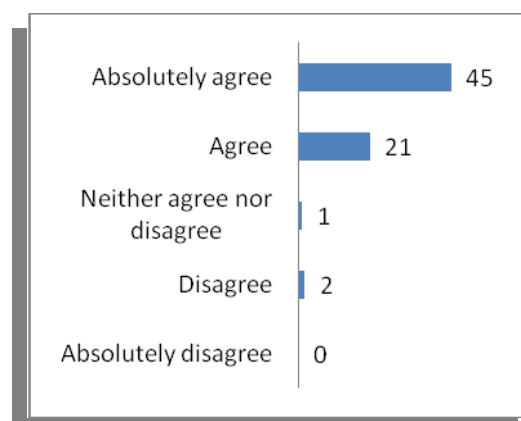
#### PROGRAMME'S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

Relatively few respondents (39.1% of all respondents) were worried prior to becoming a beneficiary of the programme that their foreign language skills would be deficient (Figure 2.25). Nonetheless, a great majority of the respondents (95.6%) agree that foreign language capability is an important precondition for making effective use of the programme (Figure 2.26). Moreover, most of the respondents (65.2%) reported they observed other people around them were not interested in the programme because their foreign language skills were not sufficient (Figure 2.27).

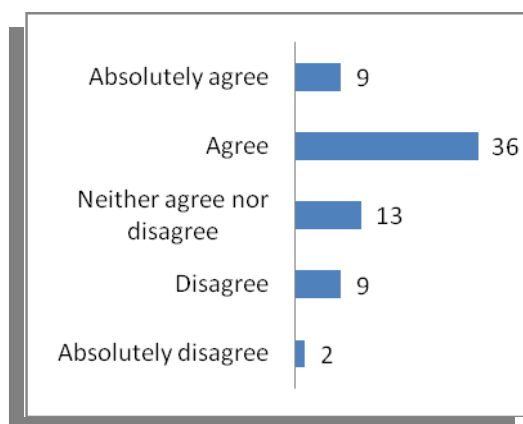
**Figure 2.25. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



**Figure 2.26. Answers to the item “I recognized that foreign language capability is an important precondition for making effective use of the programme.”**

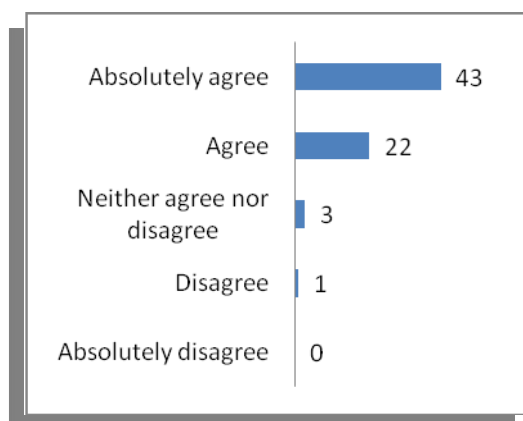


**Figure 2.27. Answers to the item “I observed that people around me were not interested in the programme due to their insufficient foreign language skills.”**



Respondents were almost invariably able to develop their foreign language skills as they benefited from the programme: 94.2% reported an increase in their foreign language skills (Figure 2.28).

**Figure 2.28. Answers to the item “This programme helped me improve my foreign language capability.”**



**Figure 2.29. Answers to the item “I decided to learn another foreign language after participating in the programme.”**

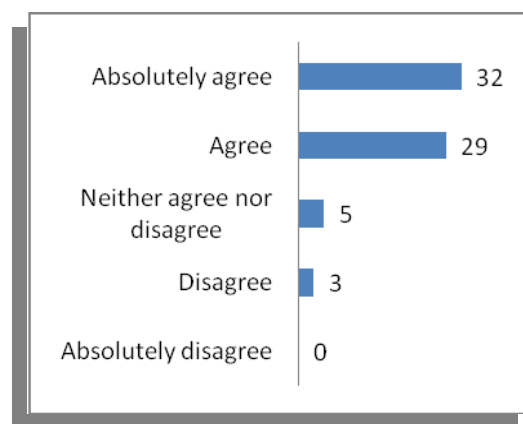


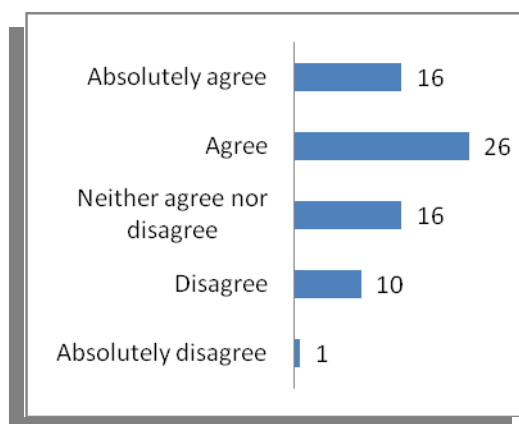
Figure 2.29 shows that a great majority of the respondents (88.4%) also decided to learn another foreign language after participating in the programme.

#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

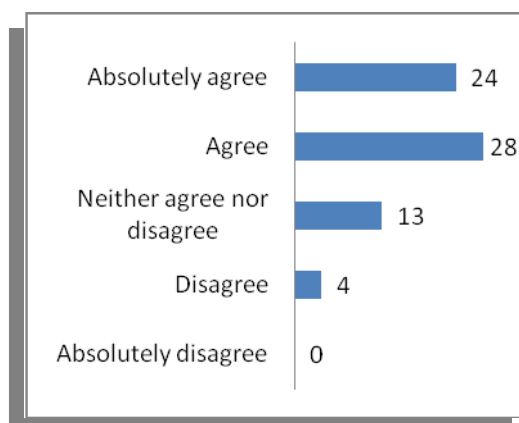
Responses of the beneficiaries reveal that participating in the programme has caused favorable in changes in beneficiaries' views about the European Union. As Figure 2.30 shows, 60.9% of the respondents reported that the programme experience led to positive change in their views about Turkey's membership to the European Union.



**Figure 2.30. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 2.31. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**



Slightly more than three quarters of the respondents (75.4%) also reported that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 2.31). Thus, the programme contributed the positive change in views towards the EU.



## Chapter 3

# COMENIUS/GRUNDTVIG IN-SERVICE TRAINING ACTIVITY

Comenius/Grundtvig In-Service Training Activity enables teachers in school education and trainers in adult education to undertake training abroad for their vocational development.

A total of 372 individuals who benefited from Comenius/Grundtvig In-Service Training Activity in 2009 were contacted. Out of these individuals, 147 responded to the questionnaire. Thus, the response rate is 39.5 percent. The findings reported below are based on responses of these individuals.

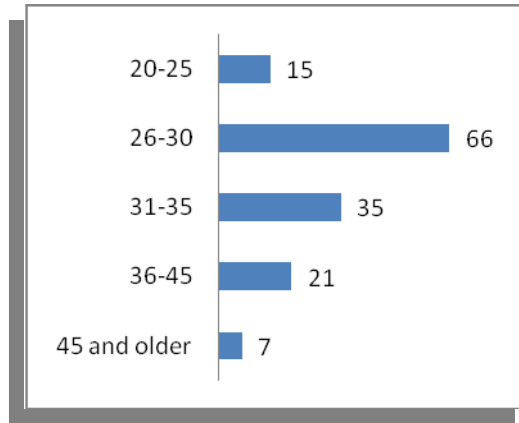
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



### RESPONDENT CHARACTERISTICS

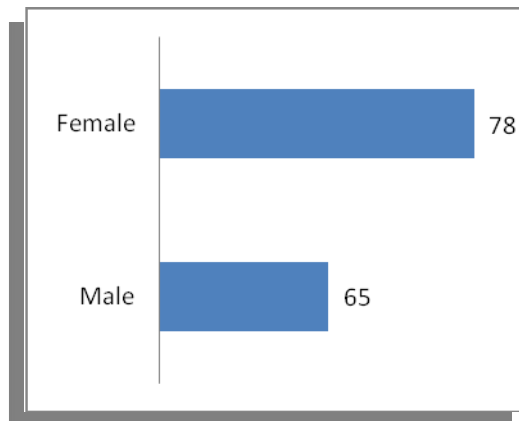
Figure 3.1 shows that more than half of respondents (56.3%) are 30 years old or younger.

**Figure 3.1. Respondent age**



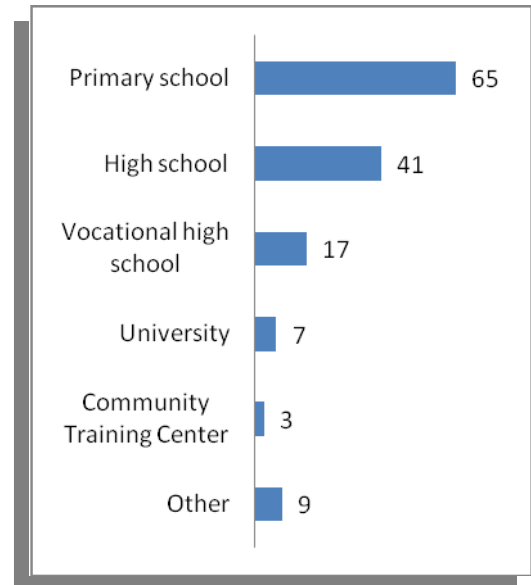
As seen in Figure 3.2, majority of the respondents (54.5%) were female.

**Figure 3.2. Respondent gender**



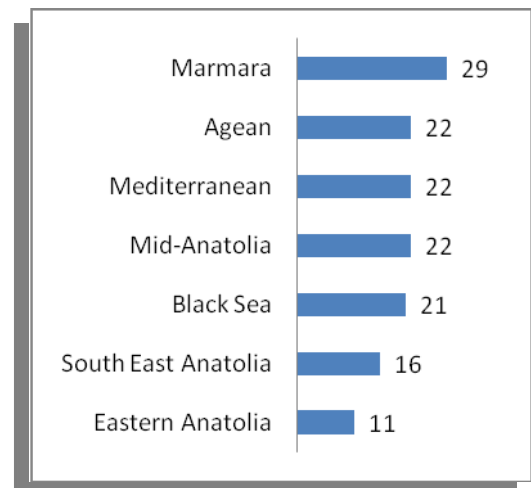
Most of the respondents were employed either at primary schools or high schools. These two categories of workplaces account for 74.7% of the respondents. Relatively few respondents came from vocational high schools (12%), universities (4.9%), community training centers (2.1%) or other kinds of organization (6.3%) (Figure 3.3).

**Figure 3.3. Types of organization that was employing the respondent during mobility**



The organizations that employed the respondents were distributed relatively equally across the seven geographical areas that constitute Turkey (Figure 3.4).

**Figure 3.4. Geographic location of the organizations that employed respondents**



## MOBILITY BY BENEFICIARIES

Figure 3.5 shows that respondents visited 18 European countries. The country most frequently visited by respondents is Great Britain. Visits to Great Britain account for 74.1% of all visits realized.

**Figure 3.5. Countries visited by respondents and number of visits**

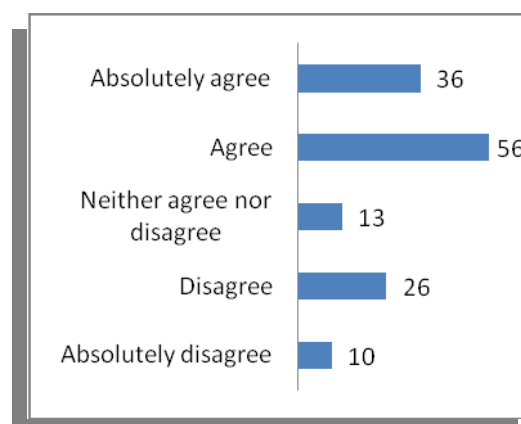


## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

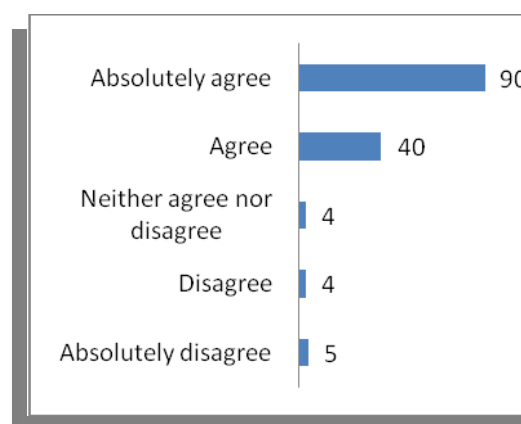
Approximately two thirds of the respondents (65.3%) were already planning to obtain international experience before they learned about the programme (Figure 3.6). However, a great majority of the respondents (90.9%) stated that it would not be easy to obtain

international experience in the absence of the programme (Figure 3.7). Thus, the programme seems to have generated a significant opportunity for obtaining international experience.

**Figure 3.6. Answers to item "I was planning to obtain international experience even before I knew about the programme."**



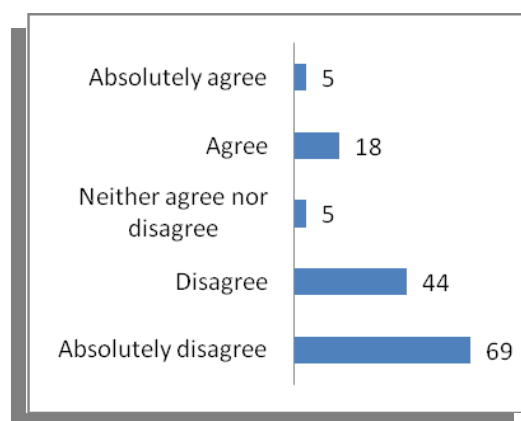
**Figure 3.7. Answers to item "Obtaining international experience would not be this easy in the absence of this programme."**



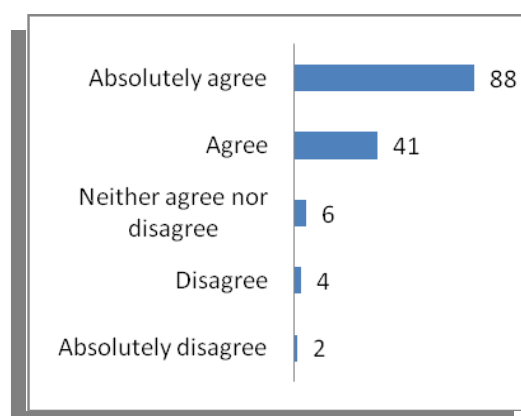
Few respondents (16.3%) agreed with the statement that they were used to travel abroad for vocational purposes before they became a beneficiary of the programme (Figure 3.8). Thus, the programme was the first opportunity for

most of the respondents to travel abroad for vocational purposes.

**Figure 3.8. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



**Figure 3.9. Answers to item “This programme helped me learn about daily life abroad.”**

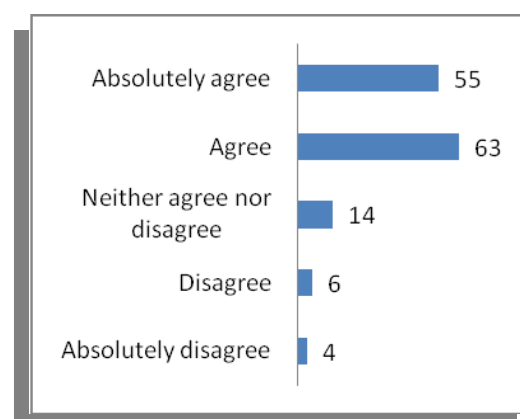


Travelling abroad helped respondents to learn about daily life abroad. Figure 3.9 reveals that 91.5% of the respondents stated that they learned about daily life abroad during their programme experience.

## PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

Answers of respondents indicate that programme experience contributed to their personal development. As shown in Figure 3.10, respondents generally (83.1%) agreed that the programme helped them learn more about themselves.

**Figure 3.10. Answers to item “This programme helped me learn more about myself.”**



Respondents also reported that the programme helped them better express themselves and increased their self-confidence.

**Figure 3.11. Answers to the item “This programme helped me better express myself.”**

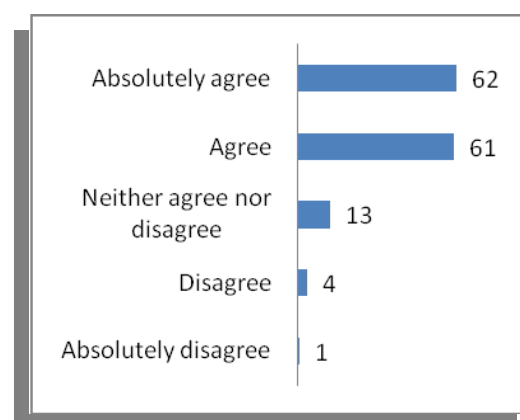
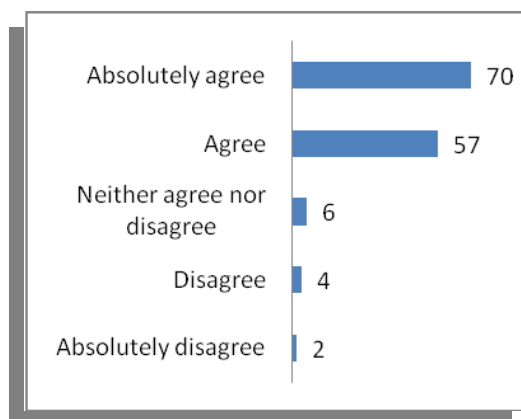


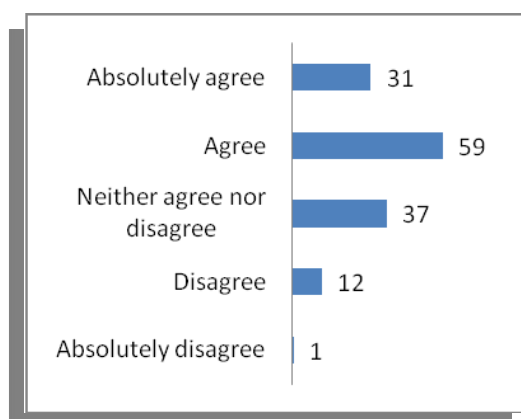
Figure 3.11 shows that 87.2% of the respondents believe that the programme helped them better express themselves.

**Figure 3.12. Answers to the item “This programme helped me increase my self-confidence.”**



Those who report that their self-confidence increased after participating in the programme constitute 91.4% of the respondents (Figure 3.12).

**Figure 3.13. Answers to the item “I believe this programme changed my life trajectory.”**

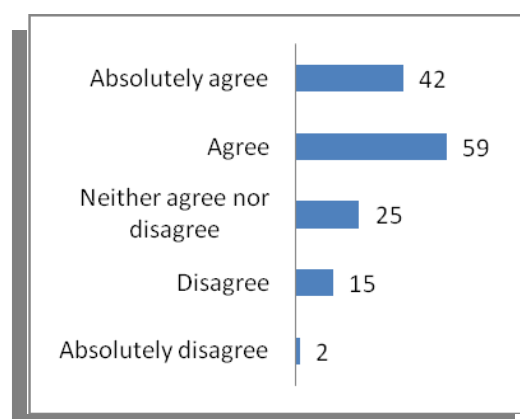


Almost two thirds of the respondents (64.3%) also believe that the programme changed their life trajectory (Figure 3.13).

## PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

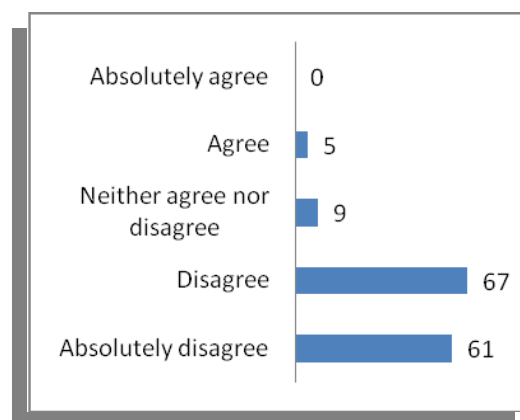
Most of the respondents (71.1%) believe that the programme helped them learn more about their own culture (Figure 3.14).

**Figure 3.14. Answers to item “This programme helped me learn more about my national culture.”**



A very small portion of the respondents (3.5%) experienced difficulty in adapting to foreign cultures when they were a beneficiary of the programme (Figure 3.15).

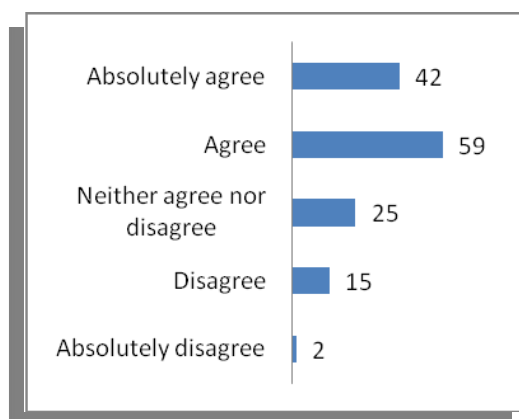
**Figure 3.15. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**





The programme was an instrument in enhancing cross-cultural awareness. Most of the respondents (70.6%) were able to learn about foreign cultures when they were a beneficiary of the programme (Figure 3.16).

**Figure 3.16. Answers to the item “This programme helped me learn about foreign cultures.”**



**Figure 3.17. Answers to the item “This programme helped me to familiarize others with my own culture.”**

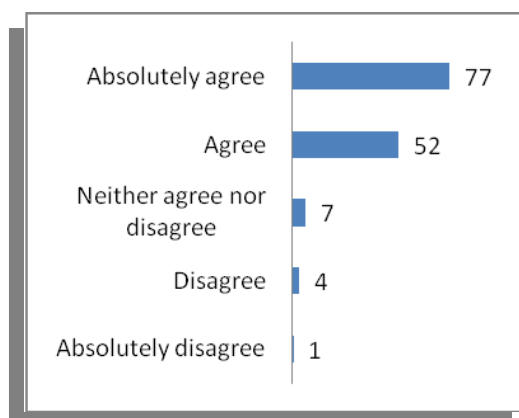
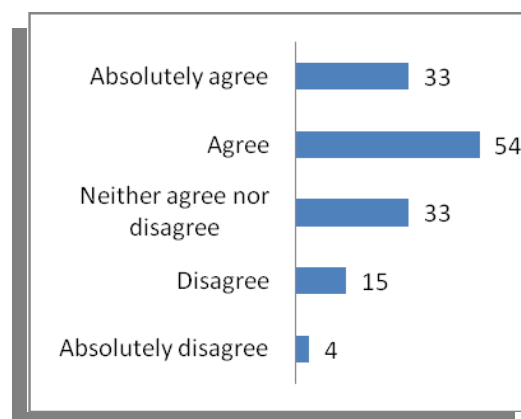


Figure 3.17 also shows that a great majority of the respondents (91.5%) had the chance to familiarize others with their own culture.

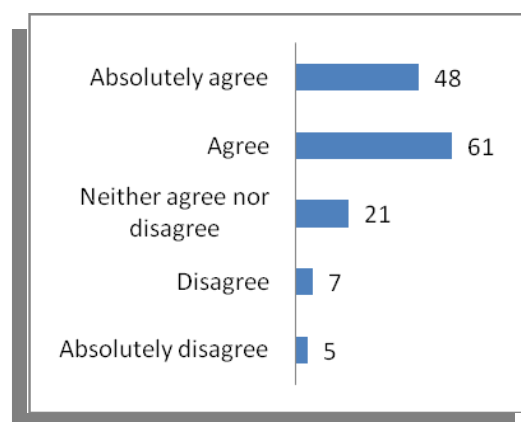
The programme was also beneficial in terms of dealing with cultural prejudices and xenophobia. Figure 3.18 shows that

approximately two thirds of the respondents (62.6%) reported that the programme helped them overcome their prejudices against foreign cultures.

**Figure 3.18. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**

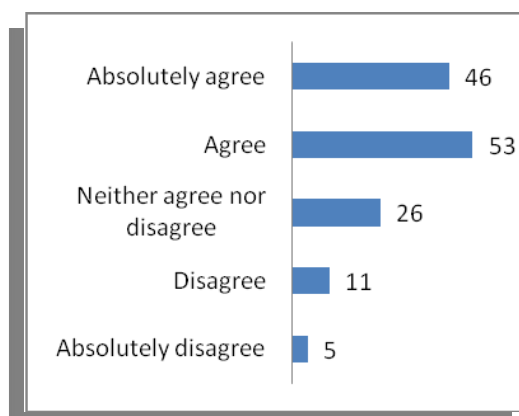


**Figure 3.19. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



Slightly more than three quarters of the respondents (76.8%) reported that the programme increased their tolerance towards and respect for other people (Figure 3.19). Furthermore, 70.2% of the respondents stated that the programme increased their belief in fighting racism and xenophobia (Figure 3.20).

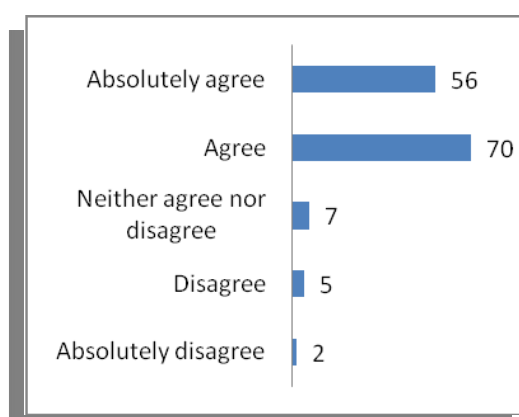
**Figure 3.20. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**



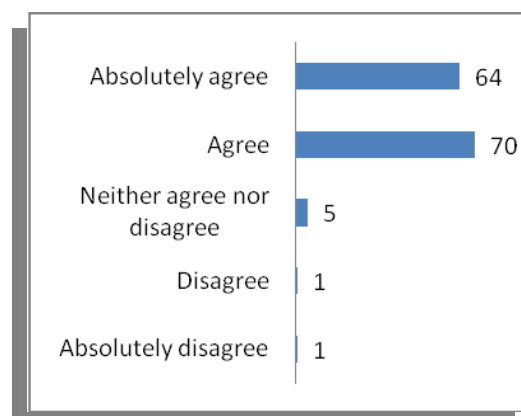
#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

Figure 3.21 shows that 90% of the respondents believed that their knowledge was as up-to-date as that of their colleagues abroad. Nevertheless, 95% of the respondents also report that participating in the programme helped them update their knowledge about the field (Figure 3.22).

**Figure 3.21. Answers to the item “I recognized my knowledge was as up-to-date as that of my colleagues abroad.”**

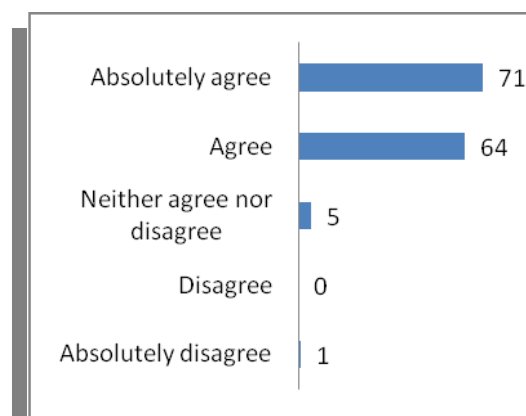


**Figure 3.22. Answers to the item “My programme experience helped me update my knowledge about the field.”**

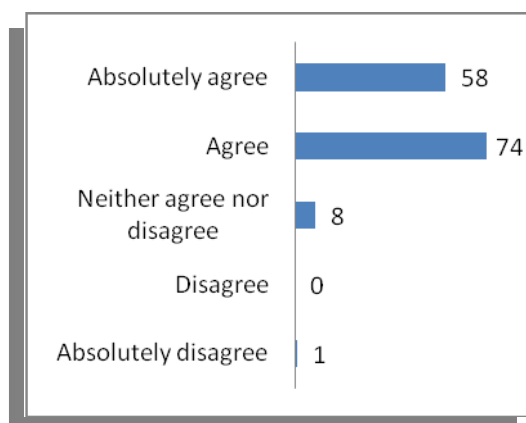


As Figure 3.23 reveals, 95.7% of the respondents reported that they learned new tools that they can use at work.

**Figure 3.23. Answers to the item “My programme experience helped me learn new tools that can use in my work.”**

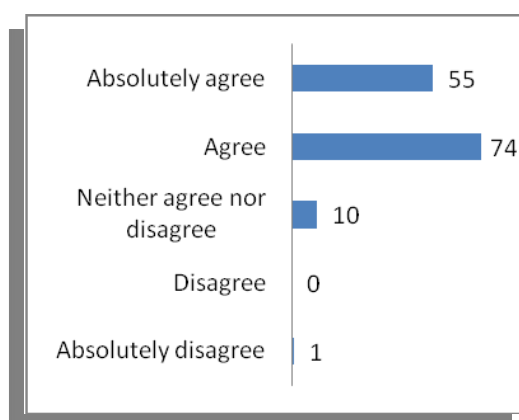


**Figure 3.24. Answers to the item “I used different training methods after my programme experience.”**



In addition, 93.6% of the respondents also reported that they used new training methods after their programme experience (Figure 3.24).

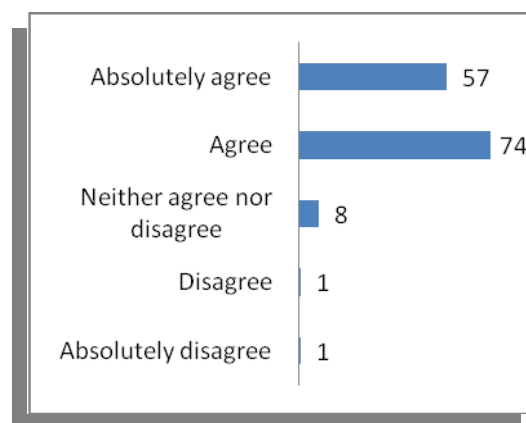
**Figure 3.25. Answers to the item “My teaching skills improved as as result of my programme experience.”**



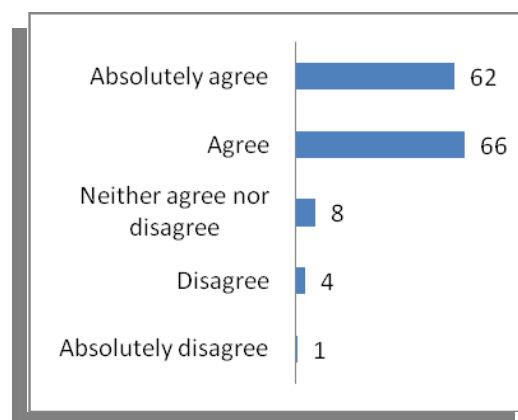
Similarly, 92.1% of the respondents reported that their teaching skills improved as a consequence of their programme experience.

Overall, 92.9% of the respondents believe that being in a different culture improved their occupational capabilities.

**Figure 3.26. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**



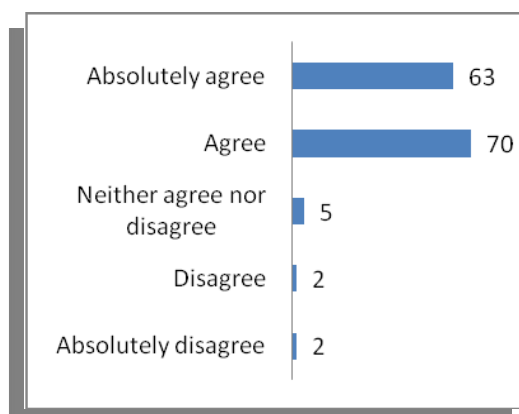
**Figure 3.27. Answers to the item “This programme improved my standing before my colleagues.”**



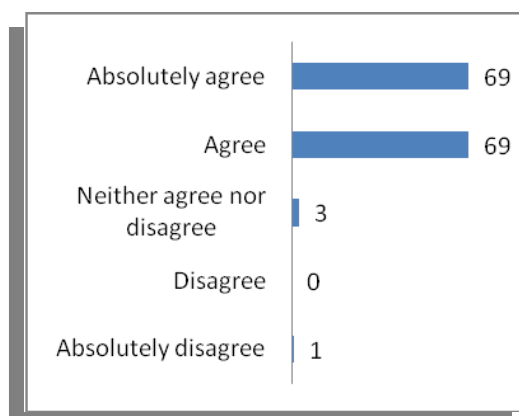
Also, 90.8% of the respondents also reported an imrovement in their standing in the eyes of their colleagues.

Respondents were genarally satisfied with respect to collaborating with people from different cultures. For instance, Figure 3.28 shows that 93.7% of the respodnets reported that their colleagues abroad were open to collaboration. As shown in Figure 3.29, 97.2% of the respondents also believed that their programme experience laid the grounds for future collaborations.

**Figure 3.28. Answers to the item “My colleagues abroad were open to collaboration.”**



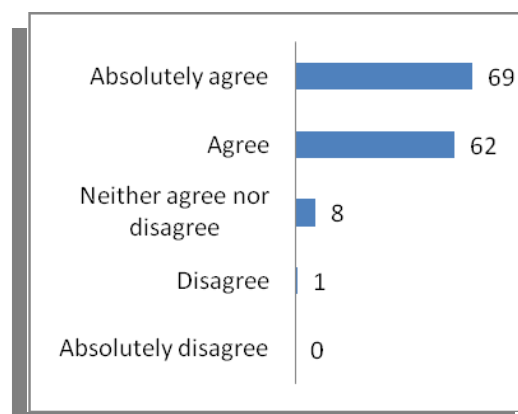
**Figure 3.29. Answers to the item “My programme experience laid the ground for future collaborations.”**



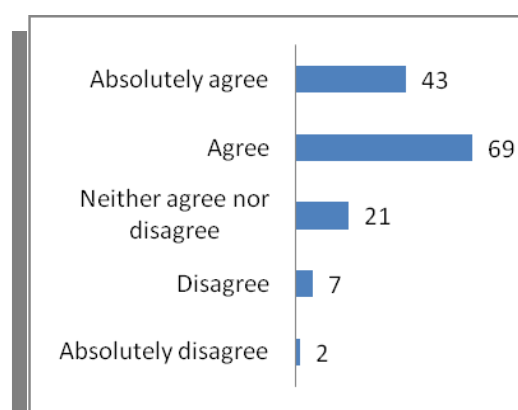
#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

A great majority of the respondents (94.2%) believe that having participated in the programme will help their career enhancement (Figure 3.30). Respondents also believe that they will be more effective in their social relations (78.9%) and their networks will grow larger (85.9%) as a consequence of their programme experience (Figure 3.31 and Figure 3.32, respectively).

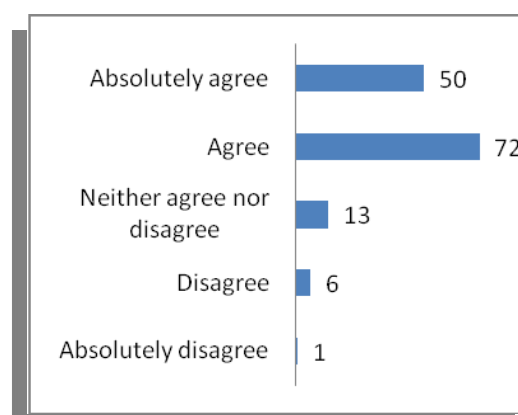
**Figure 3.30. Answers to the item “I believe participating in this programme will help my career advancement.”**



**Figure 3.31. Answers to the item “This programme helped me become more effective in my relations to others.”**



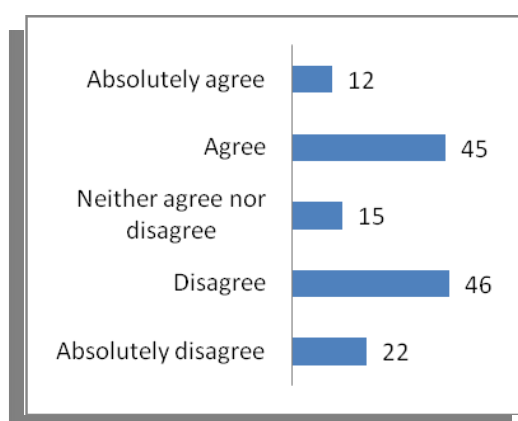
**Figure 3.32. Answers to the item “This programme helped me enlarge my social networks.”**



## PROGRAMME'S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

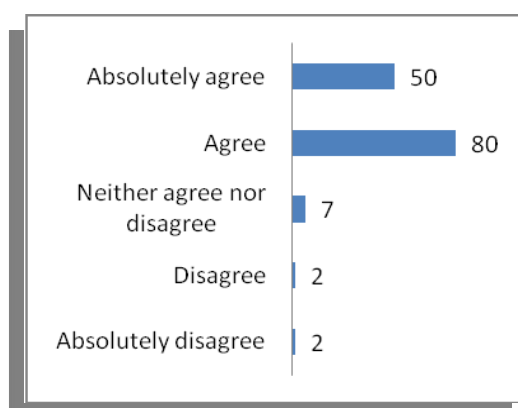
Slightly more than a third of the respondents (40.7%) were worried prior to becoming a beneficiary of the programme that their foreign language capability would be insufficient (Figure 3.33).

**Figure 3.33. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



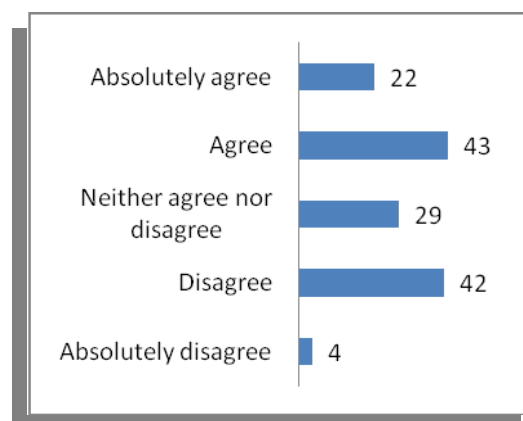
Relatedly, 92.2% of the respondents reported that their foreign language skills improved after they participated in the programme (Figure 3.34).

**Figure 3.34. Answers to the item “This programme helped me improve my foreign language capability.”**



Approximately half of respondents (46.4%) even decided to learn another language after their participation in the programme (Figure 3.35).

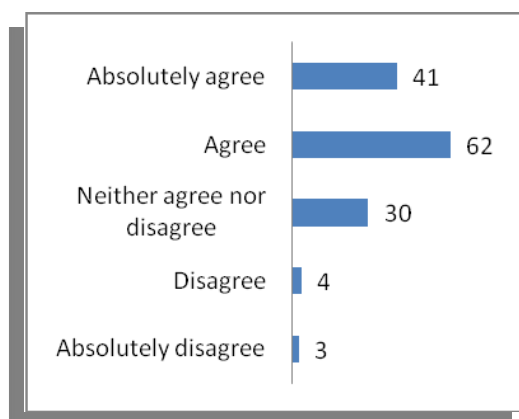
**Figure 3.35. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



## CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

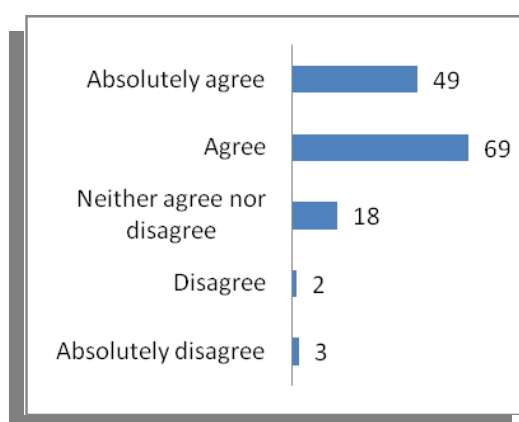
Participating in the programme also seems to have caused favorable in changes in participants' views about the European Union. As Figure 3.36 depicts, 73.6% of the respondents report that the programme experience led to positive change in their views about Turkey's membership the European Union.

**Figure 3.36. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



It can also be concluded that the programme had positively contributed to the efforts at adapting to the EU.

**Figure 3.37. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**



More than four fifth of the respondents (83.7%) also reported that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 3.37).







## Chapter 4

# ERASMUS STUDENT MOBILITY FOR STUDIES

The Erasmus Student Mobility for Studies enables students at higher education institutions to spend an integrated period of study of between three months and 12 months in another participating country.

A total of 2301 individuals who benefited from the Erasmus Student Mobility Programme in 2009 were contacted. Out of these individuals, 234 responded to the questionnaire. Thus, the response rate is 10.2 percent. The findings reported below are based on responses of these individuals.

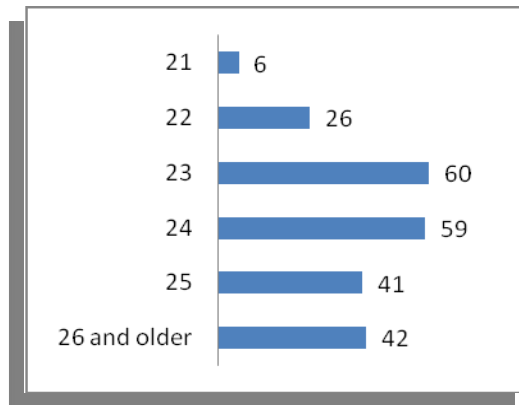
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



## RESPONDENT CHARACTERISTICS

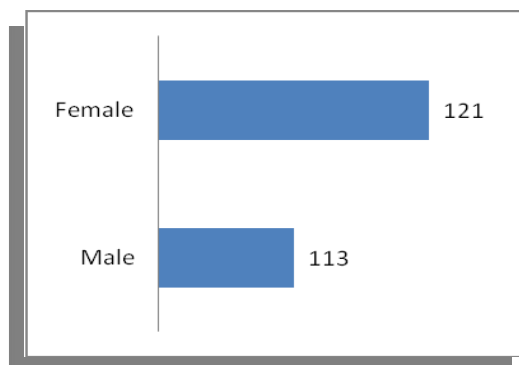
Most of the respondents (64.5%) are aged between 21 and 24 (Figure 4.1).

**Figure 4.1. Respondent age**

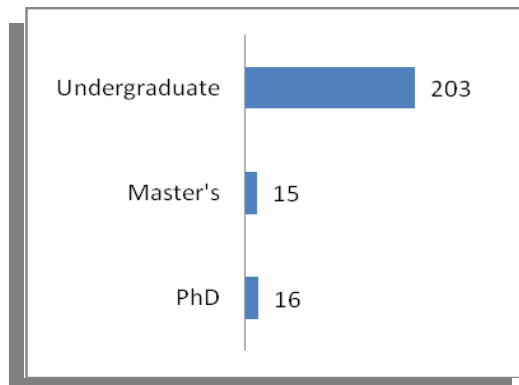


As Figure 4.2 shows, female respondents comprise slightly more than half of all respondents (51.7%).

**Figure 4.2. Respondent gender**



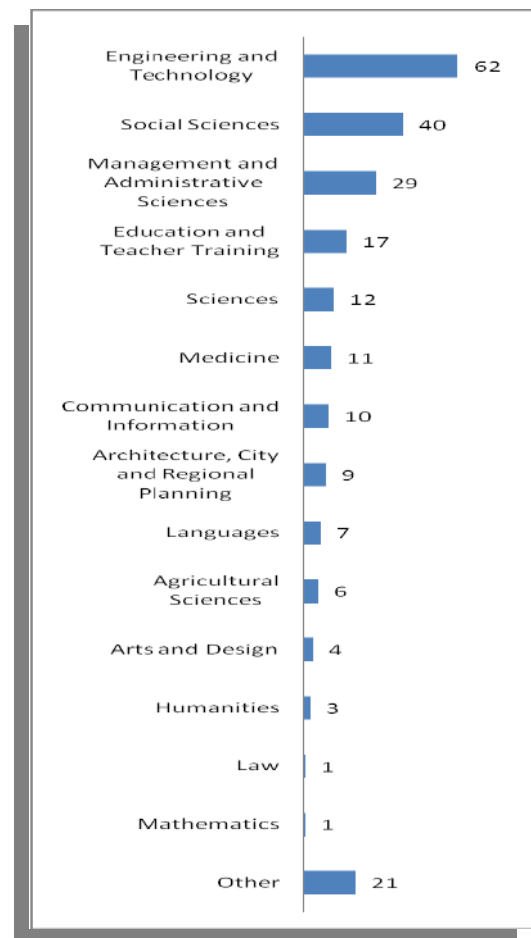
**Figure 4.3. Respondent's degree level at the time of mobility**



Great majority (86.8%) participated in the programme as undergraduate students.

Respondents come from diverse fields of study. As Figure 4.4 depicts, the field with the highest number of respondents is engineering and technology. Other fields with a high number of respondents are social sciences and management and administrative sciences.

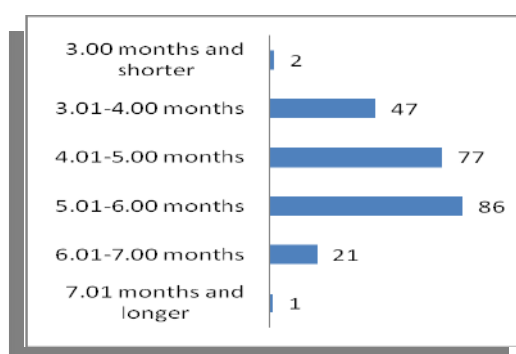
**Figure 4.4. Respondents' field of study**



## MOBILITY BY BENEFICIARIES

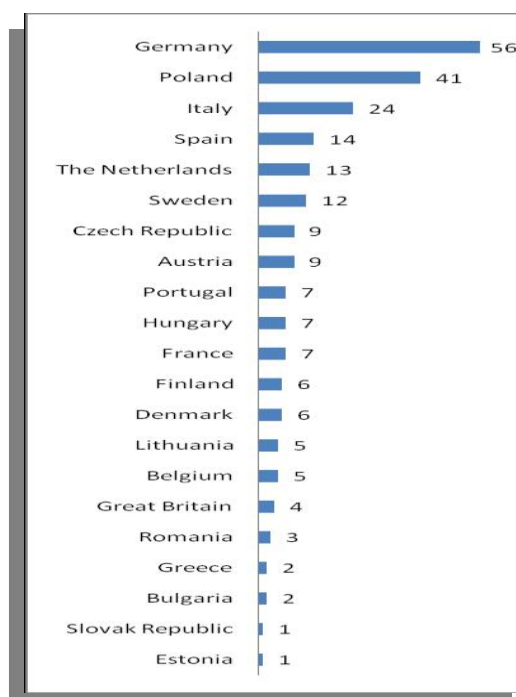
Mobility usually lasted between three months and six months. Respondents who have stayed abroad for less than three months or more than six months constitute 10.3% of all respondents.

**Figure 4.5. Duration of mobility**



Respondents have visited 21 European countries. The most frequently visited country is Germany. Other frequently visited countries are Poland, Italy, Spain, the Netherlands and Sweden.

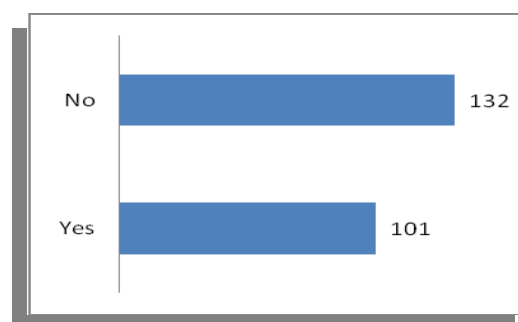
**Figure 4.6. Countries visited by respondents**



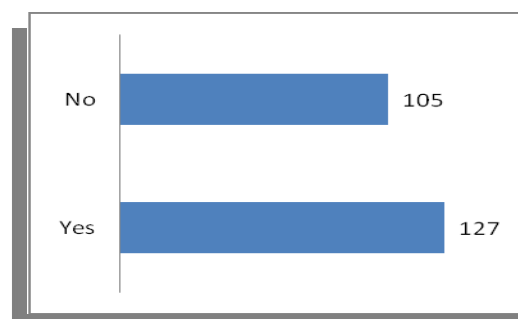
## ORIENTATION

Majority of the respondents (56.7%) did not receive orientation prior to traveling abroad (Figure 4.7). However, a majority of the respondents (54.7%) received orientation abroad (Figure 4.8). A small minority of the respondents (27.4%) participated in the Erasmus intensive language course (Figure 4.9).

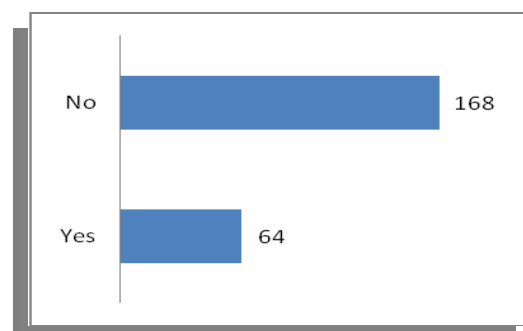
**Figure 4.7. Answers to item "I received orientation in Turkey."**



**Figure 4.8. Answers to item "I received orientation in the host country."**



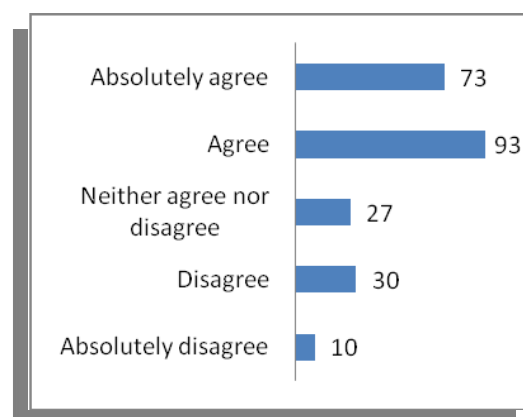
**Figure 4.9. Answers to item “I participated in the Erasmus intensive language course.”**



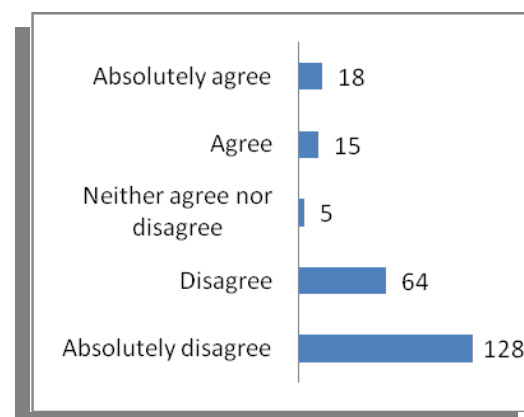
#### PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Most of the respondents (71.2%) were already planning to obtain international experience regarding education prior to participating in the programme (Figure 4.10). But, few respondents were used to travel abroad for educational purposes prior to becoming a beneficiary of the programme (Figure 4.11).

**Figure 4.10. Answers to item “I was planning obtain international experience regarding my education even if this programme were absent.”**

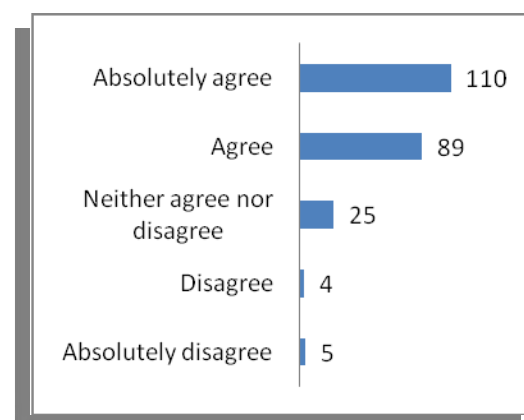


**Figure 4.11. Answers to item “I used to travel abroad for educational purposes before I became a beneficiary of the programme.”**



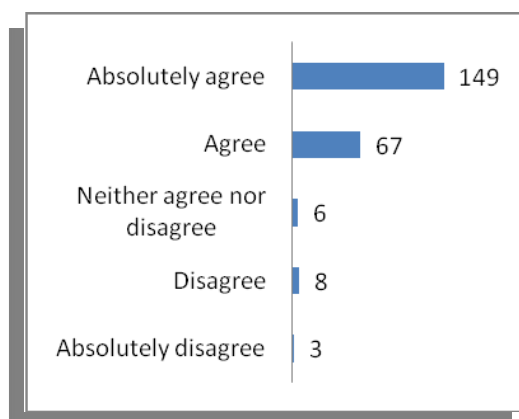
As Figure 4.12 reveals, 85.4% of the respondents agree that it would not have been possible for them to obtain international experience in the absence of this programme.

**Figure 4.12. Answers to item “I would not be easy for me to obtain international experience regarding my education in the absence of this programme.”**



A great majority of the respondents (92.7%) agree that the programme helped them learn about daily life abroad (Figure 4.13).

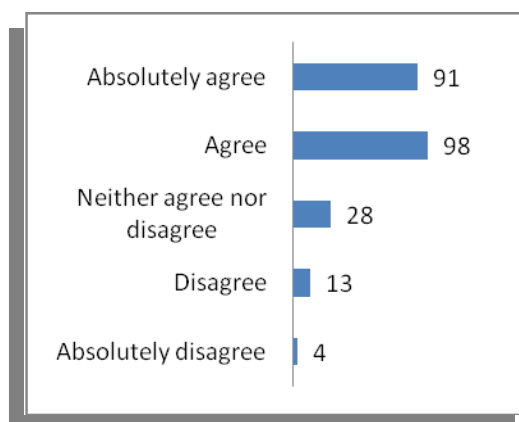
**Figure 4.13. Answers to item “This programme helped me learn about daily life abroad.”**



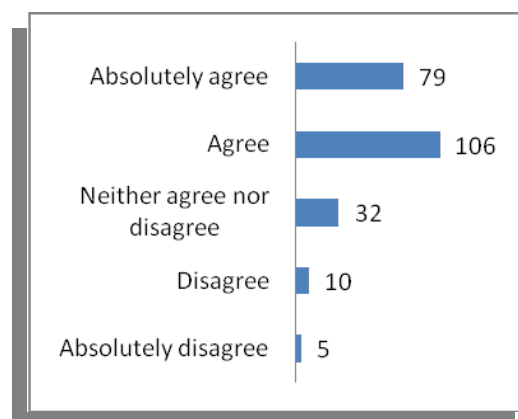
#### PROGRAMME'S CONTRIBUTION TO PERSONAL DEVELOPMENT

Answers given by respondents reveal that the programme experience contributed significantly to personal development of beneficiaries. For example, as shown in Figure 4.14, the programme helped 80.8% of the beneficiaries to learn more about themselves. Figure 4.15 shows that 79.7% of the respondents believe they can better express themselves as a result of their experience.

**Figure 4.14. Answers to item “This programme helped me learn more about myself.”**

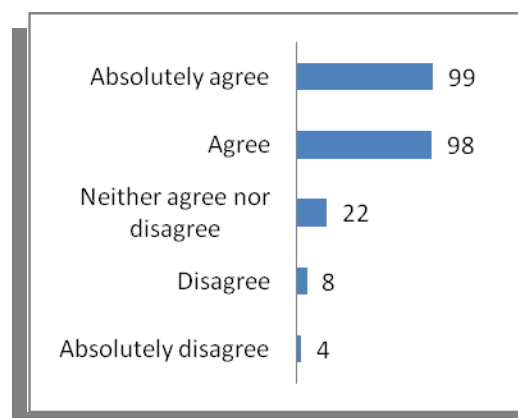


**Figure 4.15. Answers to the item “This programme helped me better express myself.”**

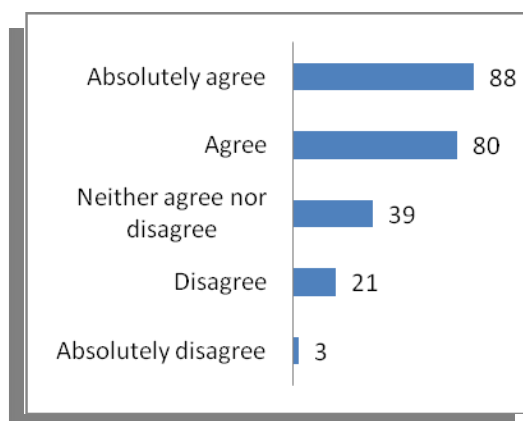


Most participants (85.3%) felt an increase in their self-confidence after participating in the programme (Figure 4.16).

**Figure 4.16. Answers to the item “This programme helped me increase my self-confidence.”**



**Figure 4.17. Answers to the item “I believe this programme changed my life trajectory.”**

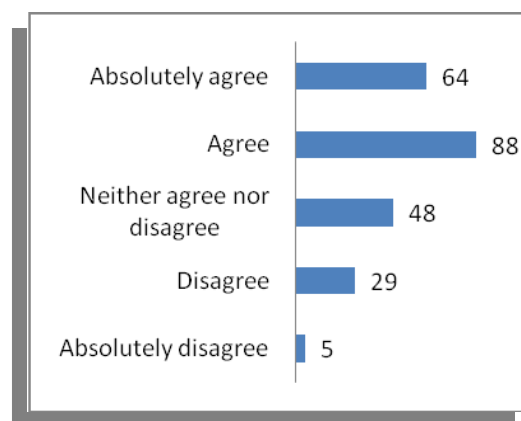


Likewise, majority of the respondents (72.7%) believe that their life-trajectory has changed since they participated in the programme (Figure 4.17).

#### PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

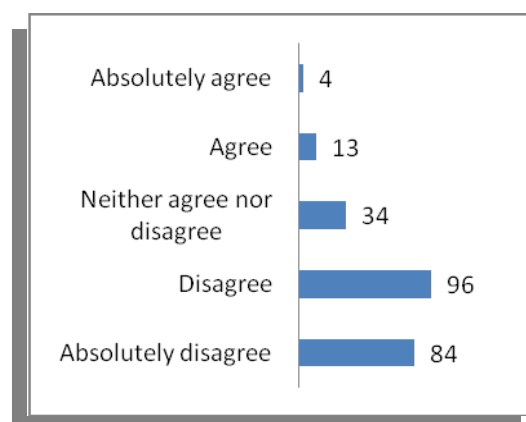
The programme has generated significant contribution to cross-cultural awareness and interaction. The respondents generally (65%) reported that the programme helped them learn more about their cultures.

**Figure 4.18. Answers to item “This programme helped me learn more about my national culture.”**

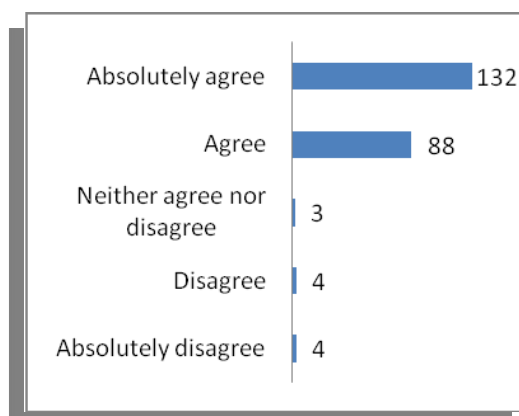


Few respondents (7.4%) stated that they had difficulty in adapting to foreign cultures when they were a beneficiary of the programme (Figure 4.19).

**Figure 4.19. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**

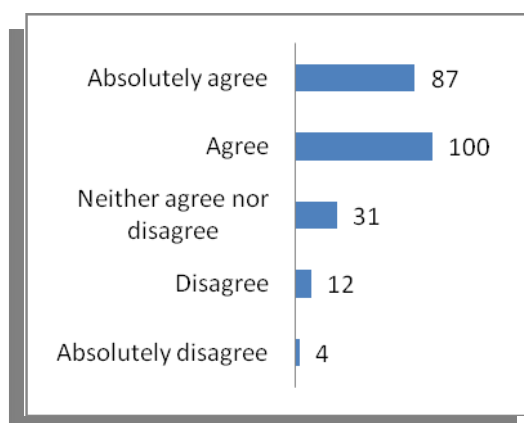


**Figure 4.20. Answers to the item “This programme helped me learn about foreign cultures.”**



Practically all respondents (95.2%) agreed with the statement that the programme helped them learn more about foreign cultures. The respondents (79.9%) also stated that they had the chance to familiarize others with their own culture (Figure 4.20).

**Figure 4.21. Answers to the item “This programme helped me to familiarize others with my own culture.”**



Respondents generally agreed that the programme helped them to overcome their prejudices against foreign cultures (Figure 4.22).

**Figure 4.22. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**

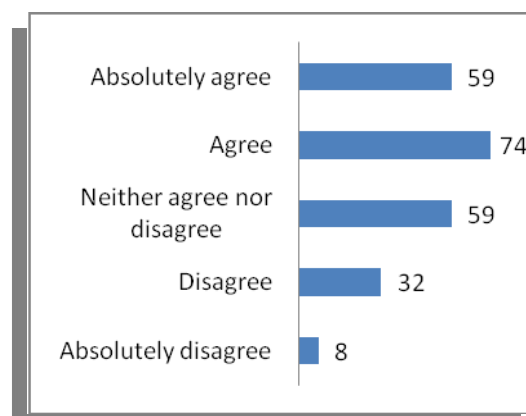
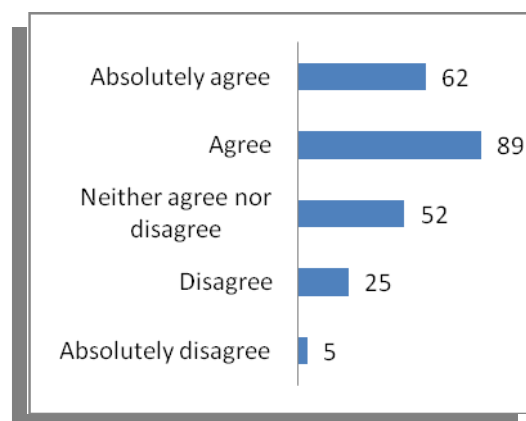


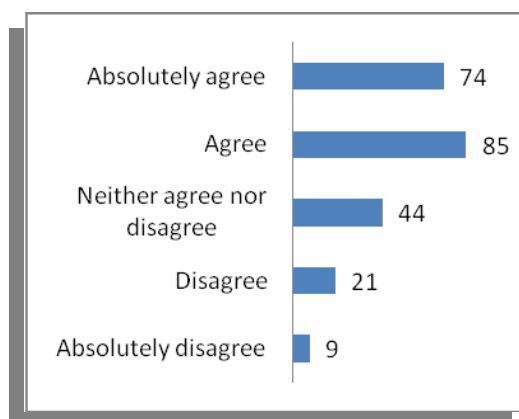
Figure 4.23 shows that as a result of experiencing the programme many respondents felt an increase in their tolerance towards and respect for other people.

**Figure 4.23. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**





**Figure 4.24. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

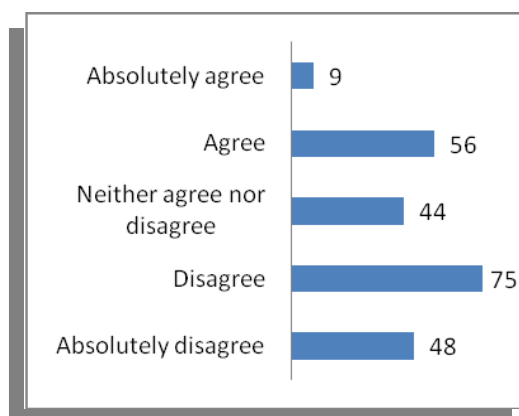


A comparable portion of the respondents felt an increase in their belief in fighting racism and xenophobia (Figure 4.24).

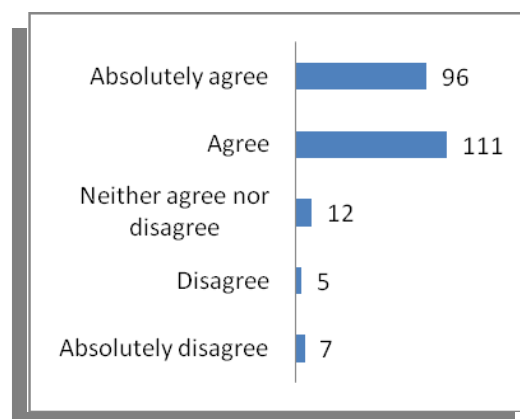
#### ADMINISTRATIVE ISSUES

Relatively few respondents (28%) were satisfied with the amount of grant they were provided with (Figure 4.25).

**Figure 4.25. Answers to the item “The amount of grant I was given was enough.”**

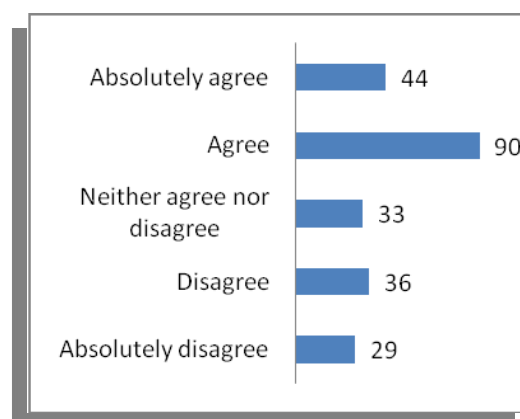


**Figure 4.26. Answers to the item “The home organization accurately informed me about the grant amount.”**

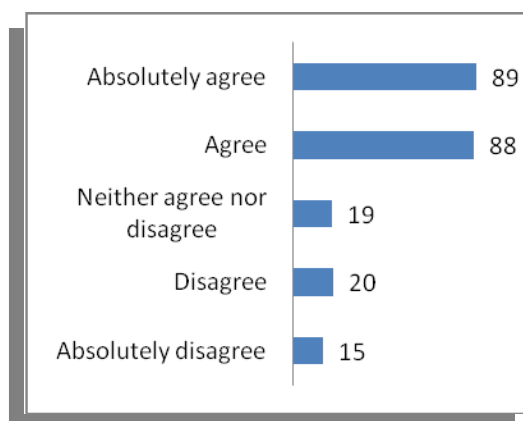


Nonetheless, almost all respondents (89.6%) reported that the home organization accurately informed them about the grant amount (Figure 4.26). Respondents were also generally (57.8%) satisfied with respect to accommodation information that they were provided with by the home organization (Figure 4.27).

**Figure 4.27. Answers to the item “The home organization accurately informed me about accommodation opportunities abroad.”**

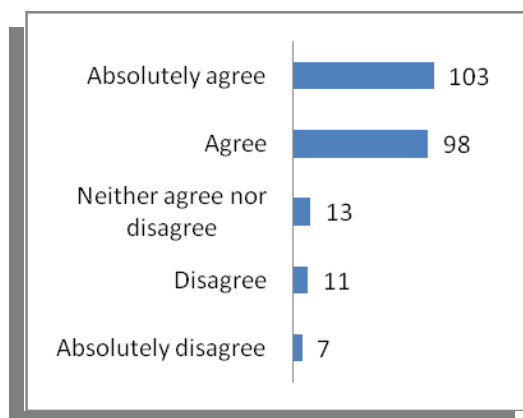


**Figure 4.28. Answers to the item “The host organization was benevolent regarding accomodation.”**

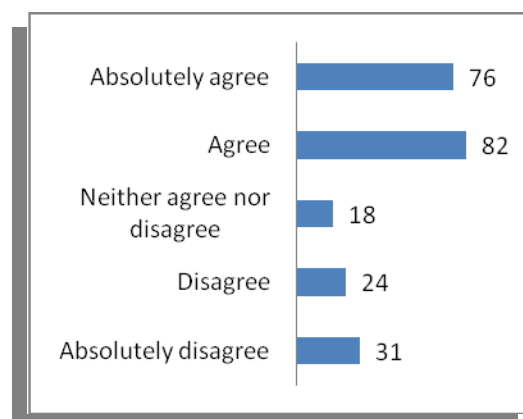


Slightly more than three quarters of the respondents (76.6%) received support from the host organization regarding accomodation (Figure 4.28). A very little percentage of the respondents (7.7%) seem to have experienced security problems when they were abroad (Figure 4.29).

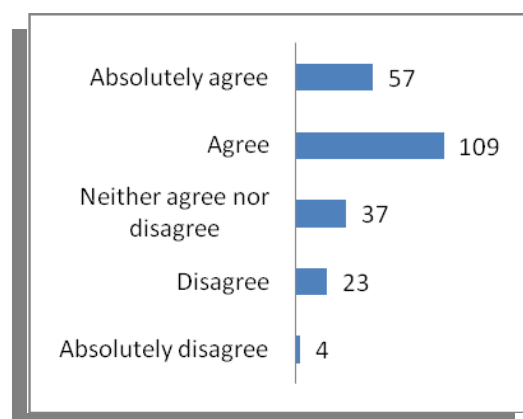
**Figure 4.29. Answers to the item “I experienced no security problems in the host country.”**



**Figure 4.30. Answers to the item “I experienced no problems regarding equivalence of the courses I took abroad.”**



**Figure 4.31. Answers to the item “I made academic use of the courses I took abroad.”**



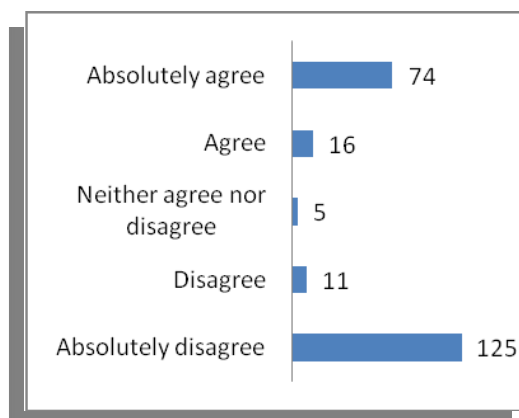
Relatively few respondents reported problems regarding equivalence of the courses they took at the host organization (Figure 4.30). Approximately three quarters of the respondents (72.2%) found the courses they took abroad useful (Figure 4.31).

#### REASONS FOR PARTICIPATING IN THE PROGRAMME

A set of items capture respondents' reasons for participating in the programme. More than a third of the

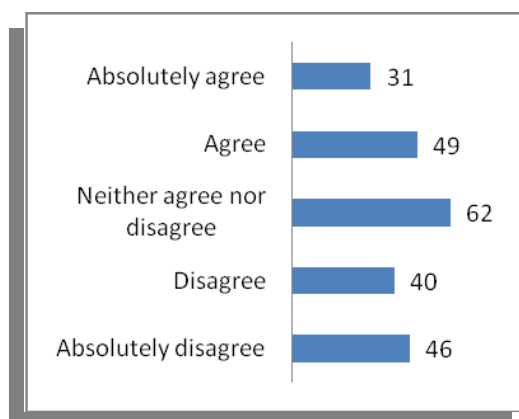
students (39%) participated in the programme to obtain international experience (Figure 32).

**Figure 4.32. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To obtain international experience.”**



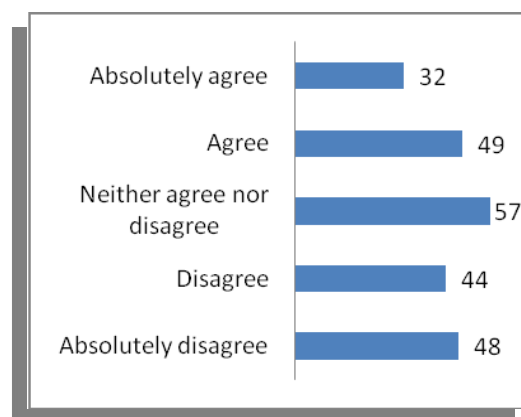
As seen in Figure 4.33 below, a slightly smaller percentage of the respondents (35.1%) reported that their reason for participating in the programme was to make it easier to find a job.

**Figure 4.33. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To make it easier to find a job.”**



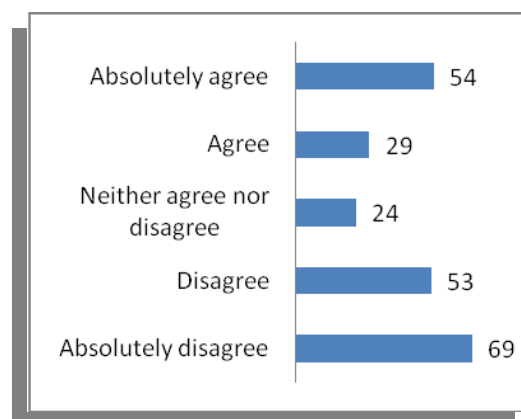
An almost same portion of the respondents (35.2%) stated their reason as finding a better a job (Figure 4.34).

**Figure 4.34. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To find a better job.”**

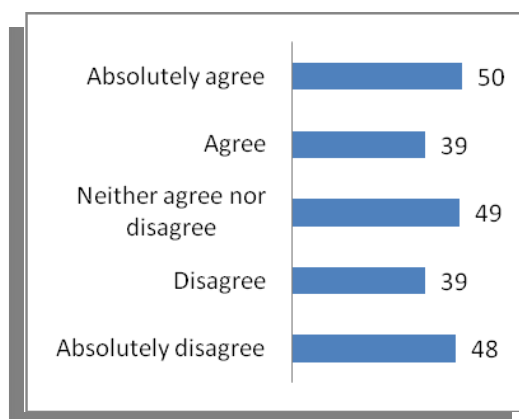


More than a third of the respondents (36.2%) participated in the programme to see new places. A similar percentage (39.6%) agreed with the statement that their purpose was to stroll around (Figure 4.35). Around a third (35.1%) considered the programme as a source of fun (Figure 4.37).

**Figure 4.35. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To see new places.”**



**Figure 4.36. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To stroll around.”**



**Figure 4.37. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To have fun.”**

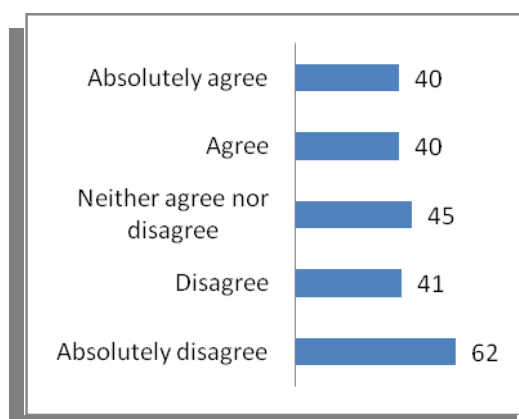
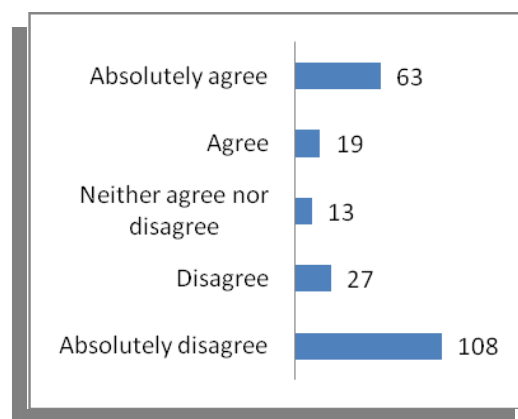


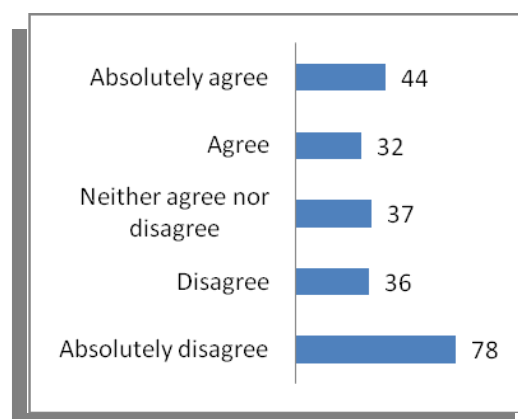
Figure 4.38 below shows that 35.7% of the students participated in the programme to improve their foreign language skills.

**Figure 4.38. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To improve my foreign language skills.”**



A third of the respondents (33.5%) saw the programme as source of opportunity for making new friends.

**Figure 4.39. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To make new friends.”**



**Figure 4.40. Answers to the item “My reasons for participating in the Erasmus student mobility for studies programme: To obtain better education.”**

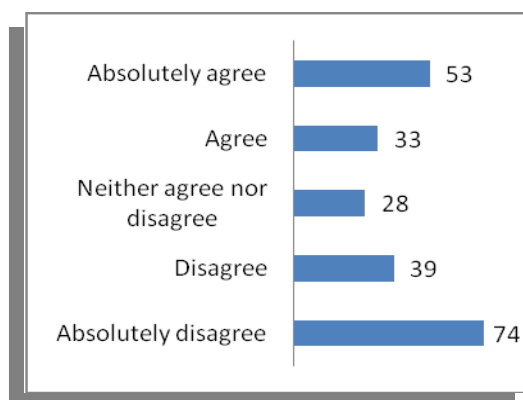
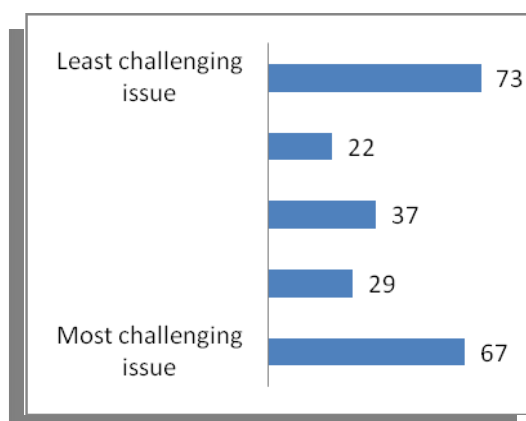


Figure 4.40 shows that 37.9% of the respondents were concerned with getting a better education prior to experiencing the programme.

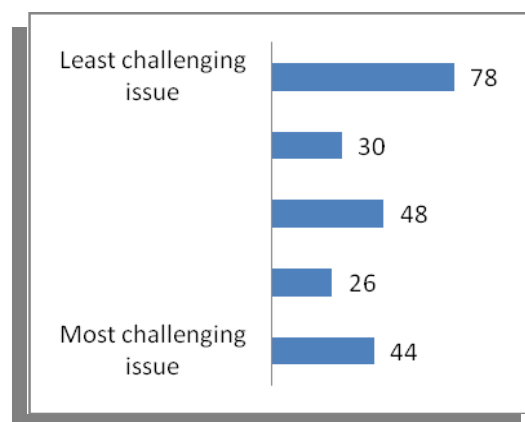
#### CHALLENGING ISSUES

The items that capture the challenges faced by beneficiaries reveal no issue as particularly challenging. Some of the respondents (42.5%) reported delays in grant payments as a challenging issue (Figure 4.41).

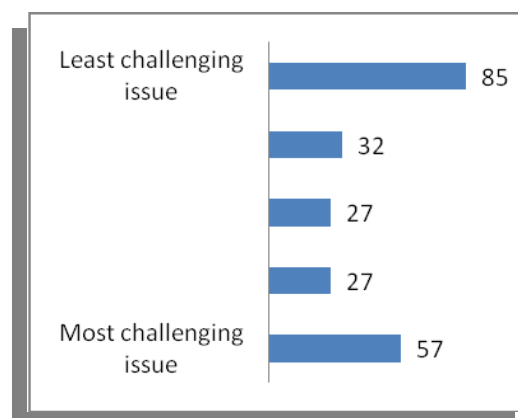
**Figure 4.41. Answers to the item “Issues that were challenging: Delays in grant payments.”**



**Figure 4.42. Answers to the item “Issues that were challenging: Delay in the payment of residual amount after the mobility was over.”**

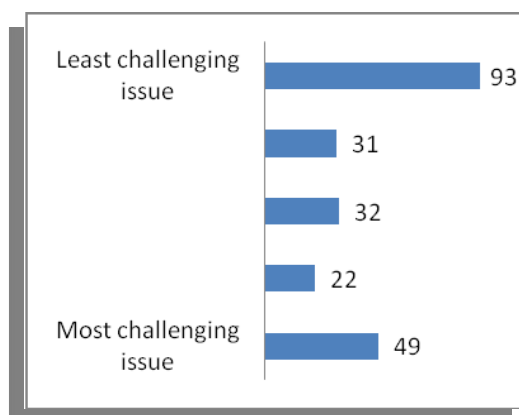


**Figure 4.43. Answers to the item “Issues that were challenging: Obtaining a visa.”**



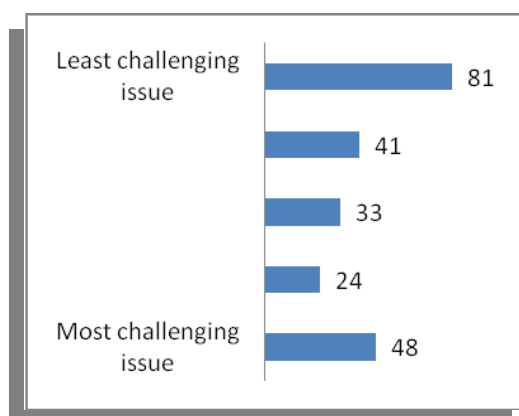
Respondents who faced challenges at their home organizations constituted a minority, but not a very small one. Figure 4.44 shows that almost a third (31.3%) believe they were misguided by the teaching staff at their home organization.

**Figure 4.44. Answers to the item “Issues that were challenging: Misguidance by teaching personnel in the home organization.”**

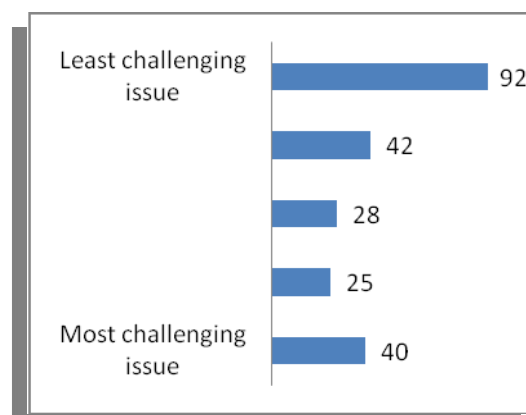


A similar degree of complaint (from about a third of the respondents) is associated with Erasmus offices of the home organizations (see Figure 4.45 and Figure 4.46).

**Figure 4.45. Answers to the item “Issues that were challenging: Difficulty in communicating with the Erasmus office of the home organization.”**

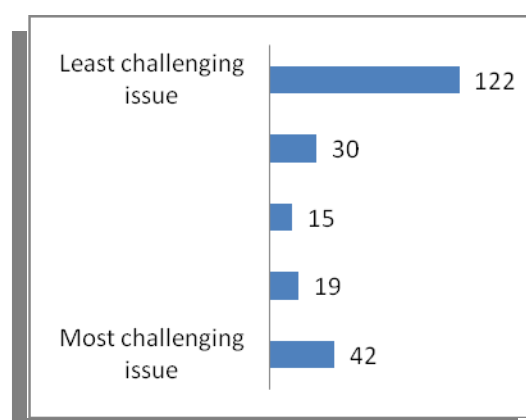


**Figure 4.46. Answers to the item “Issues that were challenging: Misguidance by the Erasmus office of the home organization.”**

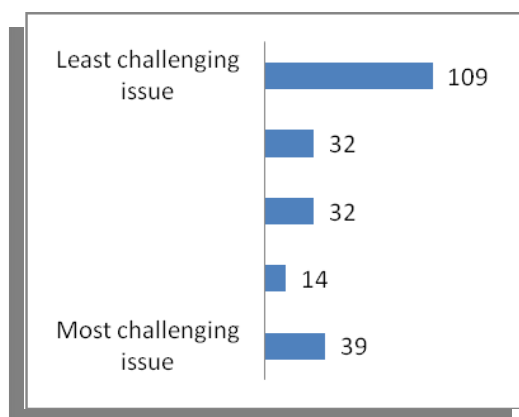


The respondents complained about communicating with and misguidance by Erasmus Offices of the home organizations.

**Figure 4.47. Answers to the item “Issues that were challenging: Unfair student selection methods.”**



**Figure 4.48. Answers to the item “Issues that were challenging: Problems in communicating with Turkish National Agency.”**

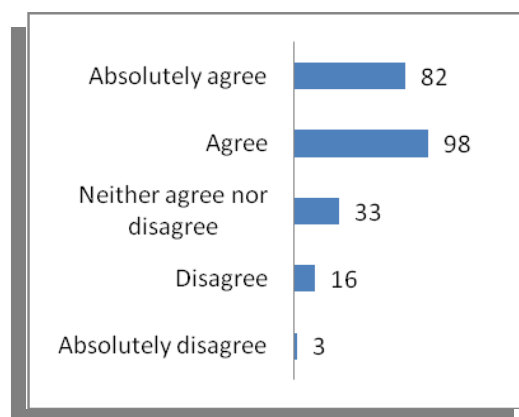


Slightly less than a quarter of the respondents considered communicating with the Turkish National Agency as a challenging issue (Figure 4.48).

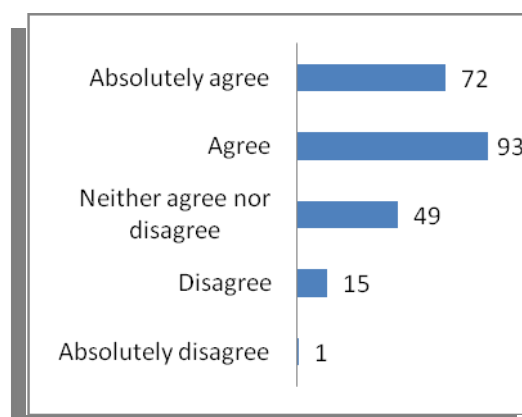
#### PROGRAMME'S CONTRIBUTION TO CAREER DEVELOPMENT

A great majority of the respondents (77.6%) believe that the programme will provide them with advantages when they start their career (Figure 4.49). Figure 4.50 reveals that most respondents (71.7%) believe they became more effective in their social relations after participating in the programme.

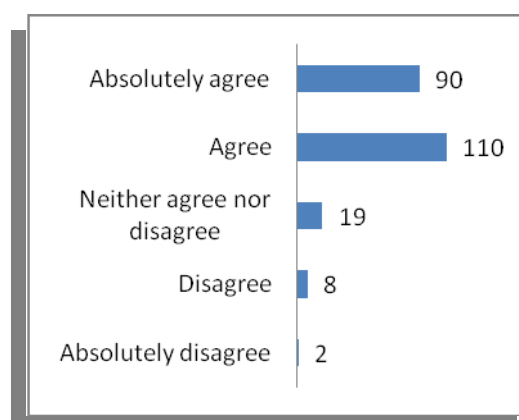
**Figure 4.49. Answers to the item “I believe having participated in this programme will be advantageous when I start my career.”**



**Figure 4.50. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 4.51. Answers to the item “This programme helped me enlarge my social networks.”**

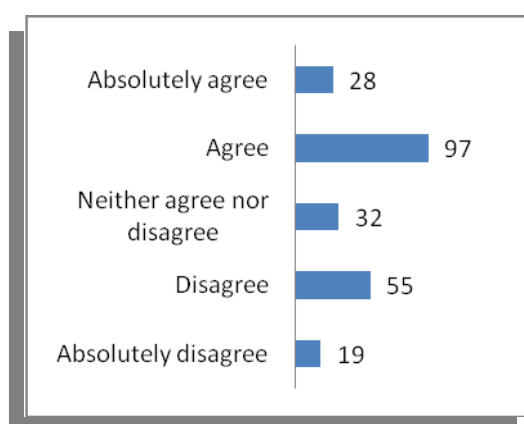


Likewise, a great majority of the respondents (87.3%) reported that their social networks grew after participating in the programme (Figure 4.51).

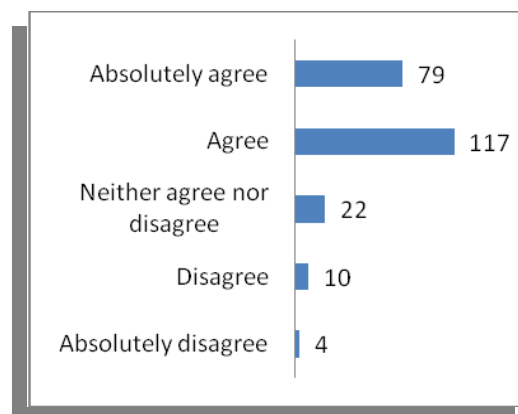
#### PROGRAMME'S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

Slightly more than half of the respondents (54.1%) stated that prior to becoming a beneficiary of the programme they were worried about sufficiency of foreign language skills (Figure 4.52). As they experienced the programme, a great majority of the respondents (84.5%) came to believe that adequate foreign language capability was a precondition to making effective use of the programme (Figure 4.53). Most of the respondents (70.6%) also stated that they observed other people were uninterested in the programme because they feared their language skills were not sufficient (Figure 4.54).

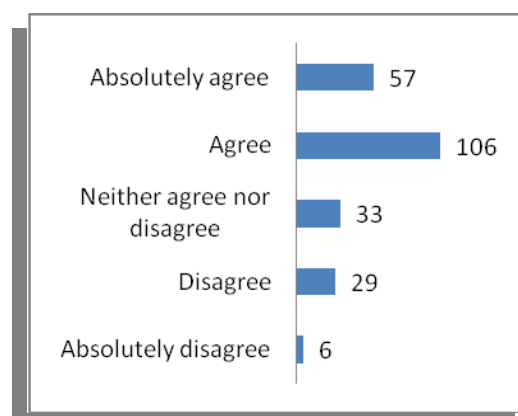
**Figure 4.52. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



**Figure 4.53. Answers to the item “I recognized that foreign language capability is an important precondition for making effective use of the programme.”**



**Figure 4.54. Answers to the item “I observed that people around me were not interested in the programme due to their insufficient foreign language skills.”**



Great majority of the respondents (91%) reported an increase in their foreign language skills after participating in the programme. Figure 4.56 reveals that many respondents (66.2% of the respondents) decided to learn another foreign language after participating in the programme.



Figure 4.55. Answers to the item “This programme helped me improve my foreign language capability.”

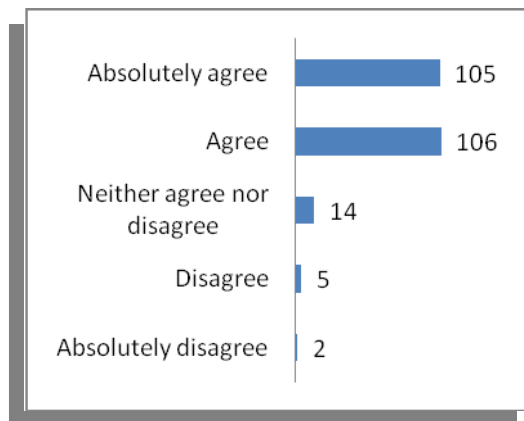
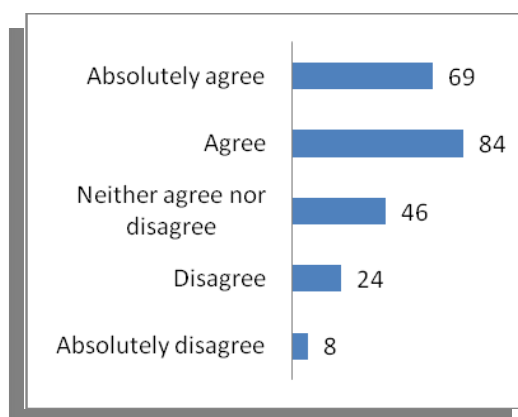


Figure 4.56. Answers to the item “I decided to learn another foreign language after participating in the programme.”



#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

Many respondents (35.1%) neither agreed nor disagreed with the statement that the programme led to positive changes in their views about Turkey’s membership in the European Unions (Figure 4.57).

Figure 4.57. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”

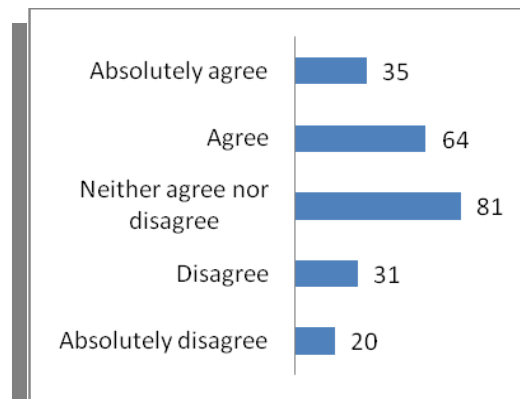
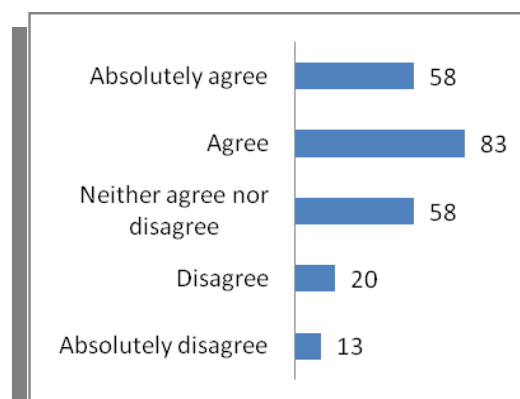


Figure 4.58. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”



Only 42.9% of the respondents agreed with this statement. Nevertheless, 60.8% of the respondents stated that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 4.58).



## Chapter 5

# ERASMUS STUDENT MOBILITY FOR PLACEMENT

The Erasmus Student Mobility for Placement enables students at higher education institutions to spend a placement (traineeship/internship) period between three months and 12 months in an enterprise or organization in another participating country.

A total of 790 individuals who benefited from the Erasmus Student Mobility for Placement in 2009 were contacted. Out of these individuals, 174 responded to the questionnaire. Thus, the response rate is 22 percent. The findings reported below are based on responses of these individuals.

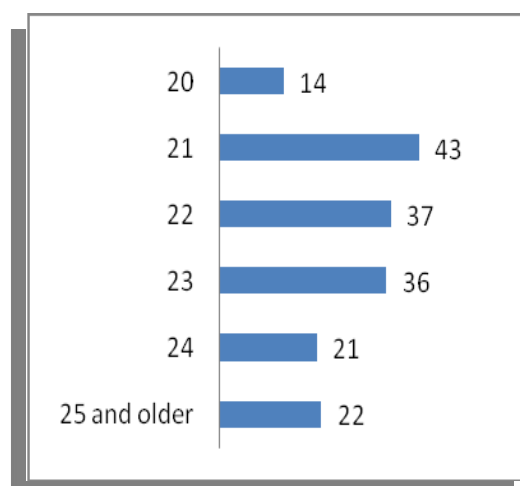
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



## RESPONDENT CHARACTERISTICS

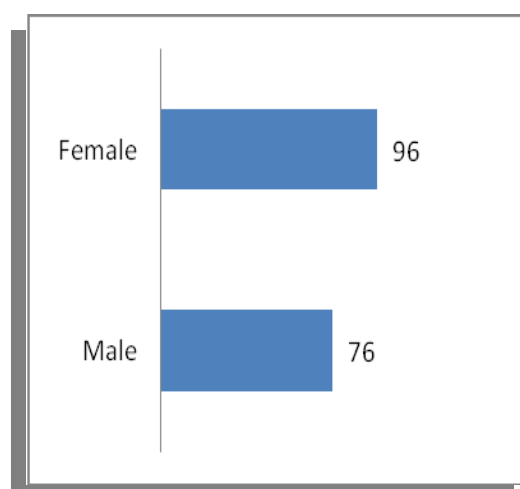
Slightly more than three quarters of the respondents (75.2%) were 23 years old or younger (Figure 5.1).

**Figure 5.1. Respondent age**



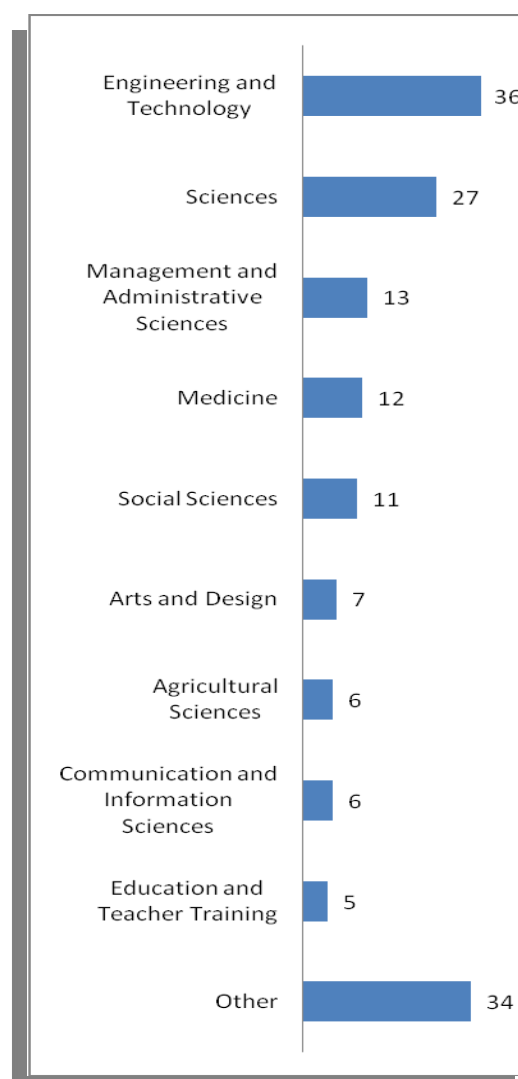
As Figure 5.2 reveals, 55.8% of the respondents were female.

**Figure 5.2. Respondent gender**



Respondents came from diverse fields of study (Figure 5.3). Disciplines that are heavily represented amongst respondents are engineering and technology and sciences.

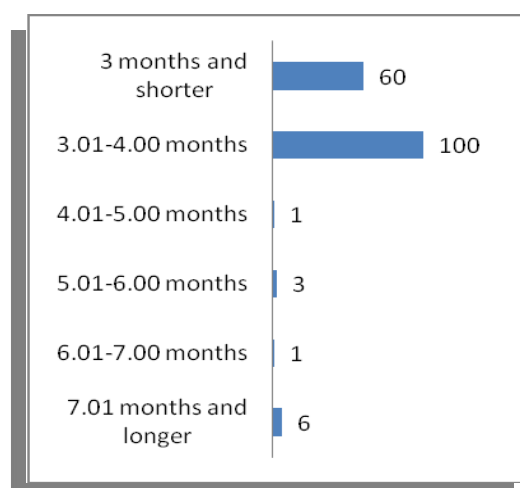
**Figure 5.3. Respondents' field of study**



## MOBILITY BY BENEFICIARIES

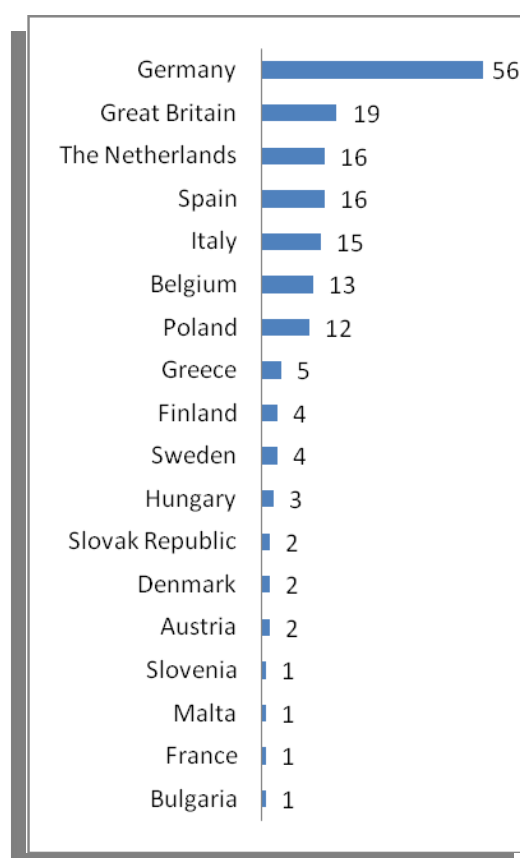
In most instances (93.6%) the duration of mobility was less than four months (Figure 5.4).

**Figure 5.4. Duration of mobility**



Respondents visited a total of 18 countries (Figure 5.5). The country most frequently visited by the respondents was Germany, which accounted for 32.2% of all visits.

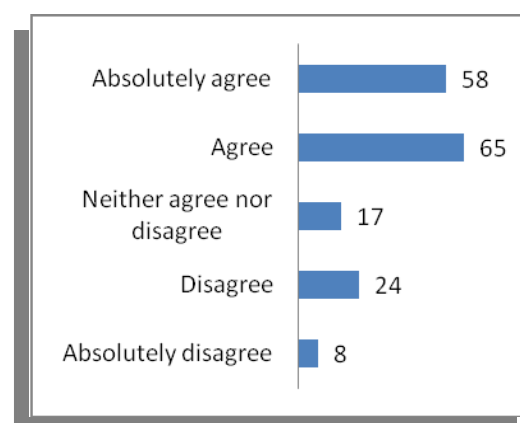
**Figure 5.5. Countries visited by respondents**



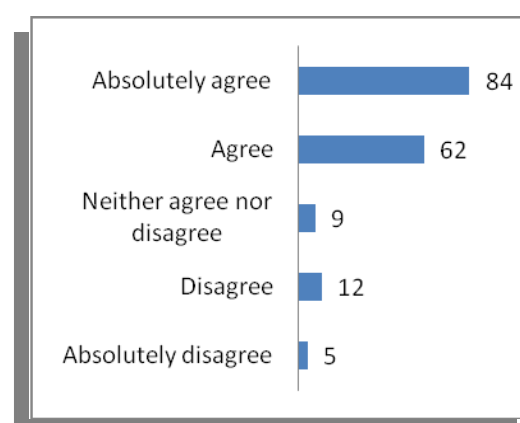
#### PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Most of the respondents (71.5%) agree that they were already planning to obtain international experience prior to becoming a beneficiary of the programme (Figure 5.6). However, Figure 5.7 shows that most of them (84.9%) believe it would not have been possible in the absence of the programme.

**Figure 5.6. Answers to item "I was planning obtain international vocational experience even if this programme were absent."**

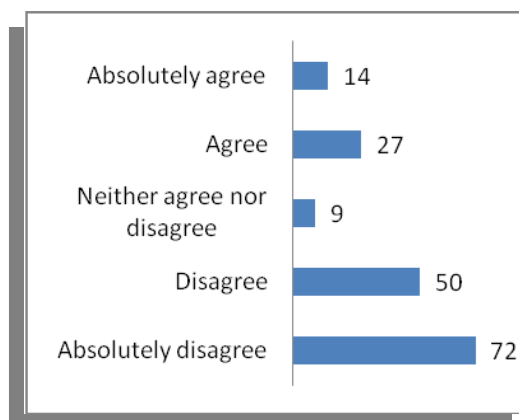


**Figure 5.7. Answers to item "I would not be easy for me to obtain international vocational experience in the absence of this programme."**

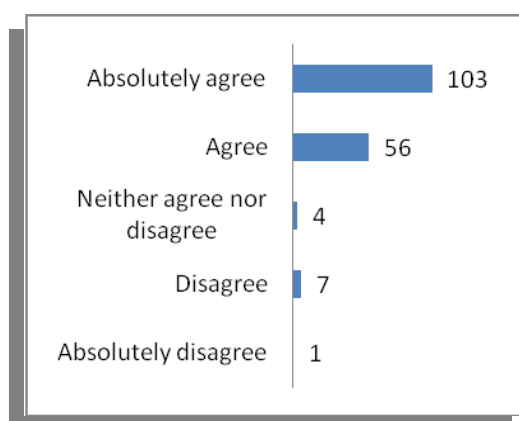


Less than a quarter of the respondents (23.8%) were used to travel abroad for vocational purposes prior to their programme experience. Participating in the programme helped many of these respondents (93%) to learn about daily life abroad. Thus, for most of the respondents the programme generated a genuine opportunity to obtain international experience.

**Figure 5.8. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



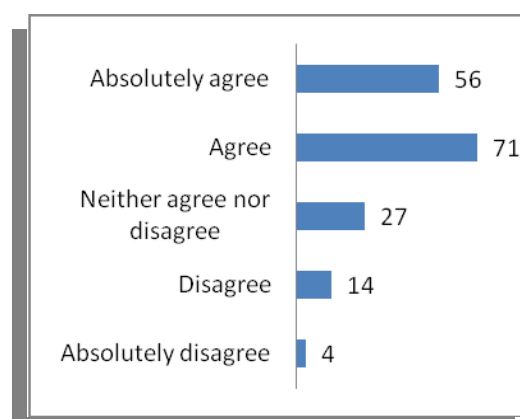
**Figure 5.9. Answers to item “This programme helped me learn about daily life abroad.”**



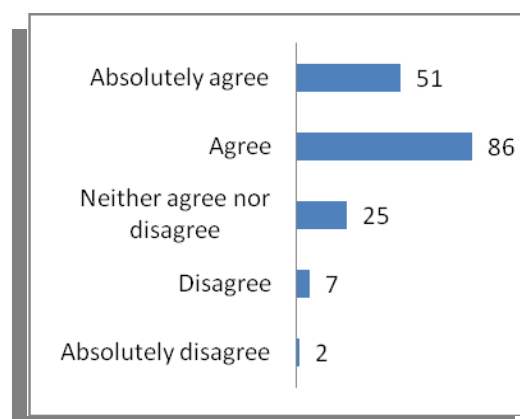
## PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

Answers of the respondents reveal that the programme contributed significantly to their personal development. For example, Figure 5.10 reveals that 73.8% of the respondents believe the programme helped them learn more about themselves. Likewise, Figure 5.11 reveals that the programme helped four fifth (80.1%) of the respondents to better express themselves.

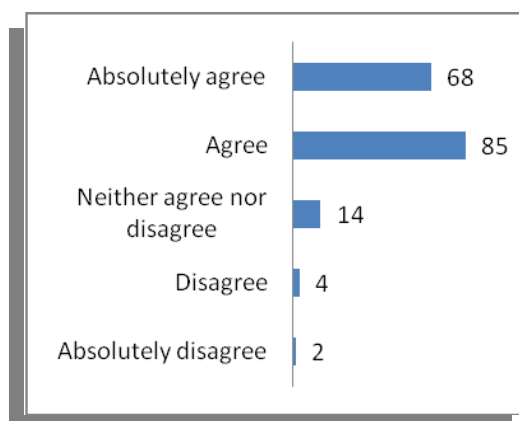
**Figure 5.10. Answers to item “This programme helped me learn more about myself.”**



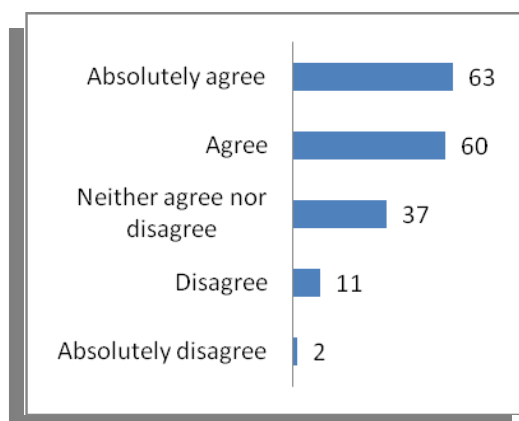
**Figure 5.11. Answers to the item “This programme helped me better express myself.”**



**Figure 5.12. Answers to the item “This programme helped me increase my self-confidence.”**



**Figure 5.13. Answers to the item “I believe this programme changed my life trajectory.”**



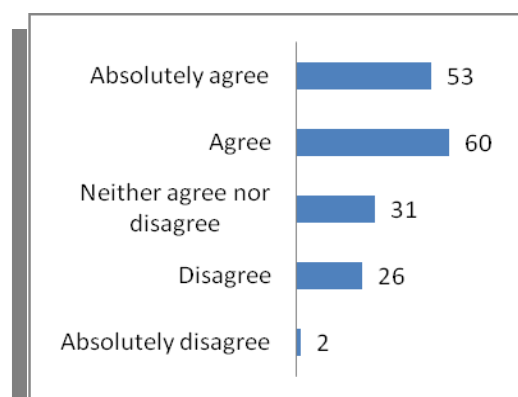
The programme also increased self-confidence of 88.4% of the respondents (Figure 5.12) and changed the life trajectory of a considerable portion (71.1%) of them (Figure 5.13).

#### PROGRAMME’S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

Respondents’ answers also reveal that the programme contributed considerably to cross-cultural awareness and interaction. Figure 5.14 shows that the programme helped majority of the

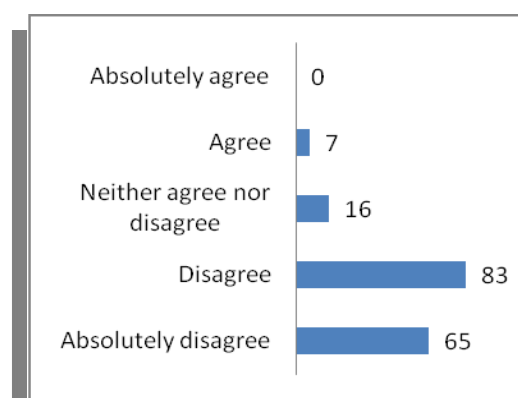
respondents (65.7%) to learn more about their own culture.

**Figure 5.14. Answers to item “This programme helped me learn more about my national culture.”**



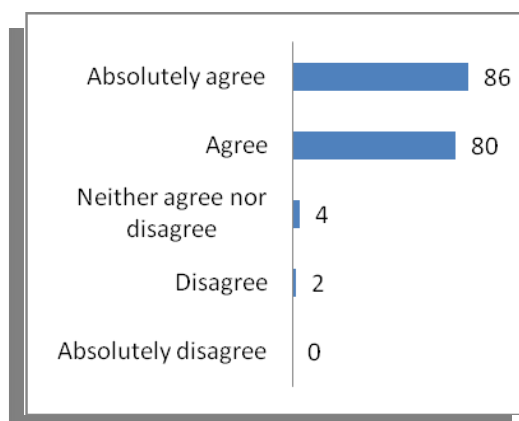
A very small percentage of the respondents (4.1%) reported experiencing problems in adapting to foreign cultures when they were abroad (Figure 5.15). Almost all respondents (96.5%) learned about foreign cultures when they a beneficiary of the programme (Figure 5.16).

**Figure 5.15. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**



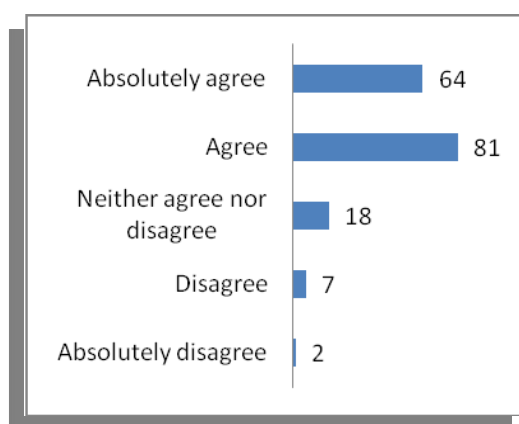


**Figure 5.16. Answers to the item “This programme helped me learn about foreign cultures.”**



A great majority of the respondents (84.3%) also found the opportunity to familiarize others with their own culture (Figure 5.17).

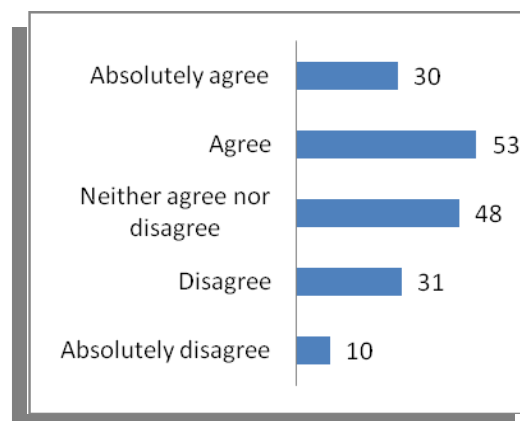
**Figure 5.17. Answers to the item “This programme helped me to familiarize others with my own culture.”**



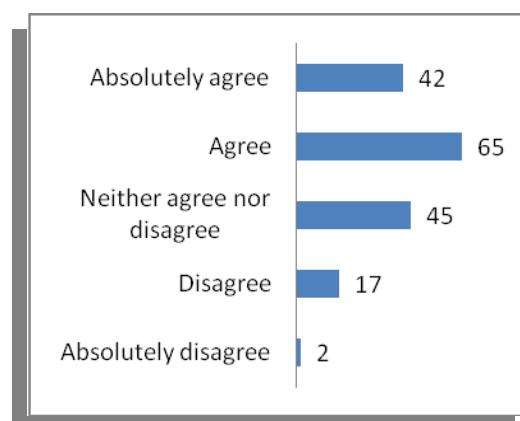
The programme helped almost half of all respondents (48.3%) to overcome their prejudices against foreign cultures (Figure 5.18). The programme helped majority of the respondents (62.6%) to increase their tolerance towards and respect for other people (Figure 5.19). Likewise, more than half of the respondents (58.2%) reported

that their belief in fighting racism and xenophobia was strengthened after their experience (Figure 5.20).

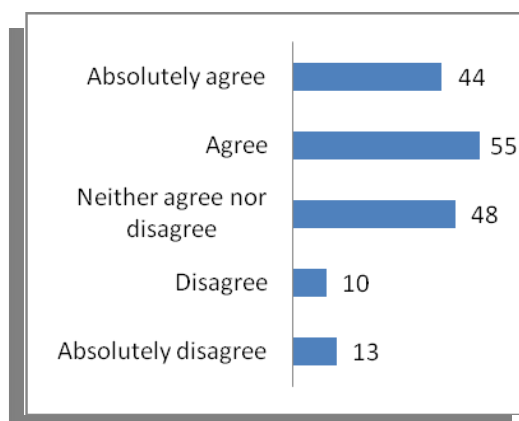
**Figure 18. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



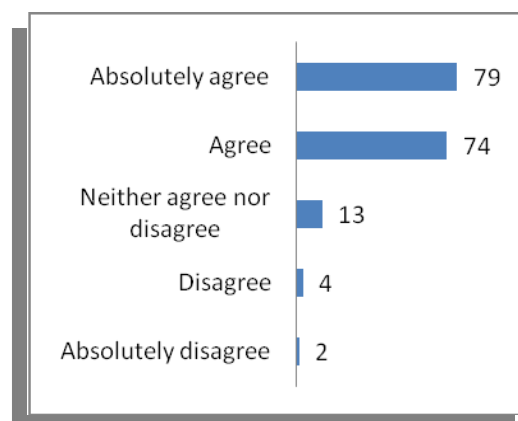
**Figure 5.19. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 5.20. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**



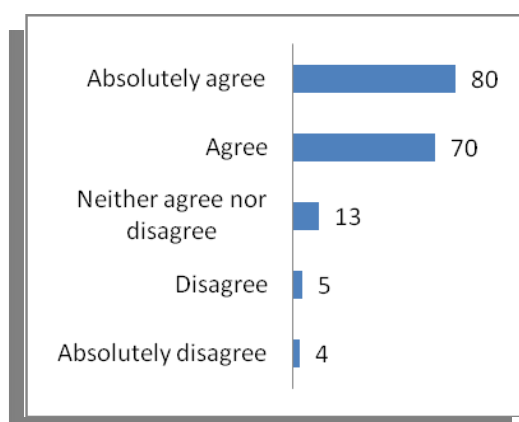
**Figure 5.22. Answers to the item “My placement experience helped me renew my knowledge about the field I study.”**



#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

Respondents generally agreed that the programme helped them improve their vocational capabilities. Figure 5.21 reveals that 87.2% of the respondents believe the programme helped them learn new methods that they can use at work. Furthermore, 89% of the respondents believe that the programme experience helped them renew their knowledge about the field (Figure 5.22).

**Figure 5.21. Answers to the item “My placement experience helped me learn methods that I can use at work.”**



#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

Respondents were also positive in their evaluations concerning programme’s contribution to their career development. Figure 5.23 shows that 84.2% of the respondents believe the programme will help them in their career.

**Figure 5.23. Answers to the item “I believe having participated in this programme will help me in my career.”**

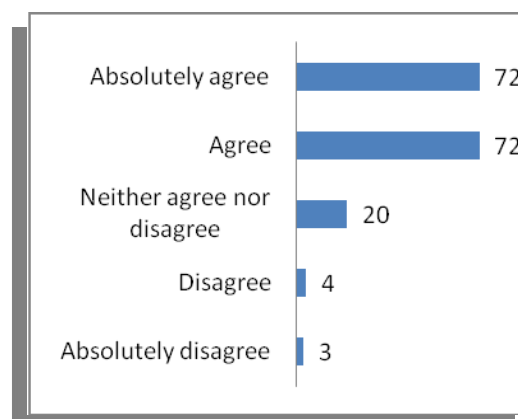
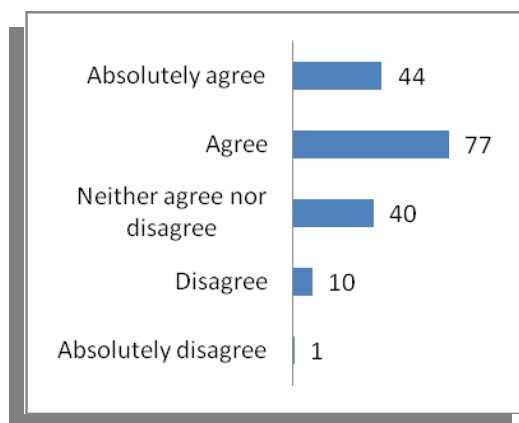


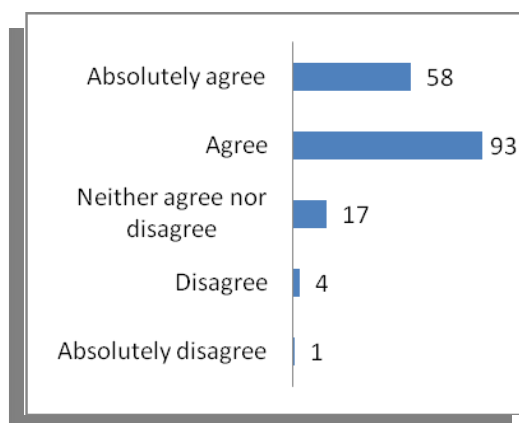
Figure 5.24 further shows that the programme made majority of the respondents (70.4%) more effective in their social relations. Repsondents also

agree to a great extent (87.3%) that the programme helped them enlarge their social networks (Figure 5.25).

**Figure 5.24. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 5.25. Answers to the item “This programme helped me enlarge my social networks.”**

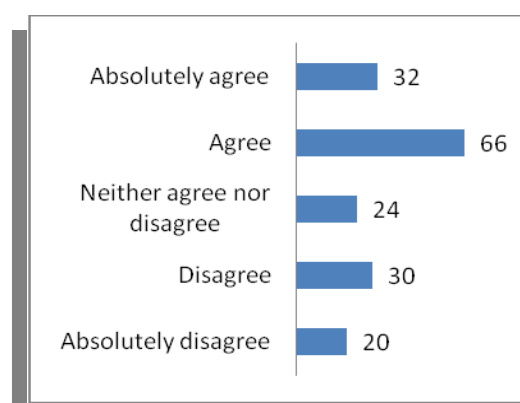


#### PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

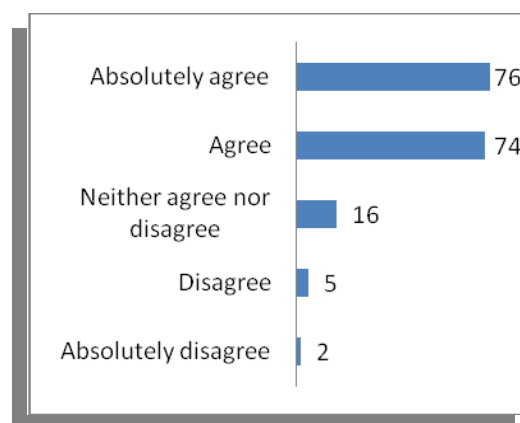
Respondents answers reveal that foreign language skills are an important concern for potential beneficiaries and that participation in the programme improves foreign language skills of the beneficiaries. Figure 5.26 shows that majority of the respondents (57%) were

worried prior to becoming a beneficiary of the programme that their foreign language skills would be insufficient. Most respondents (86.7%) also believe that adequate foreign language capability is a precondition for making effective use of the programme (Figure 5.27).

**Figure 5.26. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**

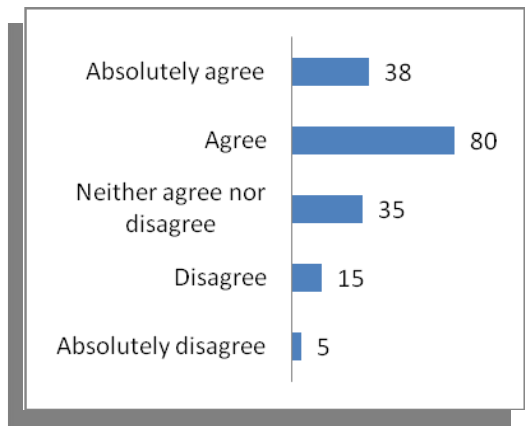


**Figure 5.27. Answers to the item “I recognized that foreign language capability is an important precondition for making effective use of the programme.”**



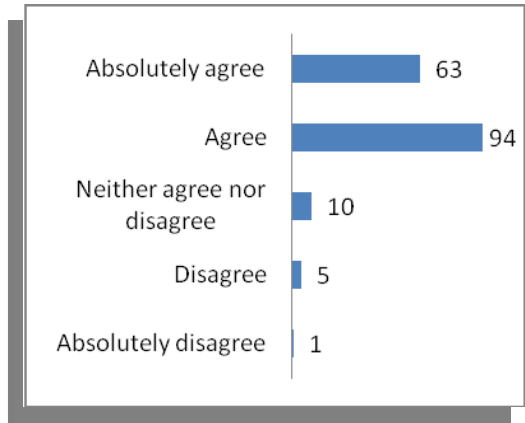
Most of the respondents (68.2%) also observed that other potential beneficiaries were unwilling to participate in the programme fearing that their foreign language skills were deficient (Figure 5.28).

**Figure 5.28. Answers to the item “I observed that people around me were not interested in the programme due to their insufficient foreign language skills.”**

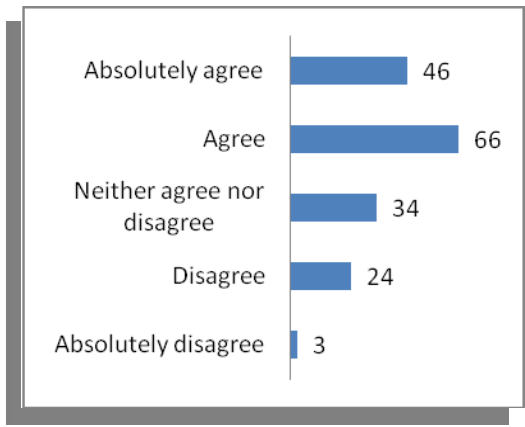


Participating in the programme improved foreign language skills of almost all respondents (90.8%) (see Figure 5.29). Many respondents (64.7%) also decided to learn another foreign language after participating in the programme (Figure 5.30).

**Figure 5.29. Answers to the item “This programme helped me improve my foreign language capability.”**



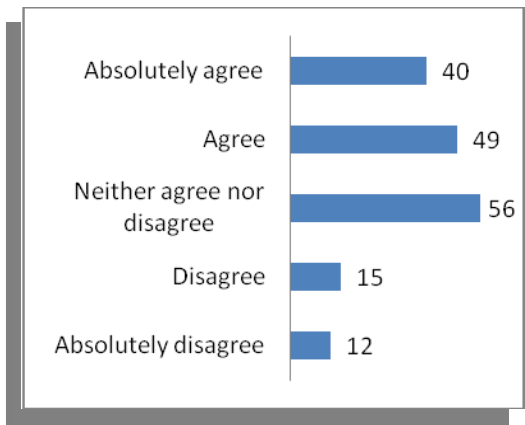
**Figure 5.30. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



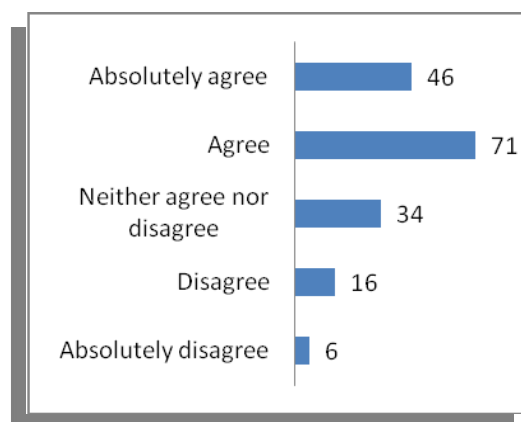
### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

Participating in the programme led to positive changes in the views of slightly more than half of all respondents (51.7%) (Figure 5.31).

**Figure 5.31. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 5.32. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**



Most of the respondents (67.6%) also reported that the programme made them believe that Turkey’s efforts at adapting to the European Union are important (Figure 5.32).



## Chapter 6

# ERASMUS TEACHING STAFF MOBILITY

The Erasmus Teaching Staff Mobility is to experience a teaching period abroad for higher education staff.

A total of 1068 individuals who benefited from the Erasmus Teaching Staff Mobility Programme in 2009 were contacted. Out of these individuals, 206 responded to the questionnaire. Thus, the response rate is 19.3 percent. The findings reported below are based on responses of these individuals.

Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.

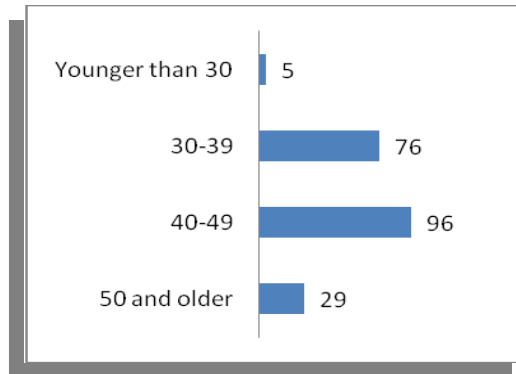




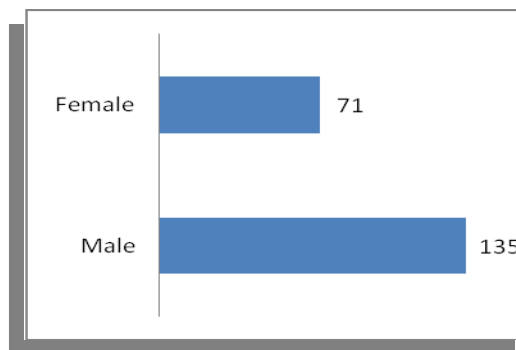
## RESPONDENT CHARACTERISTICS

Most of the respondents (83.5%) were aged between 30 and 49 years (Figure 6.1). Respondents who were younger were rare (2.4%). Almost two thirds of the respondents (65.5%) were male (Figure 6.2).

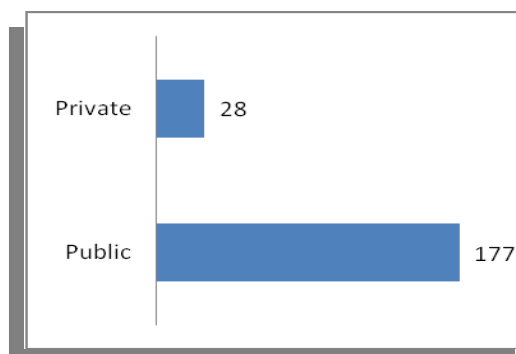
**Figure 6.1. Respondent age**



**Figure 6.2. Respondent gender**



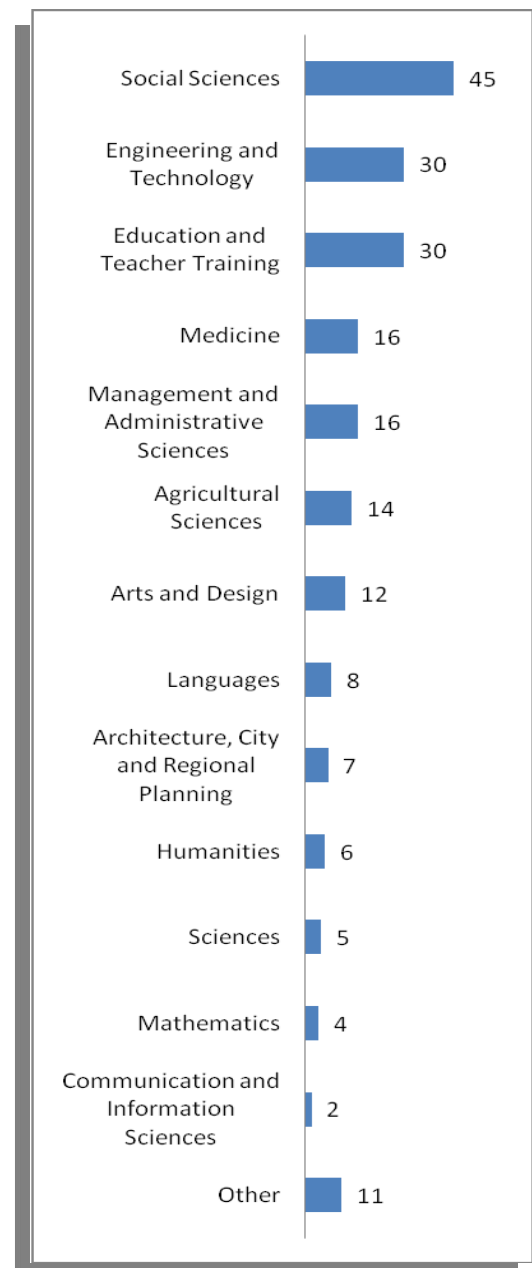
**Figure 6.3. Type of employing university**



As Figure 6.3 reveals, great majority of the respondents (86.3%) were employed in public universities in Turkey.

Respondents represent diverse fields of study. However, as Figure 6.4 shows slightly more than half of respondents (51%) work in three fields: social sciences, engineering and technology, and education and teacher training.

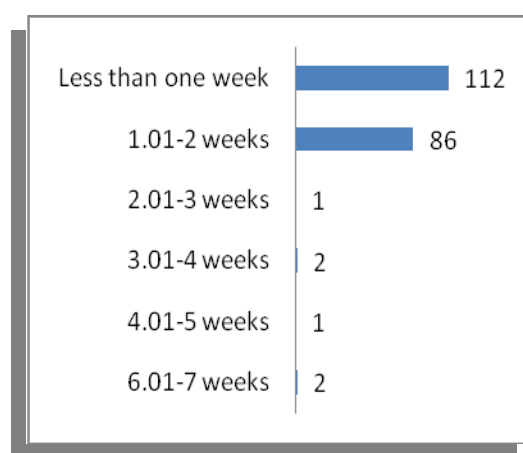
**Figure 6.4. Respondents' field of study**



## MOBILITY BY BENEFICIARIES

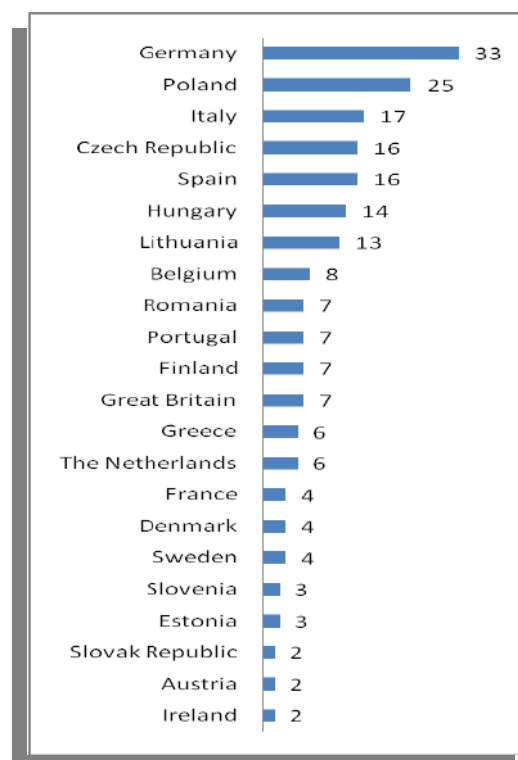
More than half of all respondents (54.9%) reported to have experienced mobility shorter than a week. Practically mobility did not extend beyond two weeks. Respondents who experienced mobility longer than two weeks constitute only 2.9% of all respondents.

**Figure 6.5. Duration of mobility**



Respondents visited 22 different European countries (Figure 6.6). The country most frequently visited was Germany. Other frequently visited countries were Poland, Italy, Czech Republic, Spain, Hungary and Lithuania. These seven country accounted for 65.1% of all visits.

**Figure 6.6. Countries visited by respondents and number of visits**



## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Majority of the respondents (59.7%) stated that they were already collaborating with their colleagues abroad before they became a beneficiary of the programme (Figure 6.7). Approximately a third of the respondents (32.7%) reported that they would not be able to collaborate with their colleagues abroad in the absence of this programme (Figure 6.8). Thus, the programme seems to have generated an opportunity to obtain international experience for about a third of the respondents.

Figure 6.7. Answers to item “I was collaborating with my colleagues abroad before I became a beneficiary of the programme.”

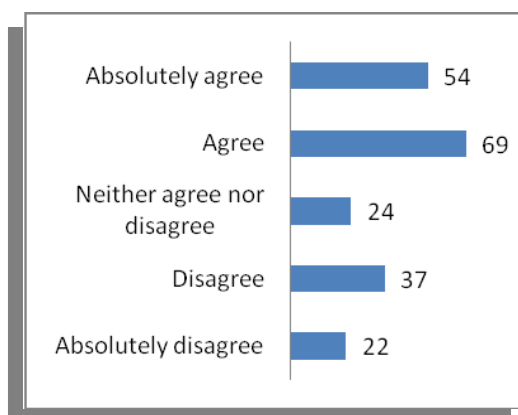
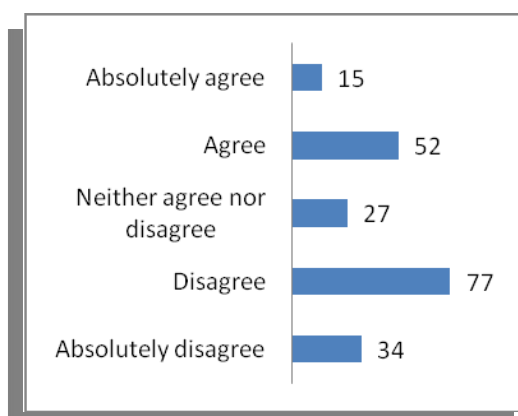


Figure 6.8. Answers to item “I would not be able to collaborate with my colleagues abroad in the absence of this programme.”



Most of the respondents were used to travel abroad for vocational purposes before they became a beneficiary of the programme. Nevertheless, 48.3% of the respondents reported that the programme helped them learn more about daily life abroad.

Figure 6.9. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”

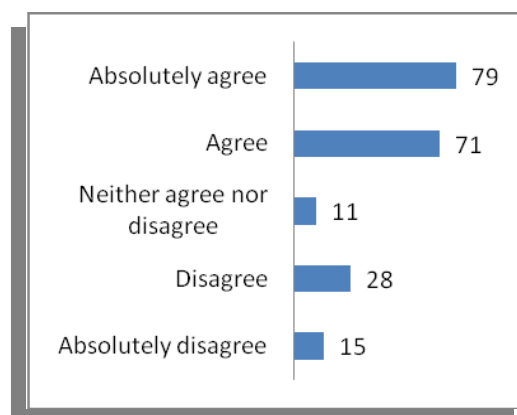
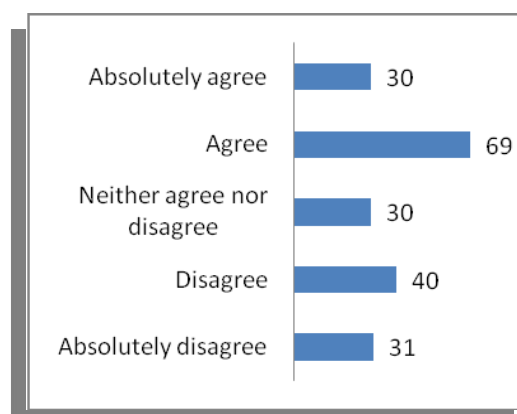


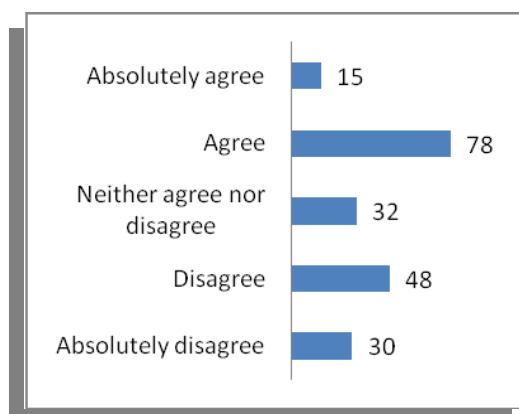
Figure 6.10. Answers to item “This programme helped me learn about daily life abroad.”



#### PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

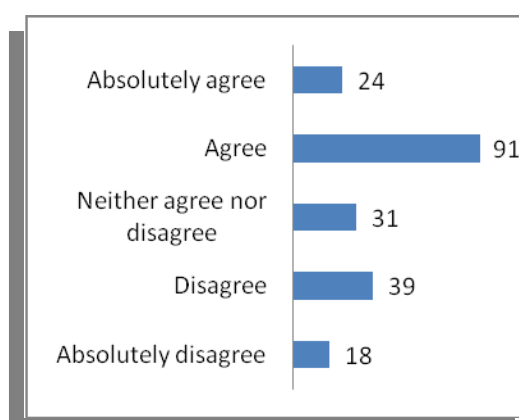
The programme also seems to have made significant contribution to personal development of the respondents. For example, as Figure 6.11 shows 45.4% of the respondents stated that the programme helped them learn about themselves.

**Figure 6.11. Answers to item “This programme helped me learn more about myself.”**

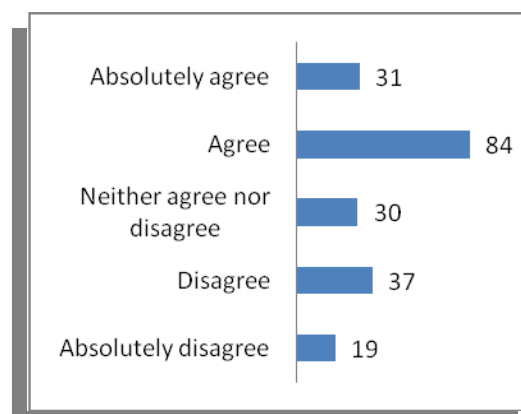


Similarly, Figure 6.12 shows that for the majority of respondents (56.7%) the programme was helpful with respect to better expressing one’s self. A slightly higher percentage of respondents (57.2%) also stated that having experienced the programme increased their self-confidence (Figure 6.13). Although to a lesser extent (25.7%), respondents also reported that the programme changed their life trajectory (Figure 6.14).

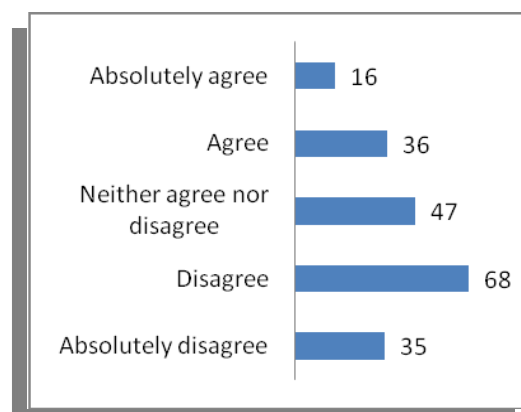
**Figure 6.12. Answers to the item “This programme helped me better express myself.”**



**Figure 6.13. Answers to the item “This programme helped me increase my self-confidence.”**



**Figure 6.14. Answers to the item “I believe this programme changed my life trajectory.”**

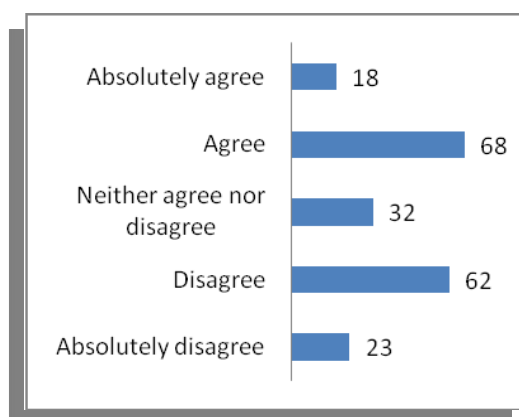


#### PROGRAMME’S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

The programme also contributed significantly to enhancing cross-cultural awareness and interaction. Figure 6.15 reveals that an important portion of the respondents (42.4%) learned more about their culture as a consequence of participating in the programme. Although not as large as the ratios observed for other programmes, this ratio is significant considering most respondents already

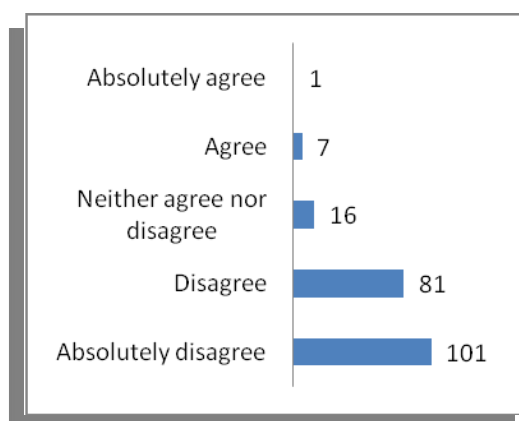
had international experience prior to participating in the programme.

**Figure 6.15. Answers to item “This programme helped me learn more about my national culture.”**

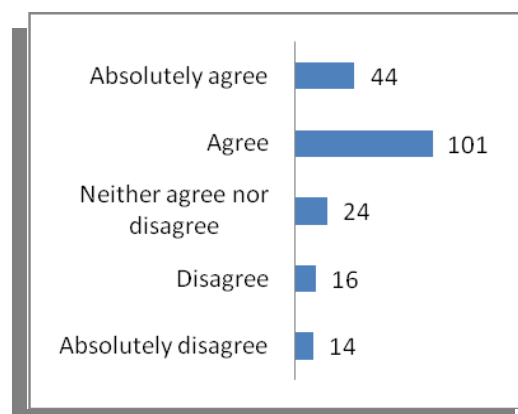


Very few respondents (3.9% of all respondents) had problems in adapting to foreign cultures when they were abroad as part of the programme (Figure 6.16). The programme helped 72.9% of the respondents to learn more about foreign cultures (Figure 6.17). Figure 6.18 shows that the programme also generated an opportunity for most of the beneficiaries (71.6%) to familiarize other people with the beneficiaries' culture.

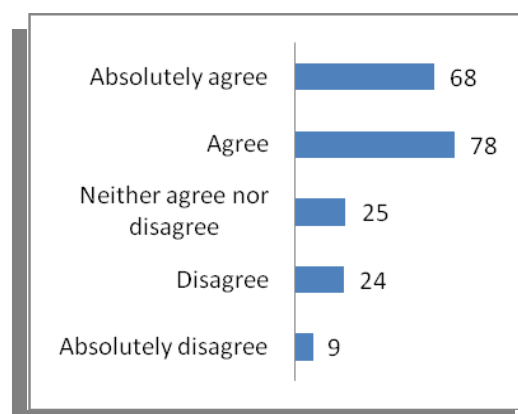
**Figure 6.16. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**



**Figure 6.17. Answers to the item “This programme helped me learn about foreign cultures.”**

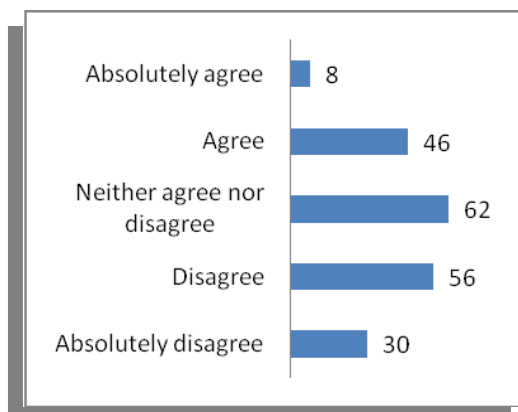


**Figure 6.18. Answers to the item “This programme helped me to familiarize others with my own culture.”**

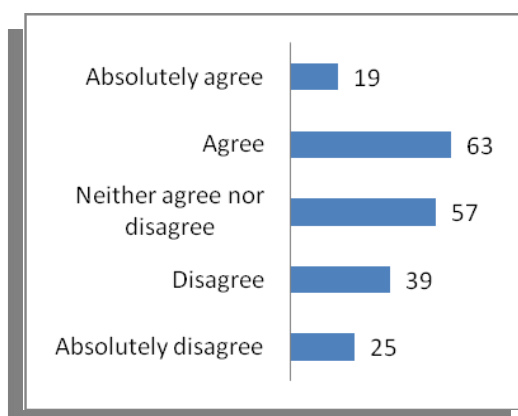


The programme helped slightly more than a quarter of the respondents (26.7%) to overcome their prejudices against foreign cultures (Figure 6.19). A greater portion of the respondents (40.4%) reported that the programme helped them to increase their tolerance towards and respect for other people (Figure 6.20). As seen in Figure 6.21, 48% of the respondents felt an increase in their belief in fighting racism and xenophobia after experiencing the programme.

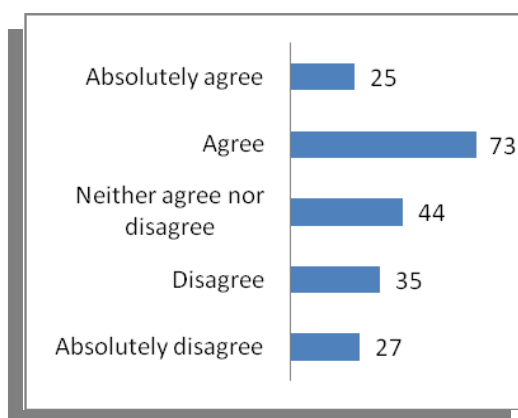
**Figure 6.19. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



**Figure 6.20. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



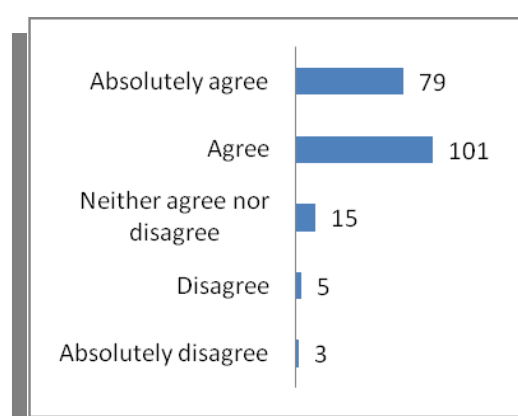
**Figure 6.21. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**



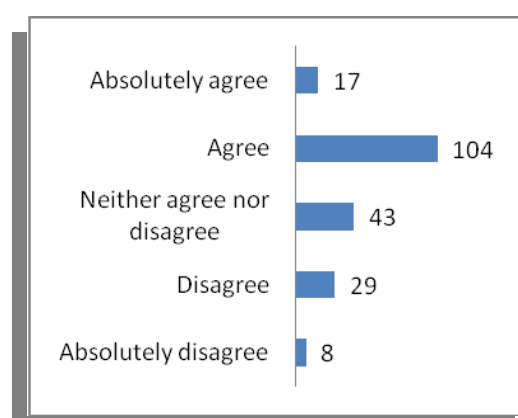
## PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

The programme has contributed significantly to vocational development of the participants. Figure 6.22 reveals that great majority of the respondents (88.7%) observed that their knowledge was not outdated compared to that of their colleagues abroad. Nonetheless, as Figure 6.23 reveals, 60.2% of the respondents reported an increase in their knowledge of their field of study as a result of participating in the programme.

**Figure 6.22. Answers to the item “I observed that my knowledge was as up-to-date as that of my colleagues abroad.”**

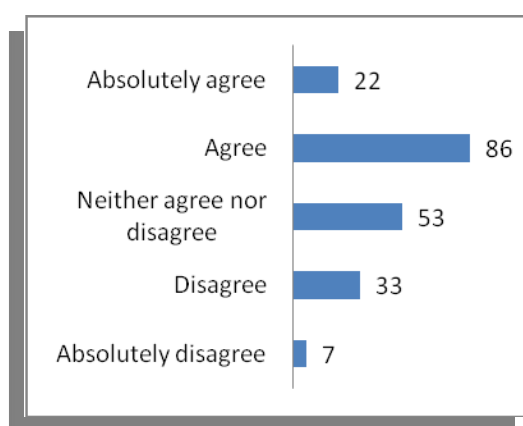


**Figure 6.23. Answers to the item “My mobility experience helped me update my knowledge about the field.”**

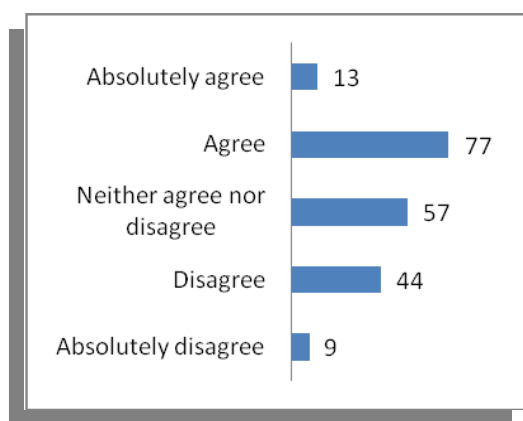


Participating in the mobility programme helped slightly more than half of the respondents (53.7%) to learn new tools that they can use in their work. The programme also helped 45% of the respondents to learn new teaching methods (Figure 6.25).

**Figure 6.24. Answers to the item “My mobility experience helped me learn new tools that can use in my work.”**



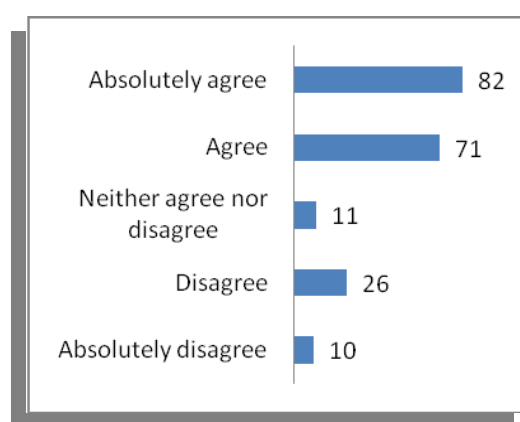
**Figure 6.25. Answers to the item “My mobility experience helped me learn new teaching methods that can use.”**



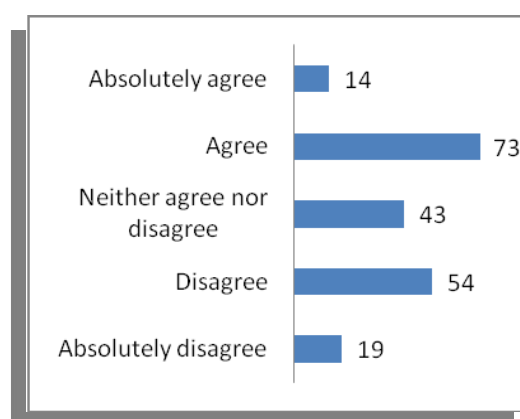
Most of the participants (76.5%) were already engaged in international academic activity such as congresses prior to becoming a beneficiary of the programme (Figure 6.26). However, some of the respondents (42.9%) also report that having participated in the

programme will make it easier for them to publish in international scientific journals (Figure 6.27) and majority of the respondents (73.4%) state that participation in the programme will make it easier for them to do collaborative research with researchers abroad (Figure 6.28).

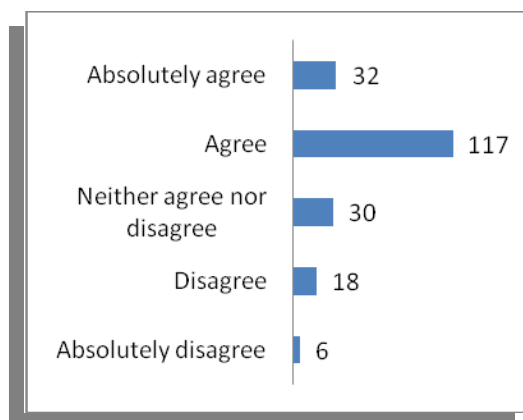
**Figure 6.26. Answers to the item “I used to participate in international congresses and other scientific meetings before I became a beneficiary of the programme.”**



**Figure 6.27. Answers to the item “I believe having participated in this programme will make it easier for me to publish in international scientific journals.”**

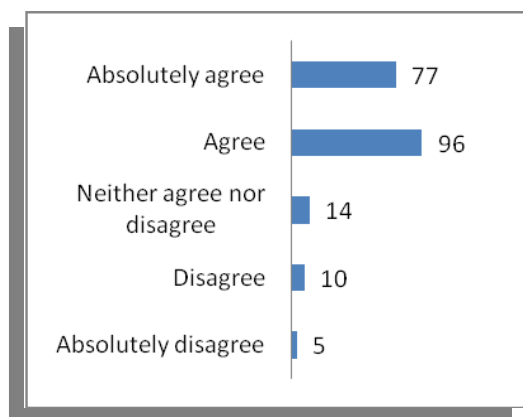


**Figure 6.28. Answers to the item “I believe having participated in this programme will make it easier for me to do collaborative research with researchers abroad.”**

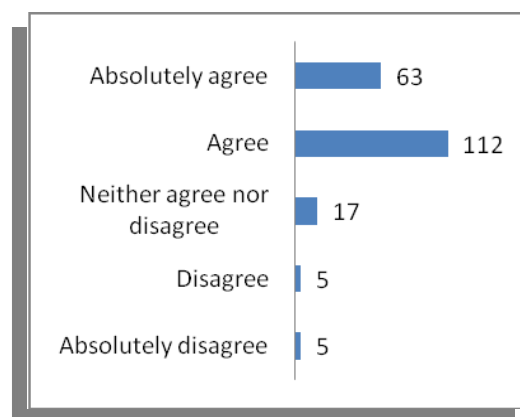


Participation in the mobility programme benefits not only the participants but also participants’ students and colleagues in home country. For example, Figure 6.29 shows that 85.6% of the participants believe that the contacts they have established during their experience will help their students to engage in mobility. Likewise, 86.6% of the respondents believe that a similar benefit will accrue to their colleagues (Figure 6.30).

**Figure 6.29. Answers to the item “I believe the contacts I have established during my programme experience will make it easier for my students to engage in mobility.”**



**Figure 6.30. Answers to the item “I believe my programme experience will make it easier for my colleagues here to engage in mobility.”**

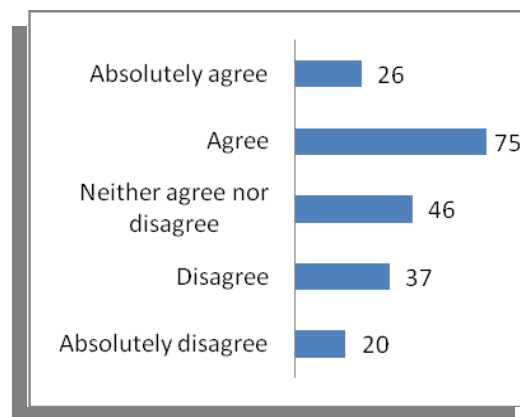


#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

Almost half of the respondents (49.5%) believe that having participated in the programme will speed up their career advancement (Figure 6.31).

Slightly more than a third of the respondents (35.8%) reported that they became more effective in their social relations after participating in the programme (Figure 6.32).

**Figure 6.31. Answers to the item “I believe participating in this programme will speed up my career advancement.”**





**Figure 6.32. Answers to the item “This programme helped me become more effective in my relations to others.”**

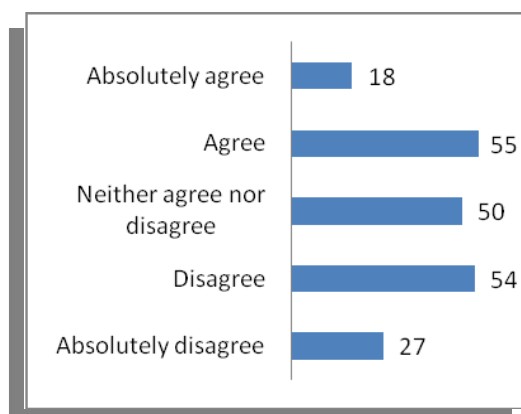
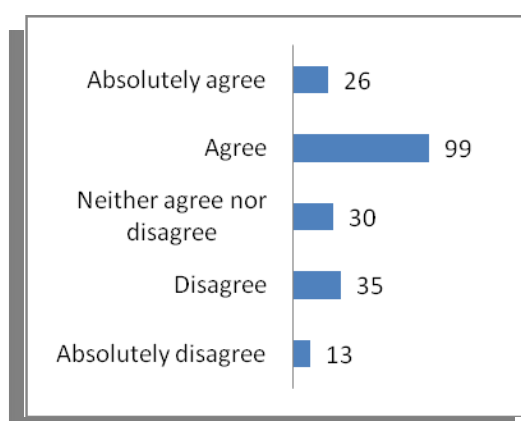


Figure 6.33 shows that close to two thirds of the respondents (61.6%) believe that the programme experience enlarged their networks.

**Figure 6.33. Answers to the item “This programme helped me enlarge my social networks.”**

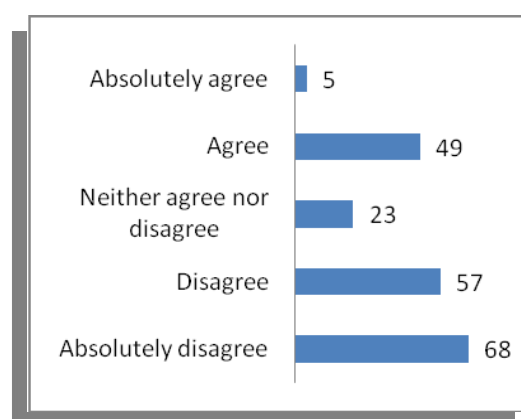


#### PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

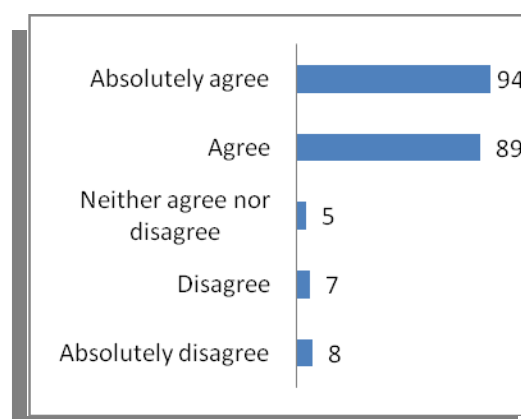
Slightly more than a quarter of the respondents (26.7%) were worried prior to participating in the programme that their foreign language skills would be insufficient (Figure 6.34). Although not particularly concerned with their own

foreign language skills, respondents generally (90.2%) recognize that foreign language capability is an important precondition to making effective use of the programme (Figure 6.35).

**Figure 6.34. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



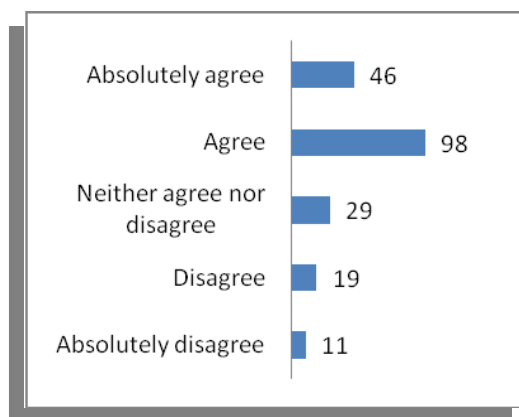
**Figure 6.35. Answers to the item “I recognized that foreign language capability is an important precondition for making effective use of the programme.”**



Majority of the respondents (70.9%) also observed that people around them were unwilling to benefit from the programme

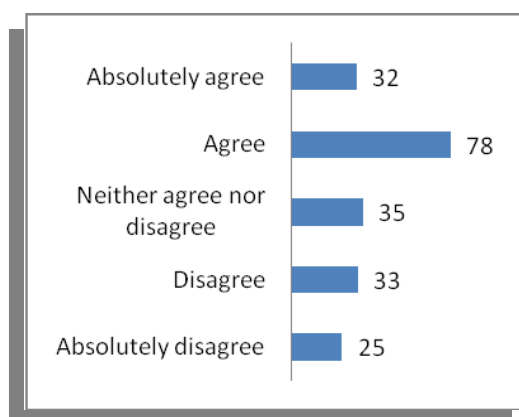
because their foreign language skills were deficient (Figure 6.36).

**Figure 6.36. Answers to the item “I observed that people around me were not interested in the programme due to their insufficient foreign language skills.”**

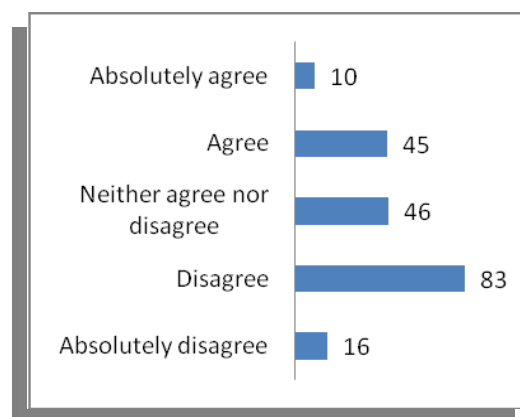


Slightly more than half of respondents (54.2%) stated that participating in the programme improved their foreign language skills (Figure 6.37). Figure 6.38 depicts that 27.5% of the respondents even decided to learn another foreign language after participating in the programme.

**Figure 6.37. Answers to the item “This programme helped me improve my foreign language capability.”**



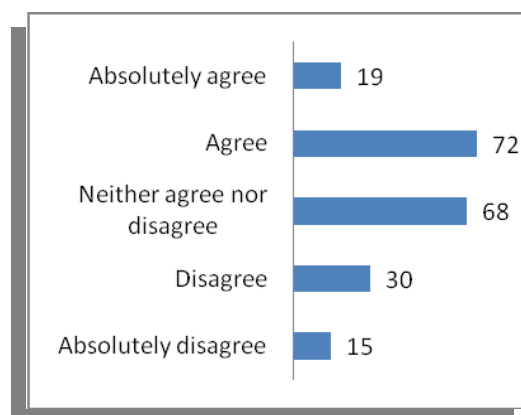
**Figure 6.38. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



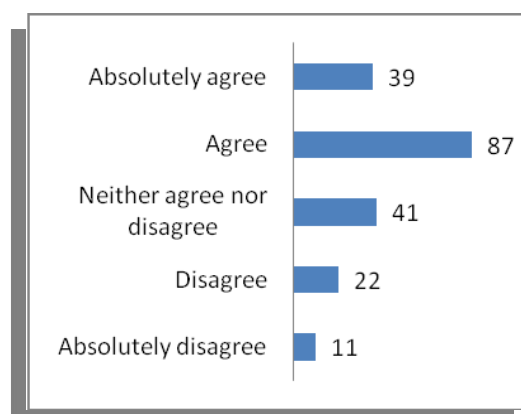
#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

Participating in the programme resulted in positive changes in respondents' views about the European Union. For instance, Figure 6.39 shows that after participating in the programme 44.6% of the respondents experienced a positive change in their views about Turkey's membership in the European Union. In addition, 63% of the respondents stated that after participating in the programme they felt that Turkey's efforts at adapting to the European Union were important.

**Figure 6.39. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 6.40. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**





## Chapter 7

### LdV PARTNERSHIPS

LdV Partnerships is a framework for small-scale cooperation activities between organizations working in the field of vocational education and training which will be cooperating on themes of mutual interest to the participating organizations.

A total of 44 organizations benefited from LdV Partnerships in 2009 were contacted. Out of these organizations, 42 responded to the questionnaire through their contact persons. Thus, the response rate is 95.5 percent. The findings reported below are based on responses of these organizations.

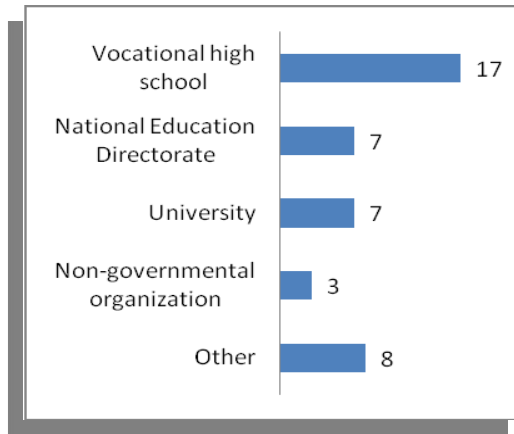
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



## RESPONDENT CHARACTERISTICS

Approximately half of respondents (40.5%) are vocational high schools (Figure 7.1). The next two largest categories of respondents are National Education Directorates (*Milli Eğitim Müdürlüğü*) and universities (16.7% each).

**Figure 7.1. Types of beneficiary organizations**



**Figure 7.2. Geographic location of the organizations that responded to the questionnaire**

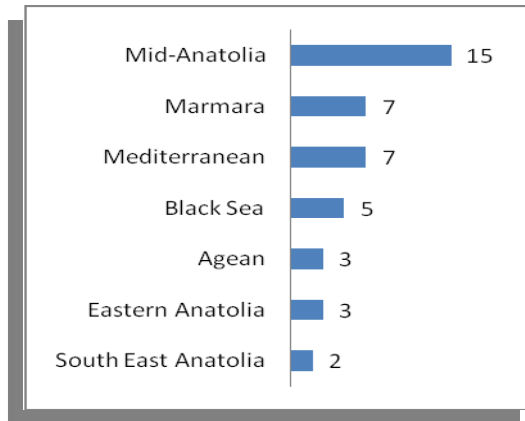
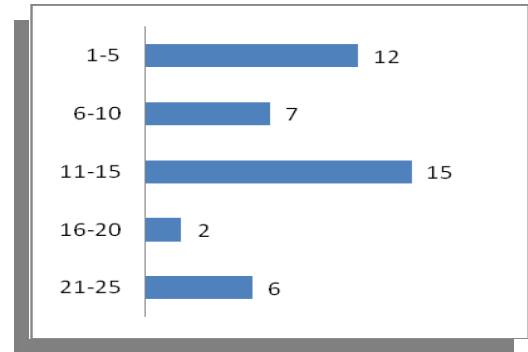


Figure 7.2 shows that 67.5% of respondents are located in three geographic regions of Turkey: Central Anatolia, Marmara and the Mediterranean region. Eastern regions are underrepresented.

## MOBILITY BY BENEFICIARIES

Number of mobility reported by respondents differs across projects. As Figure 7.3 shows in the great majority of projects (81%) the total number of mobility realized was less than 16.

**Figure 7.3. Total number of mobility realized by respondent organizations**



**Figure 7.4. Countries visited by respondents and number of visits**

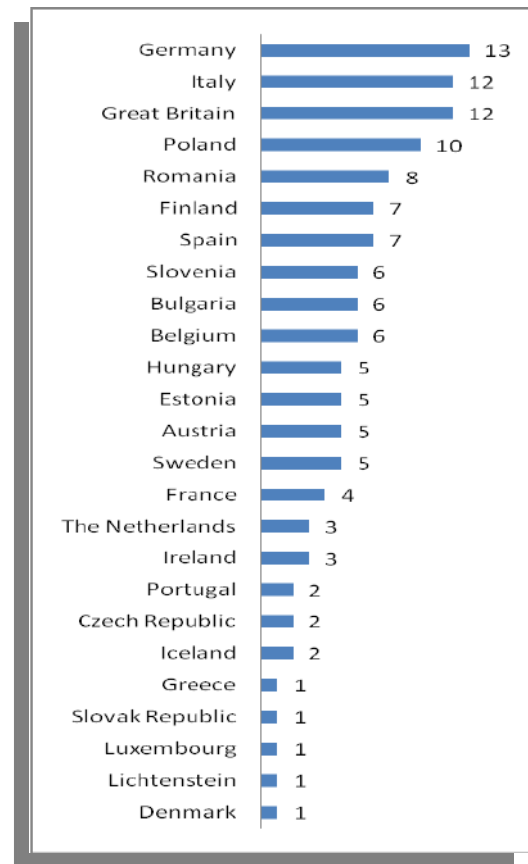


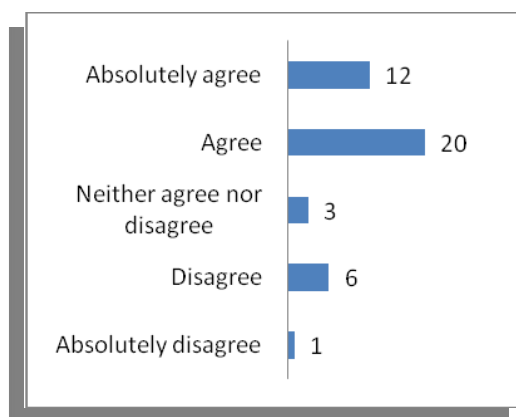
Figure 7.4 shows that respondents visited 24 European countries as a part of their project. The countries most frequently visited by respondents are Germany, Italy and Great Britain in descending order.

#### PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

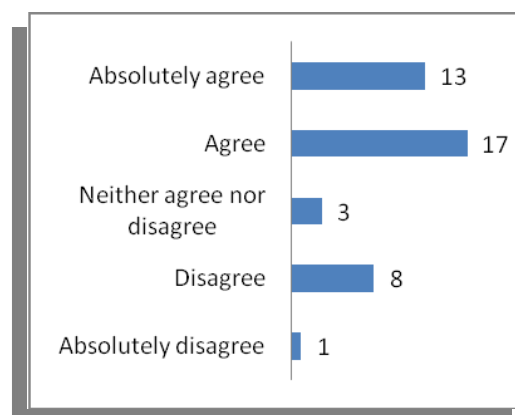
Four items measure the degree to which the programme helped beneficiaries obtain international experience. Figure 7.5 reports that 76.2% of the respondents were already planning to collaborate with people abroad before they learned about the programme.

However, as Figure 7.6 reveals, 71.4% of the respondents report that they would not have been able to do so in the absence of the programme. Therefore, it can be argued that the programme generated a genuine opportunity for international experience.

**Figure 7.5. Answers to item "I was planning to collaborate with my colleagues abroad before I learned about the programme."**

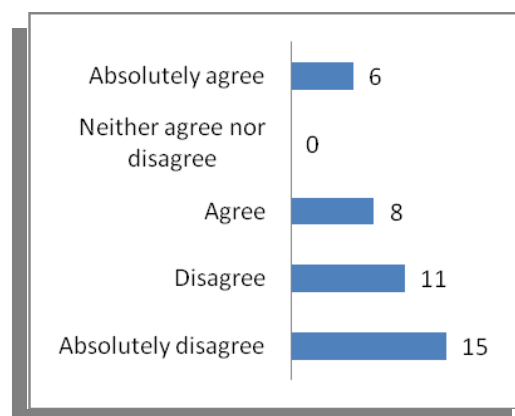


**Figure 7.6. Answers to item "I would not be able to work with my colleagues abroad in the absence of this programme."**



The programme also generated an opportunity for traveling abroad further contributing to obtaining international experience. As Figure 7.7 reports, 65% of the respondents stated that they were not used to travel abroad for vocational purposes before they became a beneficiary of the programme.

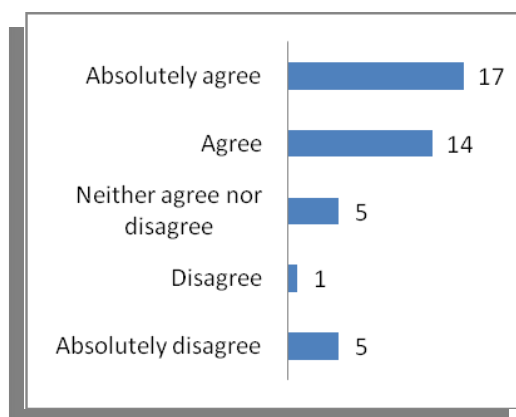
**Figure 7.7. Answers to item "I used to travel abroad for vocational purposes before I became a beneficiary of the programme."**





Beneficiaries of the programme were also able to learn more about daily life abroad as well their vocation. As shown in Figure 7.8, 73.8% of the participants reported that they learned about life abroad after participating in the programme.

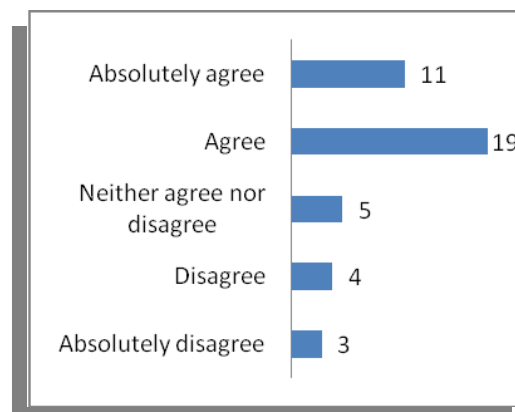
**Figure 7.8. Answers to item “This programme helped me learn about daily life abroad.”**



#### PROGRAMME'S CONTRIBUTION TO PERSONAL DEVELOPMENT

Four items measure the degree to which the programme contributed to personal development of beneficiaries. As shown in Figure 7.9, respondents generally (71.4%) agreed that the programme helped them learn more about themselves.

**Figure 7.9. Answers to item “This programme helped me learn more about myself.”**

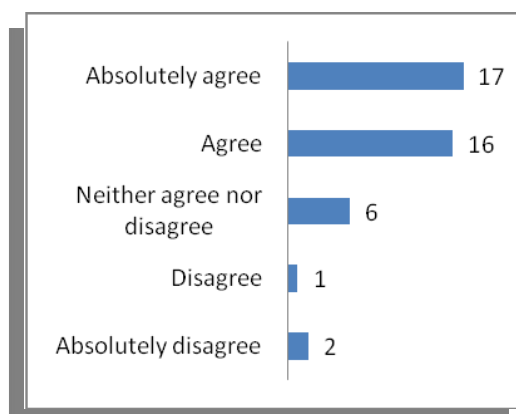


Respondents also stated that the programme helped them better express themselves and increased their self-confidence. Figure 7.10 shows that 78.6% of the respondents believe that the programme helped them better express themselves.

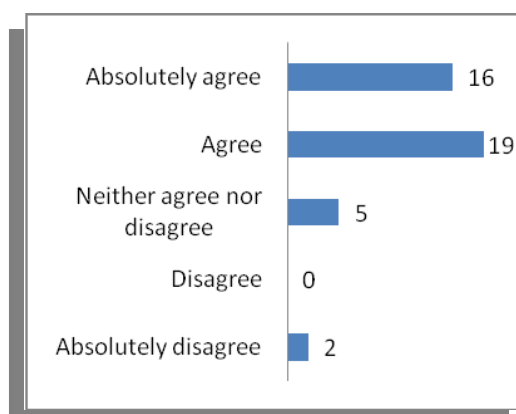
Also, 83.3% of the respondents report that their self-confidence increased after participating in the programme. Almost three quarters of the respondents (72.5%) also believe that the programme changed their life trajectory.

These findings reveal that the programme had significant impact on the personal development of beneficiaries in terms of knowledge about one's self, self-expression, self-confidence and experiencing change.

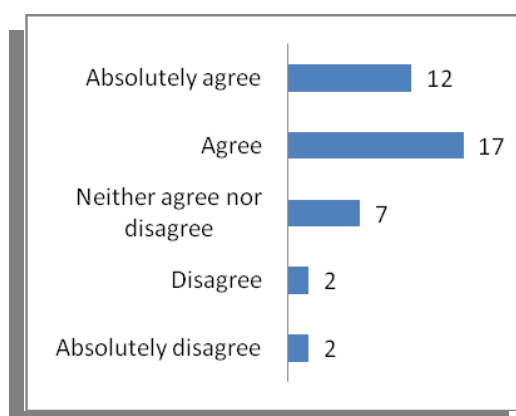
**Figure 7.10. Answers to the item “This programme helped me better express myself.”**



**Figure 7.11. Answers to the item “This programme helped me increase my self-confidence.”**



**Figure 7.12. Answers to the item “I believe this programme changed my life trajectory.”**

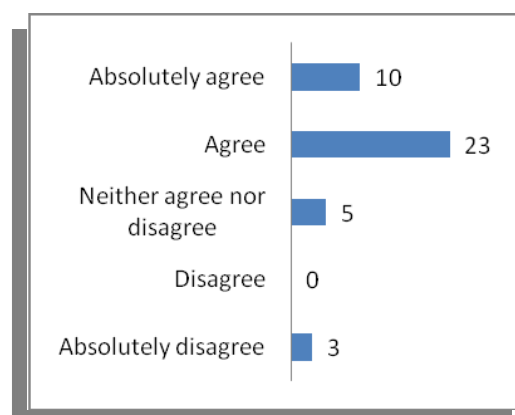


## PROGRAMME’S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

Participants were presented with seven items which measure programme’s contribution to cross-cultural awareness and interaction.

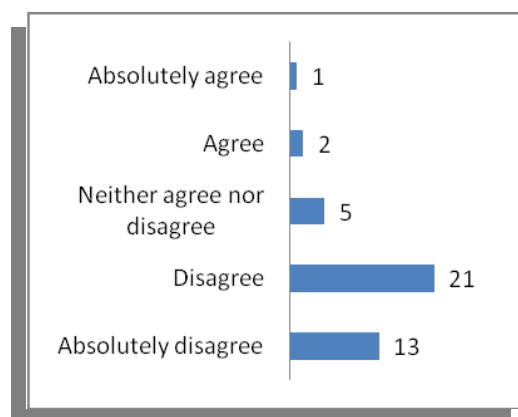
Responses to first of these questions reveals that the programme helped a great majority of beneficiaries (86.8%) to learn more about their own cultures (Figure 7.13).

**Figure 7.13. Answers to item “This programme helped me learn more about my national culture.”**



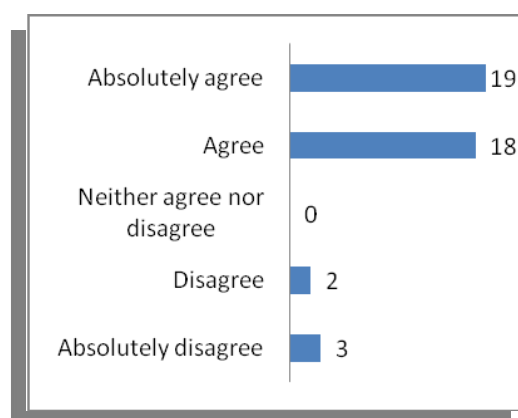
Beneficiaries were also asked whether they had any difficulty in adapting to foreign cultures. Figure 7.14 shows that only a very small minority (7.1%) experienced adaptation problems.

**Figure 7.14. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**

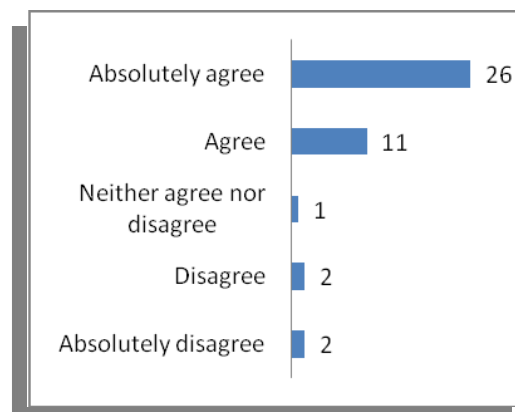


Most of the respondents (88.1%) were able to learn about foreign cultures during their engagement with the project (Figure 7.15). At the same time, the same portion of respondents (88.1%) report that they used the opportunity to familiarize people from other cultures with their own culture (Figure 7.16).

**Figure 7.15. Answers to the item “This programme helped me learn about foreign cultures.”**

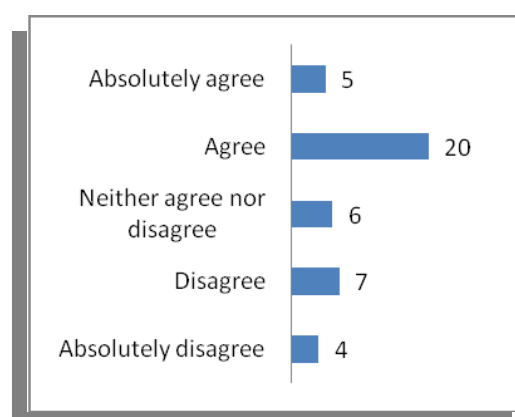


**Figure 7.16. Answers to the item “This programme helped me to familiarize others with my own culture.”**

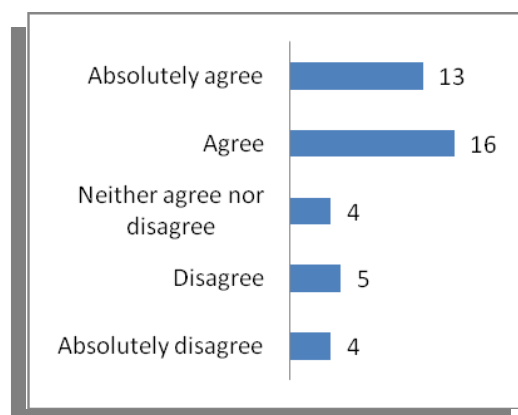


The programme was effective in terms of overcoming cultural prejudices and xenophobia. Figure 7.17 shows that more than half of respondents (59.5%) reported that the programme helped them overcome their prejudices against foreign cultures. An even larger portion of the respondents (69.1%) reported that the programme increased their tolerance towards and respect for other people (Figure 7.18).

**Figure 7.17. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**

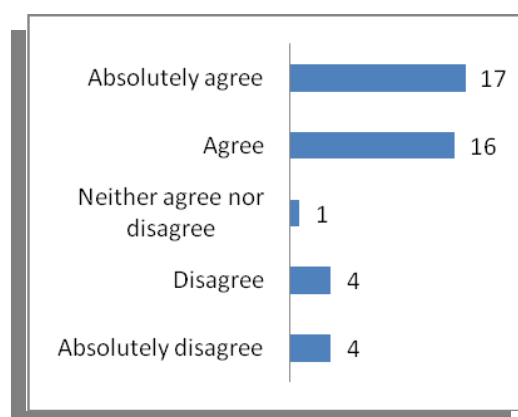


**Figure 7.18. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



Similarly, 78.6% of the respondents stated that the programme increased their belief in fighting racism and xenophobia. Thus, the programme seems to have helped beneficiaries to increase their knowledge about foreign cultures and strengthened their beliefs in fighting cultural prejudices and xenophobia.

**Figure 7.19. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

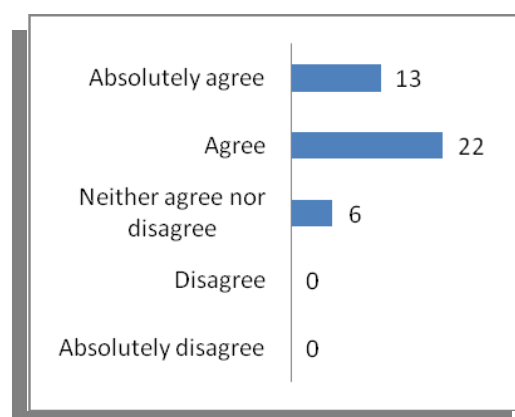


## PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

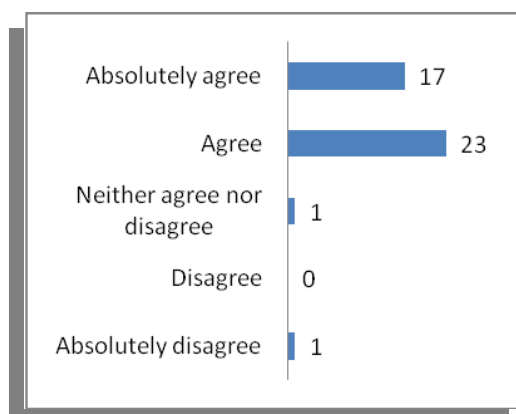
A set of seven items measure the programme’s contribution to vocational development, i.e. the degree to which participating in the programme enhanced knowledge, skills and abilities of the participants and improved their entrepreneurial orientation.

Most of the respondents (85.4%) reported that their knowledge was not outdated compared to that of their colleagues abroad (Figure 7.20). At the same time, almost all respondents (95.2%) state that participating in the programme helped them update their knowledge about the field (Figure 7.21). Likewise, as Figure 7.22 reveals, all of the respondents stated that their project experience helped them learn new tools that they can use at work. Similarly, 90.5% of the respondents report that they tried new training methods after their project experience (Figure 7.23). More generally, nearly all respondents (97.6%) stated that their project experience improved their occupational capabilities (Figure 7.24).

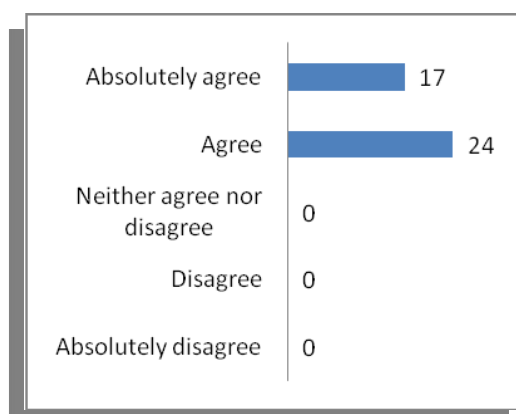
**Figure 7.20. Answers to the item “I recognized my knowledge was as up-to-date as that of my colleagues abroad.”**



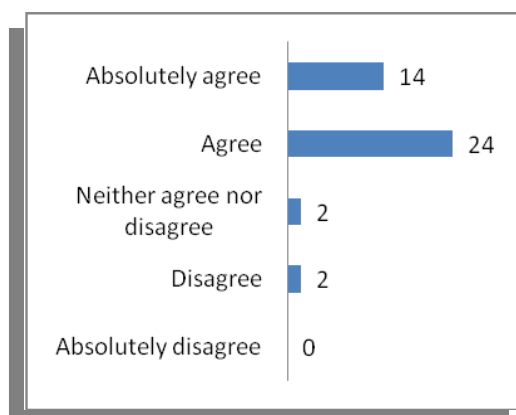
**Figure 7.21. Answers to the item “My project experience helped me update my knowledge about the field.”**



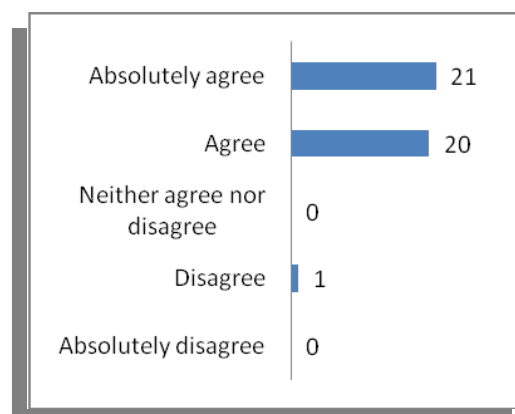
**Figure 7.22. Answers to the item “My project experience helped me learn new tools that can use in my work.”**



**Figure 7.23. Answers to the item “I used different training methods after my project experience.”**

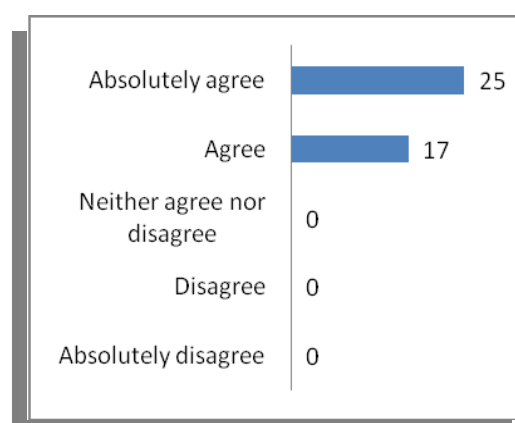


**Figure 7.24. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**

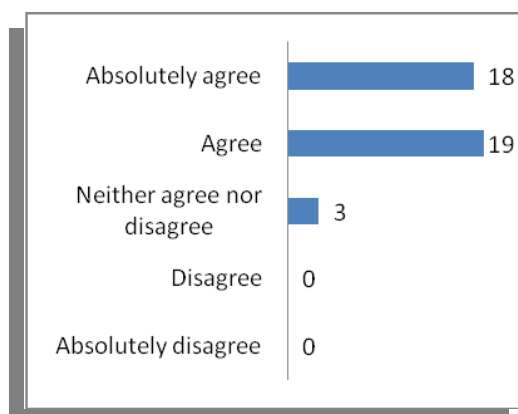


Project experience also helped participants to improve their entrepreneurial orientation. All of the respondents stated that their project experience improved their entrepreneurial orientation towards developing new projects (Figure 7.25). Similarly, a very large portion of respondents (92.5%) stated that their project experience improved their expectations as to the future.

**Figure 7.25. Answers to the item “The project we implemented improved our entrepreneurial orientation towards developing new projects.”**



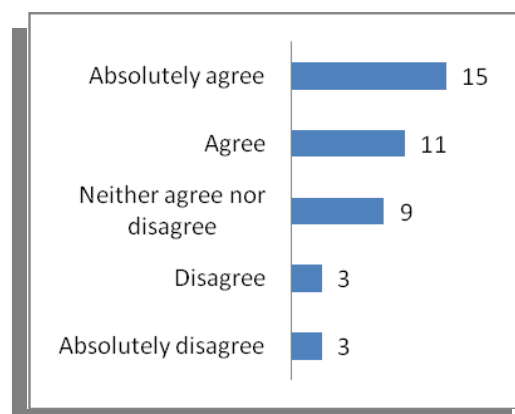
**Figure 7.26. Answers to the item “The project improved participants’ expectations as to the future.”**



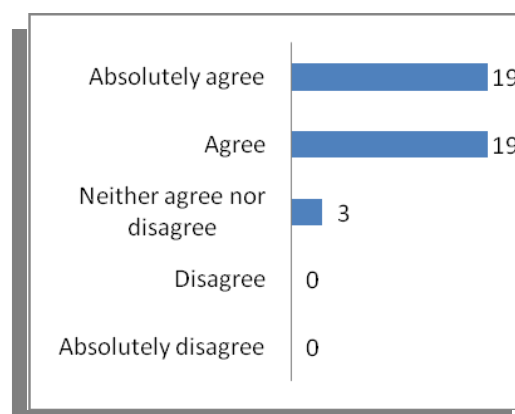
#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

Two items were used to measure the extent to which the programme contributed to career development of participants. Results presented in Figure 7.27 shows that 63.4% of the respondents believe that the programme helped them to be more effective in their social relations. In addition, 92.7% of the respondents report that the programme helped them to enlarge their social networks (Figure 7.28).

**Figure 7.27. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 7.28. Answers to the item “This programme helped me enlarge my social networks.”**

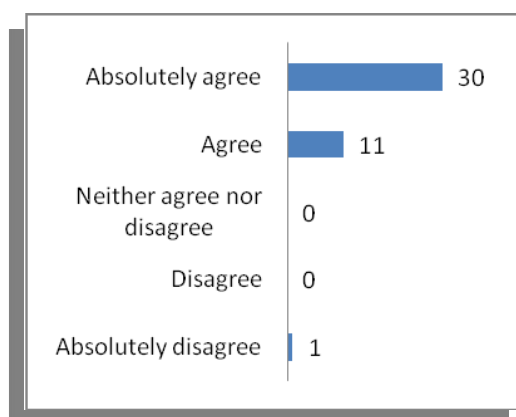


#### PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

An important obstacle concerning international collaboration is lack of adequate foreign language skills. Therefore, several items measured the degree to which foreign language was perceived as a barrier by the beneficiaries and the extent to which project experience improved foreign language capability of beneficiaries.

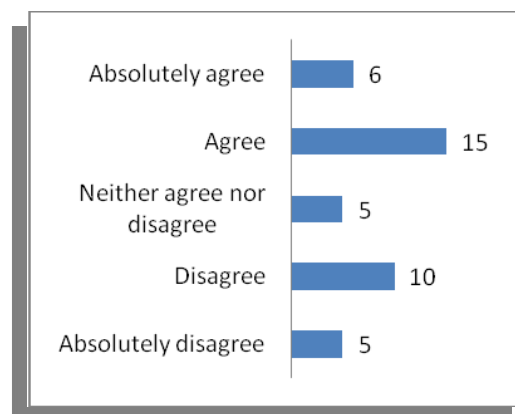
Results reported in Figure 7.29 show that almost all of the respondents (97.6%) believe that foreign language capability is an important precondition for making effective use of the programme.

**Figure 7.29. Answers to the item “I realized that foreign language capability is an important precondition for making effective use of the programme.”**

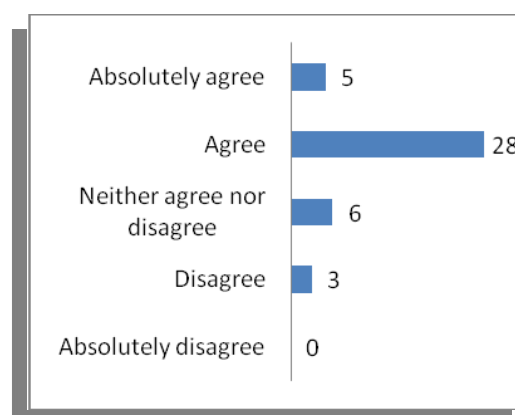


Prior to becoming a beneficiary of the programme more than half of the respondents (51.2%) were worried that their foreign language capability would be insufficient (Figure 7.30). Also, 78.6% of the respondents state that they observed that people around them were unwilling to participate in the programme because their foreign language capability was deficient (Figure 7.31). Thus, foreign language skills seem to be an important determinant of interest in programme.

**Figure 7.30. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**

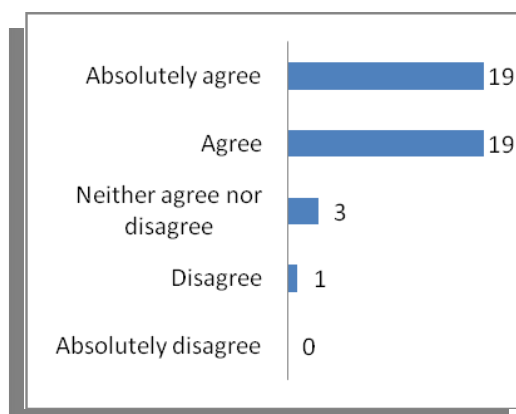


**Figure 7.31. Answers to the item “I saw that people around me were unwilling to participate in the programme because their foreign language capability was insufficient.”**



Responses to other items reveal that programme experience helped beneficiaries improve their foreign language skills. For example, 90.5% of the respondents reported that participating in the programme improved their foreign language capability (Figure 7.32).

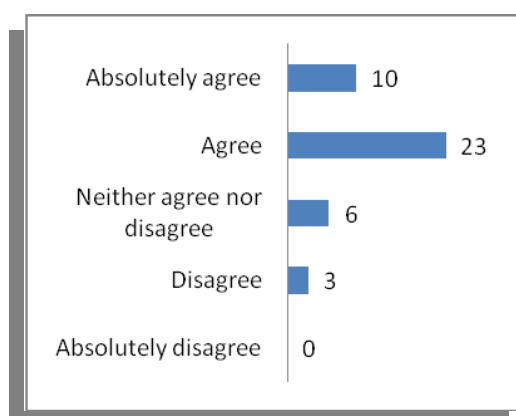
**Figure 7.32. Answers to the item “This programme helped me improve my foreign language capability.”**



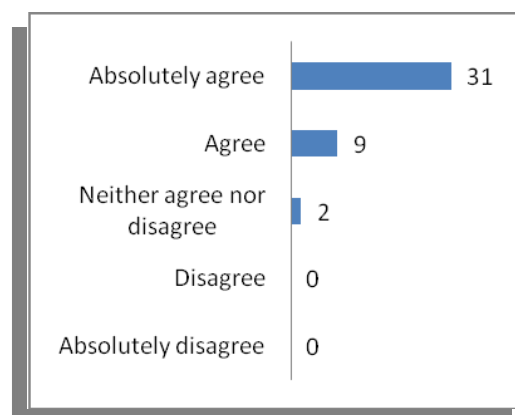
Moreover, 78.6% of the respondents stated that they decided to learn another foreign language after participating in the programme (Figure 7.33).

Figure 7.34 reveals that practically all respondents observed that the project motivated others to improve their foreign language skills.

**Figure 7.33. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



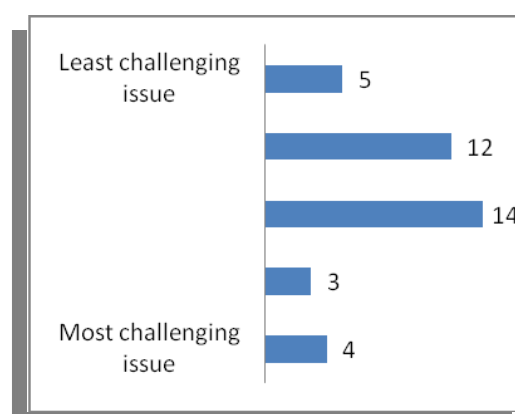
**Figure 7.34. Answers to the item “I observed that the project motivated participants to increase their foreign language capability.”**



#### CHALLENGES FACED BY BENEFICIARIES

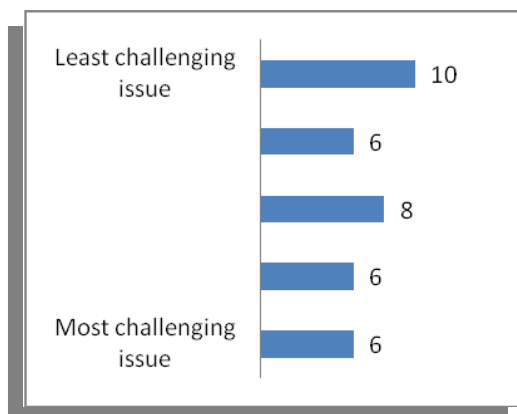
Only 18.4% of the respondents reported that preparing the project was a challenging issue (Figure 7.35). As Figure 7.36 and Figure 7.37 present, a larger ratio of respondents considered filling out the application documents or making the application as challenging tasks (33.3% and 43.2%, respectively).

**Figure 7.35. Answers to the item “Issues that were challenging: Preparing the project.”**



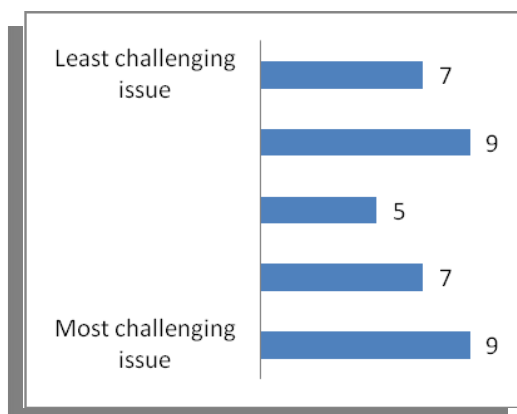


**Figure 7.36. Answers to the item “Issues that were challenging: Filling out the application documents.”**



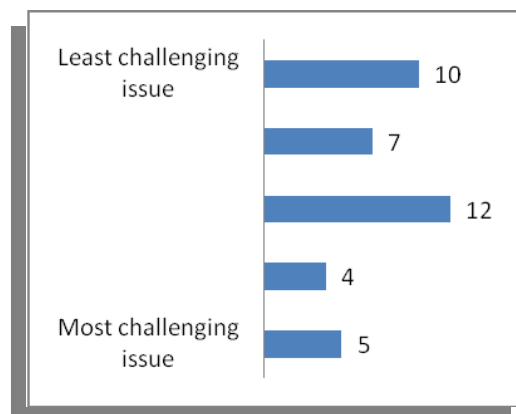
It seems that dealing with paperwork was somewhat more challenging compared to preparing the project.

**Figure 7.37. Answers to the item “Issues that were challenging: Applying.”**

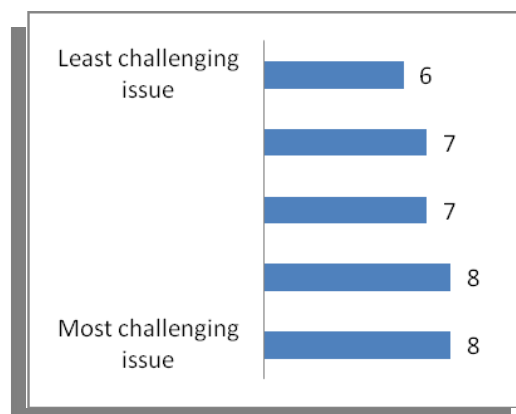


Whereas 23.7% of the respondents considered finding a partner as a challenging issue (Figure 7.38), a much larger portion (44.4%) reported that they had difficulty in communicating with partners. Slightly more than three quarters of the participants (35.1%) reported that they had difficulty in implementing project activities.

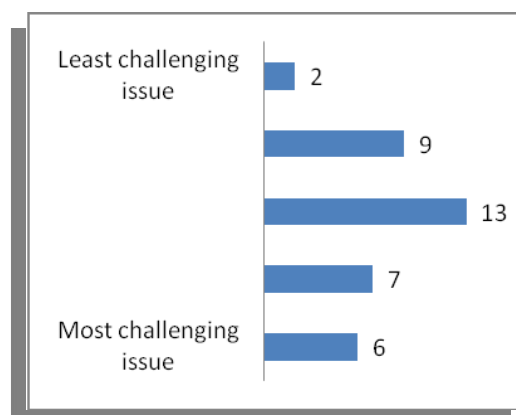
**Figure 7.38. Answers to the item “Issues that were challenging: Finding a partner.”**



**Figure 7.39. Answers to the item “Issues that were challenging: Communicating with the partners.”**

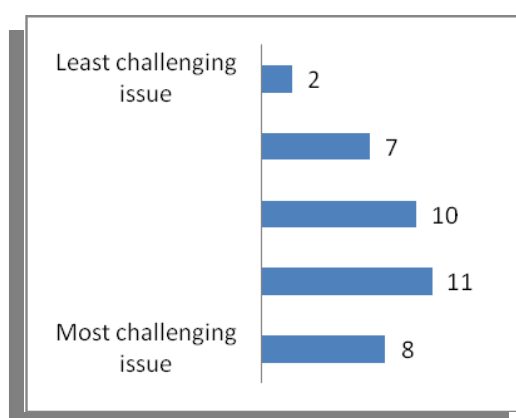


**Figure 7.40. Answers to the item “Issues that were challenging: Implementing the activities.”**

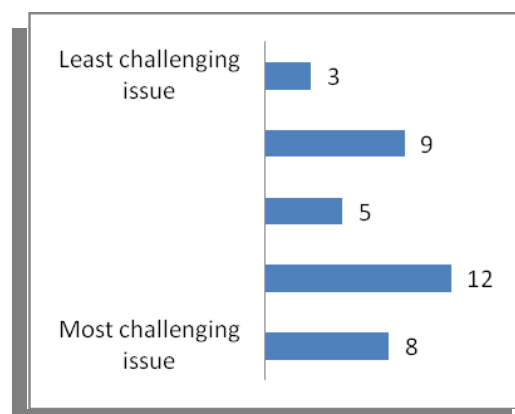


Participants seem to have experienced challenges within their organizations during the implementation of their projects. For example, 50% of the participants reported that they had difficulty in securing cooperation within their organization (Figure 7.41). Similarly, more than half of the participants (54.1%) reported that there were problems related to division of labor within their organization (Figure 7.42). What was somewhat less challenging was to identify who would participate in mobility. As Figure 7.43 shows, 40.5% of the participants considered this as a challenging issue.

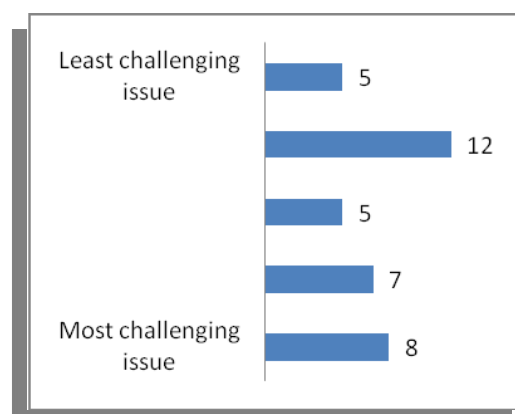
**Figure 7.41. Answers to the item “Issues that were challenging: Cooperation within my organization.”**



**Figure 7.42. Answers to the item “Issues that were challenging: Division of labor within my organization.”**

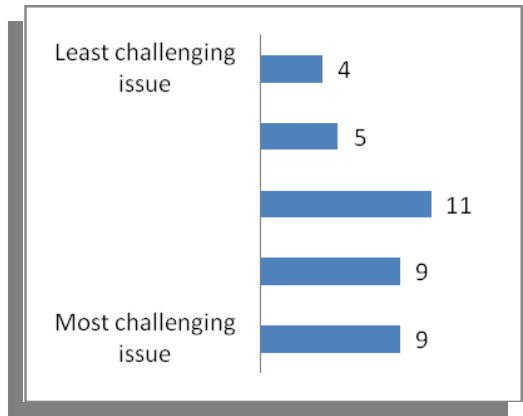


**Figure 7.43. Answers to the item “Issues that were challenging: Identifying who would participate in mobility.”**

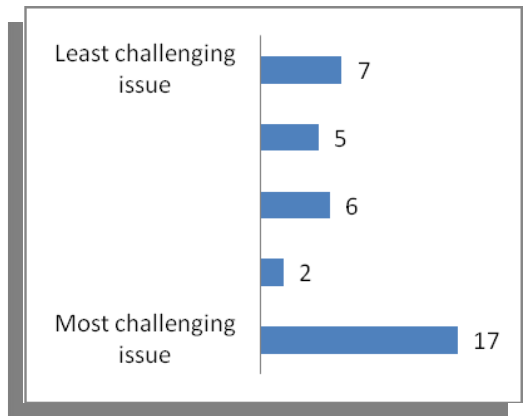


Almost half of all respondents (47.4%) reported that they faced difficulty in disseminating the results (Figure 7.44). Likewise, slightly more than half of all respondents (51.4) stated that they faced difficulties in communicating with the Turkish National Agency.

**Figure 7.44. Answers to the item “Issues that were challenging: Disseminating the results.”**



**Figure 7.45. Answers to the item “Issues that were challenging: Communicating with the Turkish National Agency.”**



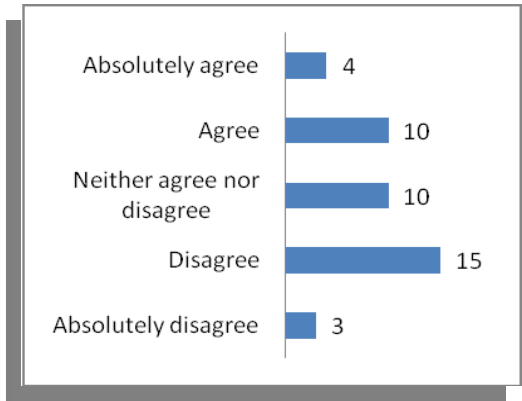
Responses to the items in this section reveal that beneficiaries of the programme had considerable problems regarding communicating with their partners and the Turkish National Agency as well arrangements within their organizations.

**WHETHER THE PROJECT INTERFERED WITH WORK**

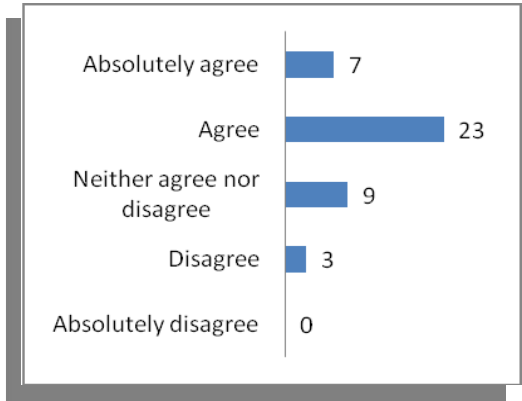
A third of the respondents (33.3%) reported that they had serious problems regarding their other work due to the time they committed to the project

(Figure 7.46). On the other hand, as Figure 7.47 reveals, majority of the respondents (71.4%) reported that their organizations acknowledged the value of their contribution to the project.

**Figure 7.46. Answers to the item “I had serious problems with my other work due to the time I committed to the project.”**



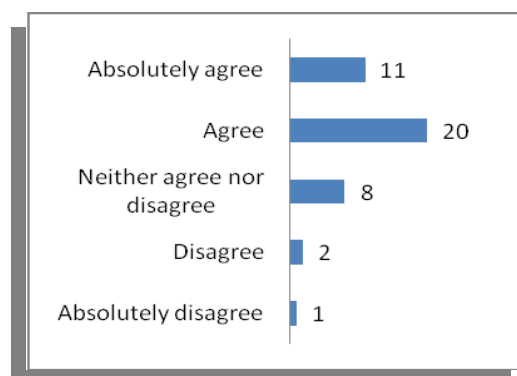
**Figure 7.47. Answers to the item “My organization values what I have put into the project.”**



**CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION**

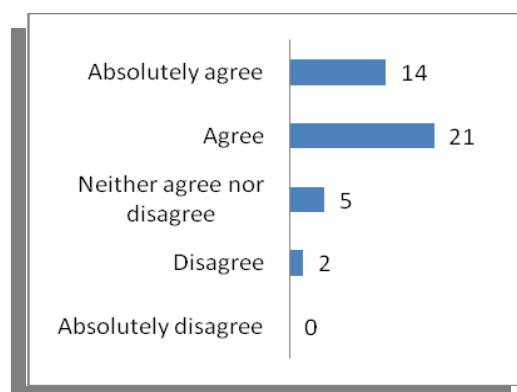
As Figure 7.48 depicts, almost three quarters of the respondents (73.8%) reported that the programme experience led to positive change in their views about the European Union.

**Figure 7.48. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



A great majority of the respondents (83.3%) also reported that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 7.49).

**Figure 7.49. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**







## Chapter 8

### LdV MOBILITY

LdV Mobility enable people in vocational education either to do work related training abroad or exchange their experiences. Mobilities are organized for people in vocational training (IVT), people in labor market (PLM) or professionals in vocational education and training (VETPRO).

A total of 236 organizations benefited from LdV Mobility in 2009 were contacted. Out of these organizations, 210 responded to the questionnaire through their contact persons. Thus, the response rate is 89 percent. The findings reported below are based on responses of these organizations.

Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.





## RESPONDENT CHARACTERISTICS

Respondents are beneficiaries of three types of projects: LdV VETPRO (Vocational Educational Training for Professionals), LdV-PLM (People in Labor Market), and LdV-IVT (Initial Vocational Training). As Figure 8.1 reveals, 46.2% of the respondents benefited from LdV-VETPRO, 41.9% from LdV-IVT, and 11.9% from LdV-PLM.

**Figure 8.1. Type of project**

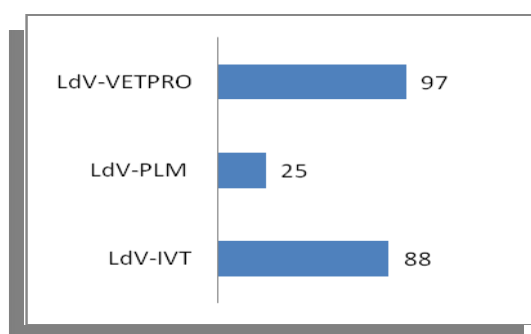
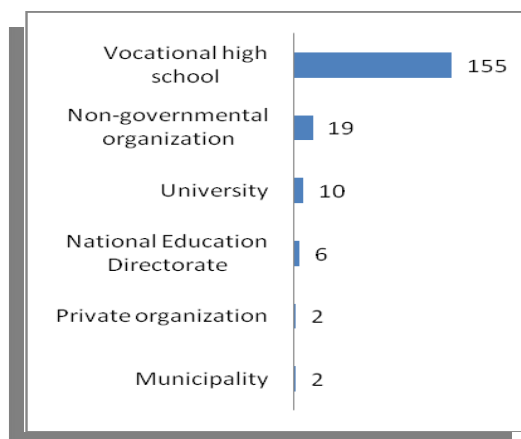


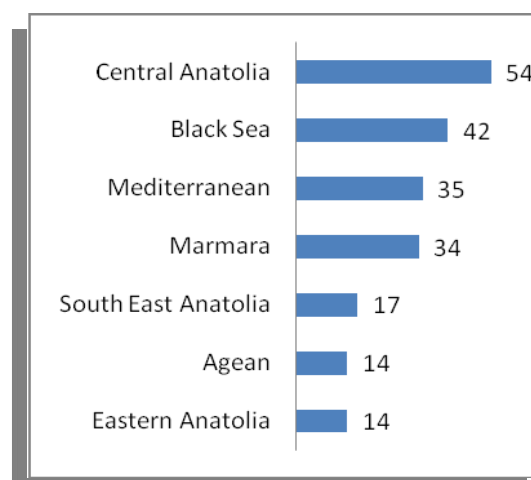
Figure 8.2 shows that majority of the respondents (79.9%) are members of vocational high schools. The rest of the respondents come from non-governmental organizations (9.8%), universities (5.2%), and other kinds of organizations (5.2%).

**Figure 8.2. Types of beneficiary organizations that responded to the questionnaire**



As Figure 8.3 reveals, 78.6% of the respondents are located in four regions of Turkey: Central Anatolia, Black Sea, Mediterranean, and the Marmara region. Eastern Anatolia, Aegean region, and South East Anatolia are represented by smaller number of respondents.

**Figure 8.3. Geographic location of the organizations that responded to the questionnaire**



## MOBILITY BY BENEFICIARIES

As Figure 8.4 shows in the majority of projects the number of mobility realized was only one. The ratio of projects with five or more mobility was only 9.5%.

**Figure 8.4. Total number of mobility realized by respondent organizations**

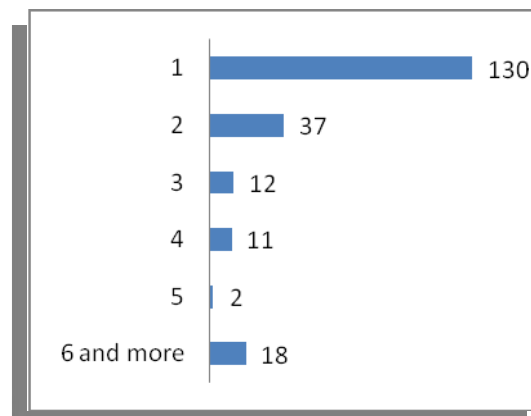
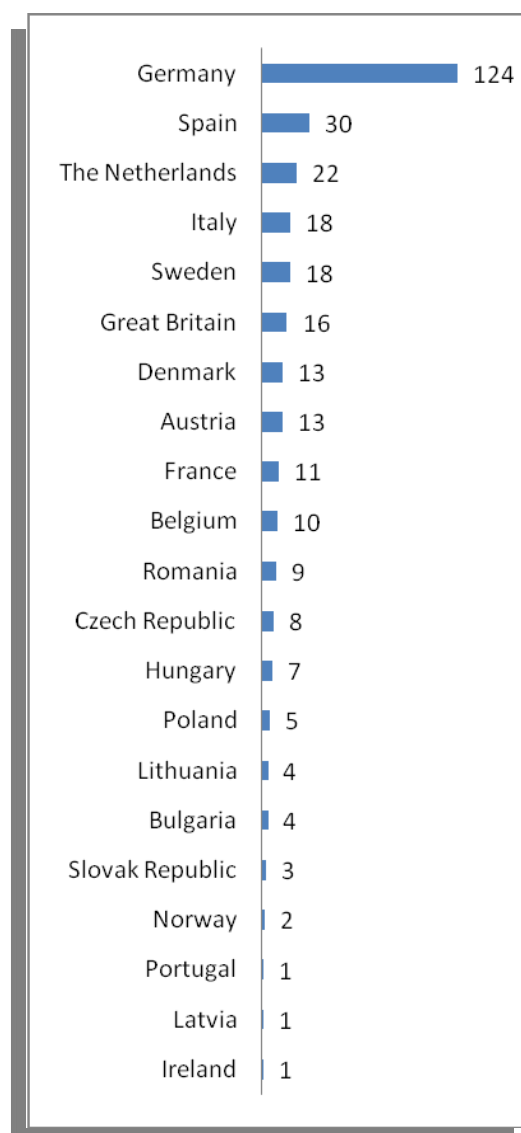


Figure 8.5 shows that respondents visited 20 European countries as a part of their project. The country most frequently visited by respondents is German (total number of visits to Italy is 124, or 38.8% of all visits). The next two most frequently visited countries are Spain (9.4%) and the Netherlands (6.9%).

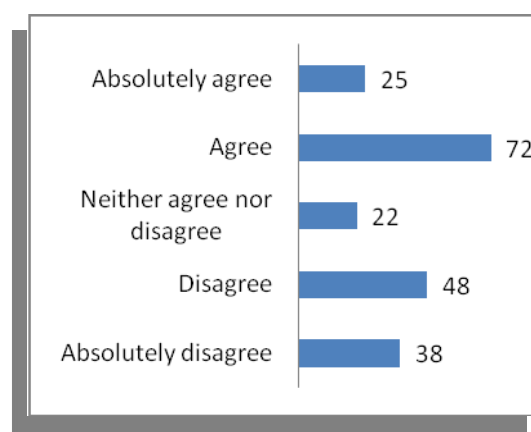
**Figure 8.5. Countries visited by respondents and number of visits**



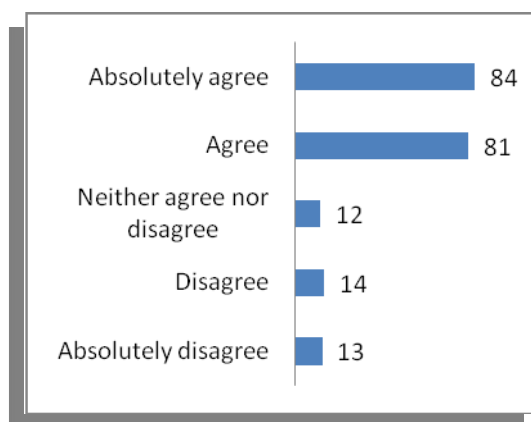
## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Four items measure the degree to which the programme helped beneficiaries obtain international experience. Figure 8.6 reports that almost half of respondents (47.3%) were planning to collaborate with people abroad before they learned about the programme. However, a great majority of them would not have been able to do so in the absence of the programme. As Figure 8.7 reveals, 80.9% of the respondents stated that they would not be able to collaborate with their colleagues abroad in the absence of the programme. Thus, the programme made potential participants think more about obtaining international experience and helped them to collaborate with their colleagues abroad.

**Figure 8.6. Answers to item "I was planning to collaborate with my colleagues abroad before I learned about the programme."**



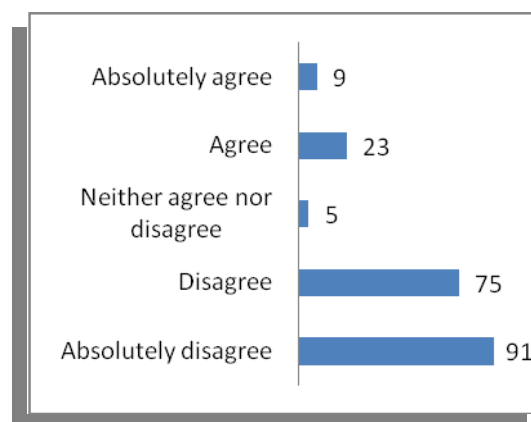
**Figure 8.7. Answers to item “I would not be able to work with my colleagues abroad in the absence of this programme.”**



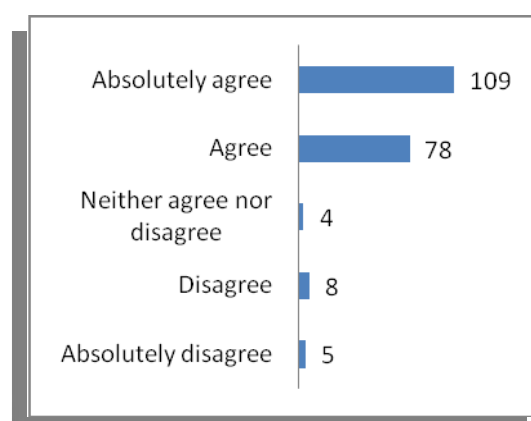
Another indicator of programme’s Figure 8.8 shows that 81.8% of the respondents reported that they were not used to travel abroad for vocational purposes before they became a beneficiary of the programme. Thus, for a great majority of the respondents the programme generated a genuine opportunity to travel abroad for vocational purposes.

The programme also helped participants learn more about daily life abroad. As shown in Figure 8.9, 91.7% of the participants reported that they learned about life abroad after participating in the programme. This high ratio is not surprising as the programme was probably the first opportunity for these respondents to travel abroad.

**Figure 8.8. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



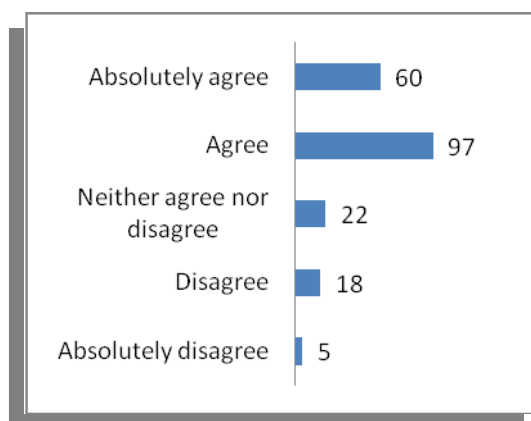
**Figure 8.9. Answers to item “This programme helped me learn about daily life abroad.”**



#### PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

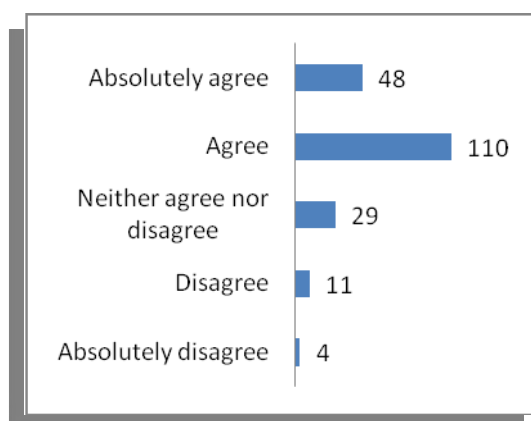
Another set of four items measure the degree to which the programme contributed to personal development of beneficiaries. As shown in Figure 8.10, respondents generally (77.7%) agreed that the programme helped them learn more about themselves.

**Figure 8.10. Answers to item “This programme helped me learn more about myself.”**



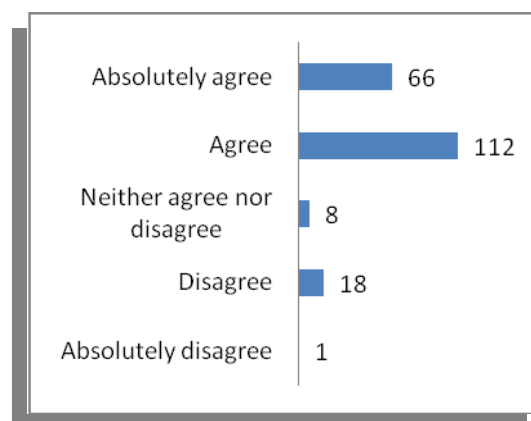
Respondents also reported that the programme helped them better express themselves and increased their self-confidence. Figure 8.11 shows that 78.2% of the respondents believe that the programme helped them better express themselves.

**Figure 8.11. Answers to the item “This programme helped me better express myself.”**

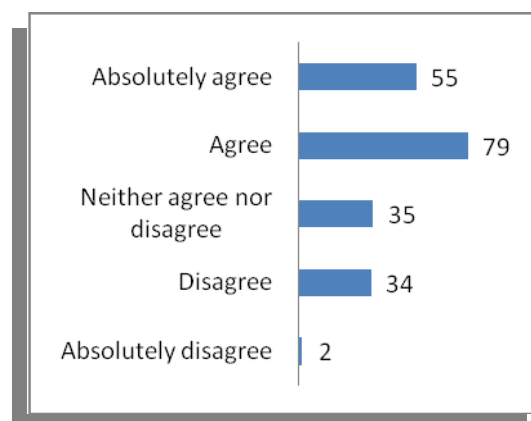


The ratio of those who report that their self-confidence increased after participating in the programme is even larger: 86.8%. In addition, almost two thirds of the respondents (65.4%) believe that the programme changed their life trajectory.

**Figure 8.12. Answers to the item “This programme helped me increase my self-confidence.”**



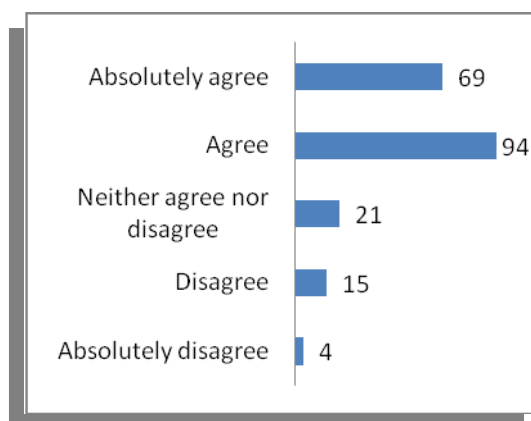
**Figure 8.13. Answers to the item “I believe this programme changed my life trajectory.”**



#### PROGRAMME’S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

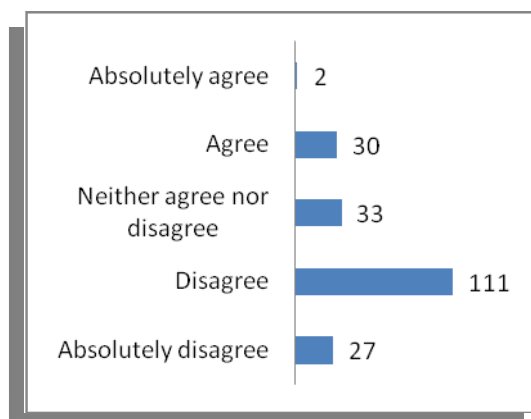
The questionnaire contained seven items that measure programme’s contribution to cross-cultural awareness and interaction. Responses to first of these questions reveals that the programme helped almost four fifths of beneficiaries (79.9%) to learn more about their own cultures (Figure 8.14).

**Figure 8.14. Answers to item “This programme helped me learn more about my national culture.”**



Respondents also reported whether they experienced any difficulty in adapting to foreign cultures when they were a beneficiary of the programme. Figure 8.15 shows that only a very small minority of the respondents (15.8%) experienced adaptation problems.

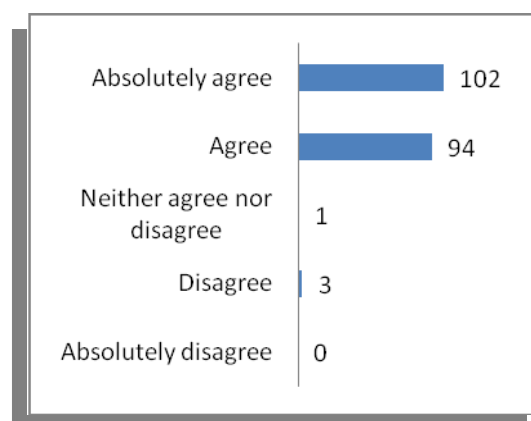
**Figure 8.15. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**



The programme also seems to have helped beneficiaries to learn more about foreign cultures and at the same time has enabled them to familiarize people from other cultures with their own culture. Figure 8.16 shows that practically all

respondents (98.5%) believe that the programme helped them learn more about foreign cultures. Likewise, Figure 8.17 shows that a great majority of participants (86.5%) were able to familiarize foreigners with their own culture.

**Figure 8.16. Answers to the item “This programme helped me learn about foreign cultures.”**



**Figure 8.17. Answers to the item “This programme helped me to familiarize others with my own culture.”**

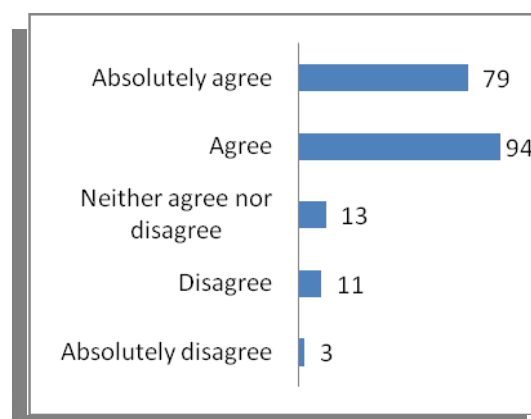
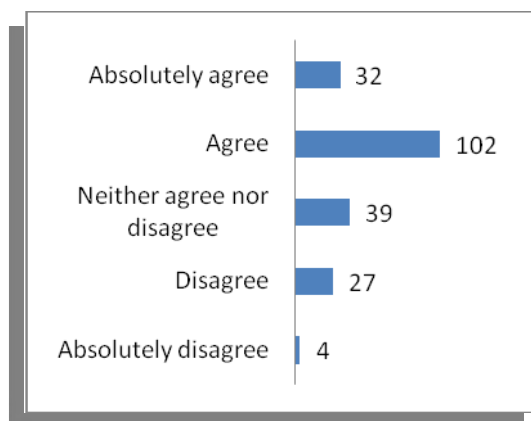


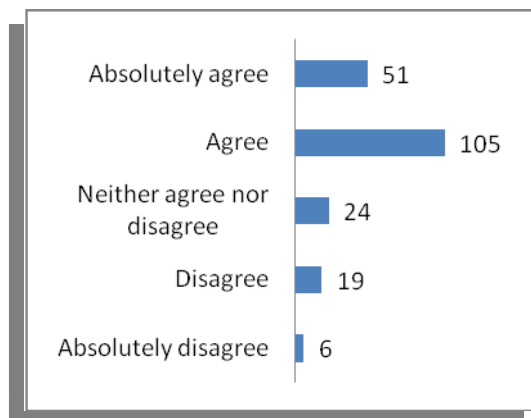
Figure 8.18 shows that more than half of respondents (65.7%) reported that the programme helped them overcome their prejudices against foreign cultures. A larger large portion of the respondents (76.1%) reported that the programme increased their tolerance towards and

respect for other people (Figure 8.19). Similarly, 72.6% of the respondents stated that the programme increased their belief in fighting racism and xenophobia.

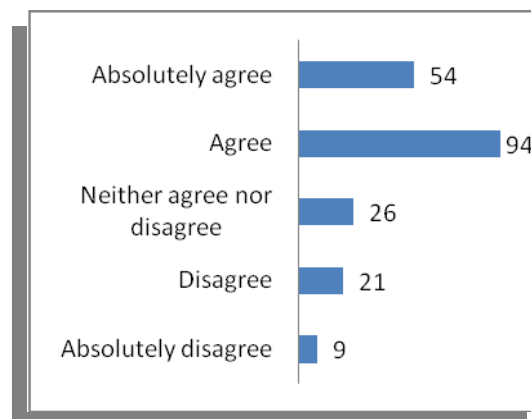
**Figure 8.18. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



**Figure 8.19. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 8.20. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

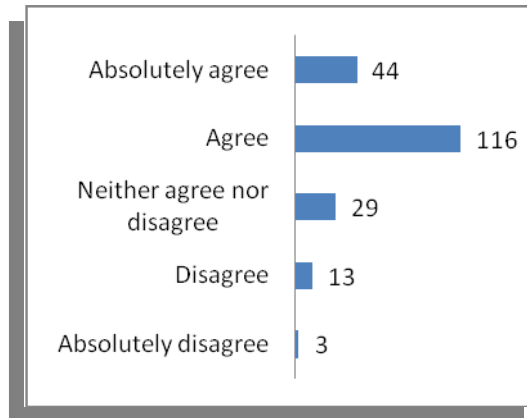


#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

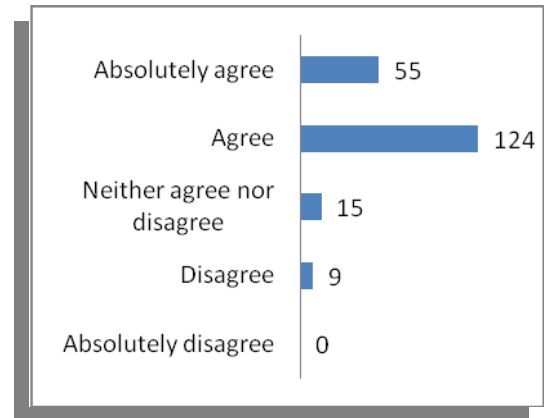
Another set of seven items measure the programme’s contribution to vocational development, i.e. the degree to which participating in the programme enhanced knowledge, skills and abilities of the participants and improved their entrepreneurial orientation.

Responses to one of the items reveals that almost four fifths of the respondents (78.1%) believed their knowledge was as up-to-date as that of their colleagues abroad (Figure 8.21). At the same time, 90.1% of the respondents also reported that participating in the programme helped them update their knowledge about the field (Figure 8.22).

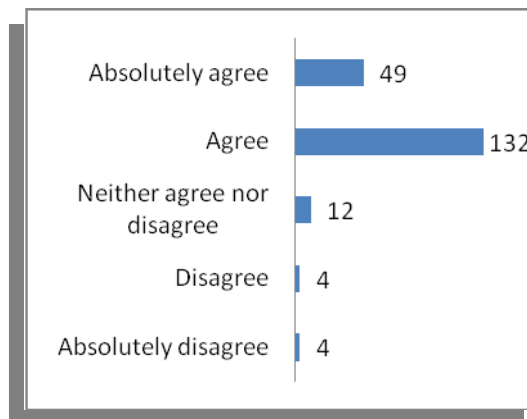
**Figure 8.21. Answers to the item “I recognized my knowledge was as up-to-date as that of my colleagues abroad.”**



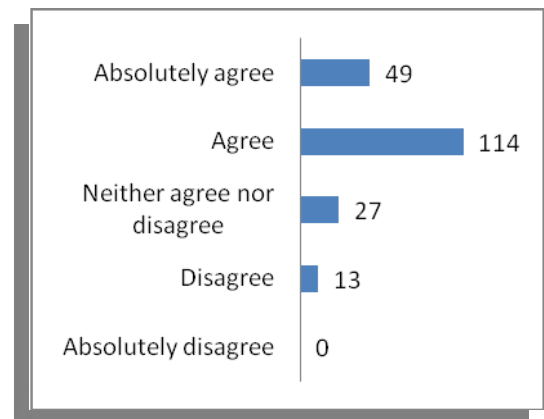
**Figure 8.23. Answers to the item “My project experience helped me learn new tools that can use in my work.”**



**Figure 8.22. Answers to the item “My project experience helped me update my knowledge about the field.”**



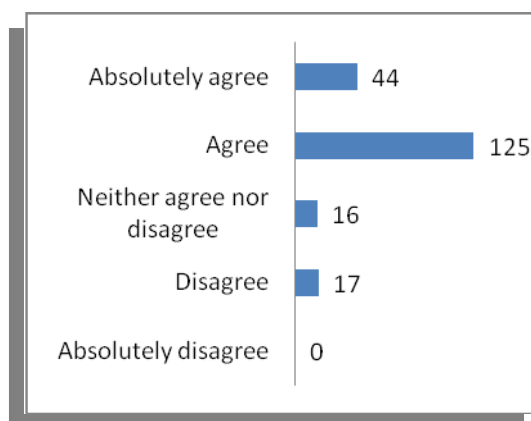
**Figure 8.24. Answers to the item “I used different training methods after my project experience.”**



As shown in Figure 8.23, 88.2% of the respondents stated that their project experience helped them learn new tools that they can use at work. Figure 8.24 further reveals that 80.3% of the participants tried new training methods after their project experience.

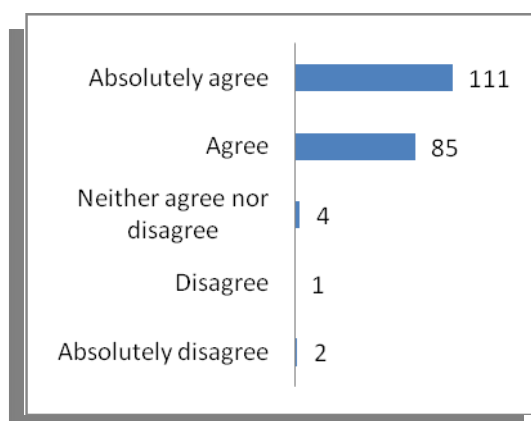
More generally, Figure 8.25 shows that of the respondents believe experiencing a different culture enhanced their occupational capabilities.

**Figure 8.25. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**

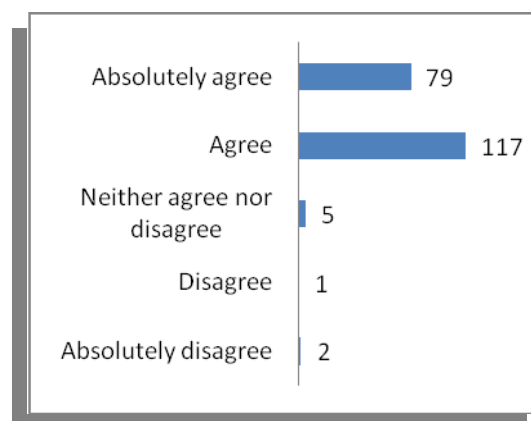


Project experience also seems to have contributed to the entrepreneurial orientation of the beneficiaries and their expectations regarding the future. Almost all of respondents (96.6%) stated that their project experience improved their entrepreneurial orientation towards developing new projects (Figure 8.26). Similarly, 96.1% of the respondents stated that their project experience improved their expectations as to the future.

**Figure 8.26. Answers to the item “The project we implemented improved our entrepreneurial orientation towards developing new projects.”**



**Figure 8.27. Answers to the item “The project improved participants’ expectations as to the future.”**

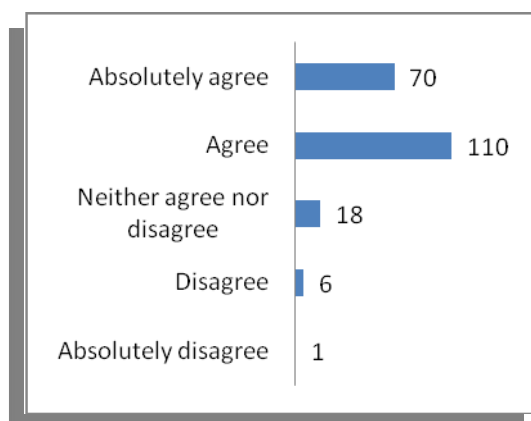


#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

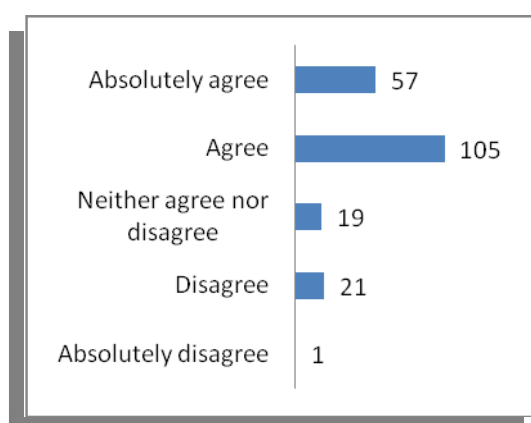
Three items measure the degree to which the programme contributed to career development of participants. Results presented in Figure 8.28 shows that 87.8% of the respondents believe that participating in the programme will help their career advancement. The programme also improved networking capabilities of beneficiaries. Almost four fifth of the respondents (79.8%) state that the programme helped them to be more effective in their relations to others (Figure 8.29) and 87.8% of the respondents report that the programme helped them to enlarge their social networks (Figure 8.30).



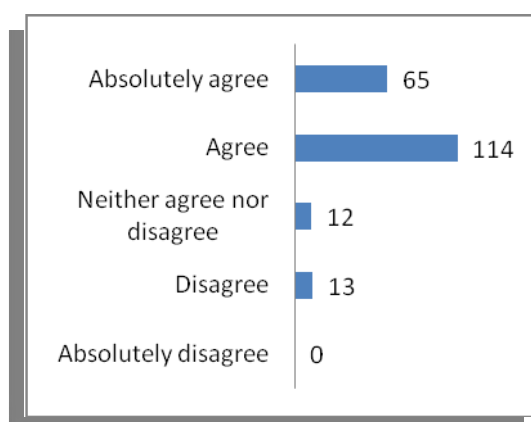
**Figure 8.28. Answers to the item “I believe participating in this programme will help my career advancement.”**



**Figure 8.29. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 8.30. Answers to the item “This programme helped me enlarge my social networks.”**

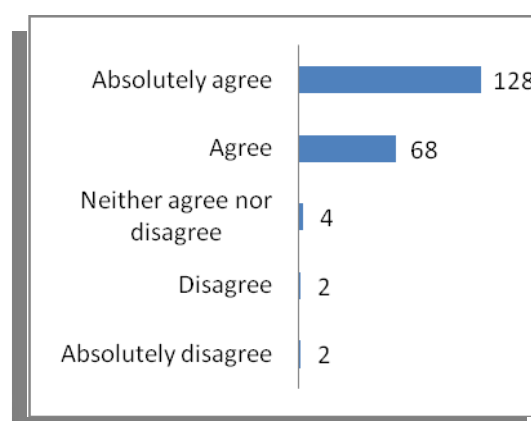


## PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

An important obstacle to international collaboration is lack of sufficient foreign language capability. Therefore, several items measured the degree to which foreign language was perceived as a barrier by the beneficiaries and the extent to which project experience improved foreign language capability of beneficiaries.

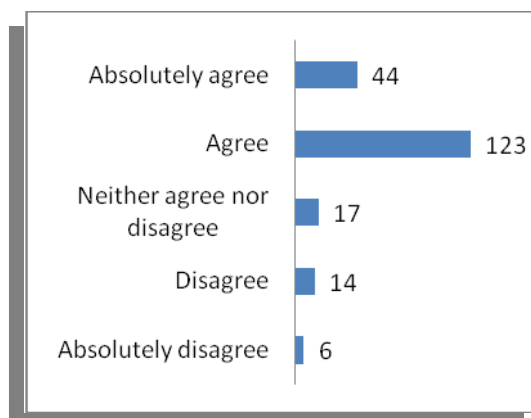
Results reported in Figure 8.31 show that a great majority of respondents (96.1%) believe that foreign language capability is an important precondition for making effective use of the programme.

**Figure 8.31. Answers to the item “I realized that foreign language capability is an important precondition for making effective use of the programme.”**

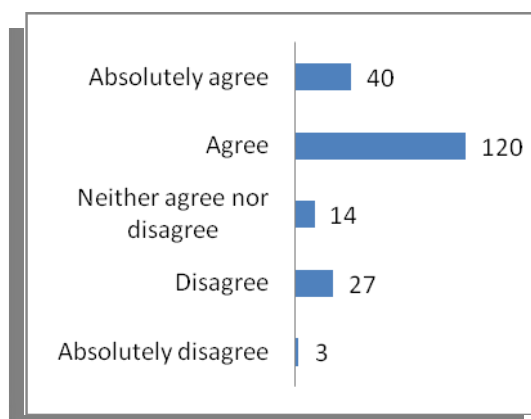


Prior to becoming a beneficiary of the programme more than half of the respondents (81.9%) were worried that their foreign language capability would be insufficient (Figure 8.32). Also, 78.4% of the respondents state that that observed that people around them were unwilling to participate in the programme because their foreign language capability was deficient (Figure 8.33).

**Figure 8.32. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



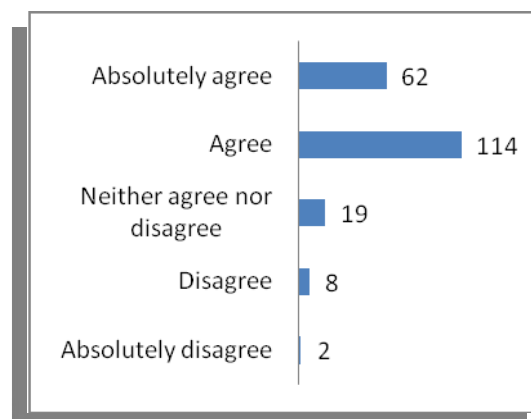
**Figure 8.33. Answers to the item “I saw that people around me were unwilling to participate in the programme because their foreign language capability was insufficient.”**



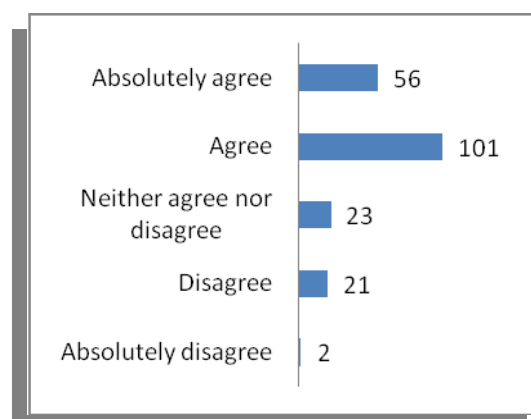
Responses to other items reveal that programme experience helped beneficiaries improve their foreign language skills. For example, 85.6% of the respondents reported that participating in the programme improved their foreign language capability (Figure 8.34). Moreover, 77.3% of the respondents stated that they decided to learn another foreign language after participating in the programme (Figure 8.35). Figure 8.36

reveals that 94.6% respondents observed that the project motivated others to improve their foreign language skills.

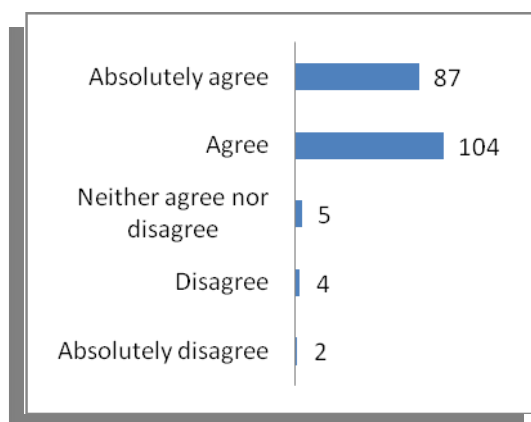
**Figure 8.34. Answers to the item “This programme helped me improve my foreign language capability.”**



**Figure 8.35. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



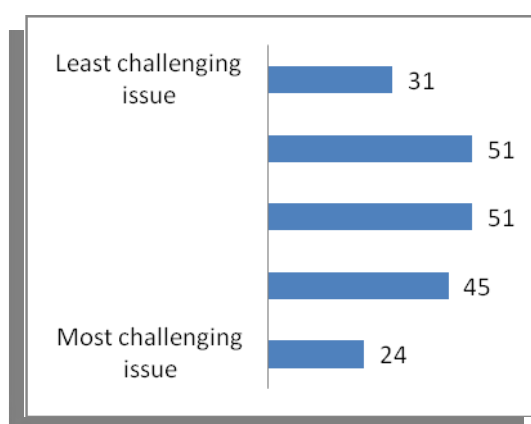
**Figure 8.36. Answers to the item “I observed that the project motivated participants to increase their foreign language capability.”**



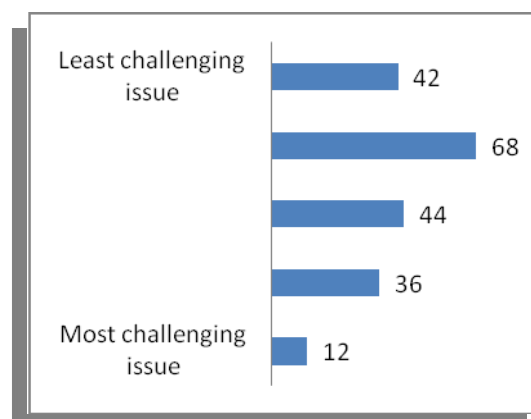
#### CHALLENGES FACED BY BENEFICIARIES

Slightly more than a third of the respondents (34.2%) reported that preparing the project was a challenging issue (Figure 8.37). Figure 8.38 and Figure 8.39 show that smaller ratios of respondents considered filling out the application documents or making the application as challenging tasks (23.8% and 15.4%, respectively).

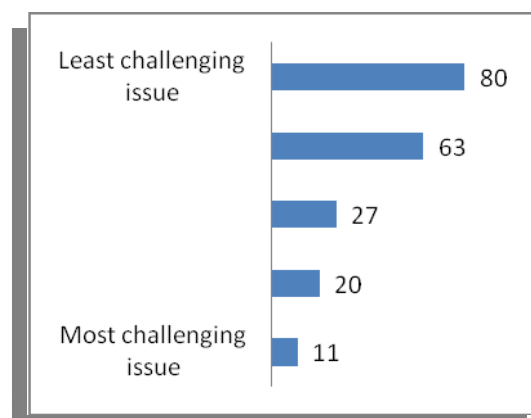
**Figure 8.37. Answers to the item “Issues that were challenging: Preparing the project.”**



**Figure 8.38. Answers to the item “Issues that were challenging: Filling out the application documents.”**

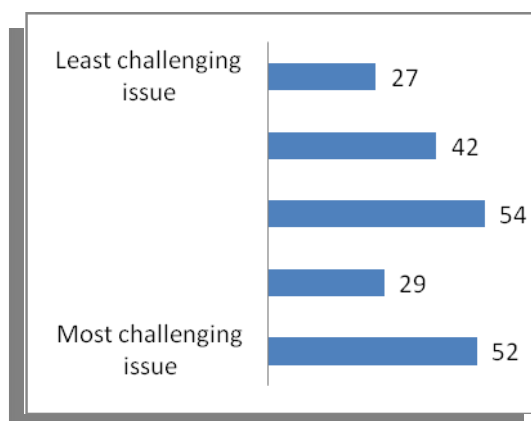


**Figure 8.39. Answers to the item “Issues that were challenging: Applying.”**

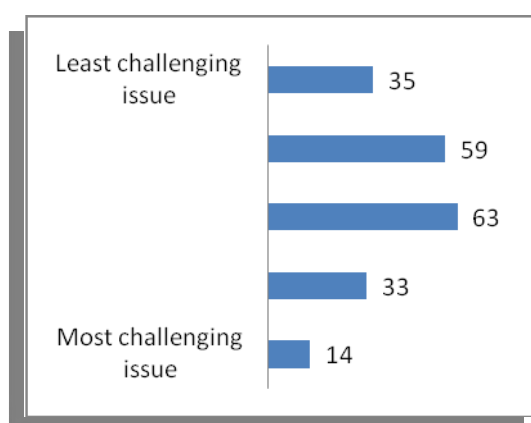


Finding a partner figured as the most challenging issue, 39.1% of the respondents reporting that they had difficulty in finding a partner (Figure 8.40). A smaller ratio of respondents (23%) stated that they had difficulty in communicating with their partners (Figure 8.41).

**Figure 8.40. Answers to the item “Issues that were challenging: Finding a partner.”**

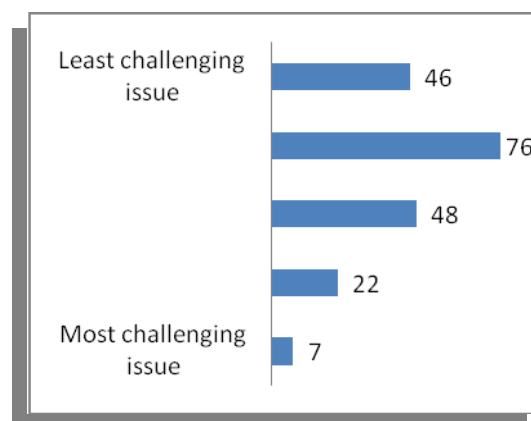


**Figure 8.41. Answers to the item “Issues that were challenging: Communicating with the partners.”**



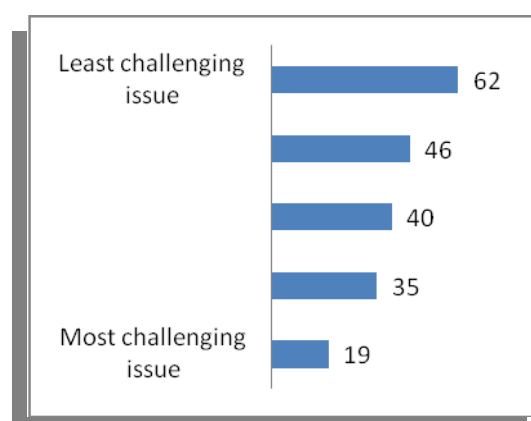
Only a small minority of the participants (14.6%) reported that they had difficulty in implementing project activities.

**Figure 8.42. Answers to the item “Issues that were challenging: Implementing the activities.”**

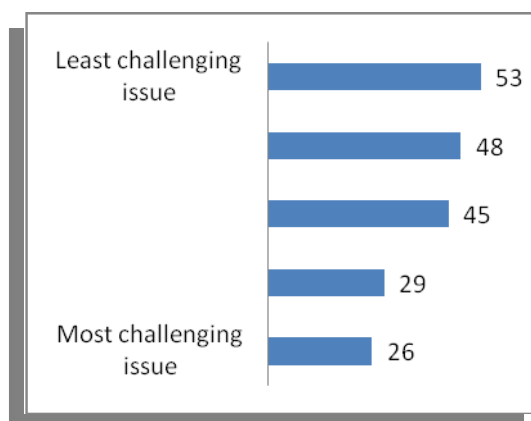


Slightly more than a quarter of the respondents (26.7%) stated that they had difficulty in securing cooperation within their organization (Figure 8.43). A similar ratio of respondents (27.4%) reported that there were problems related to division of labor within their organization (Figure 8.44). Deciding upon who would participate in mobility was somewhat less challenging, only 22.8% of the respondents reporting this a challenging issue (Figure 8.45).

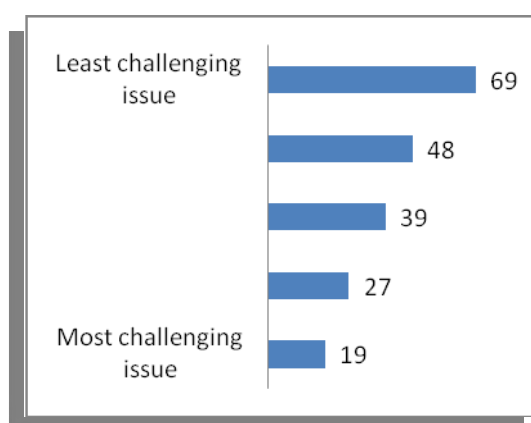
**Figure 8.43. Answers to the item “Issues that were challenging: Cooperation within my organization.”**



**Figure 8.44. Answers to the item “Issues that were challenging: Division of labor within my organization.”**

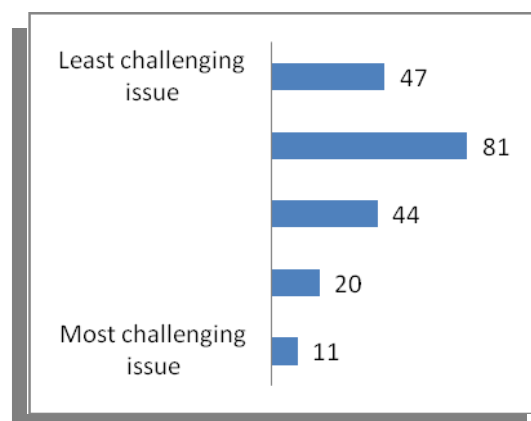


**Figure 8.45. Answers to the item “Issues that were challenging: Identifying who would participate in mobility.”**

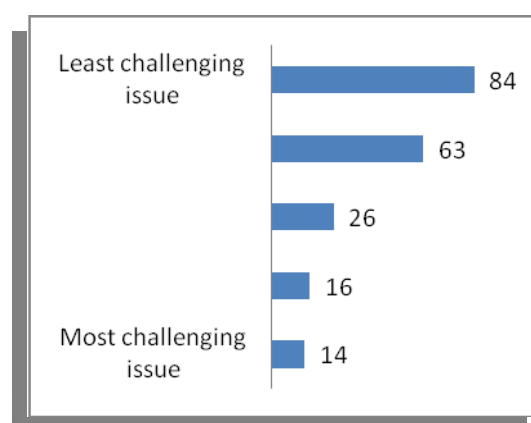


Relatively few respondents (15.3%) reported that they faced difficulty in disseminating the results (Figure 8.46). Likewise, as Figure 8.47 shows the proportion of respondents who faced difficulty in communicating with the Turkish National Agency was small (14.8%).

**Figure 8.46. Answers to the item “Issues that were challenging: Disseminating the results.”**



**Figure 8.47. Answers to the item “Issues that were challenging: Communicating with the Turkish National Agency.”**

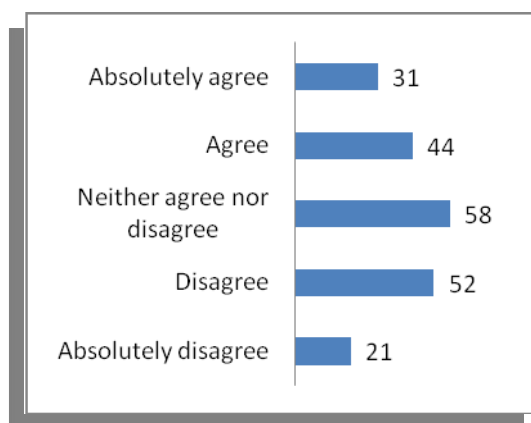


#### WHETHER THE PROJECT INTERFERED WITH WORK

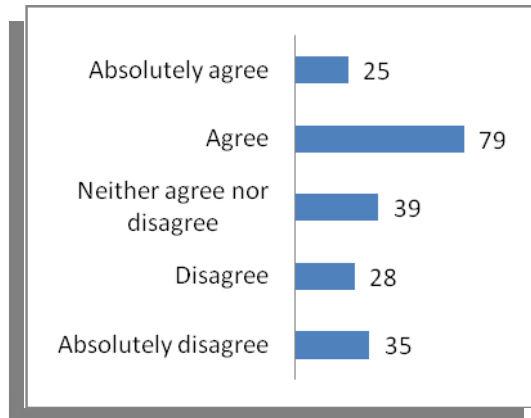
Respondents were also asked whether participating in the programme caused any negative outcomes in their work and whether their contribution to the project was valued by their organization. Slightly more than third of the respondents (36.4%) reported that they had serious problems regarding their other work due to the time they committed to the project (Figure 8.48). On the other hand, as

Figure 8.49 reveals, only about half of the respondents (50.4%) reported that their organizations acknowledged the value of their contribution to the project.

**Figure 8.48. Answers to the item “I had serious problems with my other work due to the time I committed to the project.”**



**Figure 8.49. Answers to the item “My organization values what I have put into the project.”**

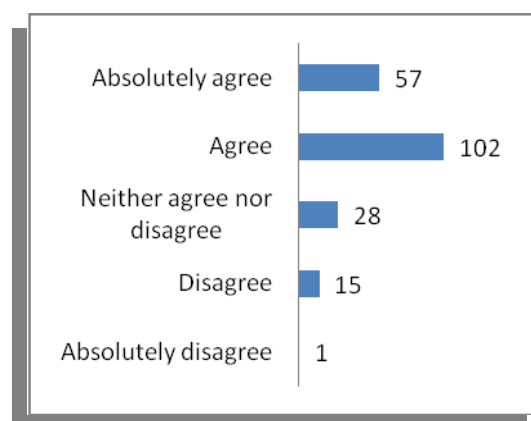


#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

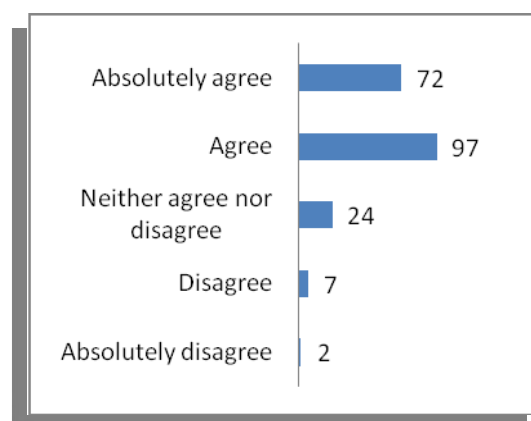
The programme experience also seems to have caused favorable in changes in participants’ views about the European Union. As Figure 8.50 depicts, 78.3% of the respondents report that the

programme experience led to positive change in their views about the European Union. A great majority of the respondents (83.7%) also reported that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 8.51).

**Figure 8.50. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 8.51. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**









## Chapter 9

# LdV TRANSFER OF INNOVATION

LdV Transfer of Innovation aims at improving the quality and attractiveness of vocational education and training in the participating countries by transferring existing innovations to new legal, systemic, sector, linguistic, socio-cultural and geographic environments through working with transnational partners.

A total of 20 organizations benefited from the LdV Transfer of Innovation Programme in 2009 were contacted. Out of these organizations, 7 responded to the questionnaire through their contact persons. Thus, the response rate is 35 percent. The findings reported below are based on responses of these organizations.

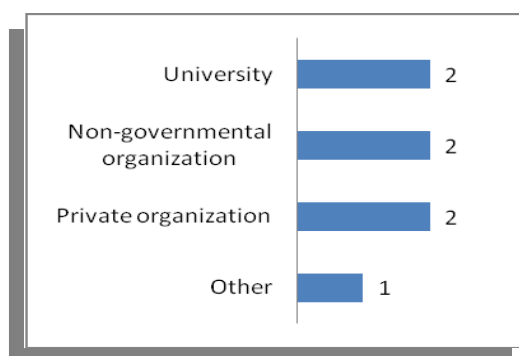
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



## RESPONDENT CHARACTERISTICS

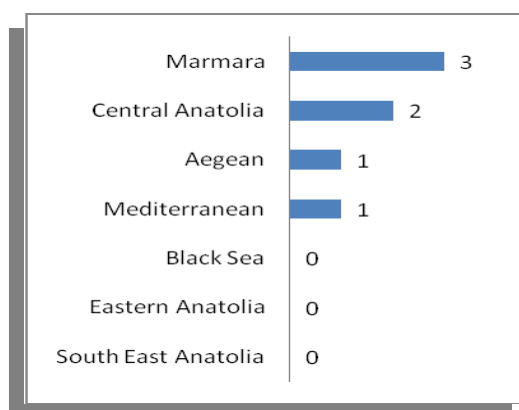
Respondents comprise two universities, two non-governmental organizations, two private organizations and an organization that did not specify its kind (Figure 9.1).

**Figure 9.1. Types of beneficiary organizations that responded to the questionnaire**



Respondents represent four regions of Turkey (Figure 9.2). None of the respondents were located in the Black Sea, Eastern Anatolia or South East Anatolia regions. Three of the respondents were from the Marmara region, two were from Central Anatolia, and one from Aegean and Mediterranean regions.

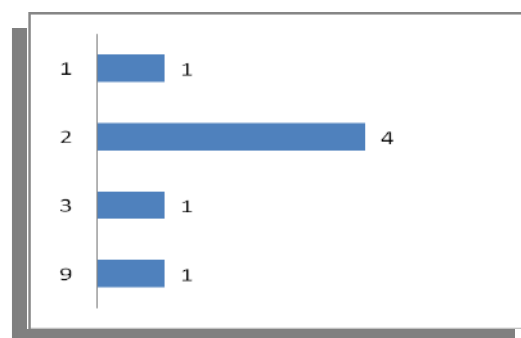
**Figure 9.2. Geographic location of the organizations that responded to the questionnaire**



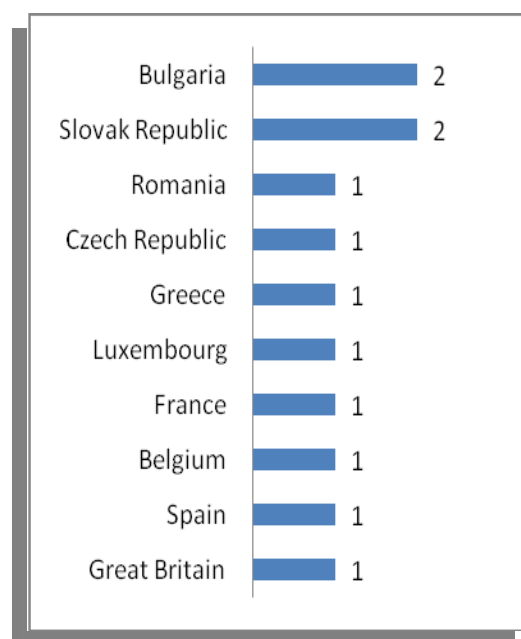
## MOBILITY BY BENEFICIARIES

As Figure 9.3 depicts, respondent organizations realized between one and nine mobilities. The most frequently observed mobility number is two. Respondents from four organizations have stated that realized two mobilities. Respondent organizations visited 10 European countries as part of their project. Most frequently visited countries were Bulgaria and Slovak Republic, with two visits each (Figure 9.4).

**Figure 9.3. Total number of mobility realized by respondent organizations**



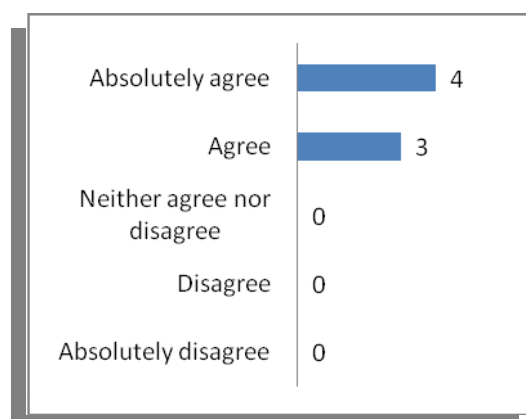
**Figure 9.4. Countries visited by respondents and number of visits**



### PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

As Figure 9.5 reveals, all respondents were planning to obtain international experience before they learned about the programme. Slightly more than a quarter of the respondents also stated that they would not be obtain international experience in the absence of the programme (Figure 9.6). Thus, the programme generated an opportunity to obtain international experience, at least for some of the participants.

**Figure 9.5. Answers to item “I was planning to collaborate with my colleagues abroad before I learned about the programme.”**



**Figure 9.6. Answers to item “I would not be able to work with my colleagues abroad in the absence of this programme.”**

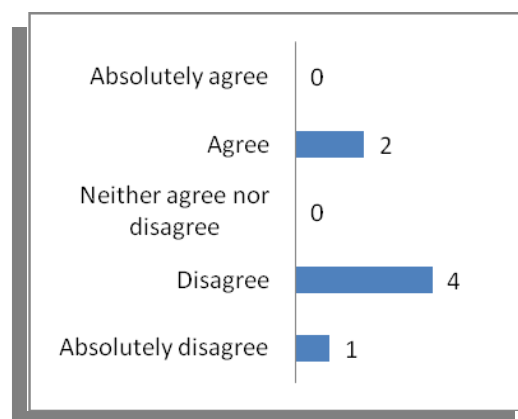
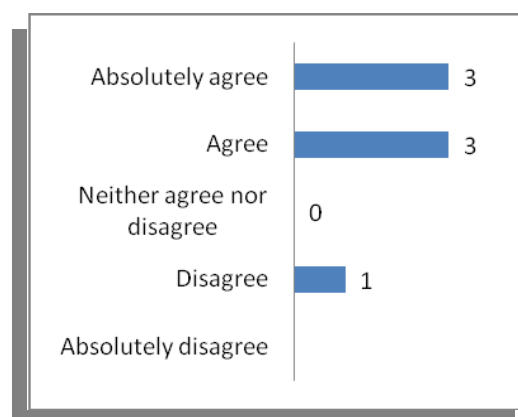
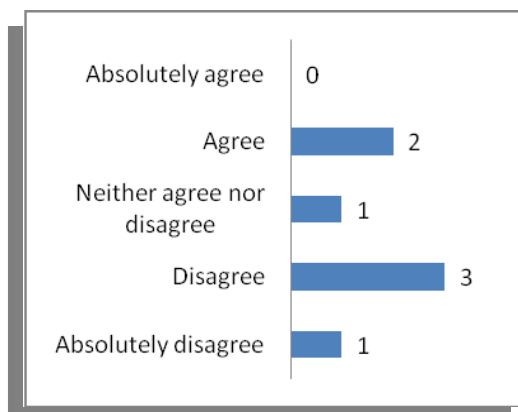


Figure 9.7 shows that most of the respondents (85.7%) were already used to travelling abroad prior to the programme. Thus, for the respondents, this programme did not generate a genuine opportunity to travel abroad. Nonetheless, as Figure 9.8 reveals, the programme helped 28.6% of the respondents to learn more about daily life abroad. Overall, the programme's contribution to obtaining international experience seems to e limited.

**Figure 9.7. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



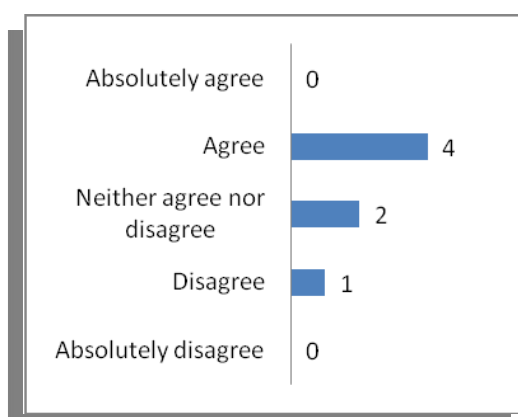
**Figure 9.8. Answers to item “This programme helped me learn about daily life abroad.”**



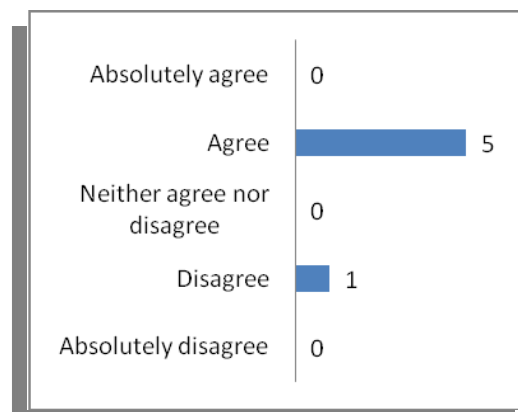
#### PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

Four items of the questionnaire measure programme’s contribution to personal development. More than half of the respondents (57.1%) stated that the programme helped them to learn more about themselves (Figure 9.9). An even greater percentage of respondents reported that the programme helped them to better express themselves.

**Figure 9.9. Answers to item “This programme helped me learn more about myself.”**

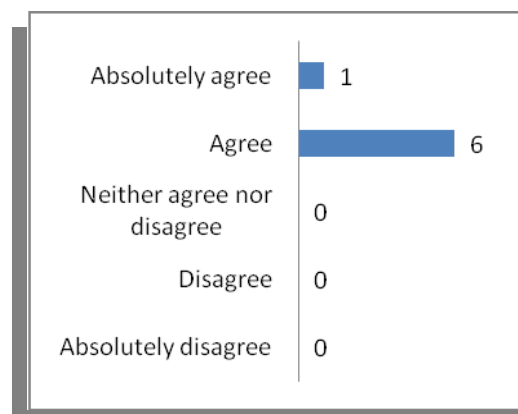


**Figure 9.10. Answers to the item “This programme helped me better express myself.”**

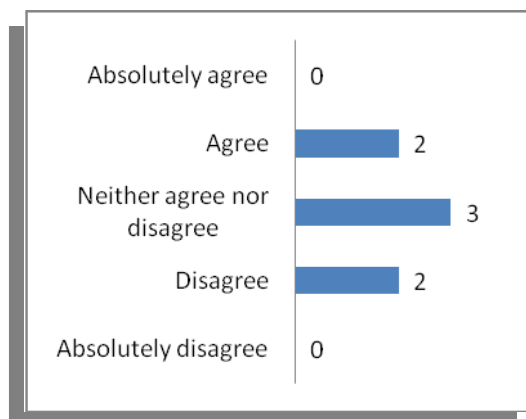


All respondents agreed with the statement that the programme helped them increase their self-confidence (Figure 9.11). However, only a small minority agreed that the programme changed their life trajectory. Thus, despite limited impact on obtaining international experience, the programme seems to have contributed substantially to personal development.

**Figure 9.11. Answers to the item “This programme helped me increase my self-confidence.”**



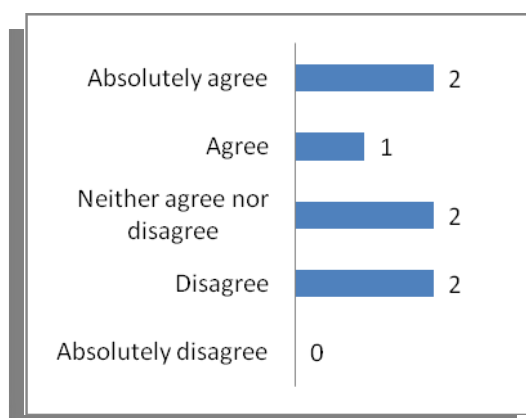
**Figure 9.12. Answers to the item “I believe this programme changed my life trajectory.”**



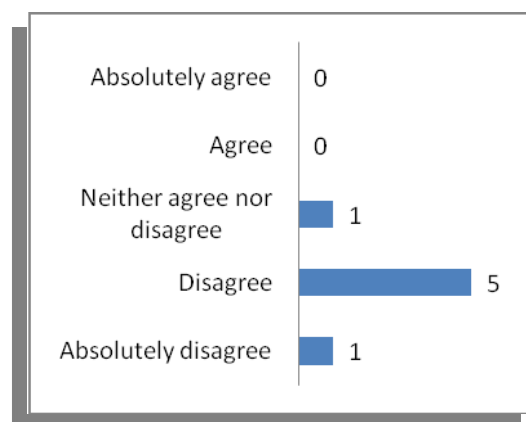
#### PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

The programme helped close to half of respondents (42.9%) to learn more about their own culture. Figure 9.14 shows that none of the respondents were worried that they would have difficulty in adapting to foreign cultures when they were a beneficiary of the programme.

**Figure 9.13. Answers to item “This programme helped me learn more about my national culture.”**

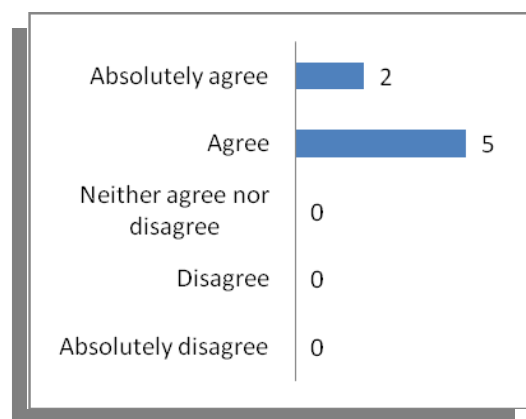


**Figure 9.14. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**

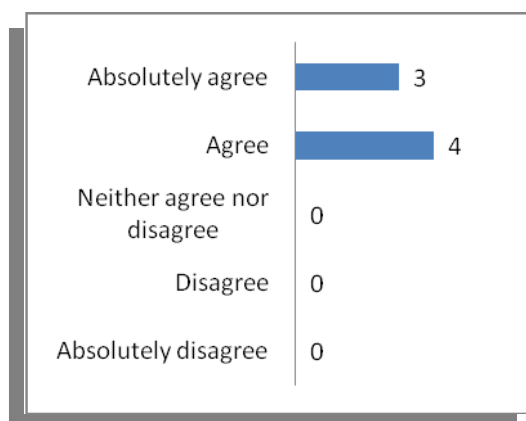


All respondents agree with the statement that the programme helped them to learn more about foreign cultures (Figure 9.15). Likewise, all respondents stated that programme helped them to familiarize other people with their own culture. Thus, the programme seems to have been successful in generating an opportunity for cross-cultural interaction.

**Figure 9.15. Answers to the item “This programme helped me learn about foreign cultures.”**

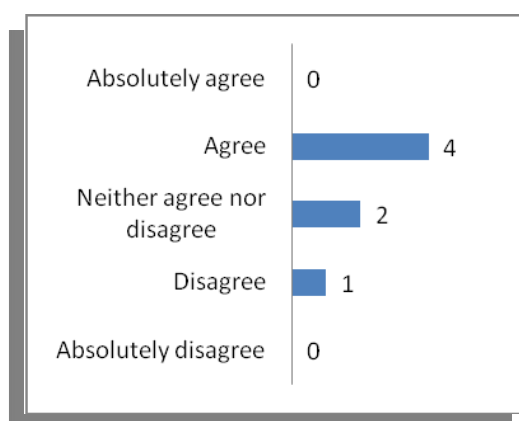


**Figure 9.16. Answers to the item “This programme helped me to familiarize others with my own culture.”**

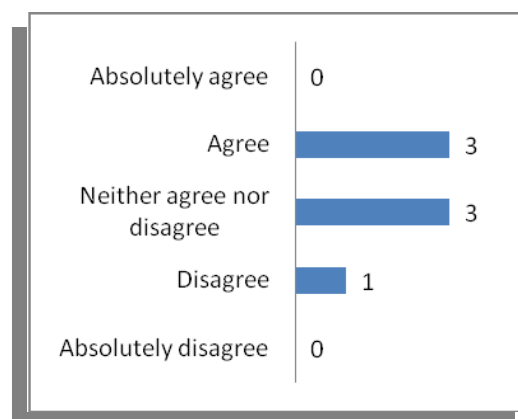


The programme also helped most of the respondents (57.1%) to overcome their prejudices against foreign cultures. Furthermore, as Figure 9.18 depicts, close to half of all respondents (42.9%) stated that the programme increased their tolerance towards and respect for other people. Almost all respondents (85.7%) agreed to the statement that the programme increased their belief in fighting racism and xenophobia.

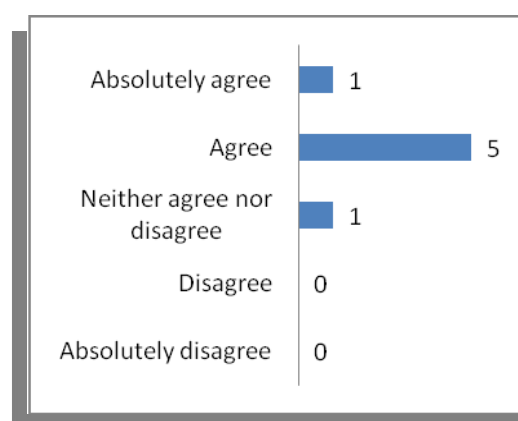
**Figure 9.17. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



**Figure 9.18. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 9.19. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

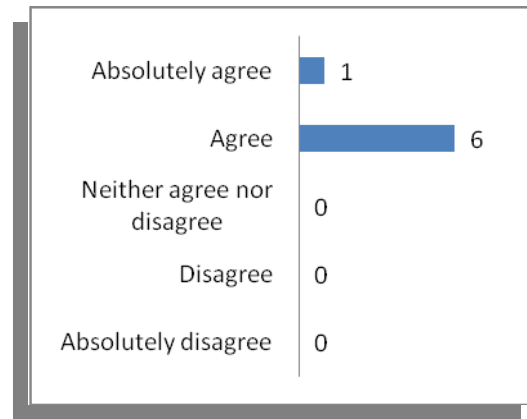


#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

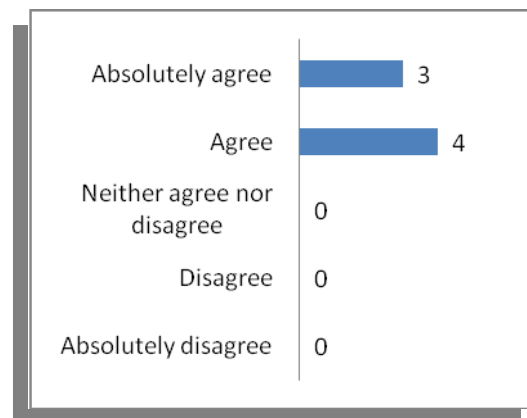
Respondents’ answers to a set of seven items reveal that the programme had significant impact on the vocational development. As Figure 9.20 shows, all respondents stated that they observed that their knowledge was as up-to-date as that of their colleagues abroad. However, at the same time, all respondents also agreed that the project

experience helped them update their knowledge about the field (Figure 9.21).

**Figure 9.20. Answers to the item “I recognized my knowledge was as up-to-date as that of my colleagues abroad.”**

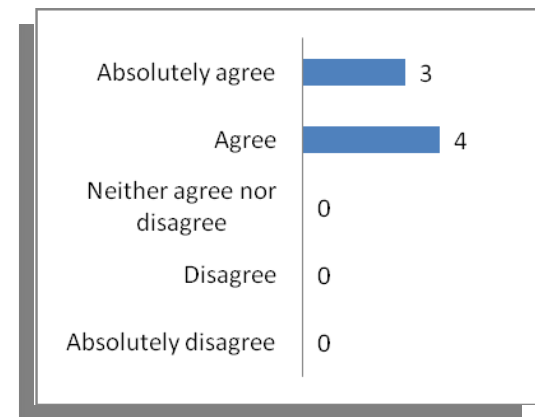


**Figure 9.21. Answers to the item “My project experience helped me update my knowledge about the field.”**

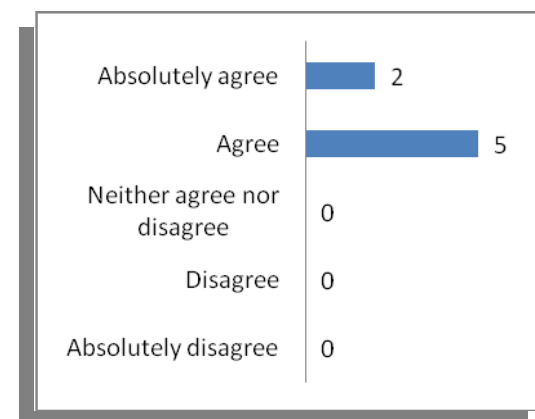


Respondents also invariably stated that their project experience helped them learn new tools they can use in their work (Figure 9.22). Figure 9.23 also reveals that all respondents used new training methods after their project experience. Most respondents (85.7%) also reported that experiencing a different culture improved their occupational capabilities (Figure 9.24).

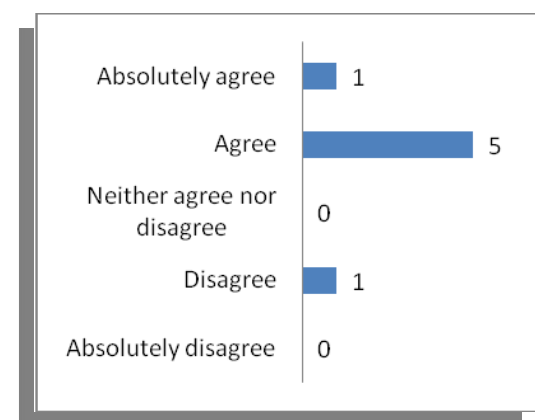
**Figure 9.22. Answers to the item “My project experience helped me learn new tools that can use in my work.”**



**Figure 9.23. Answers to the item “I used different training methods after my project experience.”**



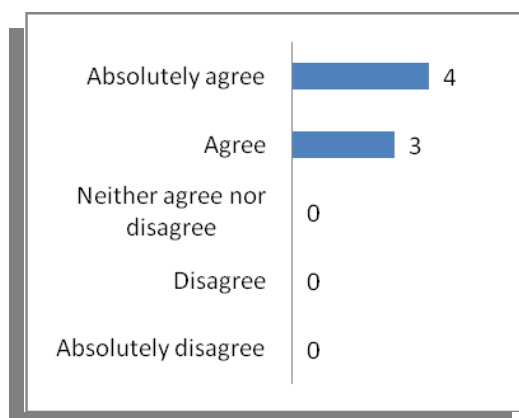
**Figure 9.24. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**



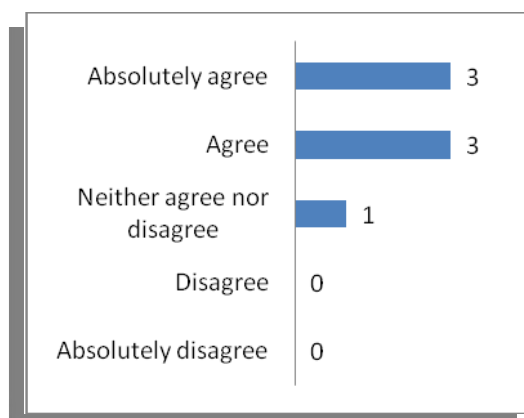


Project experience helped increase participants' willingness to engage in new projects. Responses reported in Figure 9.25 show that all respondents report an increase in their entrepreneurial orientation towards developing new projects after their project experience. Figure 9.26 further reveals that project experience improved future expectations of almost all respondents (85.7%).

**Figure 9.25. Answers to the item "The project we implemented improved our entrepreneurial orientation towards developing new projects."**



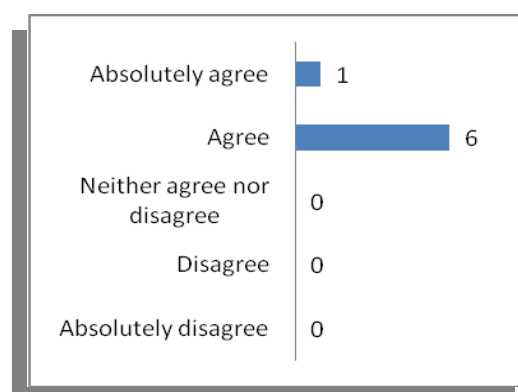
**Figure 9.26. Answers to the item "The project improved participants' expectations as to the future."**



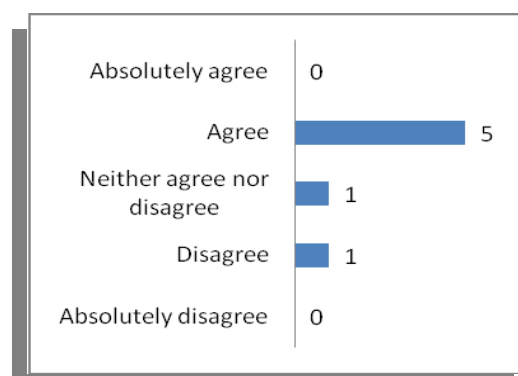
## PROGRAMME'S CONTRIBUTION TO CAREER DEVELOPMENT

All respondents agree that having participated in the programme will help their career advancement (Figure 9.27). The programme also contributes positively to beneficiaries' social networks. For example, 71.4% of the respondents report that the programme helped them become more effective in their relations to others.. In addition, all respondents believe their social networks enlarged as a consequence of their participation in the programme.

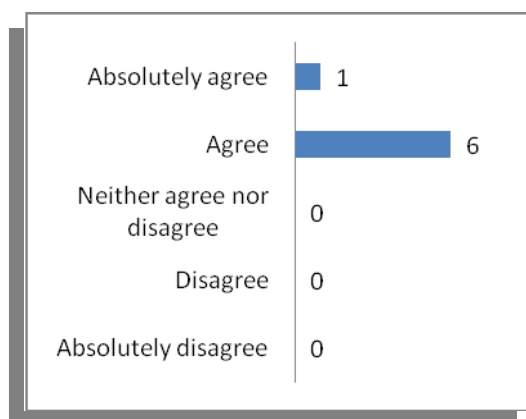
**Figure 9.27. Answers to the item "I believe participating in this programme will help my career advancement."**



**Figure 9.28. Answers to the item "This programme helped me become more effective in my relations to others."**



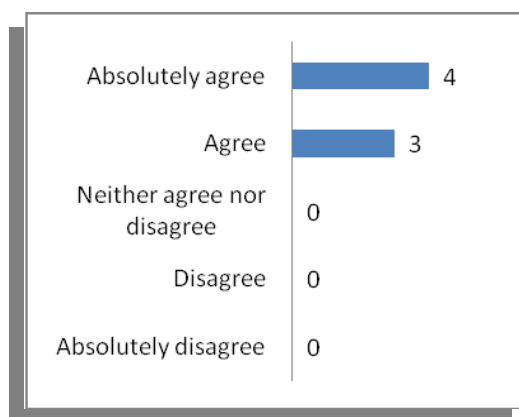
**Figure 9.29. Answers to the item “This programme helped me enlarge my social networks.”**



#### PROGRAMME'S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

The programme experience led all respondents believe that foreign language capacity is an important precondition to making effective use the programme (Figure 9.30).

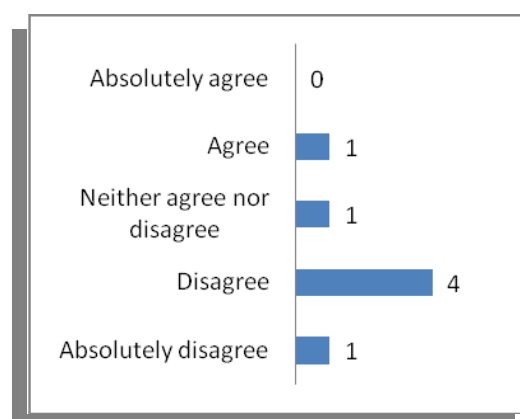
**Figure 9.30. Answers to the item “I realized that foreign language capability is an important precondition for making effective use of the programme.”**



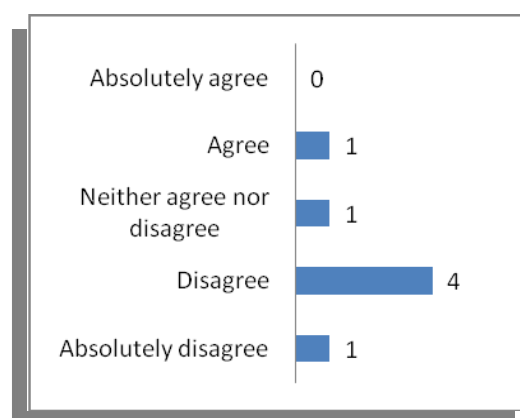
Only a very small portion of the respondents (14.3%) were worried that their foreign language skills would be deficient (Figure 9.31). Thus, most

respondents were confident their foreign language skills would match programme requirements.

**Figure 9.31. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



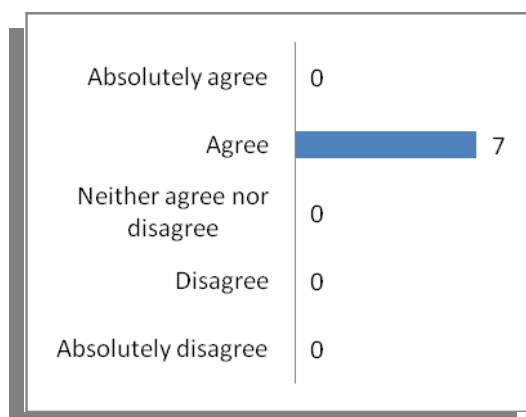
**Figure 9.32. Answers to the item “I saw that people around me were unwilling to participate in the programme because their foreign language capability was insufficient.”**



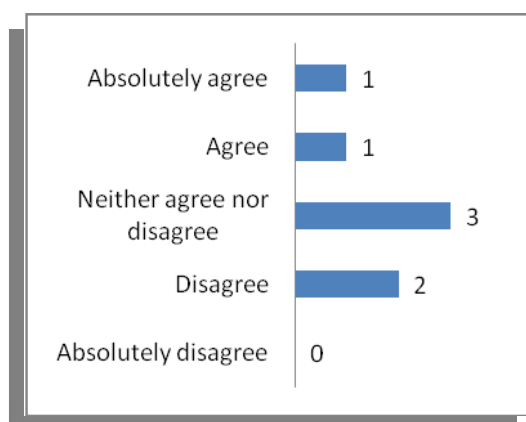
Nevertheless, all respondents agree that the programme helped them improve their foreign language skills (Figure 9.33). Some of the respondents (28.6%) even decided to learn another foreign language after their programme experience (Figure 9.34). As Figure 9.35

reveals, all respondents state having observed other beneficiaries becoming more motivated to improve their foreign language skills.

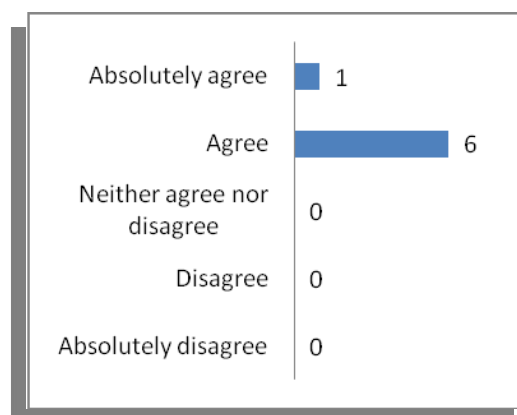
**Figure 9.33. Answers to the item “This programme helped me improve my foreign language capability.”**



**Figure 9.34. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



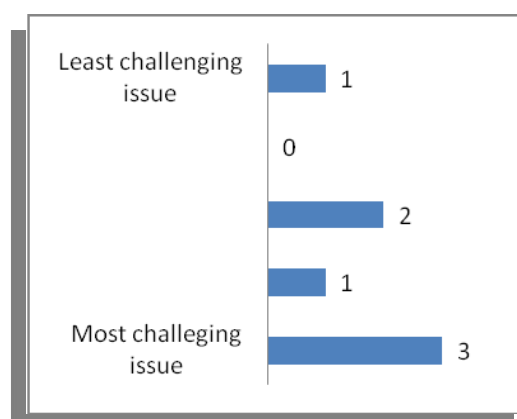
**Figure 9.35. Answers to the item “I observed that the project motivated participants to increase their foreign language capability.”**



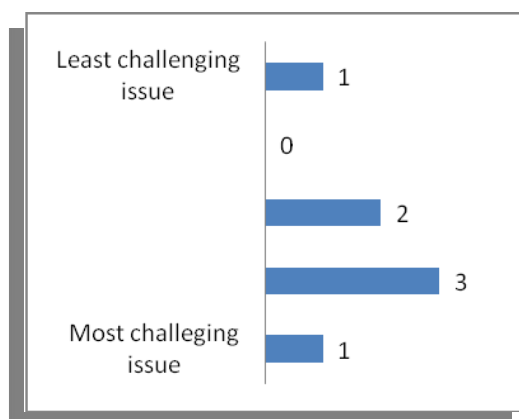
### CHALLENGES FACED BY BENEFICIARIES

A set of eleven items were used in order to identify the challenges faced by beneficiaries. More than half all respondents (57.1%) reported that preparing the project and filling out the application documents were challenging issues (Figure 9.36 and Figure 9.37).

**Figure 9.36. Answers to the item “Issues that were challenging: Preparing the project.”**

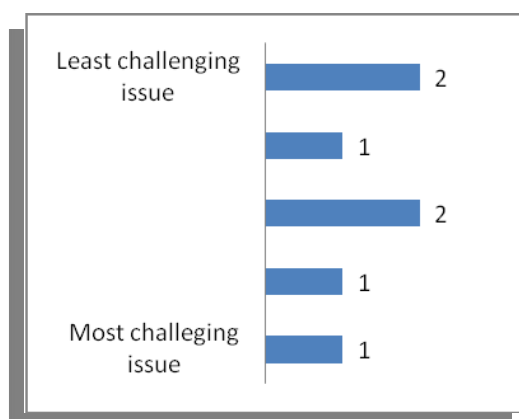


**Figure 9.37. Answers to the item “Issues that were challenging: Filling out the application documents.”**

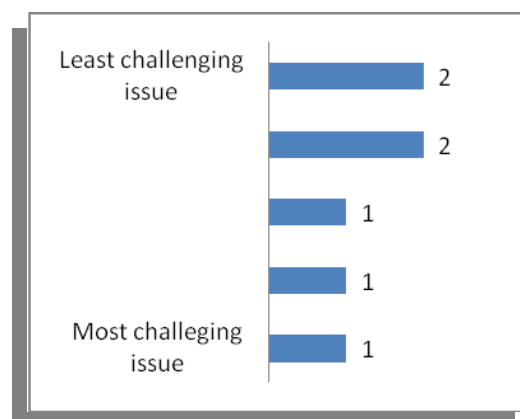


However, as Figure 9.38 shows making the application was reported as a challenging issue by less than a third of respondents (28.6%). Likewise, finding a partner was also conceived as a challenging issue by only 28.6% of the respondents (Figure 9.39). However, as Figure 9.40 reveals, communicating with the partners was more challenging compared to finding a partner. A higher percentage of respondents (42.9%) reported communicating with the partners as a challenging issue.

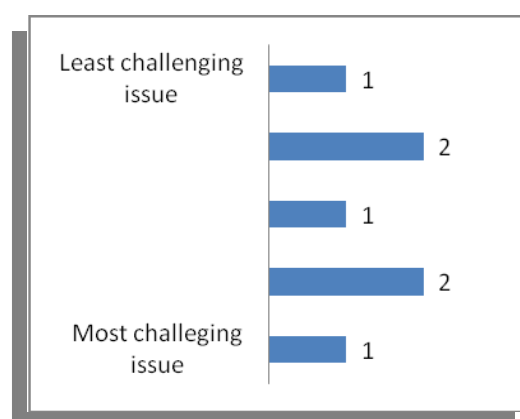
**Figure 9.38. Answers to the item “Issues that were challenging: Applying.”**



**Figure 9.39. Answers to the item “Issues that were challenging: Finding a partner.”**



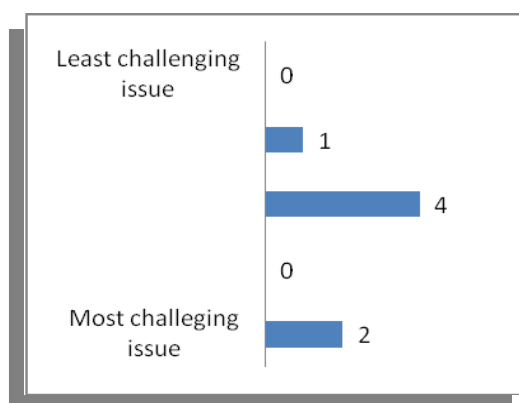
**Figure 9.40. Answers to the item “Issues that were challenging: Communicating with the partners.”**



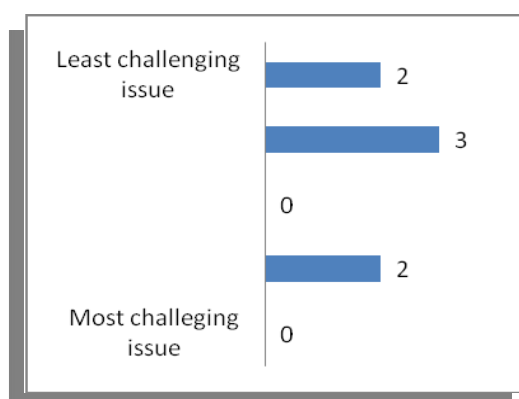
Respondents generally did not consider implementing activities as challenging issue. Figure 9.41 shows that only 28.6% of the respondents stated that implementing the activities was a challenging issue. Respondents also did not report experiencing significant challenges within their organizations. Respondents who state that they faced challenges in achieving cooperation or division of labor within their organizations or deciding upon who would participate in mobility constitute

28.6% of all respondents (Figure 9.42, Figure 9.43, and Figure 9.44).

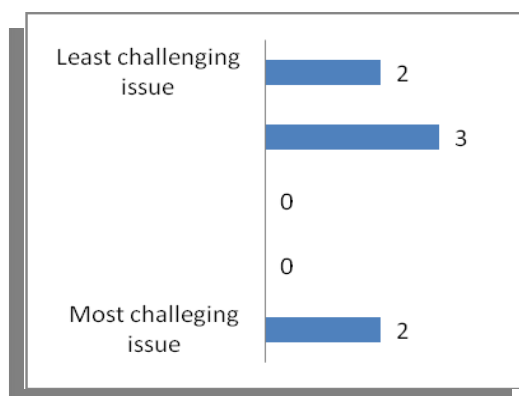
**Figure 9.41. Answers to the item “Issues that were challenging: Implementing the activities.”**



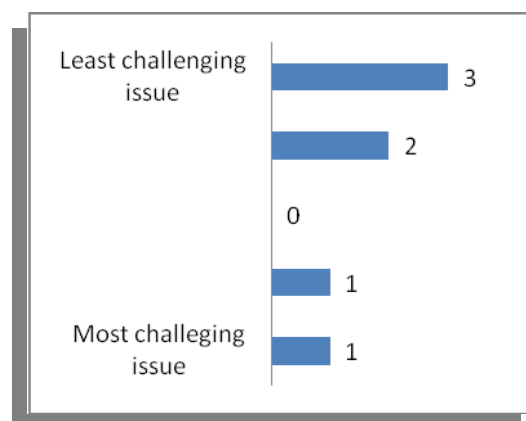
**Figure 9.42. Answers to the item “Issues that were challenging: Cooperation within my organization.”**



**Figure 9.43. Answers to the item “Issues that were challenging: Division of labor within my organization.”**

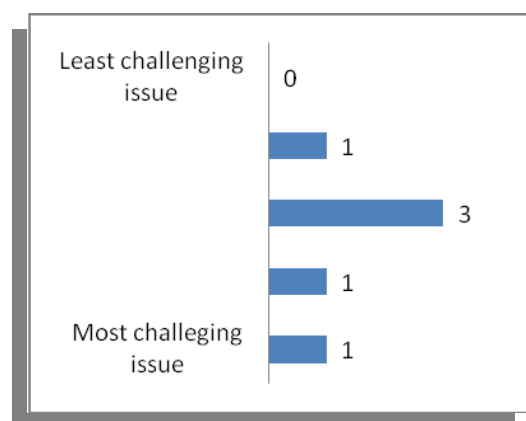


**Figure 9.44. Answers to the item “Issues that were challenging: Identifying who would participate in mobility.”**

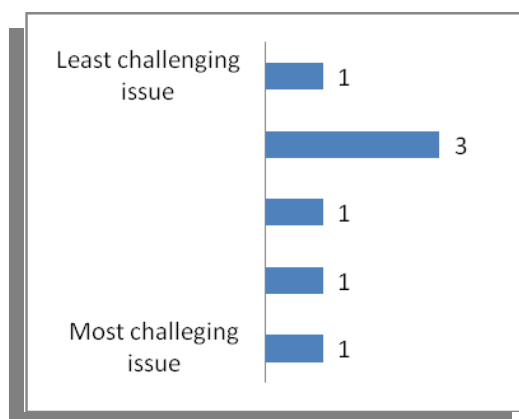


Less than a third of the respondents reported having experienced problems in disseminating the results (Figure 9.45). The ratio of respondents who stated that communicating with the Turkish National Agency was a problematic issue constitute 28.6% of the respondents.

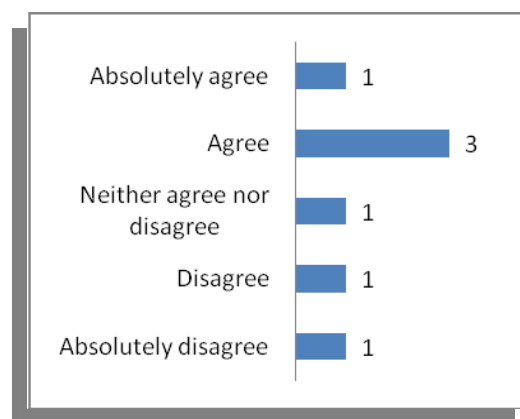
**Figure 9.45. Answers to the item “Issues that were challenging: Disseminating the results.”**



**Figure 9.46. Answers to the item “Issues that were challenging: Communicating with the Turkish National Agency.”**



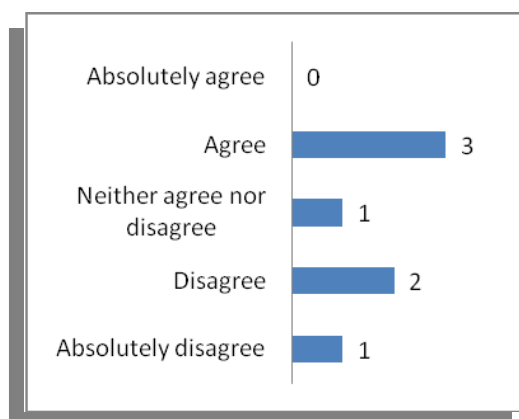
**Figure 9.48. Answers to the item “My organization values what I have put into the project.”**



#### WHETHER THE PROJECT INTERFERED WITH WORK

Close to half of all respondents (42.9%) stated that they had problems with their other work-related responsibilities due to the time they committed to the project. However, more than half of all respondents also reported that their organization values their contribution to the programme.

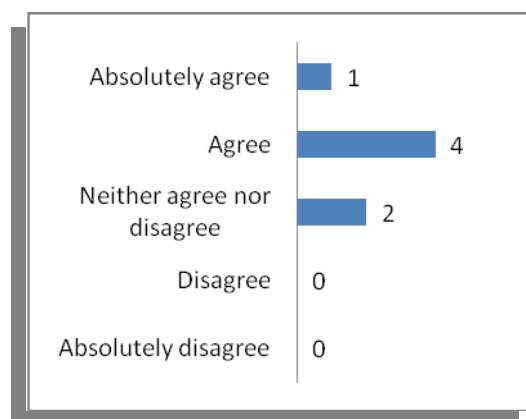
**Figure 9.47. Answers to the item “I had serious problems with my other work due to the time I committed to the project.”**



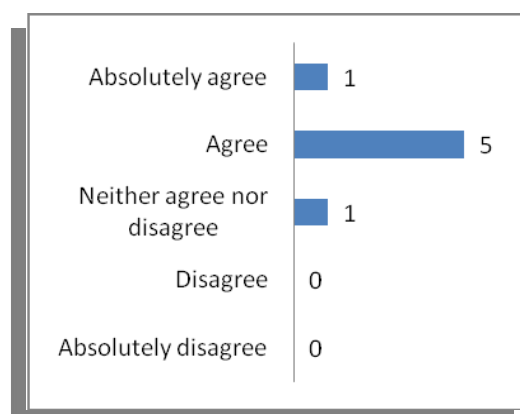
#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

The programme experience contributed positively to respondents' views concerning the European Unions and Turkey's membership to the European Union. Figure 9.49 reports that the programme led to positive changes in the views of 71.4% of the respondents concerning Turkey's membership in the European Union. Likewise, none of the respondents disagreed with the statement that the programme made them feel Turkey's efforts at adaptation to the European Union are important (Figure 9.50).

**Figure 9.49. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 9.50. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**







## Chapter 10

# GRUNDTVIG LEARNING PARTNERSHIPS

Grundtvig Learning Partnership is a small scale partnership focusing on outputs and implemented by the participation of small organizations dealing with adult education wishing to include European cooperation in their education activities.

A total of 59 organizations that benefited from Grundtvig Partnerships in 2009 were contacted. Out of these organizations, 39 responded to the questionnaire through their contact persons. Thus, the response rate is 66.1 percent. The findings reported below are based on responses of these organizations.

Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.

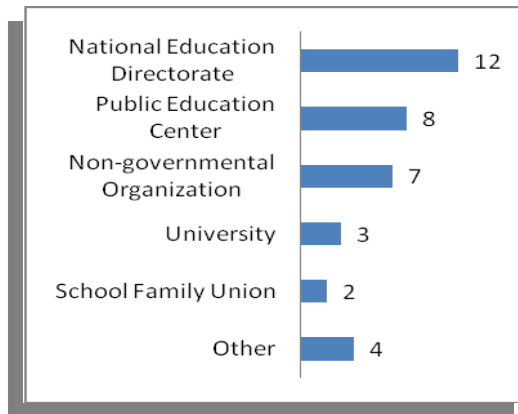


## RESPONDENT CHARACTERISTICS

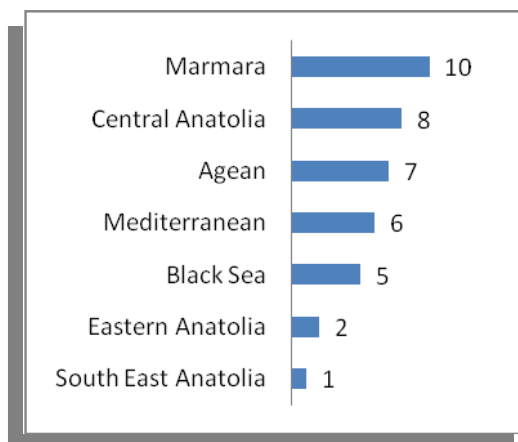
Figure 10.1 shows that majority of the respondents are public organizations. More than half of respondents (51.3%) are either a National Education Directorate (*Milli Eğitim Müdürlüğü*) or a Public Education Center (*Halk Eğitim Merkezi*).

Almost half of these respondents (46.2%) are located in two geographic regions of Turkey: the Marmara region and Central Anatolia region.

**Figure 10.1. Types of beneficiary organizations that responded to the questionnaire**



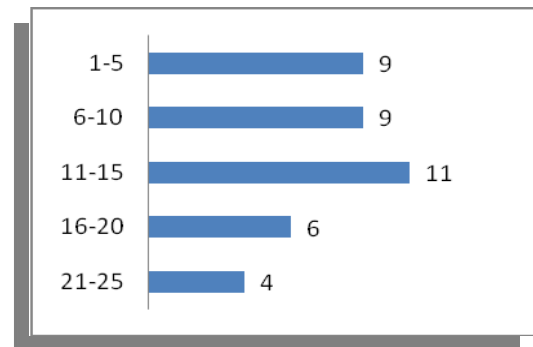
**Figure 10.2. Geographic location of the organizations that responded to the questionnaire**



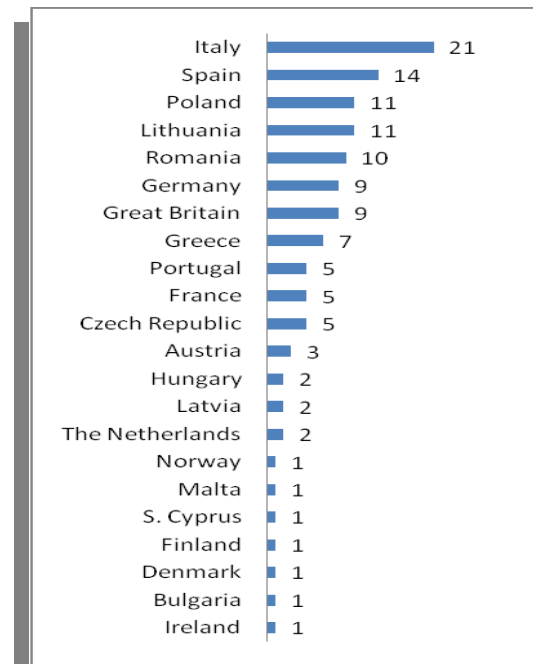
## MOBILITY BY BENEFICIARIES

Number of mobility reported by respondents ranges between 1 and 25. As Figure 10.3 shows in the great majority of projects the total number of mobility realized was less than 16. Figure 10.4 shows that respondents visited 22 European countries as a part of their project. The country most frequently visited by respondents is Italy (total number of visits to Italy is 21).

**Figure 10.3. Total number of mobility realized by respondent organizations**



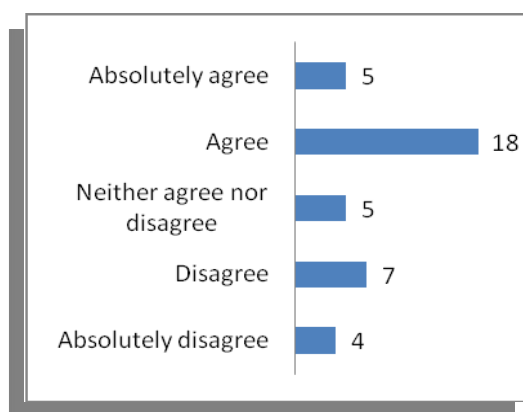
**Figure 10.4. Countries visited by respondents and number of visits**



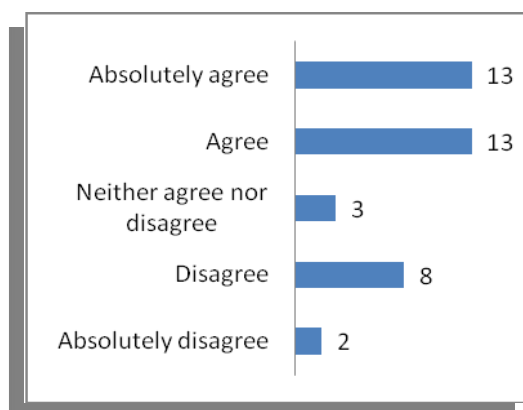
## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Figure 10.5 reports that majority of respondents (59%) were planning to collaborate with people abroad before they learned about the programme. However, as Figure 10.6 reveals that they would not have been able to do so in the absence of the programme. More than 66.7% of the respondents reported that the programme generated a genuine opportunity for collaboration.

**Figure 10.5. Answers to item “I was planning to collaborate with my colleagues abroad before I learned about the programme.”**

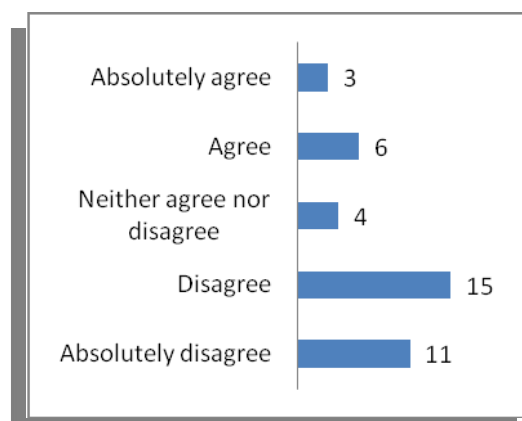


**Figure 10.6. Answers to item “I would not be able to work with my colleagues abroad in the absence of this programme.”**

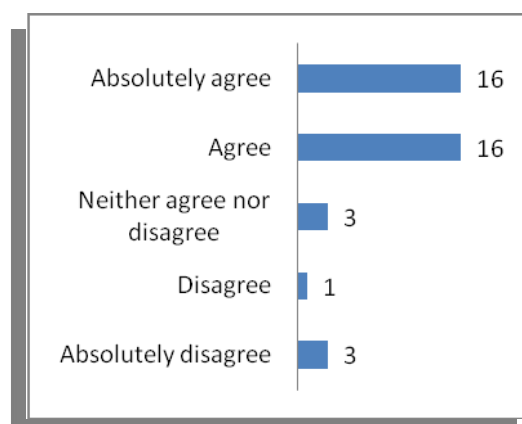


Another indicator of programme's contribution to obtaining international experience is that 66.7% of the respondents reported that they were not used to travel abroad for vocational purposes before they became a beneficiary of the programme (Figure 10.7). The programme helped participants learn more about daily life abroad as well their vocation. As shown in Figure 10.8, 82% of the participants reported that they learned about life abroad after participating in the programme.

**Figure 10.7. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



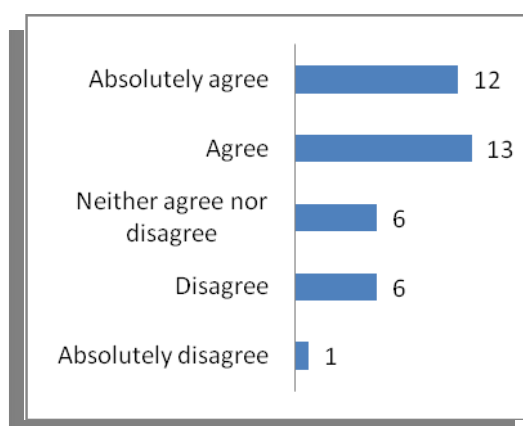
**Figure 10.8. Answers to item “This programme helped me learn about daily life abroad.”**



## PROGRAMME'S CONTRIBUTION TO PERSONAL DEVELOPMENT

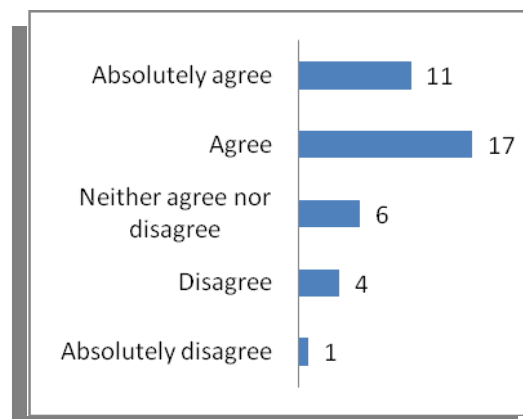
Four items measure the degree to which the programme contributed to personal development of beneficiaries. As shown in Figure 10.9, respondents generally (67.6%) agreed that the programme helped them learn more about themselves.

**Figure 10.9. Answers to item “This programme helped me learn more about myself.”**

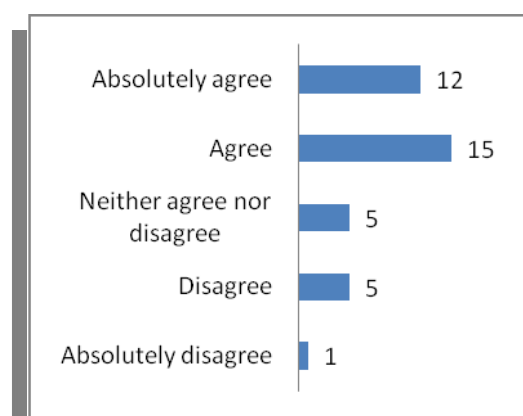


Respondents also reported that the programme helped them better express themselves and increased their self-confidence. Figure 10.10 shows that 71.8% of the respondents believe that the programme helped them better express themselves. Those who report that their self-confidence increased after participating in the programme constitute 71.1% of the respondents. A significant portion of the respondents (69.2%) also believe that the programme changed their life trajectory. These findings reveal that the programme had significant impact on the personal development of beneficiaries in terms of knowledge about one's self, self-expression, self-confidence and experiencing change.

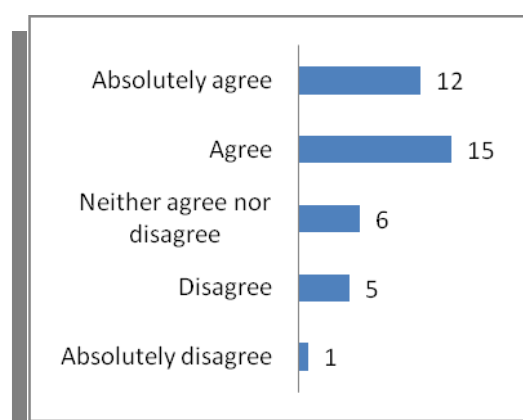
**Figure 10.10. Answers to the item “This programme helped me better express myself.”**



**Figure 10.11. Answers to the item “This programme helped me increase my self-confidence.”**



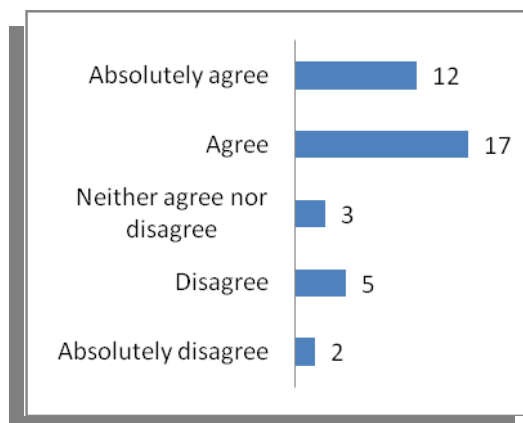
**Figure 10.12. Answers to the item “I believe this programme changed my life trajectory.”**



### PROGRAMME'S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

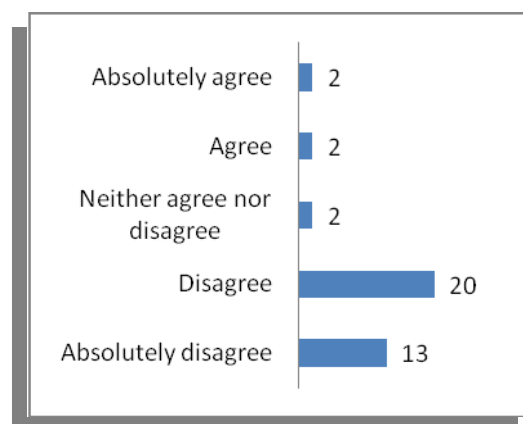
Participants responded to seven items regarding programme's contribution to cross-cultural awareness and interaction. Responses to first of these questions reveals that the programme helped majority of beneficiaries (65.5%) to learn more about their own cultures (Figure 10.13).

**Figure 10.13. Answers to item "This programme helped me learn more about my national culture."**



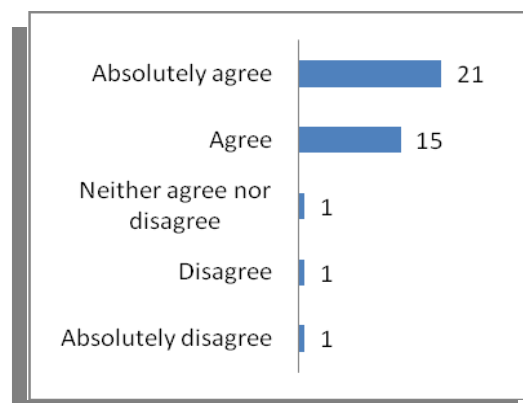
Beneficiaries were also asked whether they had any difficulty in adapting to foreign cultures. Figure 10.14 shows that only a very small minority (10.3%) experienced adaptation problems.

**Figure 10.14. Answers to the item "I had difficulty in adapting to foreign cultures when I was beneficiary of the programme."**

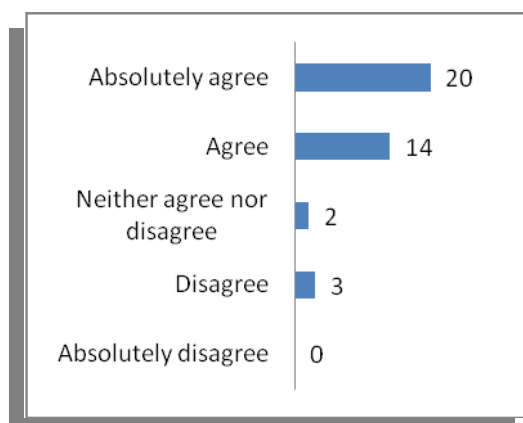


Responses to two items of the questionnaire show that the programme helped beneficiaries to learn more about foreign cultures and at the same time enabled them to familiarize people from other cultures with their own culture. Figure 10.15 shows that a great majority of beneficiaries (96.3%) believe that the programme helped them learn more about foreign cultures. Similarly, Figure 10.16 also reveals that a great majority of participants (87.2%) were able to familiarize foreigners with their own culture.

**Figure 10.15. Answers to the item "This programme helped me learn about foreign cultures."**

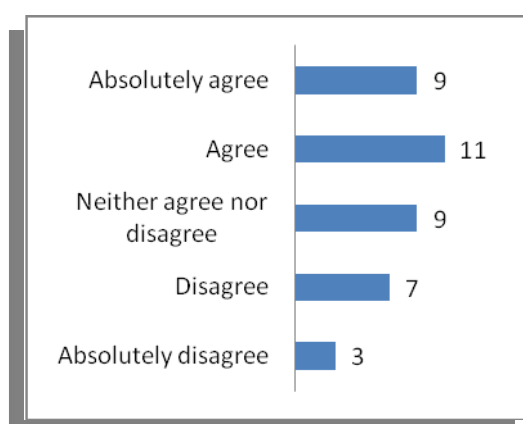


**Figure 10.16. Answers to the item “This programme helped me to familiarize others with my own culture.”**

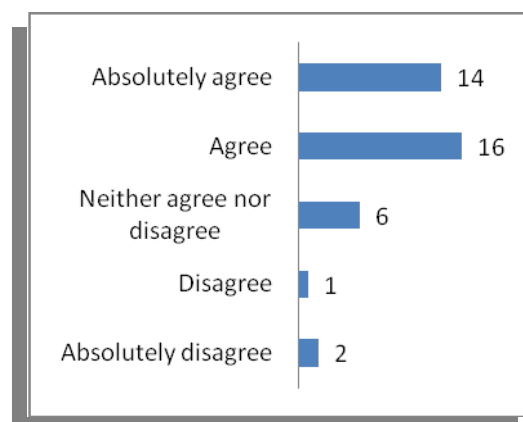


The programme was also instrumental in terms of dealing with cultural prejudices and xenophobia. Figure 10.17 shows that more than half of respondents (51.3%) reported that the programme helped them overcome their prejudices against foreign cultures. A very large portion of the respondents (76.9%) reported that the programme increased their tolerance towards and respect for other people (Figure 10.18). Similarly, 76.9% of the respondents stated that the programme increased their belief in fighting racism and xenophobia.

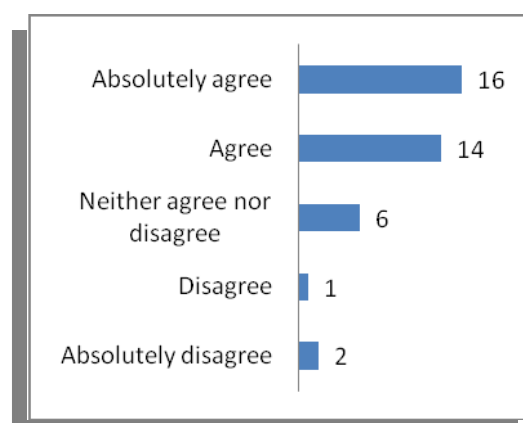
**Figure 10.17. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



**Figure 10.18. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 10.19. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

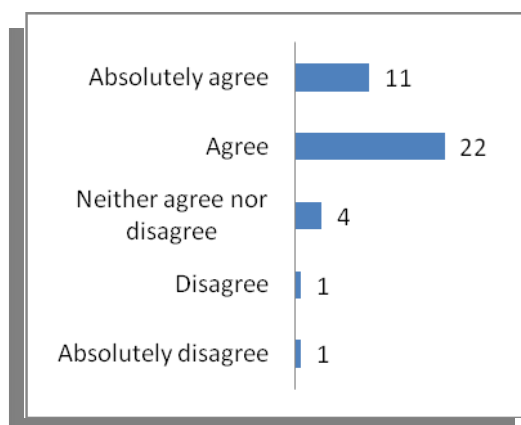


#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

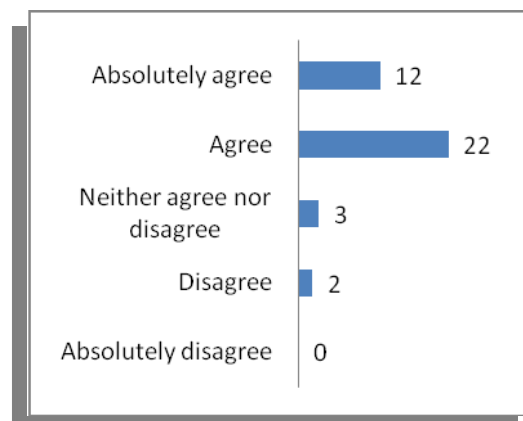
Another set of items measure the programme’s contribution to vocational development, i.e. the degree to which participating in the programme enhanced knowledge, skills and abilities of the participants and improved their entrepreneurial orientation.

Responses to one of the items reveals that a very large portion of the respondents (84.6%) believed their knowledge was as up-to-date as that of their colleagues abroad (Figure 10.20). Nonetheless, 87.2% of the respondents also report that participating in the programme helped them update their knowledge about the field (Figure 10.21). Similarly, as Figure 10.22 and Figure 10.23 reveal, majority of the respondents stated that their project experience helped them learn new tools that they can use at work and that they tried new training methods after their project experience (respective ratios are 84.6% and 81.6%). More generally, 89.5% of the respondents reported that their project experience improved their occupational capabilities (Figure 10.24).

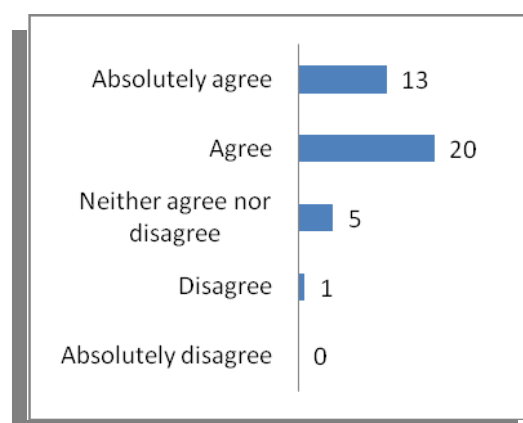
**Figure 10.20. Answers to the item “I recognized my knowledge was as up-to-date as that of my colleagues abroad.”**



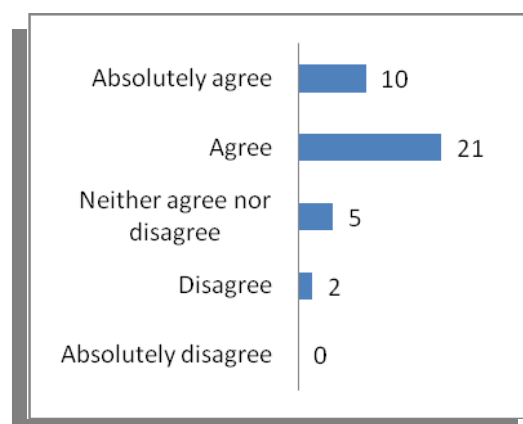
**Figure 10.21. Answers to the item “My project experience helped me update my knowledge about the field.”**



**Figure 10.22. Answers to the item “My project experience helped me learn new tools that can use in my work.”**

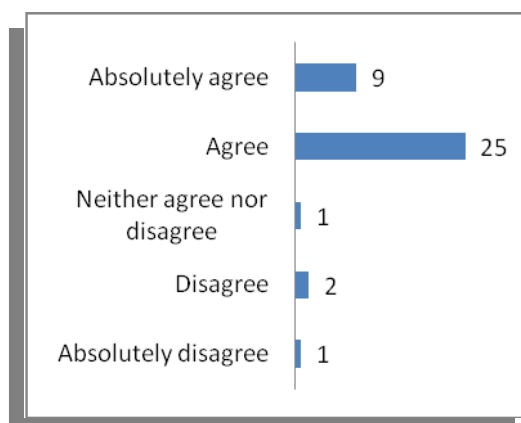


**Figure 10.23. Answers to the item “I used different training methods after my project experience.”**

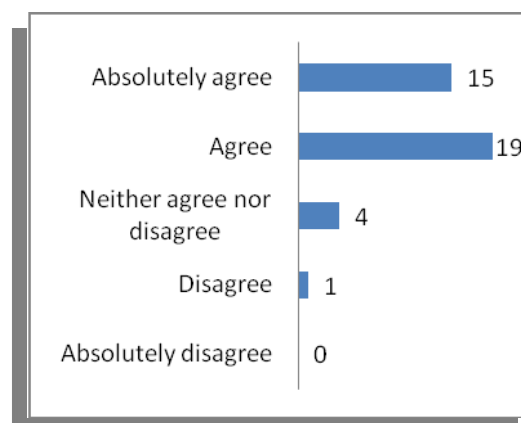




**Figure 10.24. Answers to the item “Experiencing a different culture improved my occupational capabilities.”**

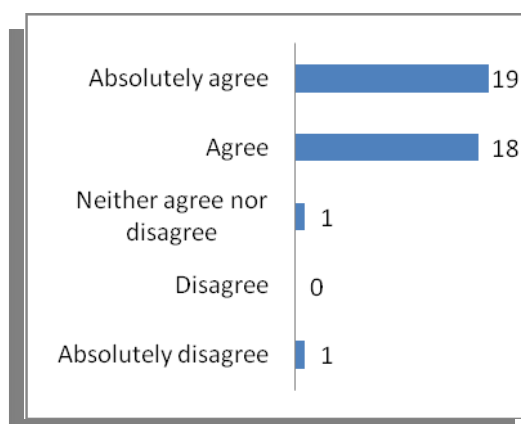


**Figure 10.26. Answers to the item “The project improved participants’ expectations as to the future.”**



Project experience also improved entrepreneurial orientation of the beneficiaries and their expectations regarding the future. Almost all of respondents (94.9%) stated that their project experience improved their entrepreneurial orientation towards developing new projects (Figure 10.25). Similarly, a very large portion of respondents (87.2%) stated that their project experience improved their expectations as to the future (Figure 10.26).

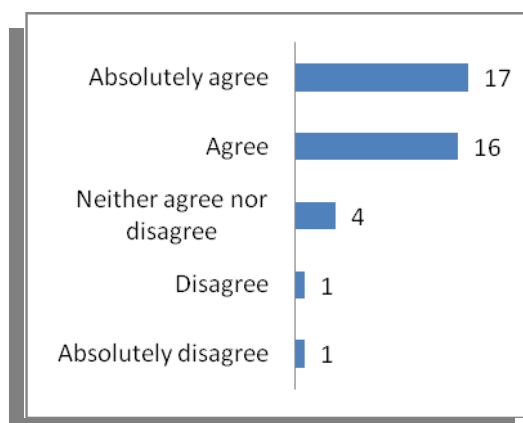
**Figure 10.25. Answers to the item “The project we implemented improved our entrepreneurial orientation towards developing new projects.”**



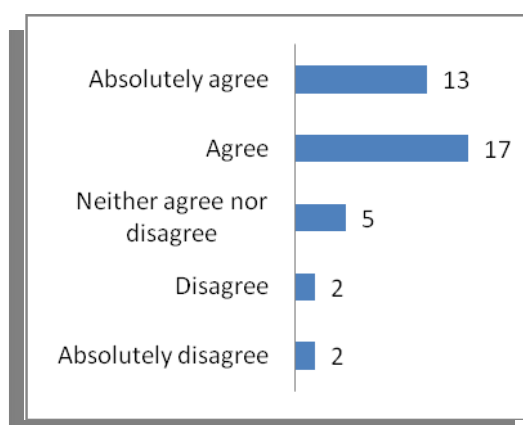
### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

Three items measured the degree to which the programme contributed to career development participants. Results presented in Figure 10.27 shows that 84.6% of the respondents believe that participating in the programme will help their career advancement. The programme also improved networking capabilities of beneficiaries. 76.9% of the respondents state that the programme helped them to be more effective in their relations to others (Figure 10.28) and 92.3% of the respondents report that the programme helped them to enlarge their social networks (Figure 10.29).

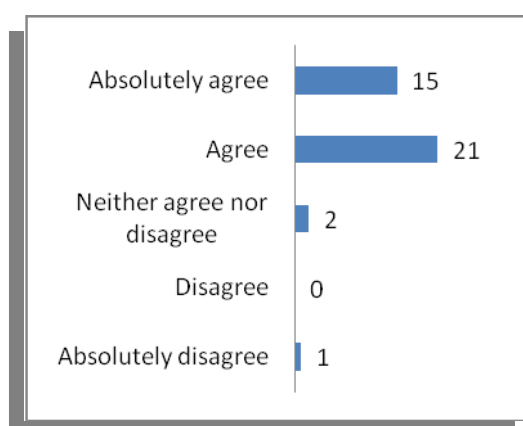
**Figure 10.27. Answers to the item “I believe participating in this programme will help my career advancement.”**



**Figure 10.28. Answers to the item “This programme helped me become more effective in my relations to others.”**



**Figure 10.29. Answers to the item “This programme helped me enlarge my social networks.”**

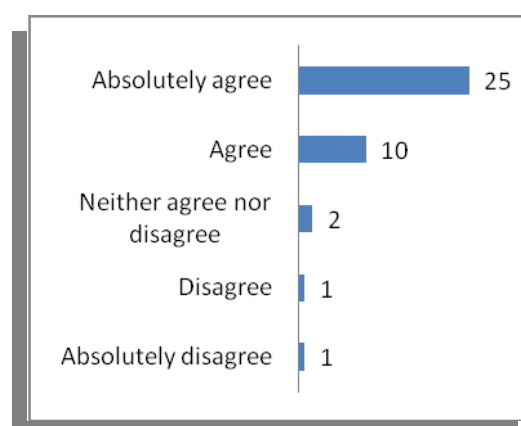


## PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

An important obstacle concerning international collaboration is lack of sufficient foreign language capability. Therefore, several items measured the degree to which foreign language was perceived as a barrier by the beneficiaries and the extent to which project experience improved foreign language capability of beneficiaries.

Results reported in Figure 10.30 show that a great majority of respondents (89.7%) believe that foreign language capability is an important precondition for making effective use of the programme.

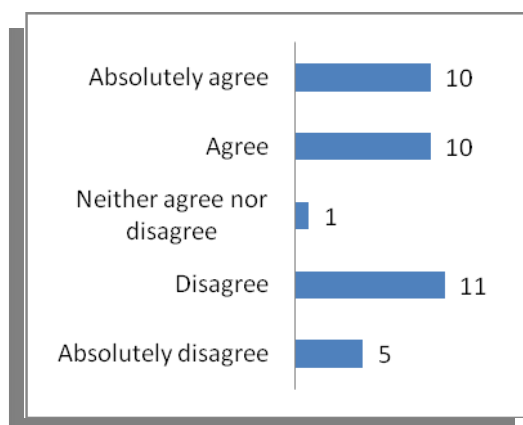
**Figure 10.30. Answers to the item “I realized that foreign language capability is an important precondition for making effective use of the programme.”**



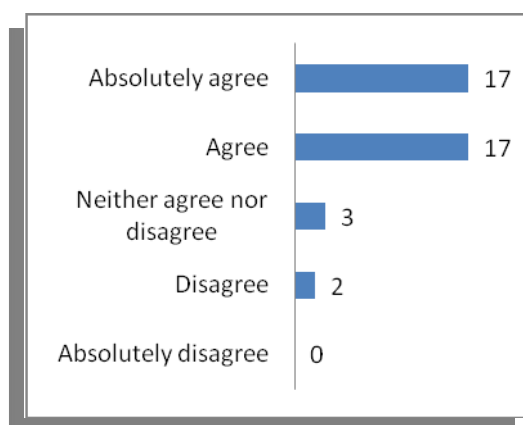
Prior to becoming a beneficiary of the programme more than half of the respondents (54.1%) were worried that their foreign language capability would be insufficient (Figure 10.31). Also, 87.9% of the respondents state that they observed that people around them were unwilling to participate in the programme

because their foreign language capability was deficient (Figure 10.32).

**Figure 10.31. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



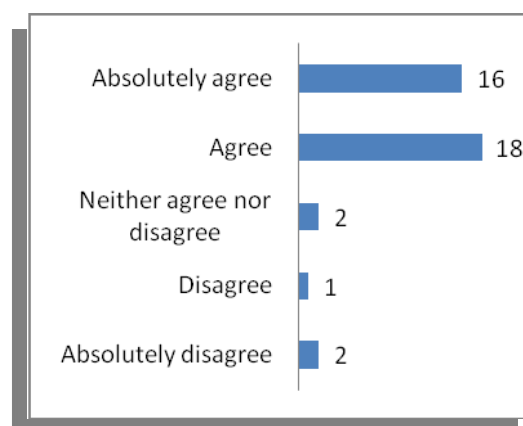
**Figure 10.32. Answers to the item “I saw that people around me were unwilling to participate in the programme because their foreign language capability was insufficient.”**



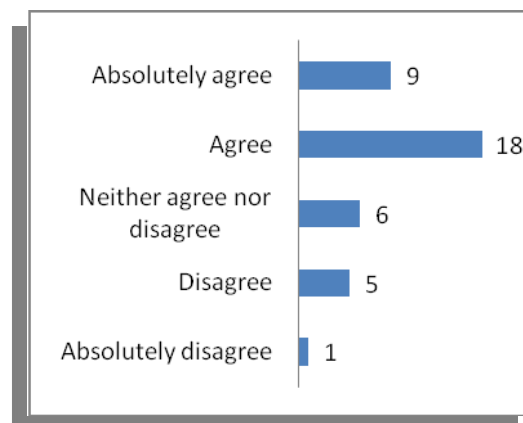
Responses to other items reveal that programme experience helped beneficiaries improve their foreign language skills. For example, 87.2% of the respondents reported that participating in the programme improved their foreign language capability (Figure 10.33). Moreover, 81.8% of the respondents

stated that they decided to learn another foreign language after participating in the programme (Figure 10.34). Figure 10.35 reveals that practically all respondents observed that the project motivated others to improve their foreign language skills.

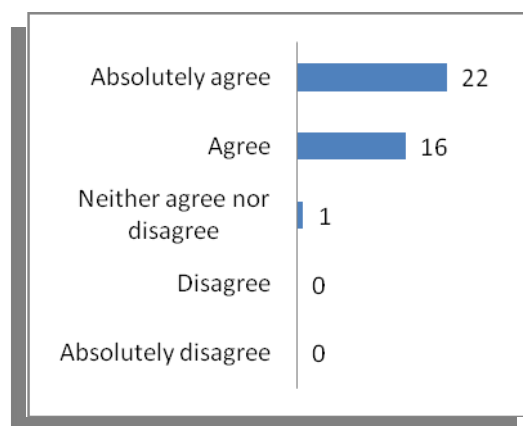
**Figure 10.33. Answers to the item “This programme helped me improve my foreign language capability.”**



**Figure 10.34. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



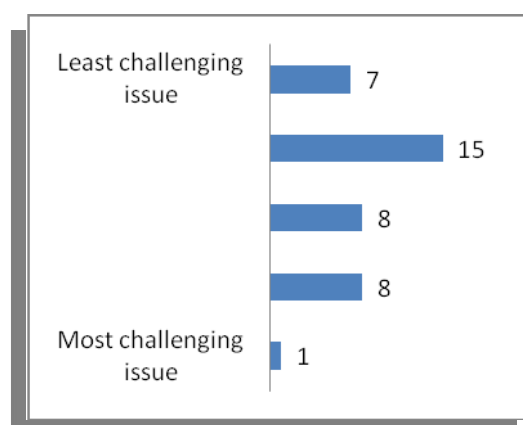
**Figure 10.35. Answers to the item “I observed that the project motivated participants to increase their foreign language capability.”**



#### CHALLENGES FACED BY BENEFICIARIES

Respondents were asked several questions in order to identify the most challenging issues that were faced by them. Only 23.1% of the respondents reported that preparing the project was an especially challenging issue (Figure 10.36).

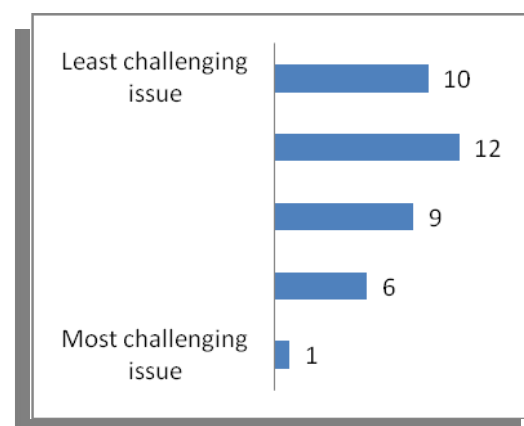
**Figure 10.36. Answers to the item “Issues that were challenging: Preparing the project.”**



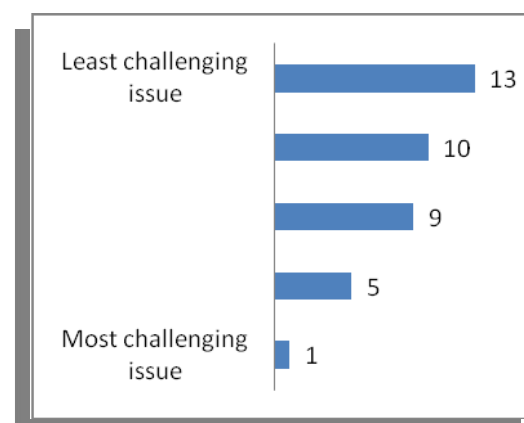
As Figure 10.37 and Figure 10.38 present, an even smaller ratio of respondents considered filling out the application documents or making the application as

challenging tasks (18.4% and 15.8%, respectively).

**Figure 10.37. Answers to the item “Issues that were challenging: Filling out the application documents.”**

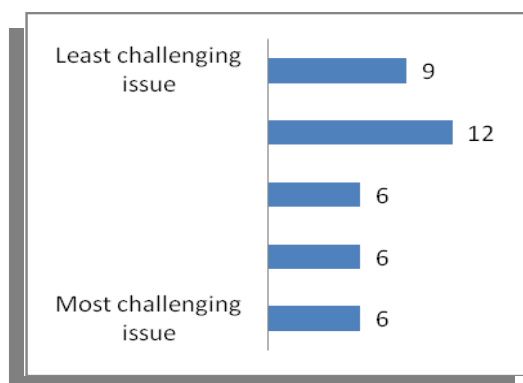


**Figure 10.38. Answers to the item “Issues that were challenging: Applying.”**

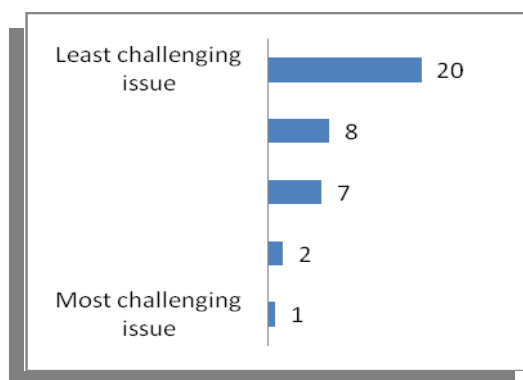


Whereas 30.8% of the respondents considered finding a partner as a challenging issue (Figure 10.39), only 7.9% reported that they had difficulty in communicating with partners.

**Figure 10.39. Answers to the item “Issues that were challenging: Finding a partner.”**

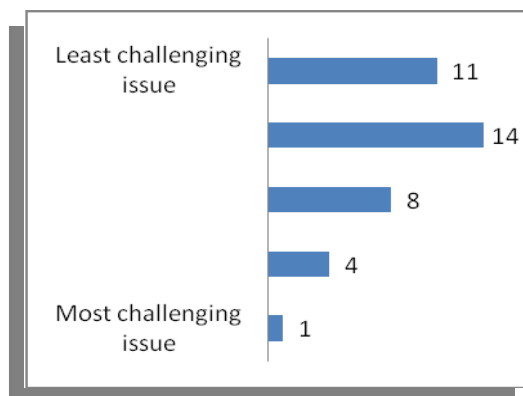


**Figure 10.40. Answers to the item “Issues that were challenging: Communicating with the partners.”**



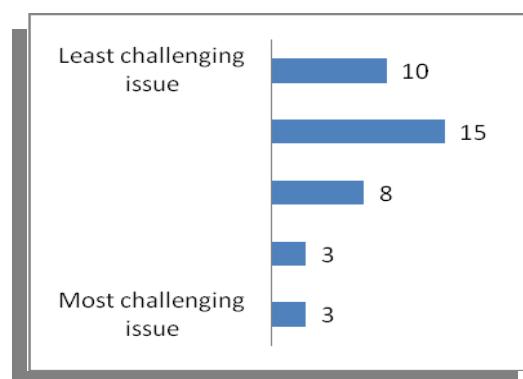
Only a small minority of the participants (13.2%) reported that they had difficulty in implementing project activities.

**Figure 10.41. Answers to the item “Issues that were challenging: Implementing the activities.”**

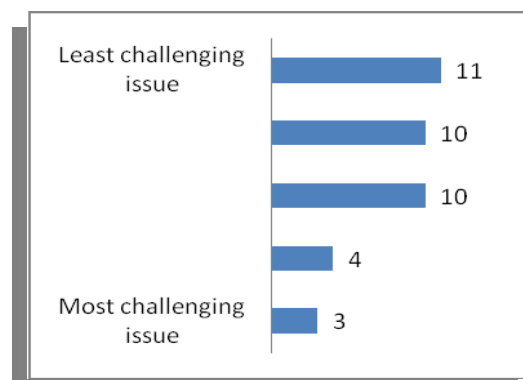


Participants also do not seem to have experienced challenges within their organization during the implementation of their projects. Only 15.4% of the participants reported that they had difficulty in securing cooperation within their organization (Figure 10.42).

**Figure 10.42. Answers to the item “Issues that were challenging: Cooperation within my organization.”**



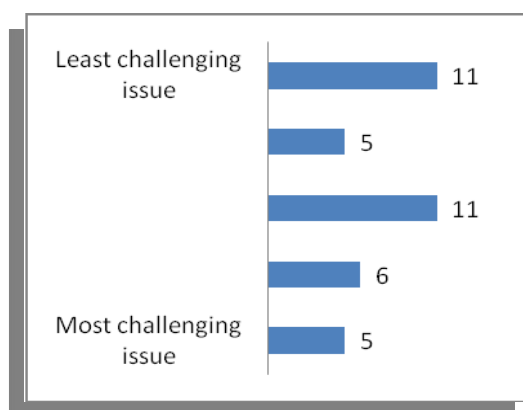
**Figure 10.43. Answers to the item “Issues that were challenging: Division of labor within my organization.”**



Similarly, 18.4% of the participants reported that there were problems related to division of labor within their organization (Figure 10.43). What was somewhat more challenging was to identify who would participate in mobility. As Figure 10.44 shows, 28.4% of the participants considered this as a challenging issue whereas only 42.2%

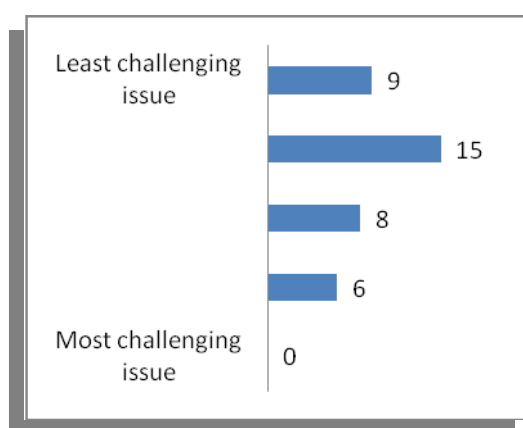
reported that this was not a significantly challenging issue.

**Figure 10.44. Answers to the item “Issues that were challenging: Identifying who would participate in mobility.”**

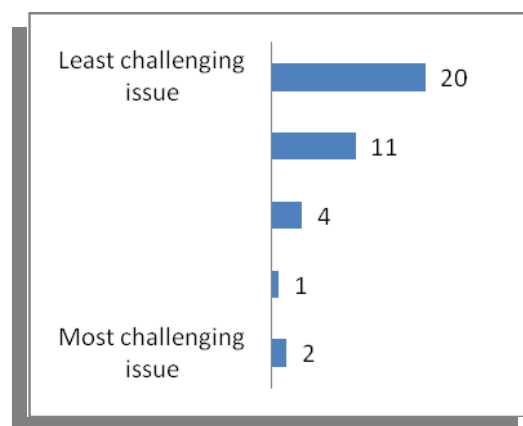


Few respondents (15.8%) reported that they faced difficulty in disseminating the results (Figure 10.45). Likewise, as Figure 10.46 shows the portion of respondents who faced difficulties in communicating with the Turkish National Agency was minimal (7.9%).

**Figure 10.45. Answers to the item “Issues that were challenging: Disseminating the results.”**



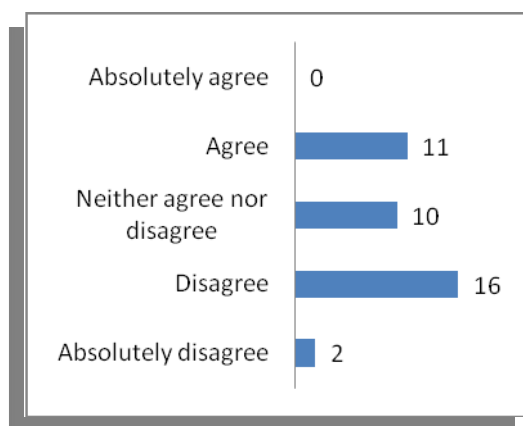
**Figure 10.46. Answers to the item “Issues that were challenging: Communicating with the Turkish National Agency.”**



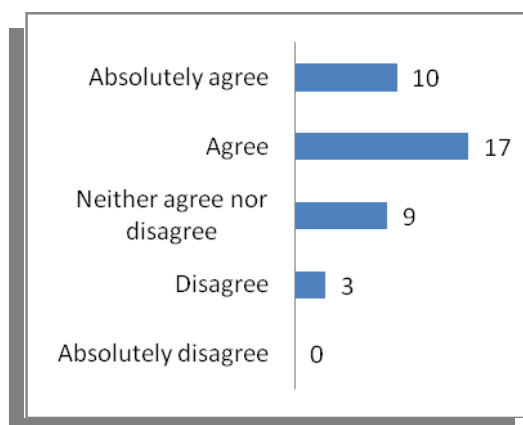
#### WHETHER THE PROJECT INTERFERED WITH WORK

Respondents were also asked whether participating in the programme caused any negative outcomes in their work and whether their contribution to the project was valued by their organization. Only a minority of the respondents (28.2%) reported that they had serious problems regarding their other work due to the time they committed to the project (Figure 10.47). On the other hand, as Figure 10.48 reveals, majority of the respondents (69.2%) reported that their organizations acknowledged the value of their contribution to the project.

**Figure 10.47. Answers to the item “I had serious problems with my other work due to the time I committed to the project.”**



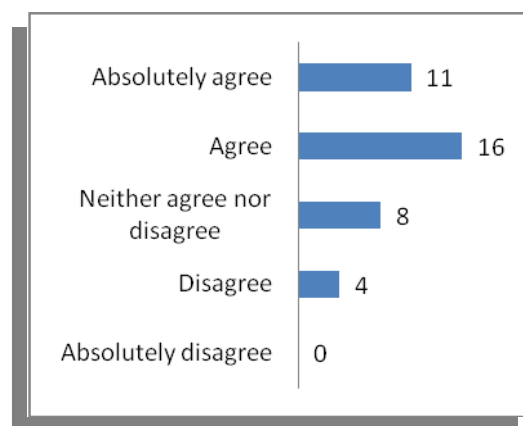
**Figure 10.48. Answers to the item “My organization values what I have put into the project.”**



#### CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

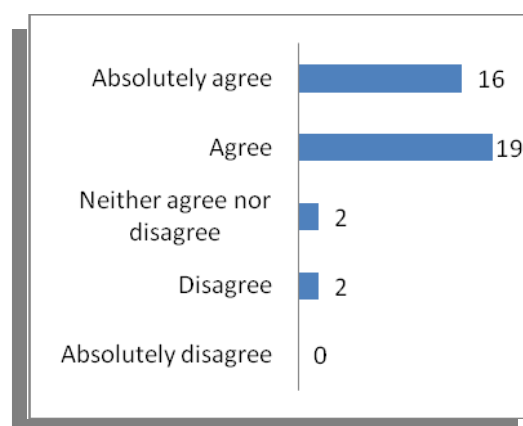
Participating in the programme also seems to have caused favorable in changes in participants’ views about the European Union. As Figure 10.49 depicts, 69.2% of the respondents report that the programme experience led to positive change in their views about the European Union.

**Figure 10.49. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



A great majority of the respondents (89.7%) also reported that the programme made them feel Turkey’s efforts at adapting to the European Union are important (Figure 10.50).

**Figure 10.50. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**







# Chapter 11

## STUDY VISITS

A study visit is a short stay of three to five days in a host country for a group of 10 to 15 European education and vocational training specialists and decision-makers. A study visit includes presentations and on-site visits to ministries, educational and training institutions, training sites, etc.

A total of 207 individuals who benefited from Study Visits in 2009 were contacted. Out of these individuals, 125 responded to the questionnaire. Thus, the response rate is 60.4 percent. The findings reported below are based on responses of these individuals.

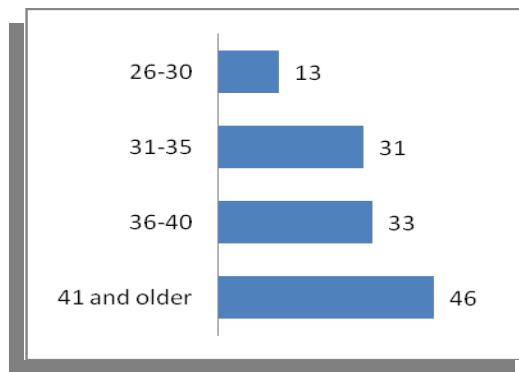
Please note that respondents sometimes do not answer several items of questionnaires. Therefore, number of valid responses may differ across questionnaire items. The frequencies or ratios reported and the interpretations are based on valid responses only. For the sake of simplicity, missing values are not reported.



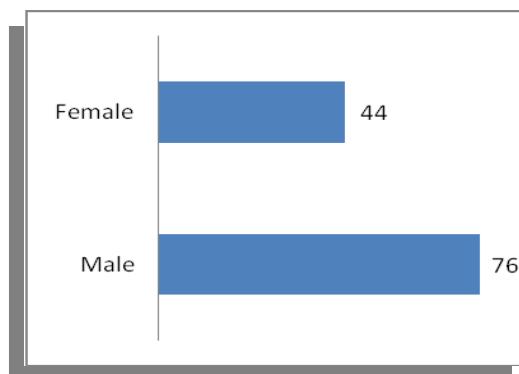
## RESPONDENT CHARACTERISTICS

Majority of the respondents (62.6%) were 40 years old or younger (Figure 11.1). Thus, more senior respondents constitute slightly more than a third of the respondents. Majority of these respondents (63.3%) were male (Figure 11.2).

**Figure 11.1. Respondent age**

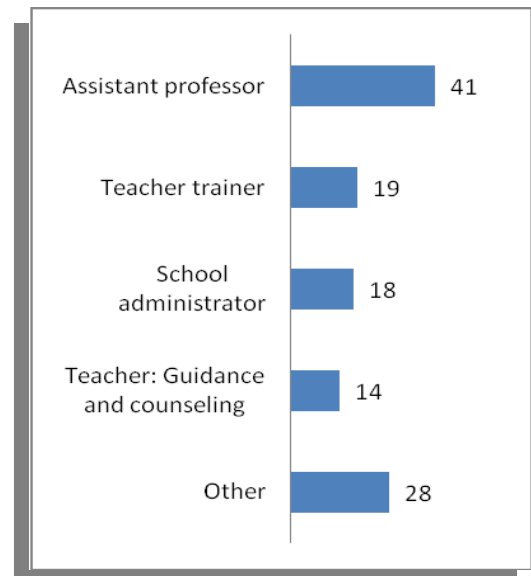


**Figure 11.2. Respondent gender**



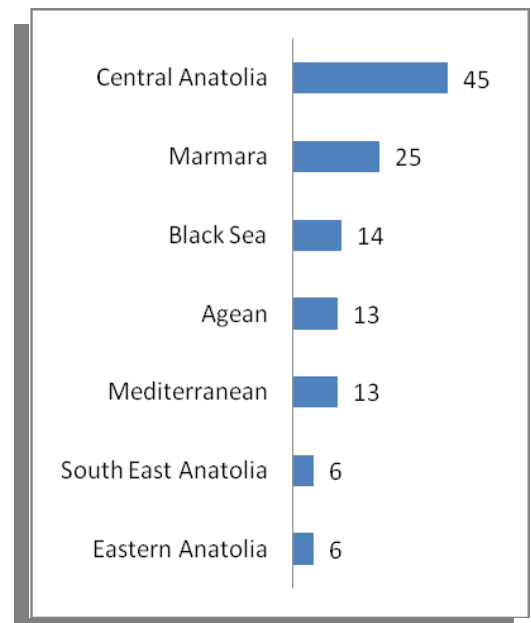
The occupational category that made most frequent use of the programme is assistant professors in universities. Slightly more than a third of all respondents (34.2%) are assistant professors (Figure 11.3). Teacher trainers, school administrators, and guidance and counseling teachers have also benefited from the programme, although to a lesser extent.

**Figure 11.3. Respondent's occupation**



More than half of all respondents (57.4%) are located in two regions only: Central Anatolia and the Marmara region. There were relatively few respondents from South East Anatolia and East Anatolia. Only 9.8% of the respondents were from these two regions.

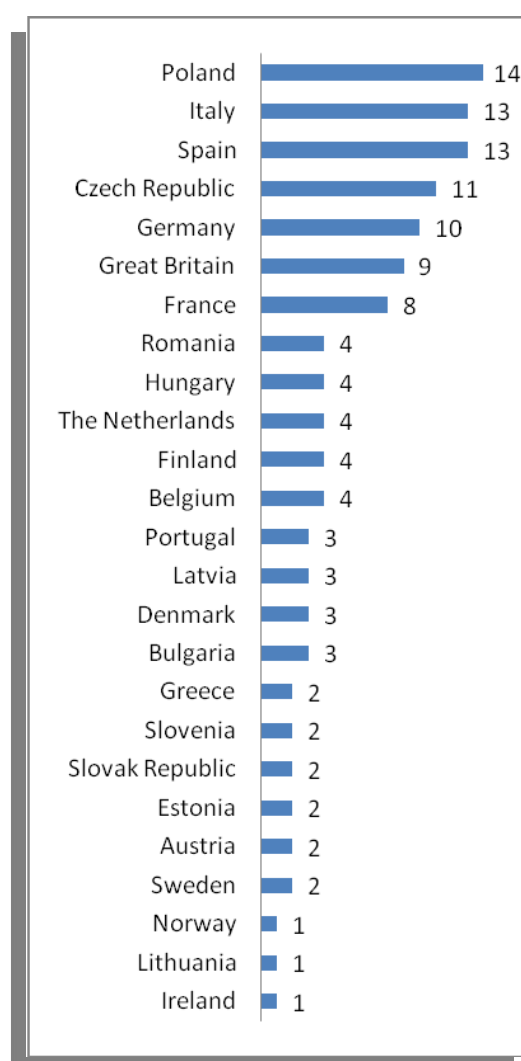
**Figure 11.4. Geographic area where the respondent is located**



## MOBILITY BY BENEFICIARIES

Respondents visited a total of 25 countries as part of the programme (Figure 11.5). The most frequently visited country was Poland. Italy, Spain, Czech Republic, Germany, Great Britain, and France were among other most frequently visited countries. Overall, these seven countries account for 62.4% of all visits that took place.

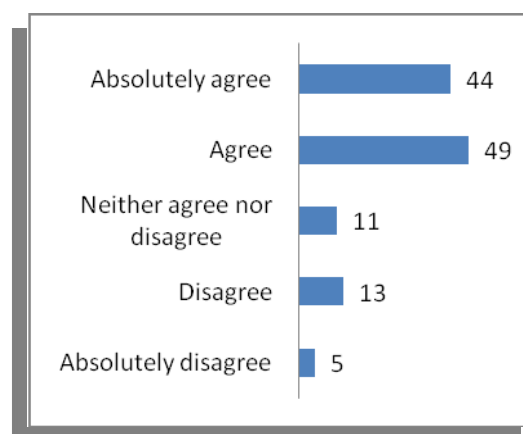
**Figure 11.5. Countries visited by respondents**



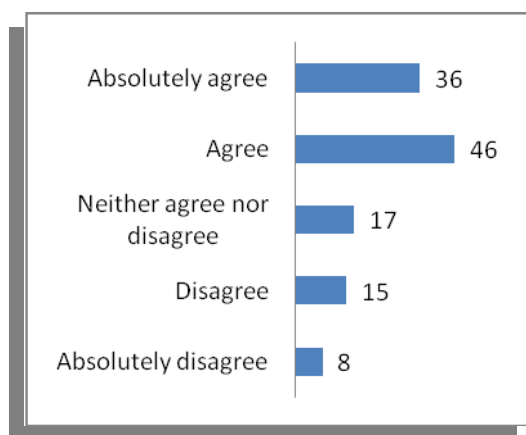
## PROGRAMME'S CONTRIBUTION TO OBTAINING INTERNATIONAL EXPERIENCE

Figure 11.6 shows that a great majority of respondents (76.2%) were already planning to obtain international vocational experience prior to their programme experience. At the same time, most of the respondents (67.2%) also report that they would be unable to do so in the absence of the programme (Figure 11.7). Therefore, the programme generated an opportunity for the respondents to obtain international experience.

**Figure 11.6. Answers to item "I was planning obtain international vocational experience even if this programme were absent."**

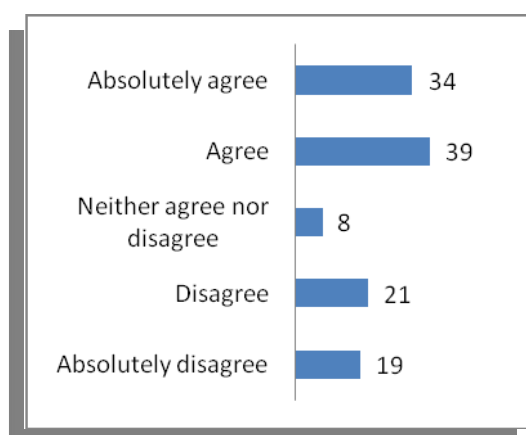


**Figure 11.7. Answers to item “It would not be easy for me to obtain international vocational experience in the absence of this programme.”**

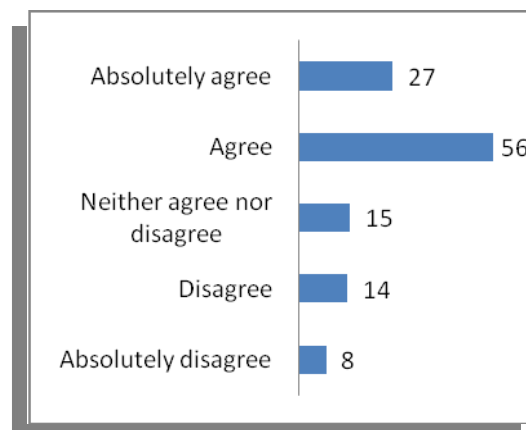


More than half of the respondents (60.3%) were already travelling abroad for vocational purposes before they became a beneficiary of the programme (Figure 11.8). Nonetheless, Table 11.9 reveals that the programme helped most respondents (69.2%) to learn more about daily life abroad. Thus, the programme helped respondents to obtain international experience.

**Figure 11.8. Answers to item “I used to travel abroad for vocational purposes before I became a beneficiary of the programme.”**



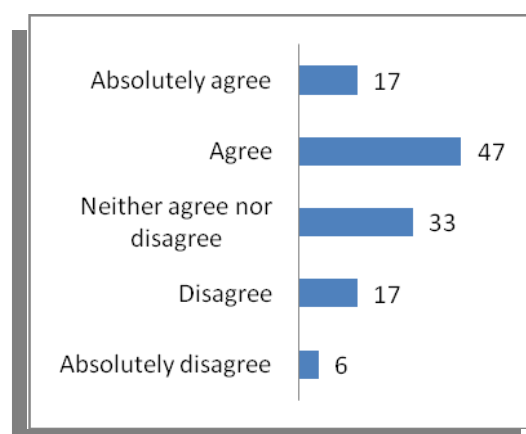
**Figure 11.9. Answers to item “This programme helped me learn about daily life abroad.”**



#### PROGRAMME’S CONTRIBUTION TO PERSONAL DEVELOPMENT

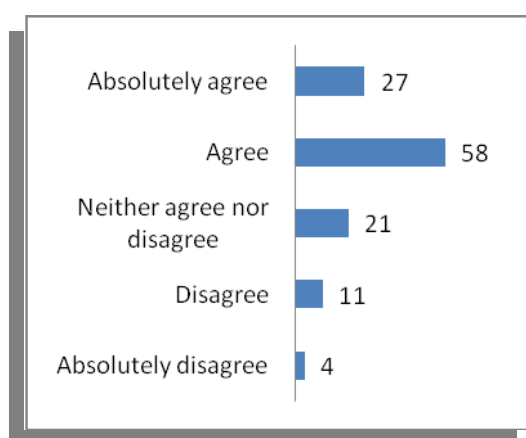
The programme seems to have made significant contribution to personal development of beneficiaries. For example, slightly more than half of the respondents (53.3%) reported that the programme helped them learn more about themselves.

**Figure 11.10. Answers to item “This programme helped me learn more about myself.”**

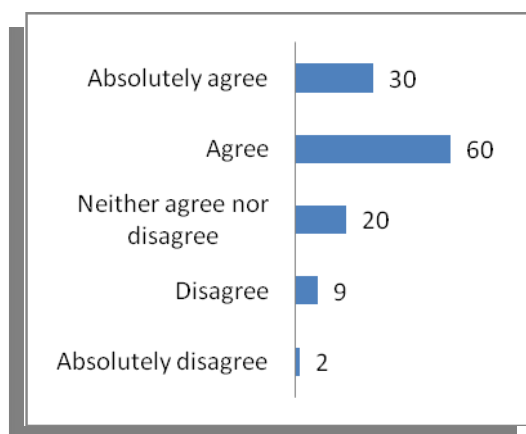


The programme helped a greater percentage of respondents (70.2%) to better express themselves (Figure 11.11). An even greater portion of respondents (74.4%) reported that the programme increased their self-confidence (Figure 11.12). As Figure 11.13 shows, a smaller percentage of respondents (36.4%) agreed that the programme changed their life trajectory.

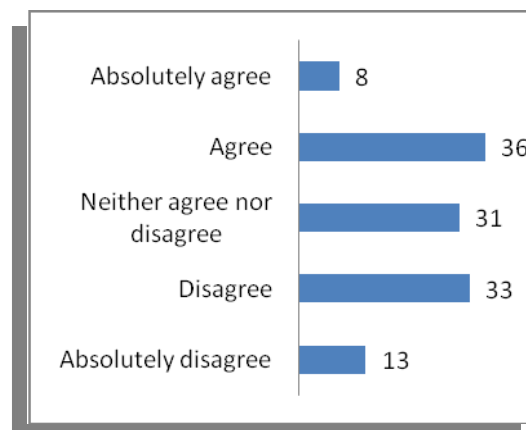
**Figure 11.11. Answers to the item “This programme helped me better express myself.”**



**Figure 11.12. Answers to the item “This programme helped me increase my self-confidence.”**



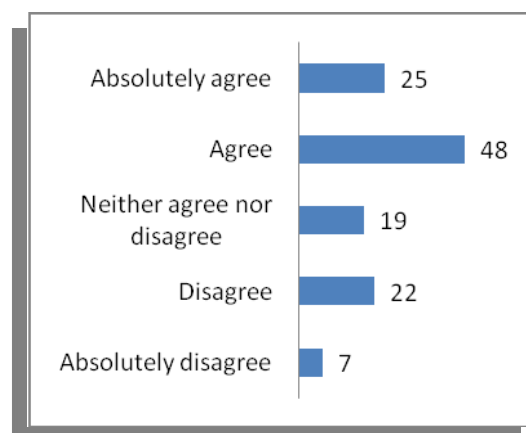
**Figure 11.13. Answers to the item “I believe this programme changed my life trajectory.”**



#### PROGRAMME’S CONTRIBUTION TO CROSS-CULTURAL AWARENESS AND INTERACTION

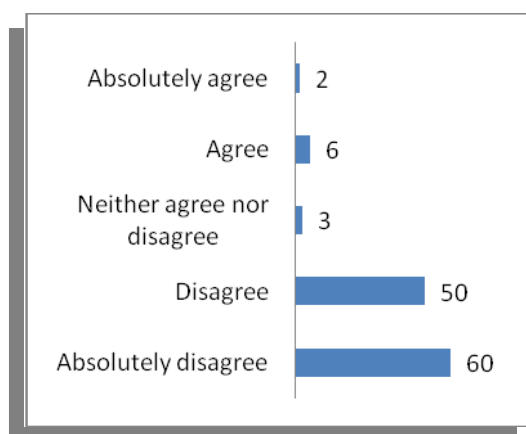
The programme contributed positively to beneficiaries’ cross-cultural awareness and also generated opportunity for cross-cultural interaction. Figure 11.14 reveals that 60.3% of the respondents believe they learned more about their own national culture as a result of their programme experience.

**Figure 11.14. Answers to item “This programme helped me learn more about my national culture.”**

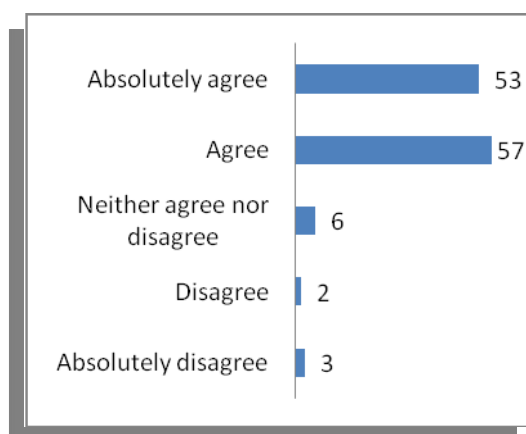


Few respondents (6.6% of all respondents) report having had difficulty in adapting to foreign cultures during their programme experience (Figure 11.15). At the same time, the programme helped a great majority of the respondents (90.9%) to learn more about foreign cultures (Figure 11.16). Figure 11.17 shows that a very high percentage of respondents (80.8%) were also able to familiarize others with their own culture.

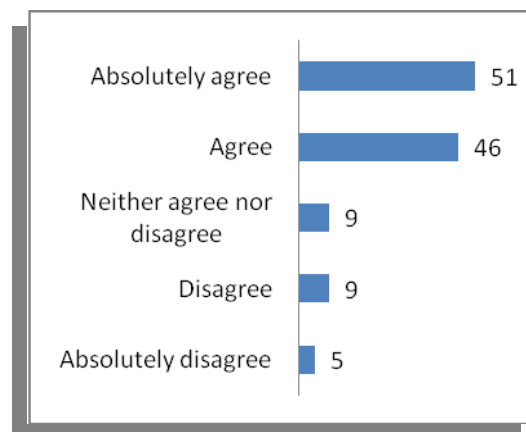
**Figure 11.15. Answers to the item “I had difficulty in adapting to foreign cultures when I was beneficiary of the programme.”**



**Figure 11.16. Answers to the item “This programme helped me learn about foreign cultures.”**

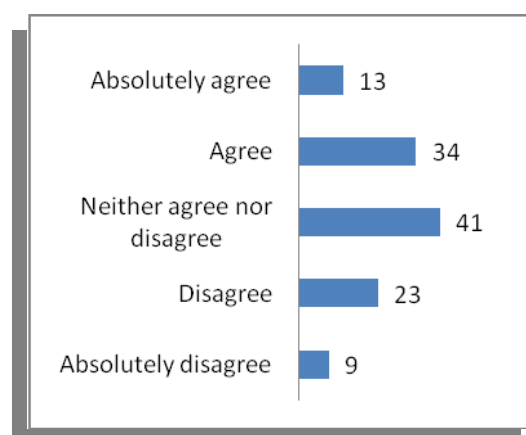


**Figure 11.17. Answers to the item “This programme helped me to familiarize others with my own culture.”**

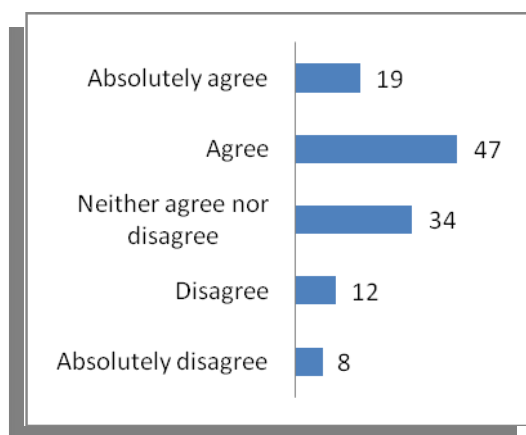


More than a third of the respondents (39.2%) report that the programme helped them overcome their prejudices against foreign cultures (Figure 11.18). A greater percentage of respondents (55%) stated that the programme increased their tolerance towards and respect for other people (Figure 11.19). Similarly, as Figure 11.20 shows, 62% of the respondents reported that the programme increased their belief in fighting racism and xenophobia.

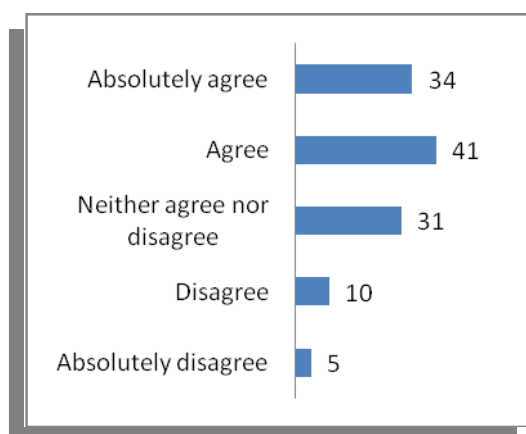
**Figure 11.18. Answers to the item “This programme helped me overcome my prejudices against foreign cultures.”**



**Figure 11.19. Answers to the item “This programme helped me increase my tolerance towards and respect for other people.”**



**Figure 11.20. Answers to the item “This programme increased my belief in fighting racism and xenophobia.”**

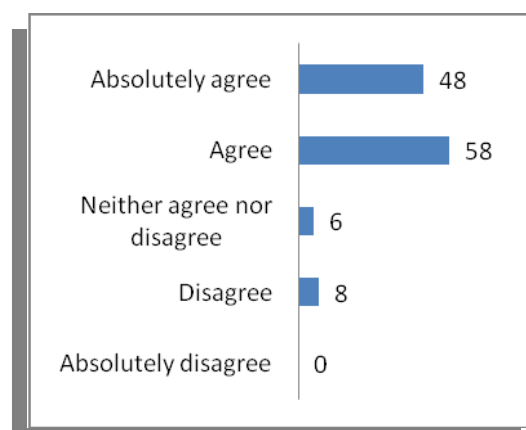


#### PROGRAMME’S CONTRIBUTION TO VOCATIONAL DEVELOPMENT

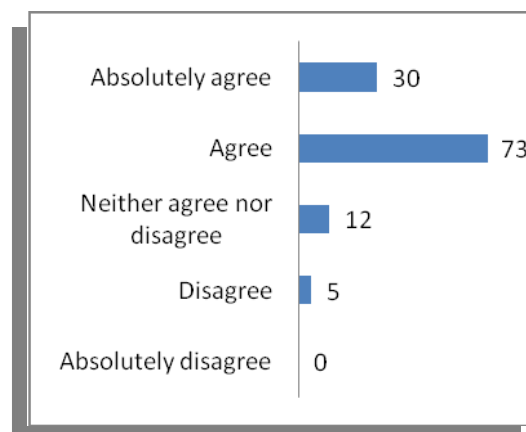
Responses to items that measure programme’s contribution to vocational development reveal that the programme made important contribution to vocational development of respondents. A great majority of the participants (88.3%) stated their they observed that their knowledge was as up-to-date as that of their colleagues abroad.

Nevertheless, as Figure 11.22 shows, repondents almost invariably (85.8%) stated that their programme experience helped them update their knowledge of the field.

**Figure 11.21. Answers to the item “I observed that my knowledge was as up-to-date as that of my colleagues abroad.”**



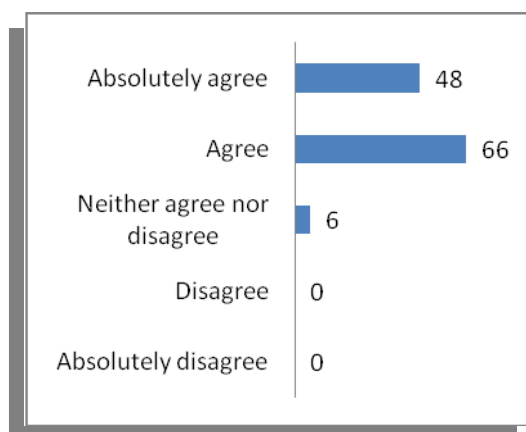
**Figure 11.22. Answers to the item “My experience helped me to update my knowledge about the field.”**



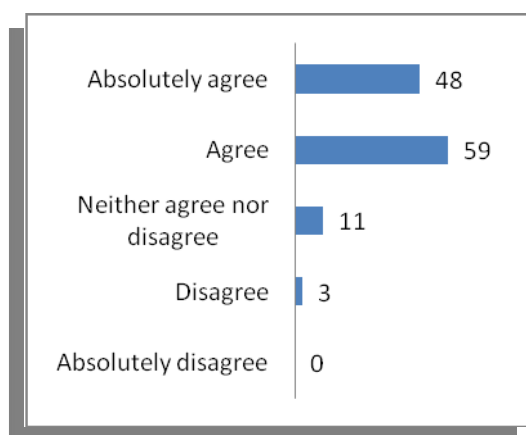
None of the respondents disagreed with the statement that their colleagues abroad were open to collaboration (Table 11.23). Furthermore, most of the respondents (88.4%) reported that their experience laid the grounds for future collaboration (Figure 11.24).



**Figure 11.23. Answers to the item “My colleagues abroad were open to collaboration.”**

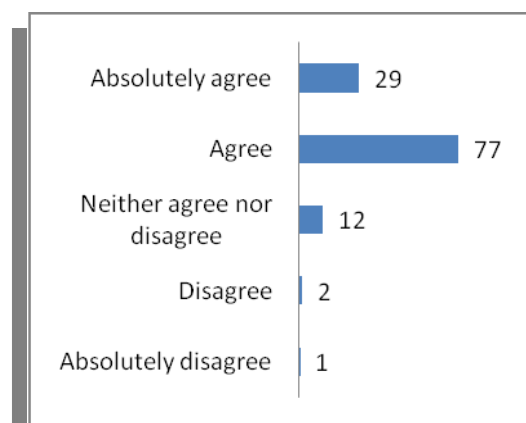


**Figure 11.24. Answers to the item “My experience laid the ground for future collaboration.”**

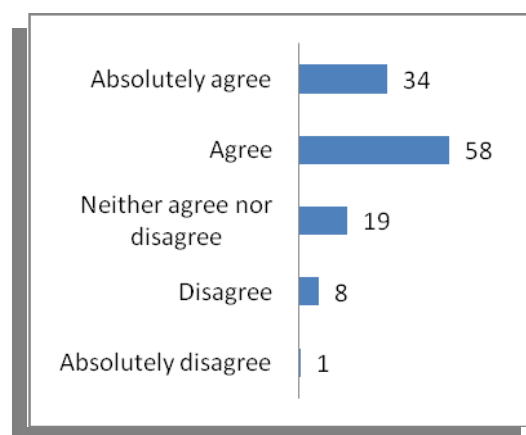


As Figure 11.25 shows, 87.6% of the respondents stated that experiencing a different culture improved their vocational capabilities. Furthermore, 77.1% of the respondents stated that their programme experience improved their standing compared to their colleagues (Figure 11.26).

**Figure 11.25. Answers to the item “Experiencing a different culture improved my vocational capabilities.”**



**Figure 11.26. Answers to the item “My experience improved my standing in comparison to my colleagues here.”**

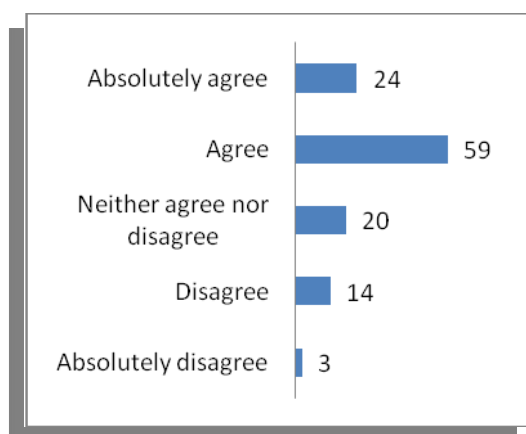


#### PROGRAMME’S CONTRIBUTION TO CAREER DEVELOPMENT

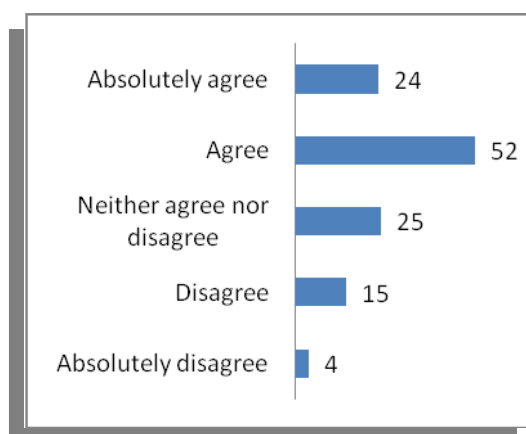
Responses to three items about career development reveal that the programme contributed positively to career development of beneficiaries. As Figure 11.27 shows, 69.2% of the respondents believe that participating in the programme will help them in their career. In addition, 63.3% of the respondents agree with the statement that the programme helped them become more

effective in their social relations (Figure 11.28) and 82.6% of the respondents believe that the programme helped them enlarge their social networks (Figure 11.29).

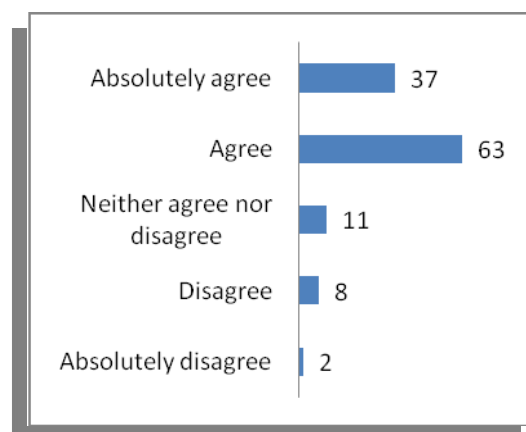
**Figure 11.27. Answers to the item “I believe having participated in this programme will help me in my career.”**



**Figure 11.28. Answers to the item “This programme helped me become more effective in my relations to others.”**



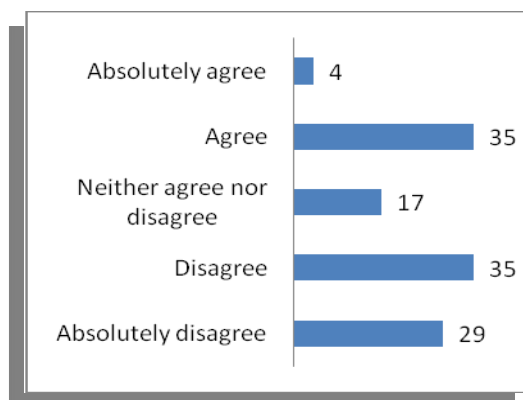
**Figure 11.29. Answers to the item “This programme helped me enlarge my social networks.”**



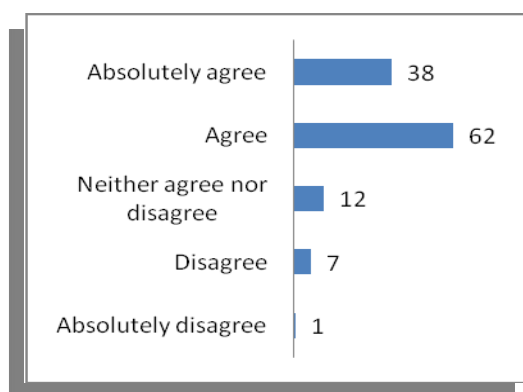
#### PROGRAMME’S CONTRIBUTION TO FOREIGN LANGUAGE CAPABILITY

Respondents were generally not worried about their foreign language skills prior to participating in the programme. Those who were worried constitute only 32.5% of the respondents (Figure 11.30). However, as Figure 11.31 reveals 83.3% of the respondents reported that the programme helped them improve their foreign language skills. Figure 11.31 shows that even 37.2% of the respondents decided to learn another foreign language after participating in the programme.

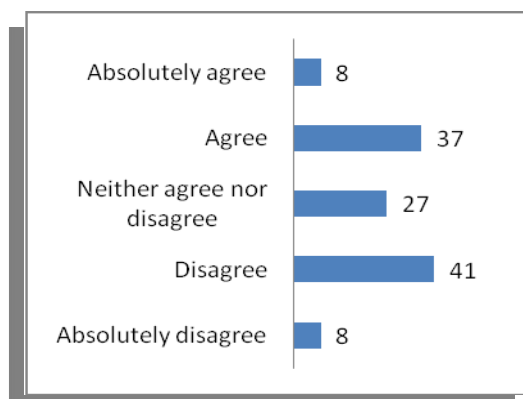
**Figure 11.30. Answers to the item “Before becoming a beneficiary of the programme, I was worried that my foreign language capability would be insufficient.”**



**Figure 11.31. Answers to the item “This programme helped me improve my foreign language capability.”**



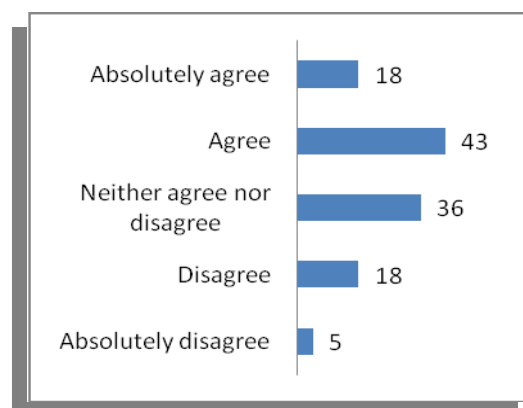
**Figure 11.32. Answers to the item “I decided to learn another foreign language after participating in the programme.”**



## CHANGE IN VIEWS TOWARDS THE EUROPEAN UNION

Slightly more than half of the respondents (50.8%) reported that the programme led to positive change in their views about Turkey’s membership in the European Union (Figure 11.33). A much greater percentage of the respondents (75.2%) stated the programme made them feel that Turkey’s efforts at adapting to the European Union are important (Figure 11.34).

**Figure 11.33. Answers to the item “This programme led to positive change in my views about Turkey’s membership to the European Union.”**



**Figure 11.34. Answers to the item “This programme made me feel that Turkey’s efforts at adapting to the European Union are important.”**

