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the Quality of Vocational Education and Training, and
Vocational Skills of Young People”

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List of Abbreviations and Explanations

ECVET: The European Credit System for Vocational Education and Training

EU: European Union

GDP: Gross Domestic Product

HRD OP: Human Resources Development Operational Programme

ICT: Information and Communications Technology

IPA: Instrument for Pre-accession Assistance

İŞKUR: Turkish Employment Agency

NEET: Not in Education, Employment, or Training

NUTS: Nomenclature of Territorial Units for Statistics

OECD: The Organization for Economic Co-operation and Development

TRNA: Turkish National Agency, Center for European Union Education and Youth Programmes

VET: Vocational Education and Training

KEY FINDINGS / LEARNERS

Improved learning performance	<ul style="list-style-type: none">•96.5% learn developing an idea and putting it into practice•95.6% improve their skills for using internet and social media
Enhanced employability and improved career prospects	<ul style="list-style-type: none">•96.6% think that there is an increase their job opportunities•97.6% believe that they have a higher chance to get a better job
Increased sense of initiative and entrepreneurship	<ul style="list-style-type: none">•96.6% are more able to reach decisions
Increased self-empowerment and self-esteem	<ul style="list-style-type: none">•99% are more confident and convinced about their abilities•98.4% believe that there is a rise in their adaptability for new situations/environments
Improved foreign language competences	<ul style="list-style-type: none">•93.5% of the learners think that they have an improvement in their skills for the main foreign language
Enhanced intercultural awareness	<ul style="list-style-type: none">•97% are more able to cooperate with people from different background and cultures•98.1% are more open minded and curious
More active participation in society	<ul style="list-style-type: none">•96% are more interested in the world daily news•93.1% intend to participate more actively in social and political life
Better awareness of the European projects and the EU values	<ul style="list-style-type: none">•95.5% are more aware of democracy, justice, politics and social issues• 97.2% pay more attention to European issues through their mobility experiences
Increased motivation for future mobility abroad	<ul style="list-style-type: none">•93.2% aim to work in an international environment after the mobility experiences
Recognition of qualifications and learning	<ul style="list-style-type: none">•58.4% of participants have obtained Europass recognition, 41.5% have received other certifications

KEY FINDINGS / STAFF

Competences linked to their professional profiles	<ul style="list-style-type: none">•77.1% experience an increase in their communication skills•95.5% improve their social competencies, emotional skills, learning abilities, entrepreneurship, and initiative awareness.
Practices, policies and systems in education, training or youth across countries	<ul style="list-style-type: none">•90.2% report an improvement in their knowledge of their teaching field•97.9% declare that they are more informed about education systems in other countries
Interconnections between education, vocational training and the labor market	<ul style="list-style-type: none">•75.3% indicate that the mobility program enhances their employment and career opportunities• 90.2% state that program reinforces cooperation with partner institutions and organizations•93.1% of staff has an extension of professional network and increasing number of new connections
Quality work and activities	<ul style="list-style-type: none">•91.4% obtain skills relevant for their profession•92.1% enhance their organizational and management skills•91.7% experience and develop new learning and teaching methods
Understanding and responsiveness to social, linguistic and cultural diversity	<ul style="list-style-type: none">•95.9% report improvements in their social, linguistic and/or cultural competencies
Capacity to meet the needs of disadvantaged people	<ul style="list-style-type: none">•According to qualitative analysis, staff believe that disabled could be integrated into society and take an active part in society
Foreign language competences	<ul style="list-style-type: none">•84.3% express that participating the mobility program improves their foreign language skills
Motivation and satisfaction on daily work	<ul style="list-style-type: none">•91.2% indicate that the program contributes to their job satisfaction•70.6% are more motivated to continue to increase their professional skills

KEY FINDINGS / INSTITUTIONAL CAPACITY

Capacity to operate at EU/international level

- 91.2% report elevation in international dimension of their institution

Management skills and internationalization strategies

- 92.3% aim to develop institutional targets to strengthen internationalization
- 94.7% reveal an improvement in their institutions' international strategies and management skills

Cooperation with partners from other countries

- 97.7% are willing to cooperate with international institutions and organizations
- 97% are prepared to cooperate with institutions and organizations operating in different national, social, education and employment fields.

Level of quality in the preparation, implementation, monitoring and follow up of EU/international projects

- 97% exhibit an improvement in their EU/international projects preparation, implementation, monitoring and follow-up activities
- 95.5% experience an increase in their EU level and international working capacity

Impact of project participation on operations

- 97.6% indicate an improvement in their research opportunities and strengthening of their research capacity
- 95.3% report an enhancement in the personal traits and skills of the learners / apprentices / trainees working in the institution

Impact on the working environment inside the organization

- 88.7% report that they have a more modern, dynamic and dedicated professional environment within the organization
- 92.3% agree that the concept of transparency and cooperation within the institution improves as a result of the project

EXECUTIVE SUMMARY

Erasmus+ is the EU Programme in fields of education, training, youth and sport for the period 2014-2020¹. This programme is designed to support Programme Countries' efforts to efficiently use human capital in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout education, training and youth fields. The Programme also aims to increase level of cooperation and mobility with Partner Countries, notably for higher education and youth. The EU uses the Instrument for Pre-accession Assistance (IPA) as a policy tool to support reforms in the 'enlargement countries' and provide financial and technical help. The IPA funds contribute building up capacities of countries throughout the accession process². These IPA funds may be used to finance Erasmus+ mobility programmes and/or projects.

Within this framework, under the Human Resources Development Component of IPA (IPA IV), Human Resources Development Operational Programme (HRD OP) is managed by the Ministry of Labor and Social Security as the Program Authority. One of the aims of the Programme is to invest in human capital through increasing the quality of education and improving the linkage between education and labour market. For this end, IPA project, namely “Improving the Quality of Vocational Education and Training and Vocational Skills of Young People”, with a budget of 25 million Euros, was implemented through sub-granting and institutional support components. Under the sub-granting component of the project, reserve VET mobility projects which could not have been financed under Erasmus+ Programme due to limited funds were granted with funds under IPA IV HRD OP. In addition to 229 Erasmus+ VET mobility projects which had been supported by Turkish National Agency in 2014, funds have been allocated to 322 reserve list applications for Erasmus+ VET mobility projects. Although 322 projects had initially been awarded, 316 grant contracts had been signed with sub-grantees in the reserve list, since some projects withdrew before contract signing.

¹ Erasmus Plus Programme Guide (2017). http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf.

² https://ec.europa.eu/neighbourhood-enlargement/instruments/overview_en.

In accordance with the HRD OP, the aim of the Project is to increase the level of key competences and skills of the young VET learners in order to enhance investment in human capital by increasing the quality of education, improving the linkage between education and labour market by focusing on institutional capacity, networking dimension and mobility. In particular, the project provides more learning mobility opportunities and improves the quality and volume of learning mobility activities and the capacity of the VET (Priority Axis-2)³. Furthermore, this project also aims to improve the content and quality of Vocational and Technical Education (Measure – 2.2)⁴. These projects enable around 12,000 VET learners and staff to enhance their vocational knowledge, skill and competencies in Europe.

This report provides an impact assessment for the grant projects funded by the “Improving the Quality of Vocational Education and Training and Vocational Skills of Young People” project under IPA IV HRD OP. Within this framework, this report investigates the impact of Erasmus+ VET mobility projects on learners and staff, with respect to their key competences and/or their skills relevant for their employability, and on individual competences, personality traits and attitudes. Additionally, this report analyses the impact of these projects on the institutional capacity of the participating institutions. Moreover, this report investigates if cooperation networks with other organizations and firms have been realized to establish close links between education and training and the world of business.

In order to assess the impacts of the mobility programme, this report employs a mixed method research approach which combines qualitative and quantitative research. The quantitative analysis in this study utilizes data from an online survey with programme participants in the first phase of the research, resulting in the participation of around 9,000 learners and 2,500 staff. Additionally,

³ Please see the Human Resources Development Operational Programme (HRD OP) where the Priority Axis-2 is stated as follows: To enhance investment in human capital by increasing the quality of education, improving the linkage between education and labour market, and raising enrolment rates at all levels of education, especially for girls.

⁴ Please see the Human Resources Development Operational Programme (HRD OP) Operation Identification Sheet where the measure 2-2 is defined as to improve the content and quality of Vocational and Technical Education. (www.ikg.gov.tr)

an online survey has been conducted with 316 projects' contact and/or authorized people to assess effects of the project on institutional capacity building.

In the second phase, 13 focus groups meetings and 35 in-depth interviews have been utilized in exploring views, experiences and perceptions of learners and staff. Since the assumptions of a normal distribution for the data and homogeneity of variance are violated, non-parametric methods of analysis are applied. The applied non-parametric tests work on the principle of ranking the data.

The analysis firstly explores the main motivations of the participants for taking part in the mobility programme. The main reason that has driven learners to participate in the project is to increase their technical/professional knowledge and skills, so that they will have better chance of employability in the future (Graph 4). On the other hand, staff aims to develop their professional skills and capabilities by participating in the Erasmus+ Mobility Program (Graph 18).

Participants of the project recognize importance of the relationship between various education projects and labor market. They agree with the fact that their Erasmus+ mobility experience improves their employability prospects (Graph 7 for learners and Graph 20 for staff). 97.6% of the learners and 75.3% of the staff indicate that the mobility program contributed to their employment and career opportunities. Learners have gained both theoretical and applied experience. They obtain new methods and techniques (Graph 5) in relation to their field of study.

The participants have also improved their social and communication skills during the mobility program (Graph 6 for learners and Graph 20 for staff). 95.1% of learners and 77.1% of staff express that their communication skills in their mother tongue advanced thanks to the programme. They are keener on work ethics and work place safety. These traits altogether improve participants' prospects for a good employment opportunity. Both learners and staff report that their self-confidence and self-esteem have been enhanced and they now feel more confident that they would like to participate new projects in the future. Learners state that they are more concerned about national and especially international affairs and they regularly follow the news (Graph 6). Learners agree that participating in the

mobility program and obtaining certificates such as ECVET and Europass enhance their employability prospects.

Both learners and staff recognize importance of learning a foreign language, which would augment their human capital, whereby further their likelihood of being employed in home country or abroad. Both learners and staff indicate that they now are more aware and more tolerant to different cultures (Graph 6 for learners and Graph 19 for staff). They will adopt the good practices such as environment friendliness, work safety practices, obedience of rules, especially traffic rules, in their home countries. The qualitative analysis reveals that after the participation in the Erasmus+ mobility project, there is a difference in personnel behavior and attitudes towards disadvantaged groups, specifically disabled people. 97.6% of the learners express that they are now more tolerant to disadvantaged groups. The great majority of learners (99%) and staff (97%) express that they are very satisfied with the mobility program and they are motivated to continue their education further. 91.7% of learners' state that they now feel more European. The focus group interviews also reveal that staff who participate in the Erasmus+ Staff Mobility Program acknowledge the importance of experiencing European Union values. They agree with the fact that EU stands as a good example with respect to human rights, justice, philanthropy, equality of men and women, work safety and business ethics.

This report also investigates the extent to which institutional capacity of vocational education and training institutions (or sub-organizations of the institutions) has improved. 91.2% of the participants state that the project contributes to the international dimension of their institutions. 94.7% report an improvement in their institutions' internationalization strategies and institutions' management skills. Furthermore, 86.9% of participants express that they have developed or improved existing methods to better suit the needs of youth and disadvantaged groups, while 88.7% report an improvement in their working environments as they have become more modern, dynamic, devoted and professional. Results of this report clearly suggest that quality and volume of

learning mobility activities and opportunities and capacity of the VET have improved.

Overall, the level of key competences and skills of the young VET learners have been notably improved through increased mobility opportunities. With respect to general satisfaction levels, (Result 1)⁵ 98% of learners (approximately 9000 VET learners which is greater than the project target of 7500 VET learners) reveal that there is an increase in their key competences, and/or their skills relevant for their employability (Graph 7).

Almost all participants in the staff mobility program state that the program contributes to their personal and professional development in all sub-dimensions such as analytical and practical skills, cultural awareness, communication, learning to learn, emotional and interpersonal skills (Graph 19). 75.3% of staff report an improvement in their employment and career opportunities (Result 2)⁶. With respect to quality and volume of learning mobility activities and opportunities, while 58.4% of the learners have obtained Europass recognition, 41.5% have received various other certifications (Graph 12). Furthermore, survey results indicate that the project is successful in achieving objective of enhancing institutional capacity beyond expectations. Approximately, 93.5% of VET institutions report that they have an improvement in their capacity to operate at the EU/International level. Over 92% of the institutions intent on formulating institutional objectives for strengthening internationalization (Table 13). Nearly 95% of the institutions experience an improvement in their cooperation with the partners from other countries and they are more prepared to cooperate with international institutions and organizations (Table 14).

In sum, this report finds out that Erasmus+ Mobility Programme significantly contributes to skills and competences of both learners and staff. Furthermore, both learners and staff agree that Erasmus+ Mobility Programme

⁵ Result 1: Increasing the basic competence and skill levels and the opportunities for learning mobility of young vocational education learners.

⁶ Result 2: Increasing the quality of learning mobility and opportunities and the capacity of vocational training.

enhances their employability prospects, in addition to enhancing their cultural awareness. Learners express that there has been an increase in their technical / vocational skills / competencies. While staff report that they gained skills relevant for their profession improved their knowledge in their profession. The project also enhances the capacity of participating institutions in all dimensions. Thus, the mobility project has crucial impacts on Turkish youth and staff in educational institutions. By enhancing human capital and strengthening the links between labor market and education sector, the project would contribute to the prosperity and economic development of Turkey in the long-run.

1. INTRODUCTION

Vocational Education and Training (VET) can be considered as a means to increase productivity which would lead to economic growth and social development. VET projects are designed to provide workplace-specific skills and knowledge for employees of a wide range of careers and industries, including trade and office work, retail, hospitality, and technology. VET has a potential to support or even drive competitiveness, innovation and growth policies to meet the challenges of globalization and internationalization of markets, and of technological and demographic change that require higher-level competencies, skills, and knowledge among the labour force^{7,8}.

The European Commission describes its work on VET as follows:

- Improve the quality of training (initial education, continuing development)
- Improve the quality of teachers, trainers and other professionals in the sector
- Make courses more relevant to the labour market.⁹

Bardak, Maseda, and Rosso (2015)¹⁰ emphasize the importance of providing young people with necessary vocational, technical or cross-cutting skills on their list of policy measures to alleviate youth unemployment, Turkish educational policy makers also recognize the importance of education, career, and occupational guidance. Counselling teachers, especially in VET schools, provide guidance to learners help them make more informed choices to prevent dropouts. Moreover, well-established apprenticeship programmes support the entry of youth into apprenticeship contracts. VET improvement efforts target developing the quality of VET teaching, modular curricula, quality assurance, etc. Alternative learning and

⁷ CEDEFOP. (2010). Skills supply and demand in Europe: Medium-term forecast up to 2020. Office. doi:10.2801/25431.

⁸ Piopiunik, M., and Ryan, P. (2012). Improving the transition between education/training and the labour market: What can we learn from various national approaches. *European Expert Network on Economics of Education*, no. 13: 69. http://www.cesifo-group.de/link/eenee_ar13.pdf.

⁹ <http://ec.europa.eu/education/policy/vocational-policy/>.

¹⁰ Bardak, U., Maseda, M. R., and Rosso, F. (2015). young people not in employment, education or training and social exclusion. Report for the Social Exclusion Unit.

innovative teaching methods have been employed to make curricula more stimulating for young people, and to increase provision and work based learning help in boosting motivation and providing personalized coaching in the offer of VET. Besides, complementary transitional training programme for 10–14-year olds are drafted for those who are not in education¹¹.

Youth unemployment has been one of the most important issues in Turkey. According to a recent study by OECD, the proportion of young people who are not in employment, education or training (the NEET) in Turkey is one of the highest in the OECD, at 30%, in spite of nearly 13 percentage points decline between 2007 and 2015 (OECD 2016)¹². The NEET rate of 15-29 years old women is 46% compared to 18% of OECD average. NEETs cost society through lost labour income, tax revenues, and the cost of policy measures which target NEETs. OECD (2016) estimates this cost to be around 3.4% of GDP for Turkey.¹³ The main risk factor for being a NEET is low level of educational attainment. Hence, in order to improve employment prospects for young population, it is crucial to foster educational attainment. More specifically, education, training, or continuous VET may be considered as a starting point for better prospects, which could be accompanied by a range of parallel measures. The European Commission recognizes the importance of Vocational Education and Training, as a tool for securing a successful transition into the labour market, fostering job-specific and transversal skills, which may enhance youth employment.

According to Table 1, labour force participation rate increases as there is an increase in the education level. The highest labour force participation rate belongs to university graduates (80.9% in 2015). The labour force participation rate of the VET graduates on the other hand is 64.2% in 2015 with an unemployment rate of

¹¹ Gashi, A., and Serhati, J. (2013). Mapping of VET educational policies and practices for social inclusion and social cohesion in the Western Balkans, Turkey and Israel: country report for Kosovo (Torino, European Training Foundation).

[http://www.etf.europa.eu/events/mgmt.nsf/\(getAttachment\)/868061B2B8A4EB64C1257C28002CE91/\\$File/TURKEY%20-%20FINAL%20Report.pdf](http://www.etf.europa.eu/events/mgmt.nsf/(getAttachment)/868061B2B8A4EB64C1257C28002CE91/$File/TURKEY%20-%20FINAL%20Report.pdf).

¹² <https://www.oecd.org/turkey/sag2016-turkey.pdf>.

¹³ <http://www.oecd-ilibrary.org/docserver/download/8116131ec004.pdf?expires=1484173312&id=id&accname=guest&checksum=015026F75B6FDE535D3754547F5CD9F3>

11.1%. The labour force participation rates are 79.2% and 39.3%, for males and females, respectively, in 2015 for VET graduates. The results of the Labor Market and Skill Needs Survey (Strengthening of Vocational Education and Training in Turkey labor market team and İŞKUR, 2006) conducted in 31 provinces, including 13 provinces in the 12 NUTS I Regions¹⁴, reveal that 74% of the companies have not recruited any graduates of vocational and technical schools in the last 12 months. Furthermore, according to the results of a research conducted within the scope of “Monitoring VET Graduates Project” in 2009, 66.9% of 16,975 graduates who participated in the survey are unemployed. Accordingly, there still is a need for improvement of VET in Turkey and these efforts should be directed towards increasing female labour force participation rates for VET graduates and employment opportunities for all VET graduates.

*Table 1. Labour force participation by educational attainment:
January 2015-2016*

Labour force participation rate						
Educational attainment	Total		Male		Female	
	2015	2016	2015	2016	2015	2016
Total	50.0	50.7	70.5	70.8	29.9	31.0
Illiterate	17.7	16.6	32.7	29.9	14.7	13.8
Less than high school	46.5	47.0	67.5	67.6	24.7	25.8
High school	52.5	52.7	69.6	69.0	31.8	32.9
Vocational high school	64.2	65.7	79.2	81.5	39.3	40.2
Higher education	80.9	79.6	86.3	86.0	73.6	71.5

TurkStat, Labour Force Statistics, January 2016.
<http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=21570>

Accordingly, IPA Human Resources Development Operational Programme have been initiated by the Ministry of Labour and Social Security. This project aims to augment investment in human capital, which in turn is expected to enhance the quality of education and improve the linkage between education and labour market.

¹⁴ NUTS is a geocode standard for referencing the subdivisions of countries for statistical purposes. The standard is developed and regulated by the European Union. There are three levels of NUTS defined: NUTS-1: 12 Regions, NUTS-2: 26 Subregions, NUTS-3: 81 Provinces.

General objective of this programme is stated as “to support transition to a knowledge-based economy which is capable of sustainable economic growth with more and better jobs and greater social cohesion. Institutional objective of this IPA component is to prepare candidate countries for European Social Fund within the framework of European Employment Strategy and Lisbon Strategy and to establish suitable structures and systems for this fund”. The Ministry of Labour and Social Security identified four priorities (fields of intervention) besides technical assistance and ten measures (sub-objectives) under these priorities in the Human Resources Development Operational Programme (HRD OP). This Project is financed under the Priority Axis–2, “to enhance investment in human capital by increasing the quality of education, improving the linkage between education and labour market, and raising enrolment rates at all levels of education, especially for girls” and the measure 2.2 “to improve the content and quality of Vocational and Technical Education”. To be financially supported, operations and grant projects are required to be consistent with measures defined in HRD OP. Thus, the project results are required to match the indicators defined for each measure. The budget of the HRD OP, including national contribution, had been approximately 509.7 million Euros for 2007-2013 periods.

There has been a huge interest in European Union’s Education and Youth Programs in the last decade. Thus, the grants allocated to Turkey have been extensively used. With the ever-growing interest of institutions in mobility programmes, qualities of the declined projects have also substantially increased. In order to meet the increase in demand of Turkish project runners, European Union Education and Youth Program (Turkish National Agency, TRNA) seeks for additional funding opportunities. As a result, it is emphasized that vocational education field under the IPA Human Resources Development Operational programme overlaps with the aims and objectives of the Erasmus+ Programme for vocational education sector. An intensive cooperation process has begun between the European Commission's Directorate – General for Employment, Social Affairs and Inclusion, The Delegation of the European Union to Turkey - Ministry of Labor and Social Security as Program Authority (HRD OP) and Turkish National Agency

to secure funds for additional projects. As a result of these efforts, funds allocated to IPA Human Resources Development Operational Program have been apportioned to Erasmus+ Program vocational mobility activity.

The aim of the mobility project is to encourage investment in human capital by increasing the quality of vocational education and training, and to enhance the linkages of labour market and education by focusing on institutional capacity, collaboration networks and mobility. More specifically, the project aims to:

- Augment knowledge, skill and competencies of vocational education learners;
- To increase the attractiveness and the quality of VET by providing international mobility opportunities to VET learners and staff;
- Establish networks with external stakeholders (institutions) in order to create close ties (networks) among education, training, and business world;
- Contribute to Turkish and EU economies' competitiveness by improving individual employability, education, training and skills, along with their basic knowledge and competencies.

Efforts have been directed towards strengthening the collaboration among institutions, along with enhancing quality and attractiveness of VET. Direct grant agreement consists of two components: grant and institutional support. The grant component of the project, accounting 24,020,682 Euros, have been used to finance 316 projects which had been successful in the Erasmus+ Programme evaluation phase but could not have been realized due to funding constraints. While institutional component of the direct grant agreement (433,350 Euros) have been allocated for the employment of personnel, and provision of supplies and equipment.

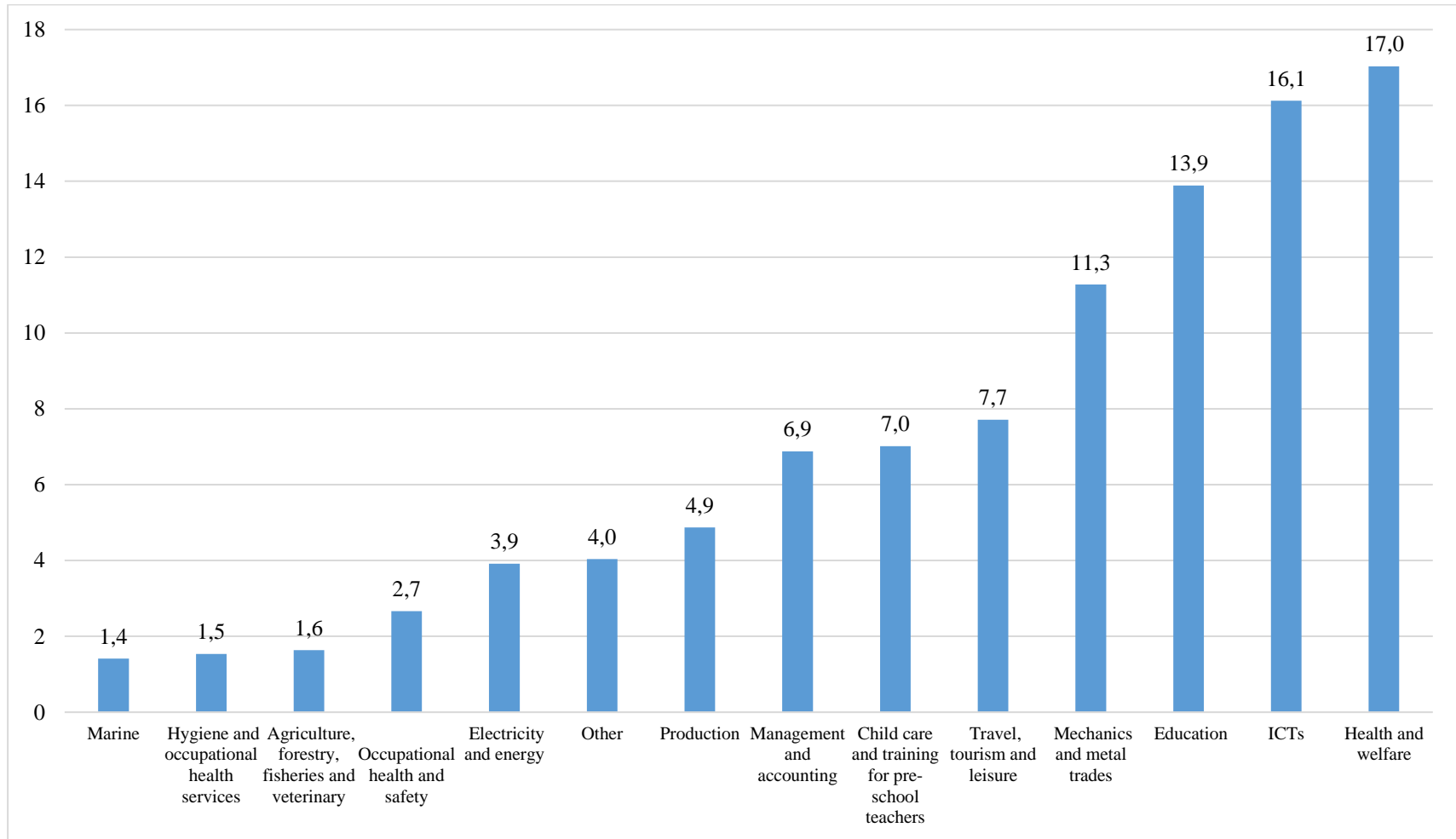
The mobility project enables around 12,000 learners and staff from different fields to enhance their vocational knowledge, skill and competencies in Europe. The three highest participation rates belong to health and welfare (17.0%), ICTs (16.1%), and education (13.9%) sectors, respectively (Graph 1). Accordingly, highest number of projects belong to these sectors with 16% projects for health and

welfare, and ICTs; 15% for education. It emerges that there is heterogeneity in the regional distribution of learners and staff participating in the Erasmus+ Mobility Programme (Graph 3 for learners and Graph 17 for staff).

The aim of this report is to provide an impact assessment for “Improving the Quality of Vocational Education and Training and Vocational Skills of Young People”. More specifically, the project aims to investigate the impact of Erasmus+ VET mobility programs on learners and staff, with respect to their key competences and/or their skills relevant for their employability, such as improved foreign language competences, increased self-empowerment and self-esteem, increased sense of initiative and entrepreneurship, enhanced intercultural awareness, enhanced teaching and training skills. Additionally, the project provides an assessment for the impact of Erasmus+ VET mobility programs on institutional capacity of the participating (host or sender) institutions in with respect to capacity to trigger changes in terms of modernization and international opening within their educational organizations; quality of their work and activities in favor of learners, trainees, apprentices; opportunities for professional and career development; motivation and satisfaction in their daily work.

For the purposes of the report, a mixed methods research strategy is employed. On the quantitative part of the analysis, results of a satisfaction survey are analyzed. The quantitative analysis utilizes data from an online survey with programme participants in the first phase of the research, resulting in the participation of around 9,000 learners and 2,500 staff. In order to investigate impacts of the project on capacity building efforts of participating institutions, another online survey is implemented. A total of 316 ‘Contact and Authorized Person’ of projects benefiting from the program have participated in the survey. On the qualitative part of the analysis, focus group meetings (13 meetings) and in-depth interviews (35 interviews) with beneficiaries and staff, respectively, have been held. Moreover, an additional online survey has been designed to assess the institutional capacity impact of the IPA project.

Graph 1. Distribution of participants with respect to fields (%)



According to the program rules, duration of the mobility which ranges from 2 days to 12 months, is chosen at the application stage, based on the objective of the project and on the type of planned activities. It is possible to visit more than one country within the same project. For this reason, there are different durations of mobilization with respect to visited countries. It appears that participants prefer a short mobility as 92.1% of the mobilities have been realized within 4 weeks. More than half of the mobility experiences (56.2%) have lasted for 2 weeks, while 23.5% of the mobilities have been realized in 3 weeks. The projects longer than a month account for only 3.1% of mobility activities (Table 2). Within the scope of 316 projects, 12,421 mobilities have been realized in 25 different countries of Europe (Table 3). Germany receives the highest number of participants within the mobility program framework (30.2%), which is followed by Spain (9.6%) and Czech Republic (8.6%).

Table 2. Duration of mobility activities

Durations	Percentage %
1 Week	4.9
2 Weeks	56.2
3 Weeks	23.5
4 Weeks	12.4
5 Weeks or more	3.1
TOTAL	100

Table 3. Distribution of host countries

Country	Percentage %
Germany	30.2
Spain	9.6
Czech Republic	8.6
Portugal	7.2
Italy	7.0
The Netherlands	6.4
Poland	6.1
Sweden	4.7
Romania	4.2
Hungary	2.6
Austria	2.4
Belgium	2.4
Latvia	2.2
United Kingdom	1.8
France	1.3
Finland	0.9
Denmark	0.9
Lithuania	0.5
Slovakia	0.3
Estonia	0.2
Makedonia	0.2
Greece	0.2
Bulgaria	0.1
Slovenia	0.1
Norway	0.0
TOTAL	100

2. METHODOLOGY AND DATA

The impact evaluation studies, examining the effect of an intervention, can be classified into two types in terms of methodology: quantitative approach and qualitative approach. While quantitative impact evaluations are better suited for inferring causal relationships between the program and outcomes, qualitative research offers a number of strengths for evaluating programmes that survey methods do not¹⁵. They are valuable in understanding program impacts concerning changes in social relations which are difficult to measure through a quantitative analysis such as satisfaction with the programme and changes in the perception levels with respect to different cultures. Therefore, solid impact evaluation studies often combine quantitative and qualitative methods, allowing researchers to use a wide range of data. This leads to more reliable inferences at the end of the analysis, whereby qualitative and quantitative methods lend support to each other's findings^{16, 17, 18}.

This study employs a mixed method approach, which combines qualitative and quantitative research. Both qualitative and quantitative data was gathered in order to gain a more comprehensive understanding of impact of the IPA project. In addition to an online survey, focus groups meetings and in-depth interviews have been utilized in exploring the views, experiences and perceptions of learners and staff, teachers and school/institution administrators. Triangulation, that is employing several data sources, method, or procedure, thus, enables the researcher to compare and cross-check results and reduces the potential systematic bias¹⁹.

The quantitative analysis of this study utilizes data from an online questionnaire survey with the participation of around 9,000 learners and 2,500 staff

¹⁵ Adato, M. (2008). Integrating survey and ethnographic methods to evaluate conditional cash transfer programs. *IFPRI Discussion Paper*, no. 810: 1–27

¹⁶ Ellis, C., Dyer, A., and Thompson, D. (2014). Riding tandem: an organic and collaborative approach to research in vocational education and training. *Research in Learning Technology*, 22.

¹⁷ Bamberger, M. (2012). Introduction to mixed methods in impact evaluation. *Impact Evaluation Notes*, 3, 1-38.

¹⁸ Johnson, R. B. and Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26..

¹⁹ Creswell J.W, Clark, P., and Vicki, L. (2011). Designing and conducting mixed methods research. Saga, 63. <http://doc1.lbfl.li/aca/FLMF022364.pdf>.

in the first stage of the research. In the second stage, focus groups' workshops and interviews are held with participants of sub-programmes and other stakeholders. The qualitative analysis employed in this study entails in-depth study design whereby semi-structured interviews with 35 sub-programmes' participants and focus group meetings with 13 groups representing 12 NUTS I Level provinces. The focus groups composed of 6 to 8 people, mainly learners. The semi-structured interview questions are prepared by the joint work of Turkish National Agency officials and Research Team, after a thorough literature review. A pilot interview has been conducted at Zübeyde Hanım Vocational and Technical Anatolian High School in Ankara (Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesi), after which the survey questions are finalized.

In order to investigate the normality of the variables Shapiro-Wilk tests for normality has been carried out. When the assumptions of a normal distribution for the data and homogeneity of variance are violated, non-parametric methods of data analysis are applied. The applied non-parametric tests work on the principle of ranking the data. For learners, in order to compare the mean scores of the groups with respect to project's impact on career and employability according to the field of study, Kruskal–Wallis test – the non-parametric equivalent of a one-way independent analysis of variance – is conducted.

3. IMPACT OF MOBILITY PROJECTS

3.1. LEARNERS

The human capital theory regards education and any forms of training as investments to human capital which enhances the likelihood of being employed²⁰. The education demand, then, depends on expected returns from education and possible direct and indirect costs. The expected returns to education increases as the individual recognizes the relevancy and importance of his / her areas of study in addition to higher future earnings. Likewise, universities consider the employability of graduates as an important policy objective. Yet human capital accumulation is not only restricted to university / college education, as jobs are generally becoming more ‘knowledge and skills-intensive’. Rather it is a life-long process, as individuals lacking the right skills are more vulnerable to labour market changes. Besides population ageing is an important issue in today’s world, necessitating an efficient use of available human capital. Hence, education policy makers are eager to find ways of augmenting employability of individuals through various means and actions.

On the employers’ side, professional expertise appears to be one of the most important skills for graduates’ employability. Interpersonal skills, such as communication and teamwork skills, innovative/creative and commercial /entrepreneurial skills, international orientation, strategic /organizational skills such as literacy, numeracy and strategic ICT skills are also among the traits that employers consider while assessing a candidate for an open position²¹. Zimmermann and Neyer (2013) provide empirical evidence suggesting international mobility has positive impact on personality, increasing openness and agreeableness and a decrease in neuroticism above and beyond the observed self-selection, and thus augmenting the employability of individuals²².

²⁰ Becker, G. S. (1975). Investment in human capital: effects on earnings. In *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, Second Edition (pp. 13-44). NBER.

²¹ Humburg, M., van der Velden, R., and Verhagen, A. (2013). The employability of higher education graduates: the employers’ perspective. Final Report (Brussels: European Commission).

²² Zimmermann, J. and Neyer, F. J. (2013). Do we become a different person when hitting the road? Personality development of sojourners. *Journal of Personality and Social Psychology*, 105(3), 515.

Erasmus+ Mobility Program supports any activity which enhances investment in human capital contributing both individuals and society, and leading to economic growth and prosperity.²³ For this purpose, policies are implemented to help individuals acquire and improve skills; to enhance the quality of teaching and learning; to improve the effectiveness and efficiency of education and training systems are promoted.²⁴ In this part of the study, the impacts of the Erasmus+ Mobility Program on participating learners are assessed by combining both quantitative and qualitative methods. With regard to VET learners, trainees, and apprentices, the impact assessment has been concentrated on the following the target group and multiplier/spillover effects:

- Improved learning performance;
- Enhanced employability and improved career prospects;
- Increased sense of initiative and entrepreneurship;
- Increased self-empowerment and self-esteem;
- Improved foreign language competences;
- Enhanced intercultural awareness;
- More active participation in society;
- Better awareness of the European project and the EU values;
- Increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

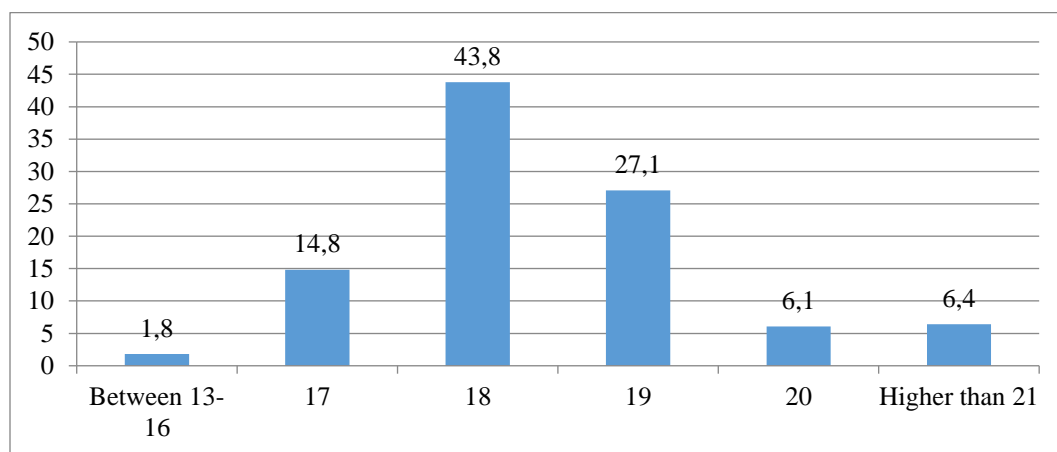
Analysis of the program outputs is carried out in the light of the data obtained from participant surveys and focus group interviews. Focus group meetings are held in 13 cities, which represent 12 NUTS I level regions (Please see Appendix for the names of the cities and the number of the meetings). Around 9,000 learners have participated in the surveys. The proximity of the number of male and female participants in the program of learning mobility is remarkable. 48.8% of the

²³ Pavlova, M. (2014). TVET as an important factor in country's economic development. *Springer Plus*, 3(1), K3.

²⁴ http://ec.europa.eu/dgs/education_culture/repository/education/library/statistics/erasmus-plus-annual-report_en.pdf.

learners are female and 51.2% are male. Therefore, the mobility program provides equal opportunity in terms of participation rates of men and women. Age distribution of the learners is presented in Graph 2. While the average age of learners participating in the program is 19, the highest rate of participation is belong to 18 years old. 43.8% of the learners are at the age of 18. This group is followed by 19 year olds with a participation rate of 27.1%.

Graph 2. Age distribution of learners (%)



According to Table 4 below, 45.1% of the learners attend the 3rd grade; and 43.1% are 4th grade learners. 98.2% of the learners have benefited from the Erasmus+ Program or the Lifelong Learning Program for the first time in their lives.

Table 4. Year of education for learners

Year	Percentage %
First	2.2
Second	9.7
Third	45.1
Fourth	43.1
First	2.2

Table 5. Distribution of host countries for learners

Country	Percentage %
Germany	30.2
Czech Republic	9.7
Spain	8.4
Portugal	7.1
Italy	6.8

Poland	6.6
The Netherlands	5.6
Romania	4.7
Sweden	4.2
Hungary	2.6
Belgium	2.5
Latvia	2.5
Austria	2.1
United Kingdom	1.8
France	1.5
Denmark	1.1
Finland	1.0
Lithuania	0.4
Slovakia	0.3
Makedonia	0.2
Estonia	0.2
Greece	0.1
Bulgaria	0.1
Slovenia	0.1
Norway	0.0
TOTAL	100

The distribution of host countries where the learner performed the Erasmus+ Mobility Program is presented in Table 5. 30.2% of the learners visit Germany whereas 9.7% of them have a chance to spend their mobility period in Czech Republic. Spain hosts 8.4% of the learners from Turkey. When the participants' place of residence is examined, it emerges that the majority of learners who perform Erasmus+ Mobility Program are from western regions of Turkey. The highest attendance is from East Marmara (13.8%), Western Anatolia (12.3%) and Western Black Sea (11.4%) regions (Graph 3). Moreover provincial spatial distribution of participants' place of residence (Figure 1) also indicates that there is heterogeneity with respect to the representativeness of provinces. It's worth noting the fact that some provinces have not participated in any Erasmus+ Mobility Program such as Ardahan, Kırşehir, Kilis, Tunceli and Osmaniye. Working on the elimination of heterogeneity in the participation of learners for the Erasmus+ Mobility Program will be beneficial especially by increasing employability of learners from different regions of Turkey through increasing their human capital.

Graph 3. Distribution of learners with respect to NUTS I regions (%)

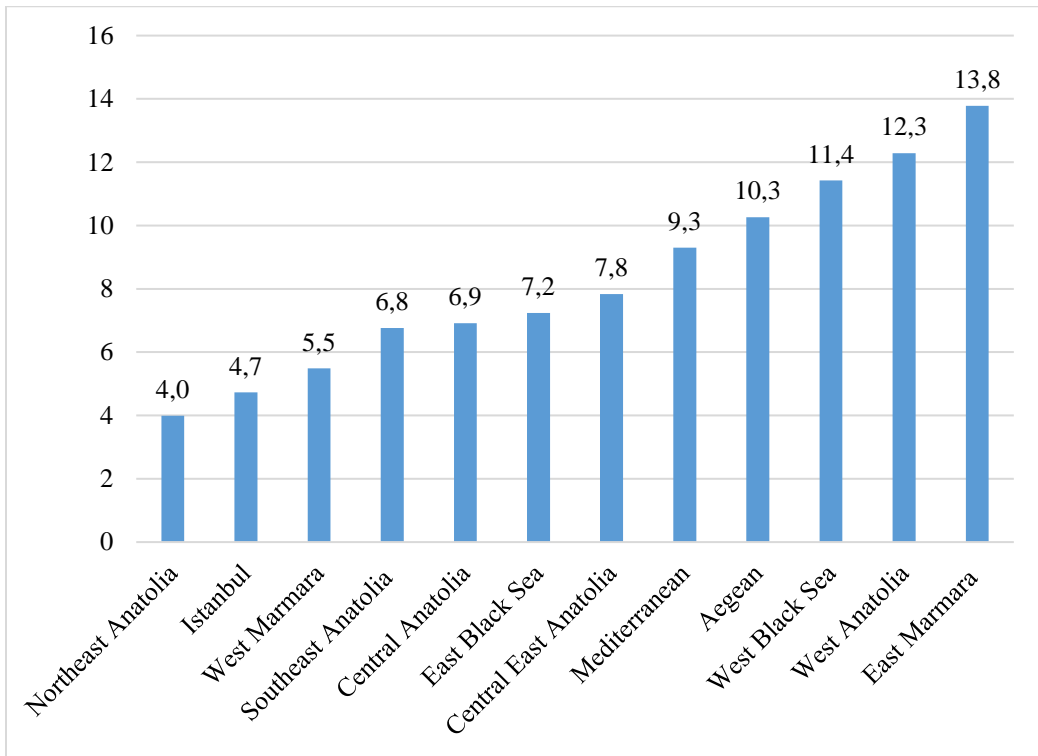
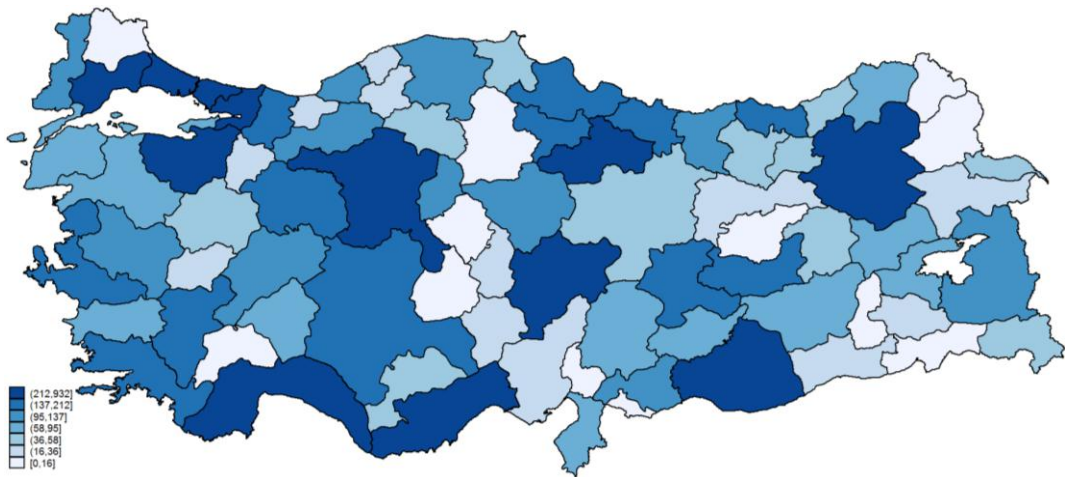


Figure 1. Provincial spatial distribution of number of learners

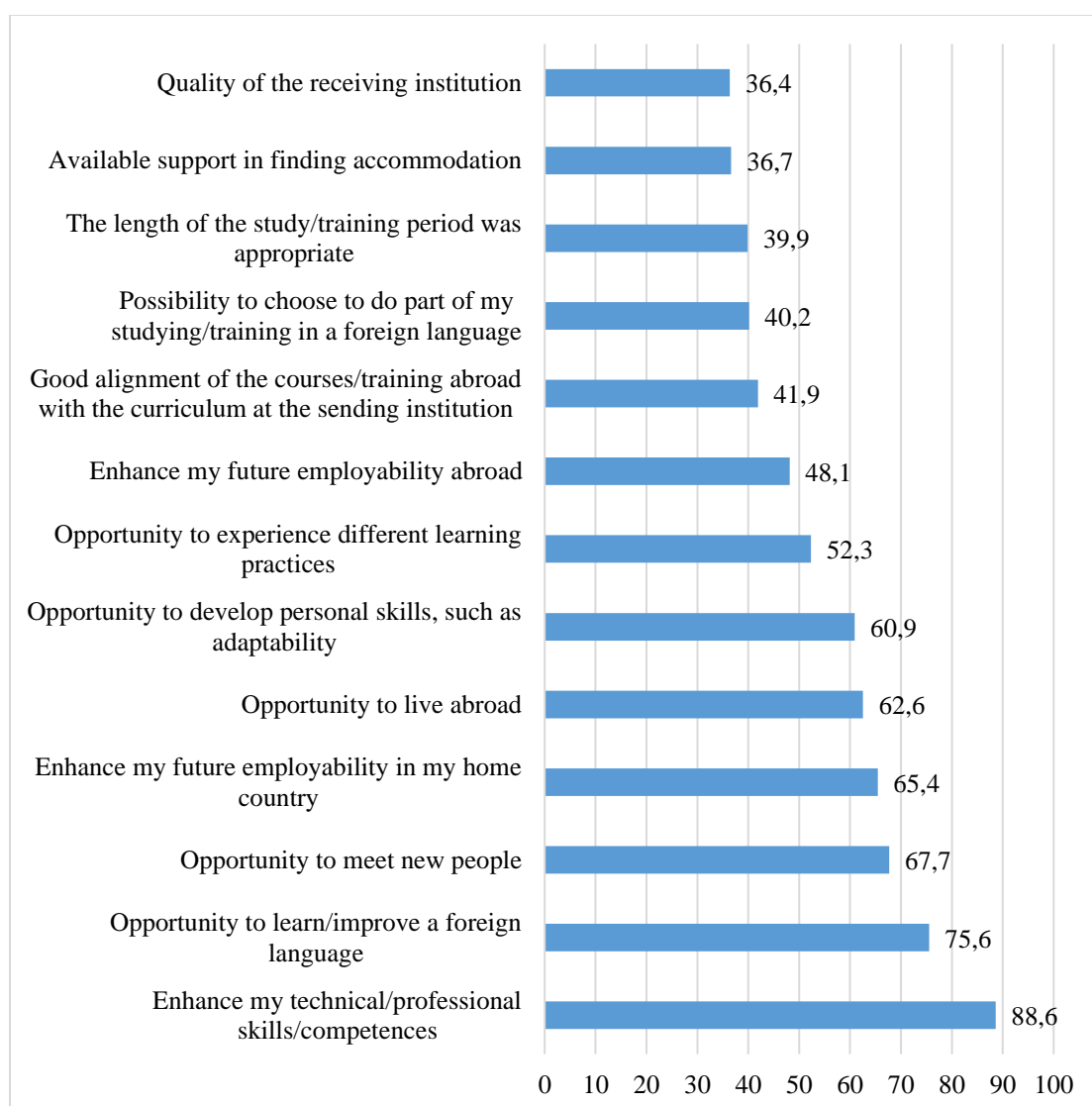


3.1.1. Key competences and/or skills relevant for employability

Generally, the learners who participate in the project state that their main objective is to increase their technical/professional knowledge and skills. When

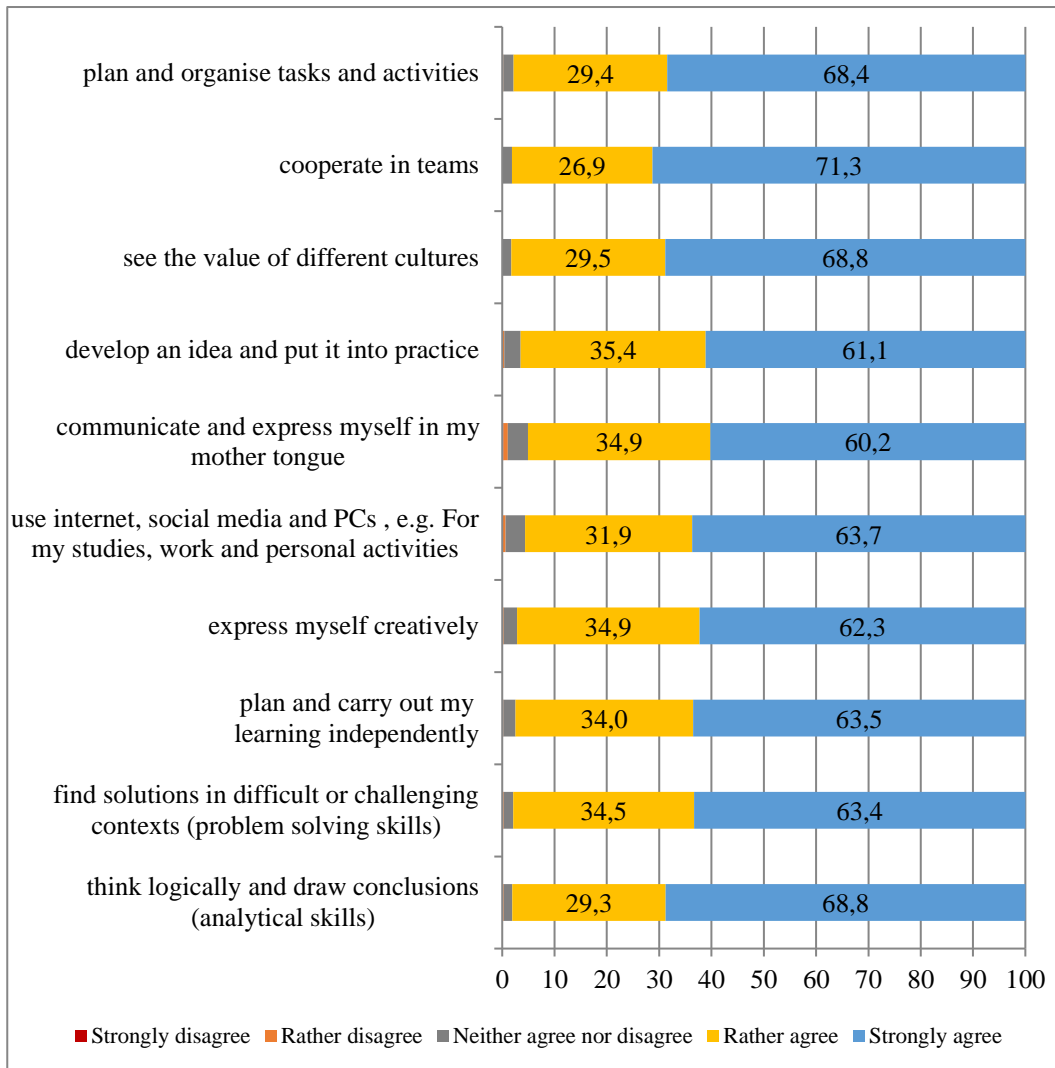
asked about the reasons for participation in the Erasmus+ mobility activity, as shown in Graph 4, 88.6% of the learners indicate the option to "increase their technical/vocational skills/competencies". The rate of learners who take into account foreign language learning and/or development opportunities is 75.6%. A large majority (60.9%) of the participants express that they participate in the Erasmus+ Mobility Program in order to assess the opportunity to improve their personal skills such as adaptation.

Graph 4. Main motivations for studying/training abroad (%)



Survey findings indicate that learners benefit from visiting foreign institutions. Graph 5 exhibits the learners' thoughts about the effects of the mobility program on their individual skills. More than 95% of the learners express a positive opinion such as a variety of their skills have developed. 98.1% of the learners (I agree + I totally agree) believe that their mobility experience enhance their analytical thinking skills. While the percentage of participants who agree that their problem-solving skills develop during the program is 34.5%, the percentage of participants who fully agree with this idea is 63.4%. 63.7% of them declare that they have definitely improved their use of the internet, social media and computer for their business and personal activities.

Graph 5. Impact of mobility programme on professional attributes
“Through my participation in this activity I learned better how to...” (%)



According to Graph 5, 98.2% (Agree + Totally Agree) of the participants state that they have a better understanding of intra-group solidarity after the mobility program and they can easily cooperate with their friends and teammates. The rate of those who declare that they have definitely improved in planning their tasks and activities is 68.4%.

Graph 6 sets out the considerations about the changes that the learners have seen within themselves since joining the mobility program. 97.9% of the learners (I agree + I fully agree) indicate that they have developed their technical/professional skills through mobility experiences. The percentage of participants who believe that

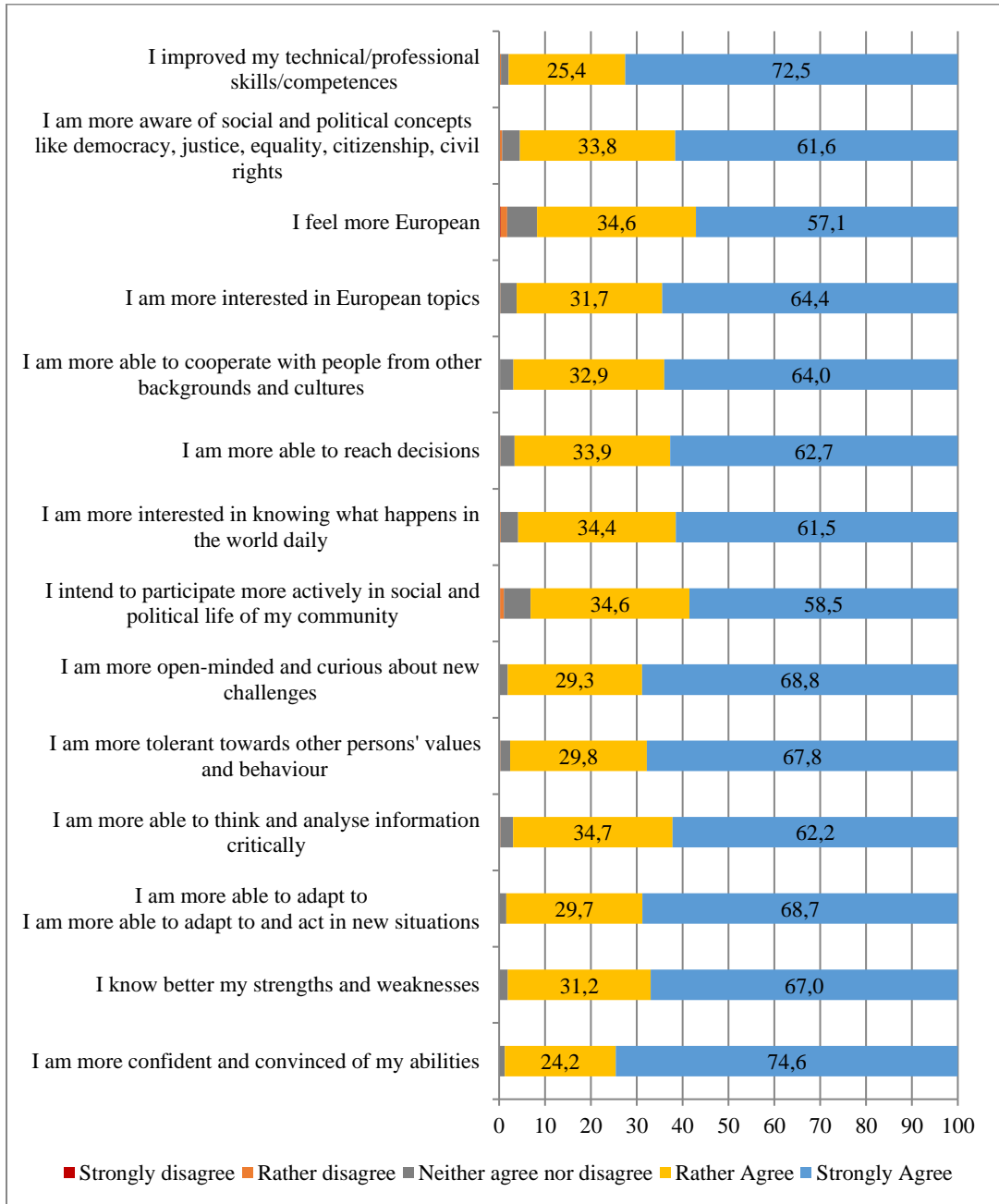
their ability to think critically and analyze improved is 34.7%, while 62.2% fully agree with it.

Therefore, the vast majority of participants are aware of the fact that the project's objective is to improve their skills for employment and to increase their core competence, and the survey results show that the mobility project contribute to the participants in this way. The Erasmus+ Mobility Program has made positive contributions to the awareness and development of almost all of the learners' abilities. The changes in employment expectations, foreign language development, entrepreneurship which are part of the competences and skills of the learner, will be examined in detail in the following sections.

The findings of focus group meetings support the results from quantitative data analysis. Focus group participants are impressed by workplace safety measures in the hosting countries. Some apprentices report that they have started using glasses and masks in the workshops due to their experiences at Erasmus+ Mobility Program abroad. They indicate that they have not been obeying the safety measures and not following their instructors' advises in Turkey. However, after the mobility program, the participants reveal that they are more careful in follow-up of the regulations now. The learners express that the mobility experience enhances their knowledge and inspire them on creating new ideas. They agree with the fact that their experience has contributed to their professional skills. Thanks to the contribution of the program on their profile, learners feel that there is an increase in the probability of finding an employment opportunity and/or running their own enterprise.

Graph 6. Impact of mobility program on analytical and social skills

“After having taken part in this mobility activity...” (%)



“We saw the importance of mankind. There, it’s not like in our country. We went into the construction sites, we went to the factories. The security precautions are at a high level. Not just in working areas, but also in roads as well. There are so many cycling roads and so on. It leads people to have a more healthy life. Their technologies are more advanced, some factories have unmanned robots.” (Edirne)

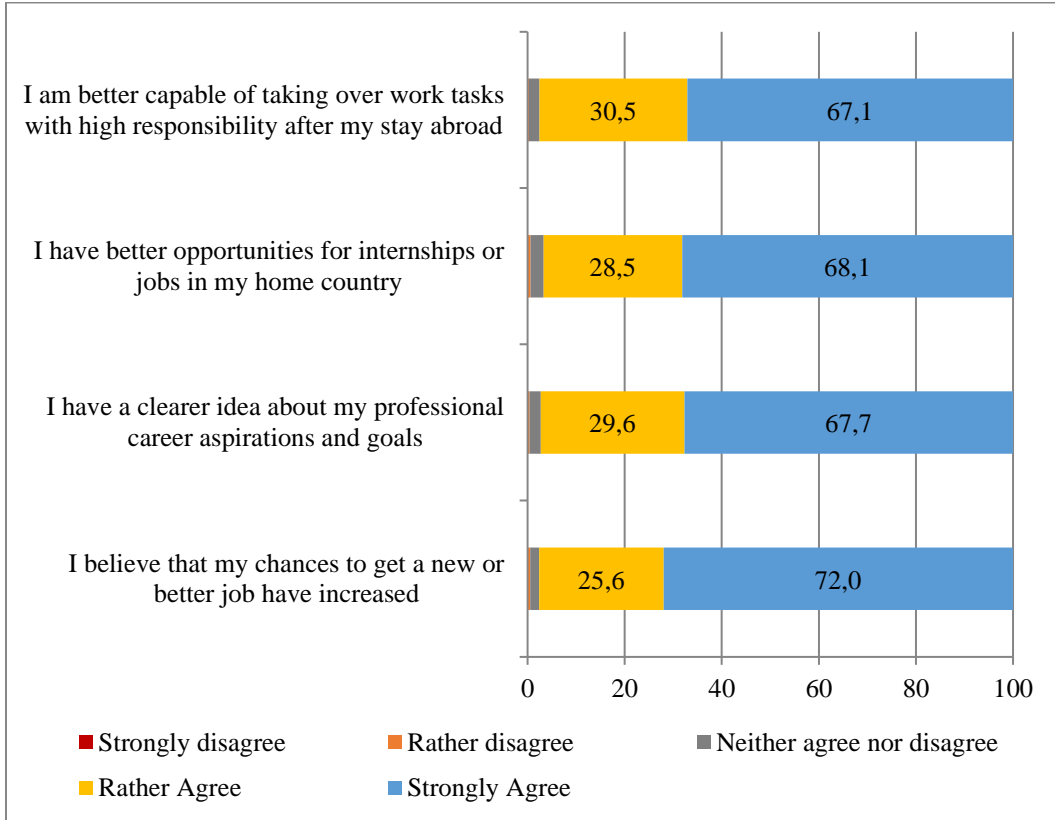
“We got to practice there, and we learned a few different things. For example, we learned to control the flow systems on the phone. At present, there is also (one) in Burhaniye in Turkey. We practiced it the other day, we did not have any difficulty.” (Balıkesir)

“When we got back from there, we opened a ceramic workshop, after we had seen the ceramic workshop there. We got a few ovens, a few machines. The children made very nice products. We also sent original products from our ceramic workshop to an exhibition in Istanbul. Here we have been doing simple things with pottery over the years. After we went there, we saw what was being done. For example, they made special bibelots for the Christmas festival and painted them. There were sales offices for this. We have also prepared a sales office in our province.” (Bursa)

3.1.2. Employability and improved career prospects

In general, it is observed that employability is one of the main reasons leading learners to participate in the project. The participating learners expect to have a change in their employment opportunities both at home and abroad. According to Graph 4, learners think that the mobility program will have a greater impact on the chances of getting employed in their home countries. 65.4% of the learners indicate the increase of their employability in their own countries among the reasons for program participation. The rate of those who think that they can increase their chance of possible employment abroad is 48.1%. Graph 7 shows that the mobility program has significant positive impacts on learners' employment and career expectations. 97.6% of the learners (I agree + I strongly agree) believe that their mobility experience has increased their chances of finding a new job. While the percentage of participants whose career goals are clearer is 29.6%, the percentage of those who fully agree with this idea is 67.7%. 68.1% declare that their options for finding a new internship or job in their home country have definitely increased. The rate of those who state that they take more responsibility in their work after the mobility program abroad is 97.6% (I agree + I strongly agree). Less than 1% of participants have negative responses for the question of the effectiveness of the mobility program on employability and career goals. Therefore, the Erasmus+ Mobility Program has influenced learners in a very important and positive way in terms of employment and career.

Graph 7. Impact of mobility programme on future career aspirations
“Thanks to this mobility experience...” (%)



As indicated in the previous sections, there is heterogeneity in profiles of learners with respect to their regions, hosting countries, and field of study. The Erasmus+ Mobility Program may influence learners’ employability and career expectations differently, depending on their field of study. In order to investigate impact on career and employability differentials with respect to the field of study, Kruskal–Wallis test – the non-parametric equivalent of a one-way independent analysis of variance – is conducted²⁵. In Table 6, the Kruskal–Wallis test results reveal significant differences in mean scores between learners’ field of study for all items. There are statistically significant differences among study fields with respect to learners regarding their beliefs that they have an increased chance to get a new

²⁵ The test statistic for the Kruskal–Wallis test is denoted by χ^2 and approximates a chi-squared distribution. This test statistic is reported with its associated p-value.

and a better job; better opportunities for internship or jobs in home country; and their ideas about their professional career aspirations and goals. It emerges that learners in the study field of environment are more optimistic (as they have higher mean values) for future prospects with respect to getting a better job, especially in Turkey; they have a clearer idea about their profession compared to other study fields. Furthermore, statistical analysis in Table 6. Impact of mobility programme on career and employability prospects with respect to field of study. Table 6 explores whether Erasmus+ Mobility Projects' impact on learners' expectations about future work differs according to the field of study. It emerges that learners in the field of electricity and energy, child care and training for pre-school teachers and occupational health and safety are more confident that they can have a better employment opportunity in the future, compared to the learners from other fields of study.

Moreover, Mann–Whitney test are performed to investigate whether the impact of the project on career, employability prospects, expectations about future work differ across study levels. For this purpose, the learners are grouped in two: vocational education and training group and apprentice group. There are not any statistically significant differences between the two groups with respect to their beliefs about getting a new and a better job; better opportunities for internship or jobs in home country; and their ideas about their professional career aspirations and goals. However, vocational education and training group have a statistically significantly higher mean values for career aspirations and goals questions. It appears that these learners are more hopeful about a prosperous career in an international context. For all sub-items in Table 7, the Chi-square statistic is statistically significant indicating that there is a considerable difference concerning the impacts on future career aspirations and goals with respect to the study level.

Table 6. Impact of mobility programme on career and employability prospects with respect to field of study

	I believe that my chances to get a new or better job have increased		I have a clearer idea about my professional career aspirations and goals		I have better opportunities for internships or jobs in my home country		I am better capable of taking over work tasks with high responsibility after my stay abroad	
	Mean	std dev	mean	std dev	mean	std dev	mean	std dev
ICT	4.64	0.60	4.65	0.56	4.51	0.76	4.41	0.77
Marine	4.56	0.65	4.58	0.67	4.43	0.74	4.44	0.72
Education	4.64	0.54	4.62	0.55	4.59	0.61	4.49	0.67
Electricity and energy	4.80	0.48	4.78	0.47	4.76	0.56	4.72	0.56
Occupational health and safety	4.70	0.48	4.68	0.51	4.52	0.64	4.51	0.65
Management and accounting	4.71	0.50	4.67	0.51	4.49	0.70	4.45	0.72
Hygiene and occupational health services	4.64	0.50	4.73	0.47	4.77	0.59	4.47	0.65
Mechanics and metal trades	4.51	0.60	4.52	0.58	4.50	0.69	4.35	0.72
Child care and training for pre-school teachers	4.72	0.46	4.65	0.50	4.56	0.64	4.51	0.62
Health	4.66	0.58	4.68	0.53	4.52	0.70	4.49	0.73
Agriculture, forestry, fisheries and veterinary	4.49	0.63	4.42	0.63	4.35	0.68	4.31	0.68
Travel, tourism and leisure	4.67	0.54	4.70	0.51	4.62	0.59	4.61	0.58
Production	4.52	0.67	4.59	0.53	4.36	0.77	4.32	0.74
Other	4.63	0.66	4.62	0.61	4.55	0.63	4.56	0.74
Kruskall- Wallis Test χ^2 (P-value)	104.007 (0.000)***		95.706 (0.000)***		112.935 (0.000)***		127.007 (0.000)***	

Table 7. Impact of mobility programme on career, employability prospects and expectations for future work with respect to study level

Statement	Profession	Mean	Standard Deviation	Mann-Whitney Test (p-value)
I believe that my chances to get a new or better job have increased	Student	4.643	0.571	1.566
	Apprentice	4.597	0.614	(0.117)
I have a clearer idea about my professional career aspirations and goals	Student	4.644	0.544	0.832
	Apprentice	4.626	0.548	(0.405)
I have better opportunities for internships or jobs in my home country	Student	4.532	0.688	0.494
	Apprentice	4.526	0.671	(0.621)
I am better capable of taking over work tasks with high responsibility after my stay abroad	Student	4.467	0.711	0.882
	Apprentice	4.439	0.72	(0.377)
I can easily imagine working abroad at some point in the future	Student	4.541	0.648	2.035
	Apprentice	4.487	0.659	(0.041)**
I can easily imagine working in the country where I did my Erasmus+ period in the future	Student	4.772	0.471	3.127
	Apprentice	4.707	0.511	(0.001)***
I would like to work in an international context	Student	4.693	0.54	4.108
	Apprentice	4.592	0.601	(0.000)***

Note: *, ** and * denote significance at 10, 5 and 1% level, respectively.**

The focus group meetings provide insights in line with the results of quantitative analysis. The participants believe that Erasmus+ Mobility Programme experience improves their employability prospects and they build up solid education background. The learners extend their theoretical knowledge and gain applied experience by learning new methods and different techniques. Additionally, social skills and communication skills of the learners improve during the mobility program. Participants are keener on understanding work ethics and applying workplace safety measures. These traits altogether improve participants' prospects for a good employment opportunity. Overall, findings of this report provide evidence that the mobility project has enhanced employability chances and

improved career prospects of learners. Thus, one of the main goals of Erasmus+ Mobility Programme is achieved.

“Working there in a well-known company yields a different gain. I feel that I have an increased opportunity to find employment after my visit. I work in informatics sector. In my host country I had a very productive training in software. If we apply to a private company, even if there are 100 people, they would prefer us first. We got a certificate at the end of the project, we got a document. This project helped improve our abilities.” (Tokat)

“Both (being) abroad and the trainings we received there benefitted us a lot. The architect I am currently working with has me doing the outlines he cannot do. The two of us can make multiple beautiful drawings. We made office drawings, construction drawings and so on. I have two construction drawings, one sold out.” (Istanbul)

3.1.3. Sense of initiative, self-empowerment and self-esteem

The descriptive statistics indicate that the vast majority of the learners are young people less than 20 years of age. The majority of the learners (78%) state that participation in mobility is not a mandatory activity in the curricula of their education. The fact that they want to be a part of a non-mandatory program despite their young age may be interpreted as a sign of the initiative and entrepreneurial spirit of the learners.

According to Graph 5, 98.2% (Agree + Totally Agree) of the participants affirm that they have a better understanding of co-operate in teams after the foreign mobility program. The rate of those who declare that they have definitely improved in planning their tasks and activities is 68.4%. Similarly, 97.5% of participants (I agree + I fully agree) express that they have progressed in planning and realizing self-teaching as individuals through their mobility program. While 35.4% of the participants state that they have better learned to improve and realize ideas during mobility abroad, 61.1% definitely agree with this. The overall rate of those who think that they are making progress in expressing themselves creatively is 97.2%. Therefore, the Erasmus+ Mobility Program contributes learners' at almost all of the components for developing entrepreneurial skills.

The data in Graph 6 show that learners experience significant improvements in self-confidence and personal development. 98.8% of the learners (I agree + I strongly agree) express that after the program they have more confidence and ability to be aware of themselves. 67% of the participants articulate that they are more aware of their strengths and weaknesses after the program. 98.4% (I agree + I strongly agree) think that their ability to adapt to new situations/environments and to be able to move in these environments enhance. The findings in Graph 7 exhibit that almost all of the learners (97.6%) feel more responsible for the work they do after their participation in the mobility program. Moreover, focus group meeting participants report that their self-confidence, social skills, and communication skills have improved.

“We could not handle our own passport process. Our teacher had done the talking there. But now everybody can go and do it alone, they would have no difficulties. We will not be afraid of going abroad anymore.” (Tokat)

“Of course, there are important contributions of the Erasmus+ mobility programme towards our future employability. Even it would not affect our future life, but it has already been a tremendous contribution to our confidence. We went out there and made presentations. Normally I would be ashamed to talk here, but we got this confidence there.” (Trabzon)

“I felt more comfortable about my self-confidence. There were friends we met on the first day. On the first day I felt comfortable and that comfort continued. When I came back, that self-confidence is still going on.” (Tokat)

“I was afraid of staying away from my family. I was living with my parents. I never left. I have not left Bursa. When I went to Germany I learned this. I stayed for 15 days, I said I can do it.” (Bursa)

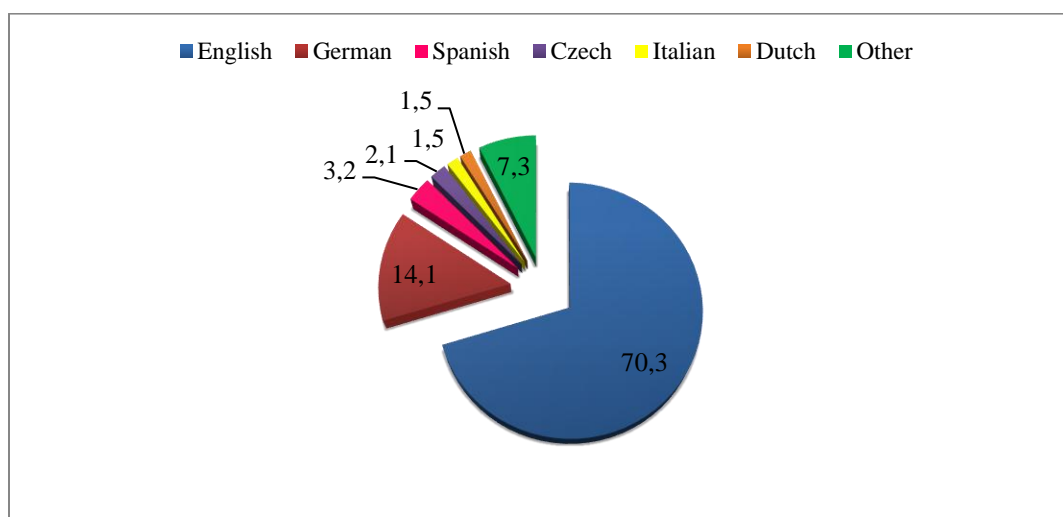
In summary, data analysis and findings from the learners’ survey show that Erasmus+ Mobility Program has quite positive effects on the participants’ entrepreneurial spirit, personal development, and self-confidence. It is, therefore, possible to envisage that the program will have an impact on shaping the future of young people by making significant contributions to their self-development.

3.1.4. Foreign language competences

One of the anticipated pioneering aims in the foreign mobility projects is to contribute to foreign language skills of participants. Feedbacks provided by participants acknowledge that the Erasmus+ Mobility Program contributes to achievement of this objective. When asked about their reasons for participating in the Erasmus+ Mobility Programme, 75.6% of the learners admit that they participate in the Erasmus+ Mobility Programme to evaluate the opportunity to learn and/or develop a foreign language as shown in Graph 4. The rate of those who wants to have a part of their education in a foreign language is 40.2%.

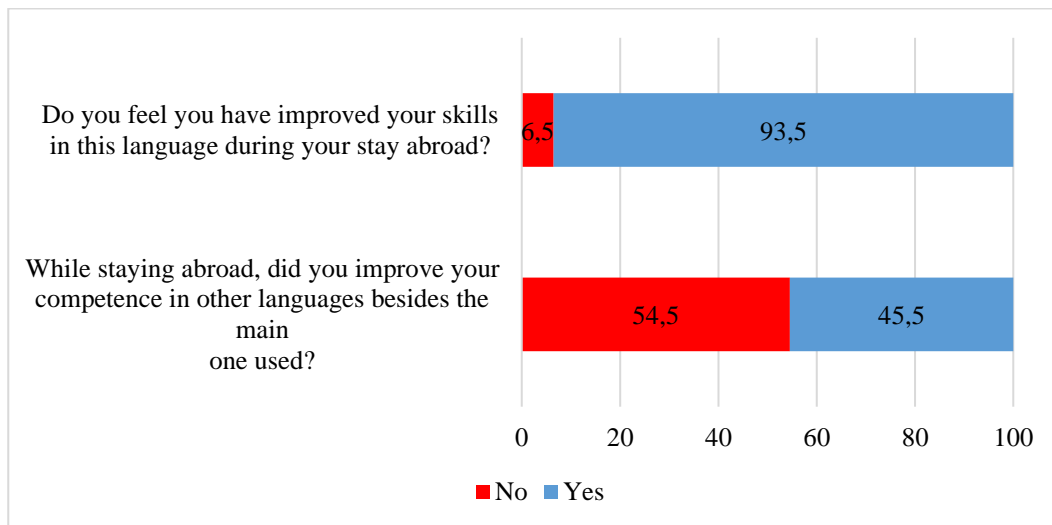
Graph 8 gives the distribution of the main foreign languages used by participating learners. 70.3% of participants used English as the main foreign language during their mobility, 14.1% used German, 3.2% used Spanish, 2.1% used Czech, and 1.5% used Dutch and Italian. According to the findings in Graph 9, 93.5% of the learners think that they have developed themselves on the main foreign language they used abroad. The proportion of those who stated that they developed themselves in other languages other than the main foreign language is 45.5%.

Graph 8. The main language used during mobility activity (%)



Graph 9. Impact of mobility programme on language skills

“During your stay abroad....” (%)



Learners participating in the Erasmus+ Mobility Program develop their skills in other foreign languages in addition to the main foreign language they use. Table 8 provides information about additional languages that participants learn. Nearly half (48.8%) of the learners who develop a second foreign language have improved their English skills. English is followed by German (13.9%) and Spanish (6.2%), respectively.

Table 8. Improvement in other languages besides the main language (%)

Language	Language 1	Language 2
English	48.8	24.6
German	13.9	16.2
Spanish	6.2	9.6
Czech	4.5	3.8
Portuguese	4.5	3.2
Polish	4.4	5.7
Italian	3.5	4.6
French	2.5	8.4
Latvian	2.2	4.5
Dutch	1.8	8.6
Other	7.7	10.8

The participants of focus groups meetings express that they have realized the importance of learning a foreign language their visit in host countries. They collectively acknowledge that they intend to improve their foreign language skills by attending courses in order to be eligible for future Erasmus exchange projects in future. Yet, they are also impressed by hosting country residents' understanding and help when they could not express themselves clearly due to language barriers.

"I want to enroll foreign language courses. When I learnt that foreign language knowledge was a requirement for participating in Erasmus+ Mobility Programmes, I decided to enroll to a foreign language course." (Trabzon)

"I realized at that moment that language was needed. We were doing an internship in the kinder garden, we went early that day. The manager came by, he was constantly saying something, we did not understand. Finally, he held us and said "bye bye". Then I understood that we could leave, since we had arrived half an hour earlier, they let us go half an hour earlier as well." (Trabzon)

"There has been an improvement in my social skills and my self-confidence. I went abroad with people whom I did not know before. There (in Spain) I met people whose language I could not understand, but we communicated in English. My English language skills have improved. I also learnt some Spanish." (İzmir)

3.1.5. Intercultural awareness

A crucial objective of the Erasmus+ mobility activity is to help participants with discovering different cultures and achieving intercultural interaction. When asked about the reasons for participation, as shown in Graph 4, 67.7% of the learners mark 'opportunity to meet new people' option. The data in Graph 5 indicates that learners make progress in understanding value of different cultures during mobility program. 98.3% of the learners (I agree + I strongly agree) express a positive opinion on the contribution of mobility program to this issue.

Graph 6 puts forward considerations about the changes that learners have observed within themselves since joining the mobility program. 97.6% of the learners (I agree + I strongly agree) articulate that their experience of mobility has increased their tolerance towards value judgements and actions of other individuals.

While the percentage of participants who agree that they have become more open-minded and curious about innovations is 29.3%, 68.8% of participants fully agree with this idea. The rate of those who state that they can cooperate more with individuals with different backgrounds and cultures is 96.9%. According to Graph 10, a significant portion of learners achieve the certain level of integration at international level. The proportion of those who state that they have achieved integration with local learners (Good + Very Good) is 94.7%. 61.3% of the learners reveal that they have achieved very good integration with other Erasmus+ participants and international learners.

The findings from the focus group meetings suggest that the participants have appreciated cultural differences and their experiences of Erasmus+ mobility. They confess that people in the hosting country are more respectful to each other compared to their home country. Besides, learners feel more comfortable in expressing their opinions in their host countries. They are impressed by the environmental friendliness and cleanliness, especially of workplaces. The participants are also amazed by how people respect each other in traffic. Unlike Turkish case, they observe that people obey traffic rules even if there is nobody around. Learners agree that their behavior with respect to environment and traffic rule obedience have been positively affected by their Erasmus+ mobility activity. More importantly, the learners had a chance to compare work ethics in the host country with their own experience in Turkey. They express that co-workers and superiors are respectful to each other and they have no difficulty or constraint in sharing their experiences and knowledge. In summary, analysis of the data for learners shows that the Erasmus+ Mobility Program has quite positive effects on cross-cultural awareness of the participants.

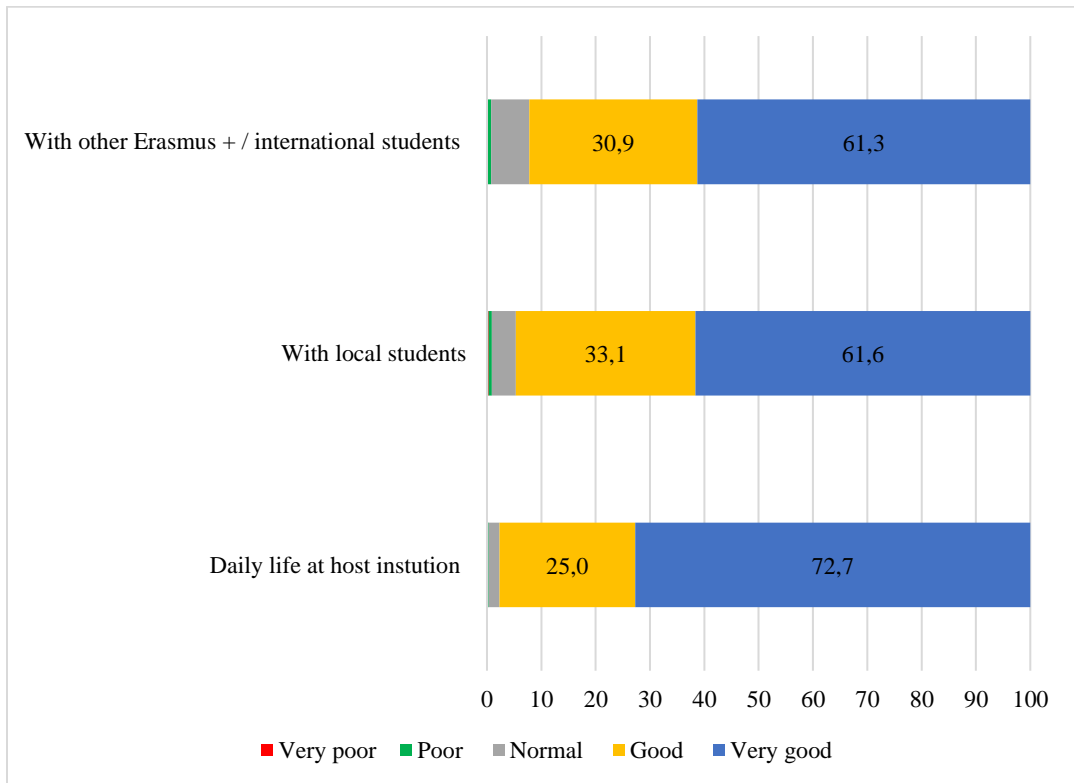
“Their cleaning and hygiene issues, their departments ... we realized that they were different in our saloon here. They pay much more attention to deatils. We had been to many different hairdresser saloons to see how they manage their businesses.” (Izmir)

“It was all about respect. Everyone listens to each other and talk after that. Nobody interrupts. Whether it’s right or wrong everybody expresses what they know and what they

think. Since our department is public relations, it had great contributions for us. After we arrived, we shared our experiences with our friends. We made our presentations about our mobility experience and they were very much liked. So we can say that the mobility experience has broadened our horizons.” (Şanlıurfa)

“I talked with many people while I was in Vienna. They respect each other. It contributed to my personality. I want to live in Vienna. If I cannot live there anytime soon, I want to move there after my graduation from the university.” (Istanbul)

Graph 10. Integration degree of learners in the mobility programme



“In Turkey if we go to architects and talk to them, ask them to show us their projects, to show us how these things are being done, they won't show it. Last year I was an intern and the architect there said she could not share any information regarding the projects with anyone, because of privacy issues. But the architect there (during the mobility programme) has shared and explained her projects. I learned from a lot from her. She answered our questions there very nicely. I am being trained to be an interior designer. She taught me what an interior designer supposed to do.” (Istanbul)

3.1.6. Active participation in society

The Erasmus+ Mobility Program influences the participation of learners in social life. When asked about the reasons for participation in the program, as shown in Graph 4, 60.9% of the learners mark the option of “enhancement of personal skills, such as adaptation.”

“People can help you there. They can really help on one aspect of the job or they respect you. They do not judge you in any way. But here, especially if I am talking as a lady, even as you walk down the road, the men's community group, whatever direction you are heading, their heads can all look that way. In Vienna even if I do something ridiculous no one judged me saying me what is this girl doing.” (Istanbul)

According to Graph 6, 93.1% of the learners (I agree + I strongly agree) declare that they want to participate in the social and political life in their countries more actively after mobility experiences. While the percentage of participants who agree that they are able to reach conclusions more easily is 33.9%, the percentage of those who strongly agree with this idea is 62.7%. 95.9% (I agree + I strongly agree) say that they are more enthusiastic about becoming aware of the daily news in the world.

The participants of the focus group meetings admit that their interest in society, politics and world around themselves have increased. For instance, although they did not have such habits before, some of the learners have formed an interest in watching daily news and discussion programs on TV and reading newspapers. Additionally, some of the participants express that they are now more active in their society to promote Erasmus+ Mobility Program participation within their colleagues.

“I am the chairman of the Hairdressers' Chamber of Commerce. Our students and our colleagues participated in the Erasmus+ Mobility Programme. After seeing that they had benefited extensively, we were more inclined to be involved with the Erasmus+ Mobility Programme. We should try harder for it, make more people participate in the mobility programme and get these trainings. We are investigating what we can do to improve our skills and our profession. We even want to do another project. We expect contributions from the National Agency.” (Izmir)

I was not interested in world affairs before I went abroad. But after participating in the Erasmus+ Mobility Programme I am now more aware of the world I live in and more curious about the world. I want to know what is happening in the world; it's not just me, there are other people living. Previously I had little interaction with people. But now, I would like to meet with new people. Now I take do volunteer work in charities that help people in need.” (Istanbul)

In summary, the findings from the learner’s survey and interviews indicate that the Erasmus+ Mobility Program has a significantly positive impact on participants' social awareness and participation levels.

3.1.7. Awareness of the European project and the EU values

Through their feedback, it is revealed that there have been changes in the participants’ thinking about the European Union since participating in the foreign mobility program. Graph 6 shows that 96.1% of the learners (Agree + Strongly agree) has begun paying more attention to European issues through their mobility experiences. While the proportion of participants who agree with the fact that they feel more European is 34.6%, the percentage of those who strongly agree with this idea is 57.1%. Moreover, 95.4% of the participants report that they are more aware of democracy, justice and political and social issues.

The participants of focus group meetings recognize the differences between Turkey and host European countries with respect to human rights, freedom of speech and gender equality. Moreover, integration of disabled and elderly people into society have impressed almost all participants. The learners aspire to have a future in which Turkish citizens also have similar integration levels. Simultaneously, they state that traditional values of Turkish society are also essential, especially in family relations. The participants also express the need to adopt European values of work ethics, obedience to rules and regulations, while preserving their own cultural identity for achieving economic growth and cultural development. In summary, the results of this report confess that the Erasmus+ Mobility Program positively impacts on awareness of the participants for “European Project” and the EU values.

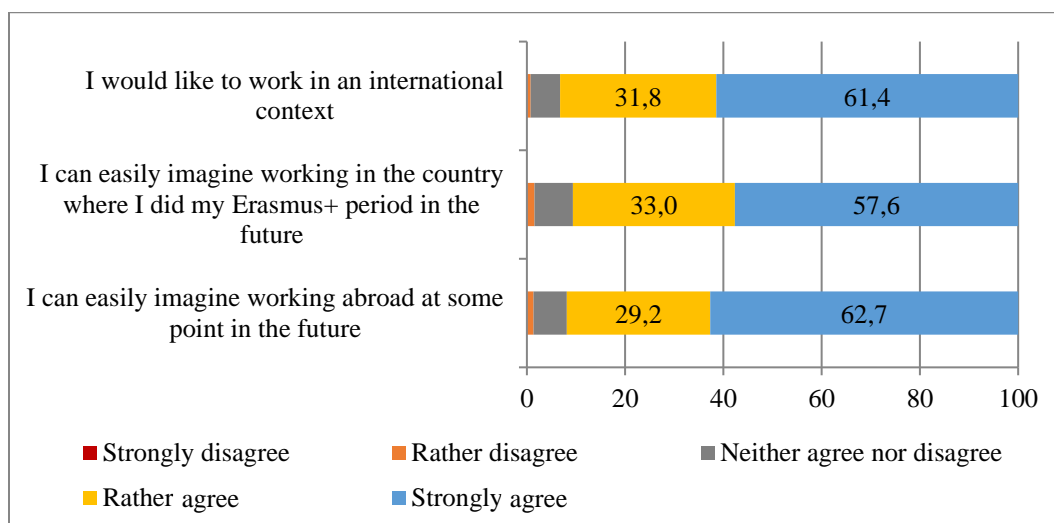
“We have observed gender equality there. We have seen more women who are driving cars; more women at administrative positions” (Şanlıurfa)

3.1.8. Motivation for taking part in future education or training

In general, the opportunity to spend time abroad is among the incentives that motivate learners to participate in the project. It is revealed that there is an increase in the motivation of the learners to spend time abroad and spend time in international environments. According to the Graph 4, 62.6% of the learners list the “opportunity to live abroad” as one of the reasons for their participation in the program. 39.9% think that duration of the study abroad program is essential. Therefore, the opportunities provided by the mobility program are more crucial for the participants in comparison to the convenience of timing for the mobility.

Graph 11 demonstrates that mobility program creates changes in the learner's future career plans. 93.2% of the learners (I agree + I strongly agree) have working in an international environment/subject among their career goals after mobility experiences. While the proportion of those who want to work abroad in the future is 29.2%, the percentage of those who fully agree with this idea is 62.7%. 57.6% of the participants declare that they strongly agree with the idea of working in the country in which the Erasmus+ activity was carried out. The Erasmus+ Mobility Program has given chances for the participants to experience living abroad and has positively affected their motivation for studying or finding employment abroad in the future. Therefore, it can be stated that learners will not hesitate to participate in similar foreign mobility projects. Given that the Erasmus+ Mobility Program also provides opportunities for staff, it is possible to infer that some of the learners will also want to participate in future international mobility projects as staff depending on the sectors they work in.

Graph 11. Impact of mobility programme on learners' plans for future work (%)



Participants of the focus group meetings admit that the mobility experience has positive effects their future prospects. Some of the learners, who have not considered further education (university or graduate), express that they want to have further education after their participation in Erasmus+ Mobility Program. With their enhanced skills and self-confidence, as a result of the mobility experience, some learners consider searching for employment opportunities abroad. Almost all of the learners want to apply for another Erasmus+ Mobility Programme in the future as well. Moreover, they encourage their friends and co-workers to take part in Erasmus+ mobility projects. They indicate that the Erasmus+ Mobility Program should be longer covering at least a semester, rather than shorter periods. This would strengthen positive impacts of Erasmus+ Mobility Programme.

“It affected my motivation to work abroad. I have never thought about working abroad previously. But after participating in the Erasmus+ Mobility Programme, I would like to work abroad after graduating college, when an opportunity presents itself.” (Tokat)

“I would like to work abroad if my family and friends welcome this idea. Because you are really valuable there. For example, in Germany I have relatives who are nurses. I keep in touch with them. I would like to work abroad if I improve in my profession. Certifications will also help.” (Kayseri)

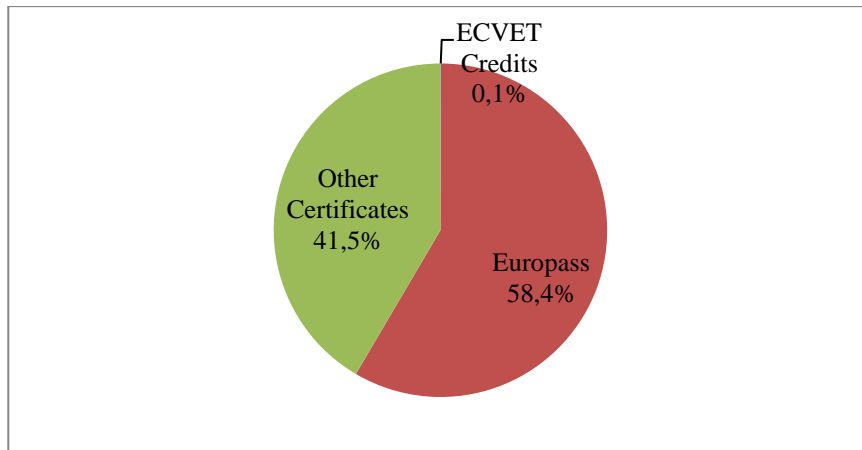
“The enthusiasm for projects increased. We set up a project team, we set up a project room. And I changed the computer network for all our staff. We bought new computers. I renewed the tables, got the garage renewed, and the cars were renewed. I would like to write new projects and take part in new projects, especially in investment projects.” (Ankara)

3.1.9. Certification and acquisition of diploma(s)

Participating in the international mobility program, learners have opportunities to obtain various certificates and diplomas in the course of formal recognition of their activities. 93.3% of the learners state that learning outputs they obtain during the mobility period are recognized after the program. 28.9% of the participants report that they have been subjected to a test at the sending institutions after the mobility activity for the recognition of their learning outputs.

According to Graph 12, while 58.4% of participants have obtained Europass recognition, 41.5% have received other certifications. The number of learners benefiting from ECVET tools is very low. Thus, the vast majority of learners do not face problems with the recognition of their mobility activities abroad.

Graph 12. Recognition of learning outputs (%)



Additionally, focus group meeting participants point out that participating at the mobility program and obtaining certificates such as ECVET and Europass enhance their employability prospects. Learners note that their peers, institutions and future employers recognize their achievements.

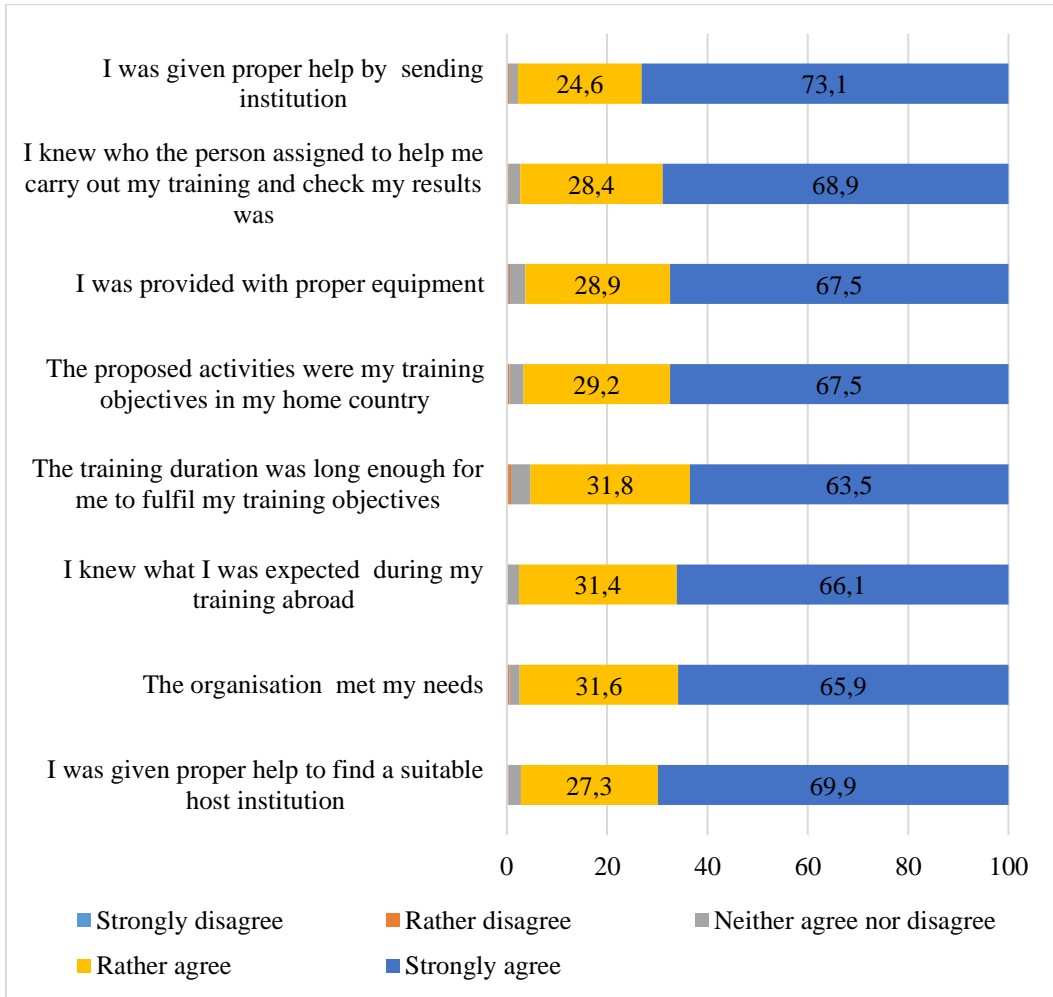
“This project has added a lot to me, both in professional sense and in my normal life. In a professional sense, the certificate I got is more important and valuable when applying to a job. This certification provides an advantage. I think it is very important in this respect. Anyone who has an opportunity should participate in Erasmus+ Mobility Programmes.”
(Elaziĝ)

3.1.10. Implementation and institutional arrangements

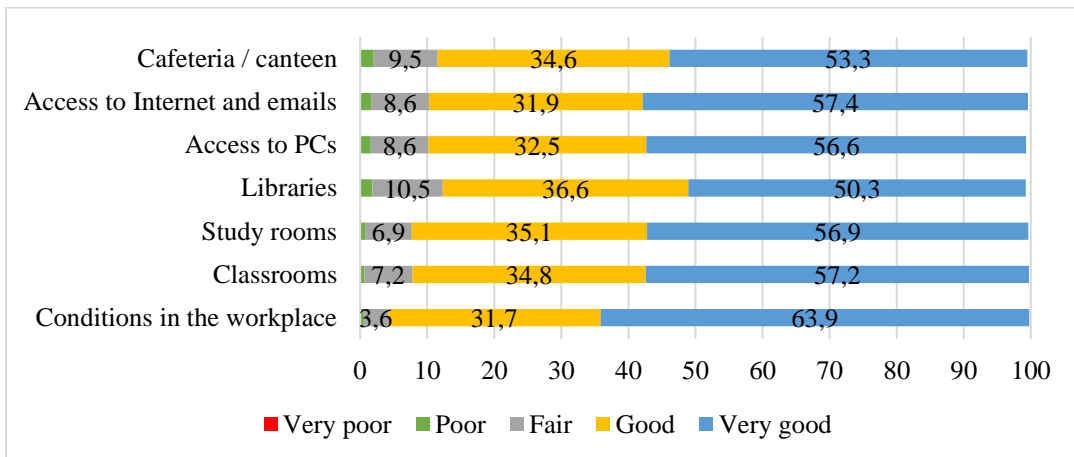
Graph 13 illustrates the learners’ assessment for quality of support provided by sending and receiving institutions. 96.4% of the participants express that they are provided by proper equipment. With respect to training activities, 96.7% of the learners agree that training activities are aligned with their training objectives. 97.5% of the participants think that their host organization meets their needs. Finally, according to survey results, 97.7% of the learners are satisfied with support of the sending organization on visa issues; while 97.2% are satisfied with the support provided by the receiving institution.

Graph 14 presents the participants’ degree of satisfaction with respect to various aspects of the host institutions’ facilities. It appears that the participants are generally satisfied with the facilities such as cafeteria, libraries, study rooms, and conditions in the workplace.

Graph 13. Evaluation of the quality of support



Graph 14. Evaluation of facilities at the receiving institution



3.2. STAFF

Staff mobility in the framework of Erasmus+ is expected to have far reaching effects. It serves not only for the professional development of teachers themselves, but also contributes to education process of learners and institutional capacity enhancement. Moreover, staff mobility may lead to adoption of new teaching methods, enhancing international and intercultural understanding, as well as the improvement of curricula and teaching both at the home and the host institution. Staff mobility may also enhance foreign language usage within an institution. All of the above mentioned potential impacts are expected to improve competences of the staff, which may enhance their employability²⁶.

This section provides an impact assessment of Erasmus+ Staff Mobility program on participating staff, especially with respect to its impact on understanding of the link between labor market and educational programs, quality of educational activities carried out by the personnel, appreciation of social and cultural diversity and capacity to respond to needs of the disadvantaged. With regard to VET staff and professionals involved in education, training and youth, the mobility activities are expected to produce the following outcomes:

- Improved competences, linked to their professional profiles (teaching, training, etc.);
- Broader understanding of practices, policies and systems in education, training or youth across countries;
- Increased capacity to trigger changes in terms of modernization and international opening within their educational organizations;

²⁶ R. Kreitz and U. Teichler (1997), ERASMUS Teaching Staff Mobility: The 1990/91 Teachers' View. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Universität Gesamthochschule Kassel.

F. Maiworm and U. Teichler (2002), The Academics' Views and Experiences, in U. Teichler, ed. *ERASMUS in the SOCRATES Programme: Findings of an Evaluation Study*. Bonn: Lemmens, pp. 137- 159.

Engel, C. (2010). The impact of Erasmus mobility on the professional career: Empirical results of international studies on temporary student and teaching staff mobility. *Belgeo. Revue belge de géographie*, (4), 351-363.

- Greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- Better quality of their work and activities in favor of learners, trainees, apprentices;
- Greater understanding and responsiveness to social, linguistic and cultural diversity;
- Increased support for and promotion of mobility activities for learners;
- Increased opportunities for professional and career development;
- Improved foreign language competences;
- Increased motivation and satisfaction in their daily work.

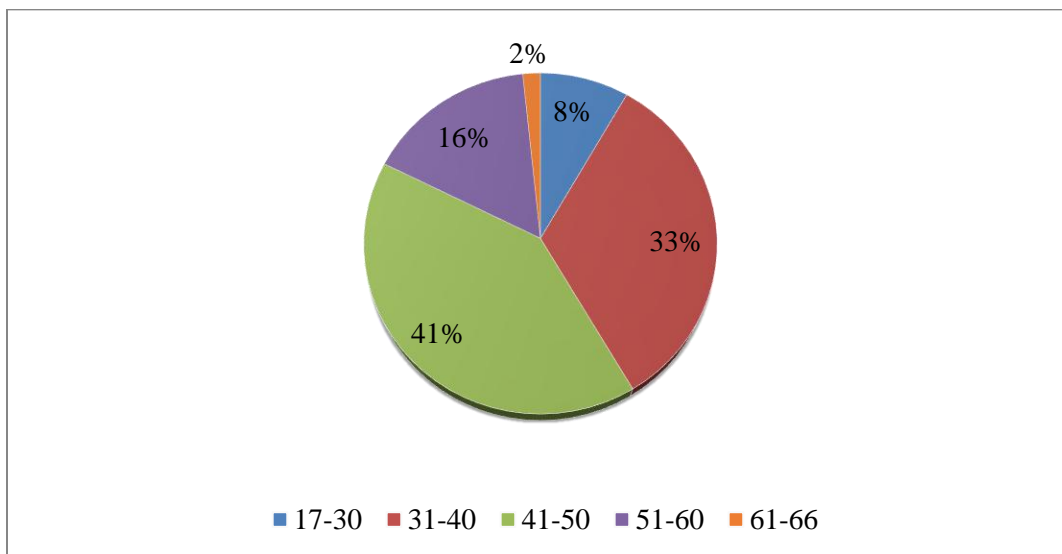
The impact assessment is carried out by using the data obtained from the participant surveys. A total of more than 2300 staff members participated in the program, but the number of participants in the questionnaires may be less than the total number of participants. The high participation rate for males in staff mobility program attracts attention; 28% of the participants are female and 72% are male. The great majority of the participants (98.2%) participated in the staff mobility program less than 5 times, with 78.53% participating for the first time.

Given the age distribution shown in Graph 15, it is possible to say that the vast majority of the staff belongs to middle age group. The proportion of staff members who are younger than 30 years is 8%, while the number of staff members over 50 years old accounts for 18% of the total. The proportion of staff in the 41-50 age group is 41%, followed by 33% in the 31-40 age group. Hence, it is observed that female staff and relatively younger staff have lower levels of program participation than other groups. However, given the fact that the vast majority of staff in vocational training schools are male, this result is not surprising.

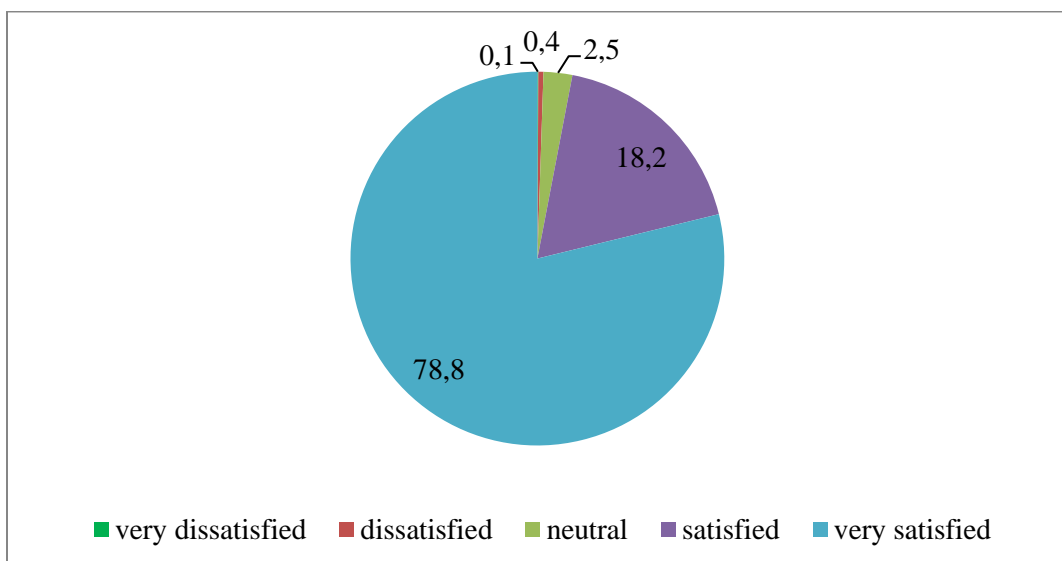
According to the survey results, 97% of the participating staff are generally satisfied with the mobility program whereas 0.4% of the participants report that they are not satisfied with the project. The proportion of those who are slightly satisfied with the mobility program is 18.2% (Graph 16).

The regional distribution of the participants given in Graph17. Graph 17 indicates that Western regions have higher participation rates of staff compared to relatively less developed Eastern regions of Turkey. The highest participation rate belongs to West Black Sea Region (17.4%), which is followed by Aegean (15.4%) and East Marmara (14.2%).

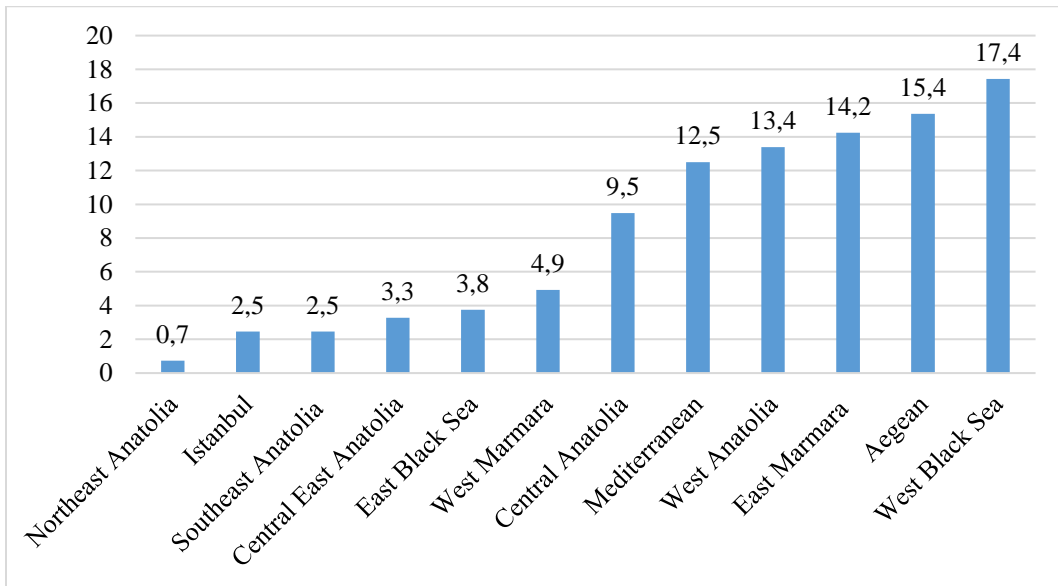
Graph 15. Age distribution of mobility programme participants



Graph 16. Erasmus+ mobility project: General satisfaction level (%)



Graph 17. Distribution of staff with respect to NUTS I regions (%)



In addition to reports of enhanced overall satisfaction levels, participants put emphasis on positive effects of their stay in the European Union countries. Most of the participants highlight the importance of experiencing European Union values. Staff agree with the fact that EU stands as a solid example with respect to human rights, justice, philanthropy, equality of men and women, work safety and business ethics. They point out that, upon coming back to their home counties, they share their experiences with the learners. Couple of citations from views of participants in focus group interviews are given below.

“Especially, I observe that "rights" and "justice" are very important in Germany. I do not believe there is any preferential treatment there. Everyone is doing their own business there. They are calm. There is rule and order. They are organized. There are no infrastructural problems.” (Muğla)

“We once again noticed that people have common values. People have a humanist perspective there. We have seen that ethnic differences are not an issue. Our prejudices were broken there.” (Erzurum)

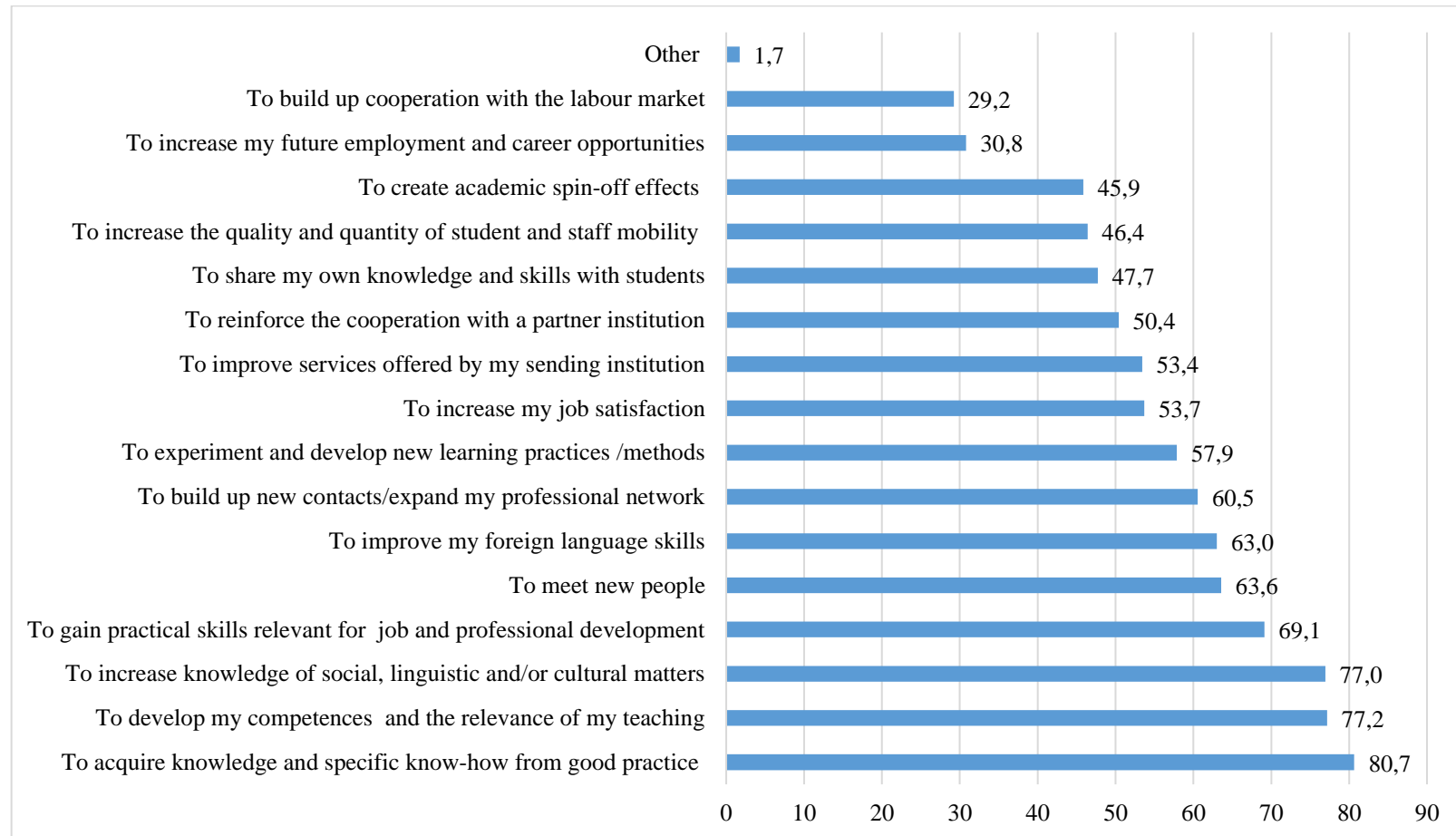
“The mobility experience had a positive effect on me. Because we see there is no gender discrimination. We see that there is not any discrimination against the disabled people.

Women and disabled are in all areas of life. I think it should have the same here, too. We have seen that people are not concerned with religion, language, or color. I can say that it is very positive in that sense.” (Çorum)

3.2.1. Competences linked to professional profiles of staff

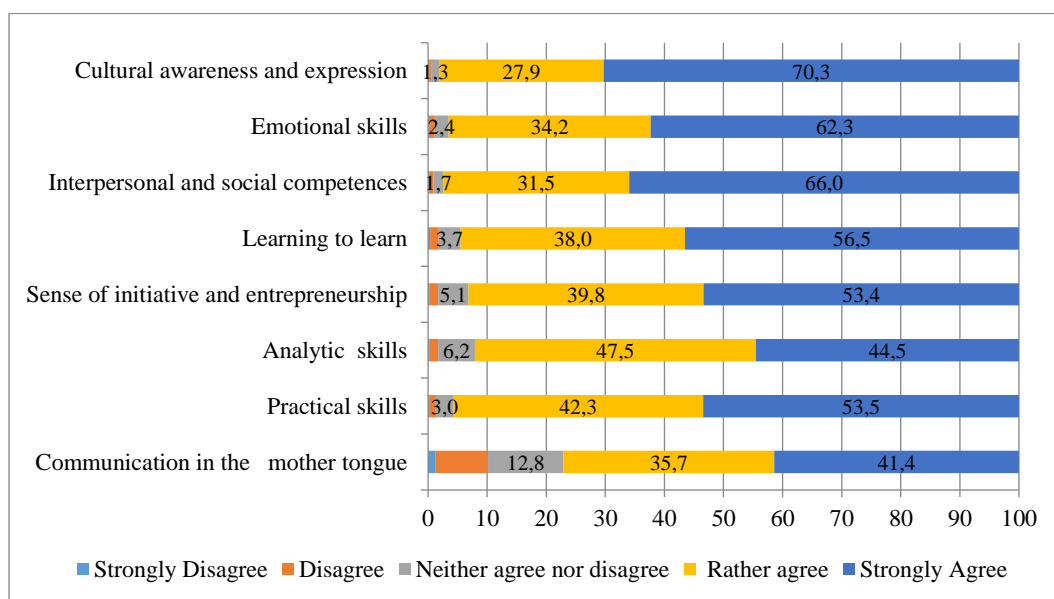
In general, participants note that their expectations from the mobility program are to increase their basic professional knowledge and skills. As shown in Graph 18, with regard to the motivation of staff members, to acquire knowledge and specific know-how from good practice abroad (80.7%) ranks the highest in percentage of respondents. The great majority of the participants (77.2%) says that their main reason for participating in the Erasmus+ mobility activity is to increase their personal competence and interest in their area. A large majority (69.1%) of participants reports that they are participating in the Erasmus+ Mobility Program in order to gain practical skills related to their current work and professional development. More than half of the participants (57.9%) indicate that their main motive is to develop new learning practices and teaching methods and to experience these practices and methods. Therefore, a large majority of participants are aware that the purpose of the project is to improve their professional profiles and to enhance their core competencies.

Graph 18. Main motivations for taking part in this Erasmus+ Mobility Programme? (%)

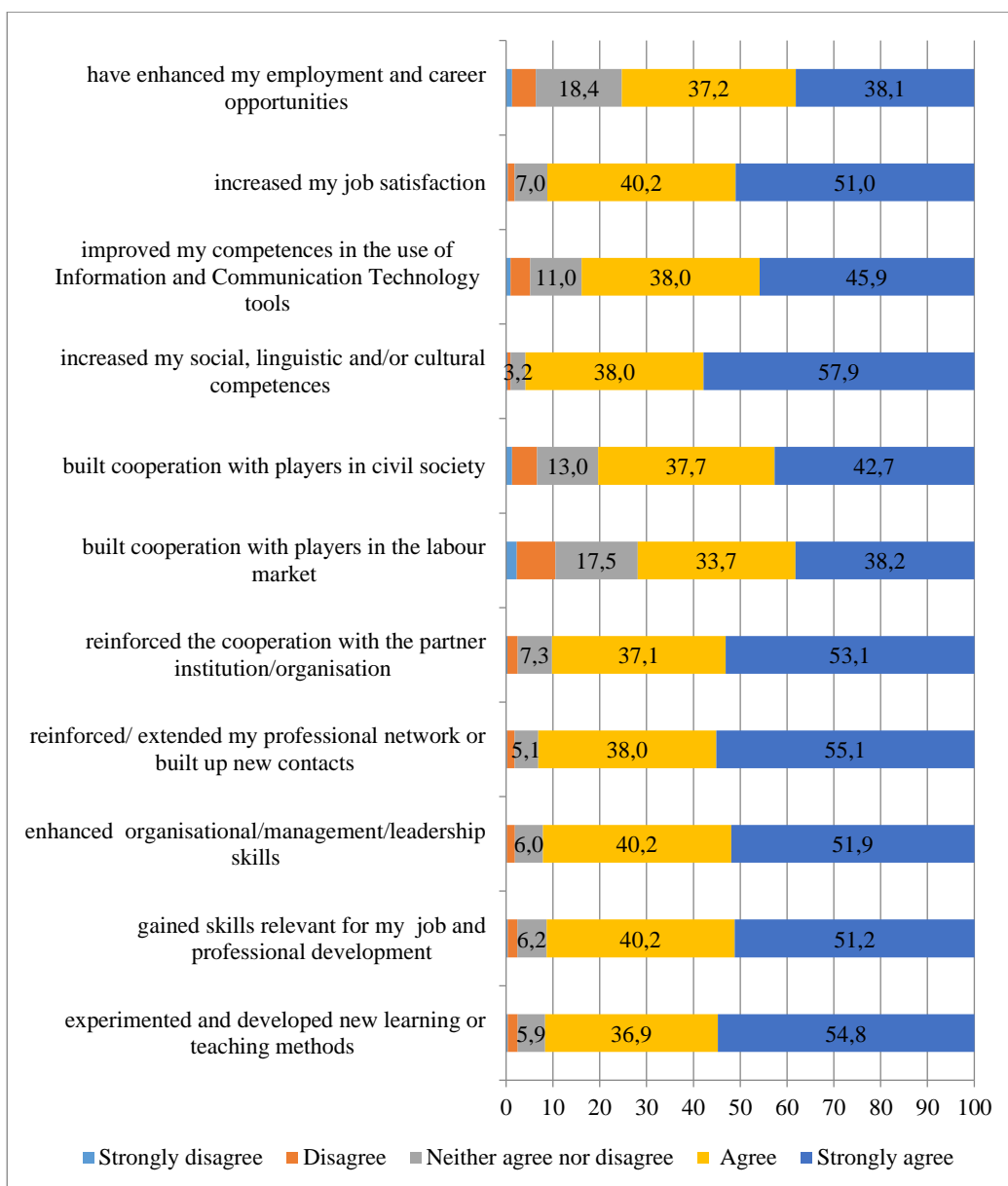


Almost all participants, in the Erasmus mobility program staff survey believe that this program has improved their various skills. According to Graph 19, 77.1% of participants think their communication skills in the mother tongue have advanced thanks to the program. On the other hand, the proportion of those who think that they developed their interpersonal and social competencies, emotional skills, learning to learn, entrepreneurship and initiative awareness, analytical skills and practical skills is more than 94%. Most participants in the staff mobility program believe that the program contributed to their personal and professional development in a variety of ways. In line with the previous graph, the ratio of those who think that their social, linguistic and/or cultural competencies have improved is 95.9%. While 92.1% of the participants declare an improvement in organizational/managerial/leadership skills, 83.9% think that their competence in information and communication technology tools (computer, internet, software, etc.) have increased (Graph 20). Thus, staff agree that Erasmus+ Mobility Program has not only improved their professional competencies, but has also elevated their social, emotional and communication skills. All of these traits are important for professional achievement and success, in addition to being an important asset for employability.

Graph 19. Competences developed by participating in Erasmus+ activity



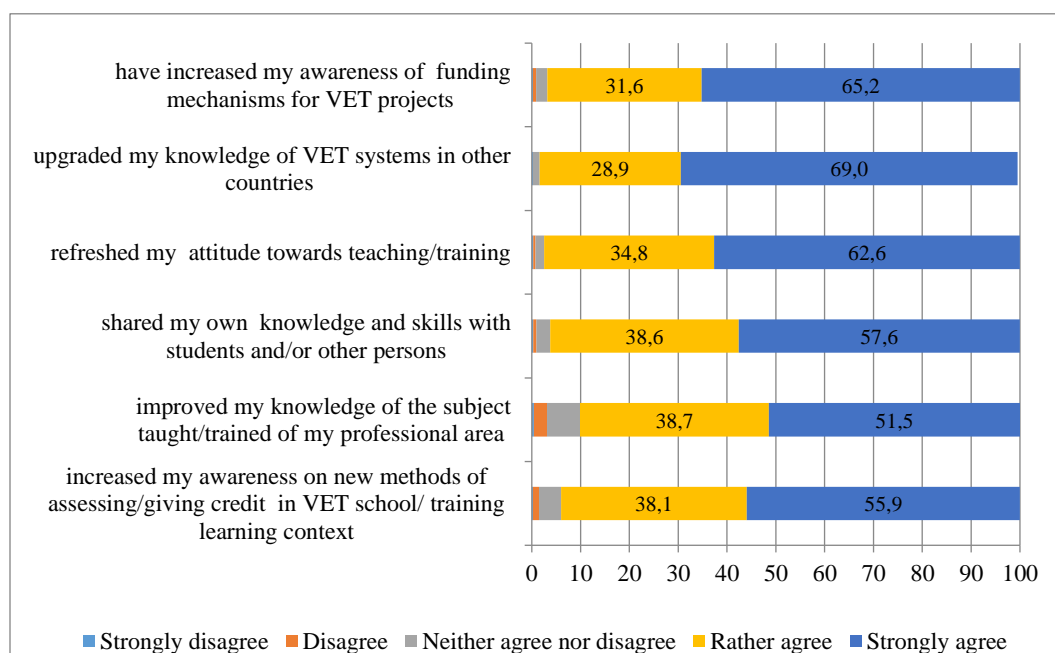
Graph 20. Personal and professional development “thanks to Erasmus+ mobility, I...”



According to results of the survey, staff mobility contributes to increase in the level of knowledge in the field which the participants train. The data presented in Graph 21 demonstrates that 90.2% of participants express that there are improvements in their knowledge of the field they are teaching in. In addition, almost all (97,9%) of the participants declare that they are informed of vocational education systems in other countries. Graph 20 reveals that 75.3% of participants agree that the mobility program contributes to their employment and career

opportunities, while 91.2% of the participants indicate that the program have increased their job satisfaction, which is expected to increase their productivity. By participating in the mobility program, the staff have taken the opportunity to reinforce cooperation with partner institutions and organizations (90.2%); to extend their professional network and build new connections (93.1%). These gains not only further the professional development of participants, but also have an indirect effect for the institutions and the learners as well. The enhanced international cooperation and a strong professional network would help learners in their academic life and professional careers. As the participating staff express that they have a better knowledge and awareness with respect to funding mechanisms for VET projects, their learners may have a better chance to participate in Erasmus+ Mobility Programs and these international networks may offer them various employment opportunities. In addition, most participants saw an increase in self-confidence in both themselves and in their learners after attending the Erasmus+ Mobility Program. They now have the spirit of entrepreneurship.

*Graph 21. Knowledge and skills in teaching field
“Thanks to the Erasmus+ mobility, I...”*



Analysis of in-depth interviews conducted in the qualitative part of the study also supports the results of quantitative analysis. Especially, the staff who have gone abroad due to project activity for the first time indicate that mobility has a positive effect on both their cultural and professional development. Particularly, participants from social sciences, child development and tourism branches draw attention to possible positive effects of experiencing different teaching-learning methods or different architectural structures of schools they observed in the hosting countries, which may be employed in education and training. The common view of the participants is that they cannot use the existing facilities as effectively as the equivalent institutions abroad, although physical and technological infrastructure matches the levels of that in hosting countries. Some participants even declare that their institutions have better equipment and infrastructure than the hosting institution.

“When we went to Frankfurt, we were able to see many hospitals. We saw that the technology there was not much different here. I know the material, it made me happy to see it. Apart from that, the nursing department turned into a "nursing assistant" section in our country. Seeing how the nursing assistant department worked in the places we went was helpful in guiding our students.” (Kırıkkale)

“It is not possible for it not to be contributive. Their approach to children or building relationships is much different. In my opinion, things like educational materials are better with us, we do not have much physical lack. We even have excess, according to me. For example, computer hardware, the boards are much better in our case. But we have trouble designing. For example, we liked the way the school was built. Each class was opened to the garden. Children can go straight from garden to classroom and vice versa. It is easy for the teacher to follow. Ridges were built in their gardens for children, so they can climb. So the contribution was in terms of communication. Teachers have much better relationships with students.”(Çanakkale)

“I saw Europeans and saw that we have an unwarranted complex and I shook it off. I also saw how technological innovations in managerial sense could be used. We are underestimating ourselves. We have the same network technology and equipment. In fact, we are using Windows 8, they are behind. But they do not care. While we try to use the latest technology, they prefer to use what they need in the best way. We are using it roughly, they are more distant. We placed smartboards everywhere, we actively use them.” (Tokat)

The program leads to changes on teachers' approach to learners. Participants observe that there are more of young people in Turkey, however, there is less effort to help them gain professions compared to that of the hosting countries. In particular, although the physical and technological resources of the institutions are limited in Eastern European countries, there is a common belief that learners are valued as individuals. The results of qualitative analysis imply that participants start recognizing heterogeneity of their learners and apply individual treatments for their learners with special needs. For this purpose, they use different teaching-training methods to provide learners with a skill-profession. They also aim to transfer new methods to their colleagues through seminars and training activities. On the other hand, participants think that their project-managing capacities have also improved.

“Considering my profession firstly with my branch, it may not be a very serious contribution to the branch of history, but if we say it in the context of management, then our thinking was not very different, but we have strengthened it, we have learned that each person is a special individual, especially learners with disabilities can also be developed stands out. If we think in the context of Turkey, the integration of thousands of people with disabilities into business life and the families they will build is very important for the welfare of the society. It has brought us to the point that everyone has a certain aspect that can be improved and it is necessary to use it.”(Konya)

In summary, findings of this report reveal that the core competencies and/or skills associated with professional profiles of staff have increased significantly. Therefore, it appears that the project has delivered expectations for developing and enhancing talents of the participants.

3.2.2. Comparison of education and training systems across countries

Survey results indicate that participating staff realize that one of the objectives of Erasmus+ Mobility Program is comprehensive understanding of the practices, policies and systems in the field of education and training across the countries. The figures in Graph 18 show that 80.7% of the participants believe that they would acquire knowledge and specific expertise from good practice abroad among reasons for participation in the program.

According to Graph 21, 97.9% of participants are informed about vocational education systems of other countries. In addition, almost all participants (94.0%) state that their awareness of the new methods of assessing skills and competences acquired at VET schools has increased. Therefore, the survey results indicate that the mobility program allows participants to make comparisons between countries' training, teaching practices and obtain new information. The great majority of the participants (91.4%) report that they have gained skills relevant for their jobs and professional development (Graph 20). 90.2% of the staff agree that they have improved their knowledge in their profession (Graph 21).

The quantitative analysis implies that staff acquire more information about the educational system of different countries. They also experience that classroom and learning environment monitoring is beneficial for consolidating and improving their teaching and learning practices. A participant declares that s/he is more determined to apply a different program for his/her learners with disabilities. Another participant has initiated a job security training for 5.500 people in the city where s/he lives.

“In such technologies, we are always on the consuming side, we wanted to be on the producing side a little. Thanks to this project, we are 16th in Turkey this year in the robotics competition we participate every year. We used this information very much in our robotic courses. Thanks to this project, we got experimental sets from abroad for our school. Now we can control the robots we want by coding ourselves.”(Aydın)

“After participating in the project, the Provincial Directorate of National Education gave me a different task; I became the provincial coordinator responsible for all schools and institutions. With the information we have obtained here, we have provided 5500 employees with job security training. We had half an hour of business narration. We had a chance to make a comparison. I think we have become very rich as a team.”(Düzce)

Participants agree that they accumulate knowledge of new learning and teaching methods related to their profession through mobility activities. They express the possibility of performing training activities independently from the space, i.e. not always in class, but sometimes in a workplace, in a museum, in a park or in a garden; the importance of encouraging learners to do their own practices and

live learning activities in addition to the teacher's lectures; the need to make efforts to use technology more effectively. The participants are particularly influenced by training within nature such as observing learners with disabilities working in vegetable-fruit gardens and forest schools where mentally disabled learners are trained by Montessori Method. Especially, the staff refers to the success of programs which enable disabled learners and non-disabled learners study in the same environment. Staff report that their ability to apply their newly acquired skills is due to various local factors. Nevertheless, staff are delighted to be able to apply different learning-teaching methods which do not require financial resources and inform their colleagues about them.

“When we returned, we told all the kindergarten teachers what we saw there. It is very difficult to apply new methods we learned here. First of all, it is very difficult because of the parents. But at least we made relevant changes to the materials children play with or their activities. We tried to leave the children more to themselves. For example, we have a garden at the backyard. Together, we do some gardening there. At least the child learns to hold the shovel himself and to cast the sand on his own. The high school learners also already go there for practice. We also tell them doing different activities that can draw children’s attention more. For example, we went to a hotel nearby to make pizza with the kids. Even a child who does not like pizza ate there because he made his own. Likewise, we prepared an animation show for children to complement their visual and mental development. We can plan these with the students. And then our learners observe every child about these. We discuss these observations at lessons.” (Çanakkale)

“A few things caught my attention. For example, in our case, inclusive learners are more often directed to informatics. Since it doesn’t require handcraft, electricity or cutting and mowing. But we saw that they were being directed to furniture and so on there. I even spoke to the principal about it. This was a fresh idea for me. And we went to the media department at the schools we visited. They make their own movies and stuff. It has developed new ideas about why we don’t have such departments and whether we can open them.”(Kocaeli)

“School, student means the labor force of the outside world in 3-5 years. We are looking at here, we have done this Project so that we won’t see the news like "he fell from 2nd floor, left orphans behind" at residence constructions. So that we won’t have these accidents. On Monday our experts will train our learners on work security at school. We have developed this consciousness. Work safety culture needs to enter the country. Otherwise, with local education this does not mean development. Everyone from women working at the kitchen to the worker working on the 20th floor should adopt this as a culture. Even when playing

ball, people need to think about job security, teachers need to talk about job security regularly even for 3 minutes. This is a process. Even if you transcribe trillions for the country to reach this level, you cannot immediately reach the cultural level in Sweden. It needs to be placed at everyone's consciousness. It's not just about money.”(Düzce)

Overall, Erasmus+ Mobility Program enhances professional knowledge of participants. The participating staff have acquired new methods of teaching, gained international expertise and formed international networks. Thus, they can transfer this information to their institutions and learners, so that there would be spill-over effects of Erasmus+ Mobility Program.

Even though participants are not immediately able to change the practices, policies and systems of education and training in Turkey, they express that they are exploring the issues in the domestic system by comparing it with that of the hosting country. Staff state that they have to update their skills continuously since there are frequent system and curricula changes in Turkey. However, there is a solid stable system, which does not experience frequent changes, in the hosting countries. The participants observe that vocational high schools work as a branch of industry, train intermediate staff for the sector. The learners can plan their future steadily in the hosting countries thanks to structure and stability of the system. They say that the decision mechanism penetrates to the lowest level of the system and teachers have an influence on the career decisions of students.

3.2.3. Understanding of links between education, training and labor market

Erasmus+ Mobility Programme aims to enhance the connections between education, training and labor market. According to Graph 18, 29.2% of the participants state that one of their purposes of taking part in the mobility projects is to cooperate with the business world. 60.5% of the participants indicate the option of establishing new contacts and expanding their professional communication network within their reasons for participation. Half of the staff (50.4%) include program's goal of strengthening co-operation with partner institutions among their main reasons for participation.

According to results of the staff survey, vast majority of the staff make significant progress in understanding importance of the relationship between various education projects and the labor market. The results given in Graph 20 show that 71.9% of the participating staff have formed cooperation with people from the business world thanks to the mobility program. The rate of those who state that they developed cooperation with the partner institution is 90.2%. On the other hand, 93.1% of the personnel have developed their professional communication network or acquired new contact persons.

While not being among the forefront reasons for driving the staff for participation, the importance of the link between formal, non-formal and vocational education and the labor market are largely understood by the participants. The majority of participants has established relations with the business community/partner institutions and has developed communication networks through the mobility program.

The qualitative analysis results provide more detailed information on this issue. The vast majority of participants state that the gains they obtained from the project they are involved in have changed their ideas about the relationship between formal, non-formal and vocational education and the labor market. It may be stated that the most important aspect for the participants is the fact that in the countries they visited the types, structures and curriculum of vocational high schools are structured with respect to the needs of labor market. For instance, the staff declare that in Germany, the automobile factories are interested in vocational training schools. Staff think that such interest of the real sector in Turkey will increase quality of education and employment opportunities for the learners in future. It is observed that labor market and VET institutions work in cooperation.

Participants declare that they think on the ways of linking their sending and hosting institutions in future. Staff aim to serve as a guide starting from the internship stage so that the learners can find better employment opportunities in the future. They want to convey importance of mastering technology, acquiring new knowledge and skills, and of foreign language skills for employability to their learners.

A staff participating in the mobility program advises his/her learners with the following: "Widening of our view and knowledge also affect learners; you should sell the code for 20,000 pounds instead of doing repairs for 20 Liras." Some of the participants specialize in the skills they gained abroad as their professional career once they come back to Turkey.

"Our team already included an organization for plumbing. There was also a representative from the chamber. They also expressed their impressions in the chambers and we have seen that they have had the opportunity to convey what they learnt about job security in their own work environment. The chamber now provides vocational training on occupational safety and has started its employer-oriented activities for businesses with 10 or fewer employees."(Düzce)

"Our school offers intensive training. Our learners do an internship from the May of 10th grade to the October of 11th grade. In the same way, they do internships from the May of 11th grade to the October of 12th grade. We started 2 years ago. We started thinking that they should be doing more internship, more applications. We constantly transfer the information we gathered from this project. We have tried to inform the learners on the quality standards, what competences they have to have in order for Turkey to come to a point in the maritime field in the world, and the importance of foreign language, dialect and loving the profession. The school in Rotterdam is a school nested within the whole industry. The curriculum can vary according to the sector. Our learners are also worked on the boats here. When we reached the same awareness, we did a sector meeting after we returned. We are now preparing a curriculum based on what they want. We prepare learners according to them."(Muğla)

"Our learners state that there was a lack of health personnel there.so, finding a job is much easier if health personnel learned the language. It helped our learners embrace their profession and changed their perspectives on their professions. In terms of the labor market, I also think it is advantageous to have seen a foreign country and to have a staff who has seen the health services there. The parents also feel that the benefits of that certificate will be very high. Our learners have not graduated yet. This is their last year. We continue to work on what we can do for them in the future."(Kırıkkale)

Finally, most of the participants (92.91%) have obtained certificates after the Erasmus+ mobility activity. They believe that participating in mobility projects and taking certificates (Europass etc.) will strengthen their resume and increase their chances of finding a job if they look for another employment opportunity.

3.2.4. Career goal - entrepreneurial spirit - future plans

Qualitative analysis shows that participating in Erasmus+ Mobility Programme increases the staff's self-confidence; has a positive impact on their career goals and entrepreneurship spirits. Participants think that being an officer (defined as civil servant mentality) constitutes an obstacle for realizing their targeted projects. Especially, if there is only one person working in the household, people keep their future plans more modest and they also postpone their future plans. As a partial solution, participants plan to work in non-governmental organizations when they retire in order to realize the aspirations they form through Erasmus+ Mobility Programme

Another group of participants indicate that family, children and their responsibilities prevent them from changing their plans for future. Although there is no precise information on career goals, they express that they want to participate in larger scale projects. At the same time, there are participants who plan to enroll in graduate programs, recognizing that learning is a lifelong endeavor. Thus, they aim to make progress in their professional career. In addition, most participants experience an increase in self-confidence in both themselves and their learners after attending the Erasmus+ Mobility Program. Participating staff have more of the spirit for entrepreneurship after the mobility experience.

"I think that being a teacher is being a student. I think that the learning always continues on. I always want to join new projects."(Afyonkarahisar)

3.2.5. Quality of work and activities of staff for their learners

The staff, who participates in the mobility program, expect to improve their work and activities for their learners by the help of the program. As seen in Graph 18, nearly half of the staff (47.7%) want to share the knowledge and skills they gained with the learners. Likewise, 45.9% of the participants report that they want to take part in the program to develop partnerships in the curriculum, common courses or modules, academic communication network and research cohort. 46.4%

of the participants express that they aim to increase the number and quality of the learners in the sending and receiving institutions thanks to the staff mobility.

According to the results of the survey in Graph 21, almost all of the staff (97.4%) think that they have refreshed their educational and teaching point of view thanks to the mobility and a great majority (90.2%) has increased their level of knowledge in their field. Nearly all participants (96.2%) note that they have shared the knowledge and skills they obtained with both learners and other people. 94.0% of the participants say that they have increased their awareness about the new methods of assessing skills and competences in VET schools. Graph 22 shows that 92.1% of the staff think that their participation in the program has led to an increase in the motivation of the learners in the area they are teaching. Therefore, it has been stated by the participating staff that their participation in the mobility program have a positive effect on the quality of work carried out on learners, trainees and apprentices. The staff is more willing to employ new teaching and learning methods. One can infer that the program lead to changes and improvements in the organization and management of the sending institution. Moreover, staff participation in Erasmus+ Mobility Program enhances internalization of the sending institution.

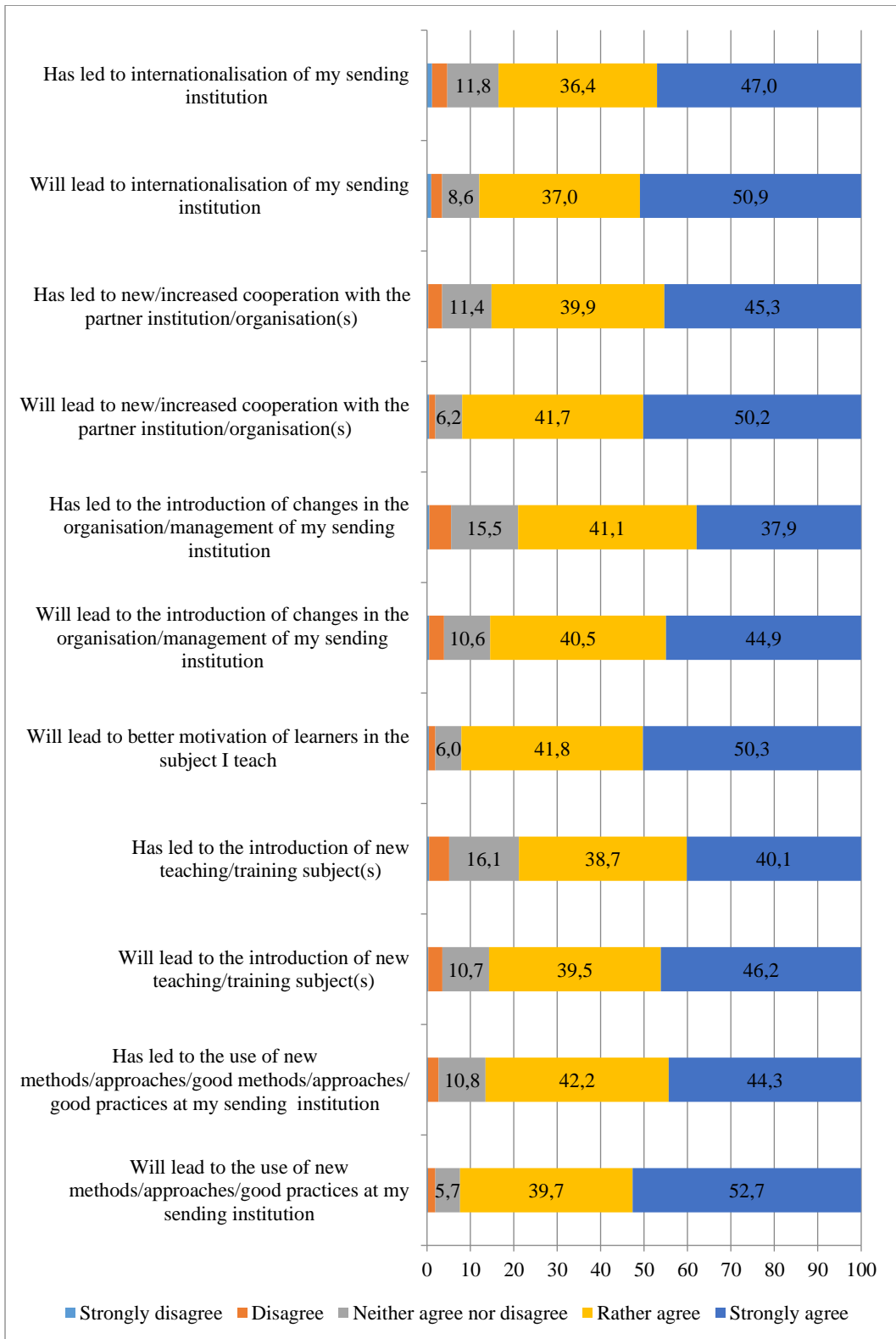
According to the results of the quantitative analysis (Graph 22), almost all participants have similar views on staff mobility and the number and quality of learners in the sending and receiving institutions. The great majority of the staff (83.4%) agree that Erasmus+ Mobility Programme has contributed to the internationalization efforts of their institutions and they believe that it will enhance international cooperation with existing partner organizations and they will establish new cooperation in the future. On the professional side, the 86.5% of the staff report that new methods and approaches have been introduced at their institution upon the completion of the mobility activity. 78.8% of them have introduced of new teaching/training subject(s) improving the quality of education as well as enhancing the internationalization efforts.

Above findings are also supported by the qualitative analysis results obtained from the focus group interviews. All participants express that they have

shared their experience with their learners and colleagues after completing the mobility program. Specifically, they have shared the information they gathered as well as the visual materials at their professional development lectures. The common view of the participants is that vocational education should become widespread. Efforts are being made to ensure that learners are responsible and self-confident in both academic and business life, with a variety of seminars within or outside the curriculum. At the same time, the staff indicate that necessary measures should be taken in order to collaborate with the sector and other external stakeholders and train qualified personnel in the direction of sector needs.

The participating staff rise the issue of an increase in their awareness about job security. The fact that security measures are taken before the start of work in the workplaces in hosting countries lead to emergence of a similar demand of the trainers after they come back to Turkey. Hence, an increase in the staff's ability to enhance awareness of the learners about job security would be a crucial contribution of the mobility program.

Graph 22. Impact of mobility program on staff's sending institution (%)



3.2.6. Understanding and responsiveness to diversity

According to Graph 18, 77% of participants indicate the option ‘to increase their knowledge level on social, linguistic and/or cultural issues’. According to Graph 20 almost all of the staff (95.9%) think that their social, linguistic and/or cultural competence has improved through the mobility program. According to Graph 19, 98.2% of the participants state that their cultural awareness have improved as a result of the mobility program. Thus, the Erasmus+ Mobility Program has made an important contribution to the conceptualization of the importance of social, linguistic and cultural diversity for almost all of the participating staff.

Almost all of the participants in the Erasmus+ Mobility Program declare that they have developed their interpersonal and social competencies, cultural awareness and cultural expressions, and emotional skills. According to qualitative analysis results, there has been an improvement in the ability of the personnel to adapt for different cultures thanks to Erasmus+ mobility projects. It has been repeatedly expressed that speaking a foreign language and meeting different people make it easier for participants to learn new cultures. After the project, participants feel more comfortable with meeting and communicating with the foreigners. This may have been due to the increase in the participants’ self-confidence as mentioned earlier.

“There was already something about the Europe in our mind, which was better settled when we saw it in place. For example, bicycles are so common in the Netherlands; they go cycling everywhere, even though it rains too much. This shows that people live disciplined. Of course it was better to see this on the spot.”(Antalya)

The participants point out that they have taken the opportunities to promote their own culture. For this purpose, local souvenirs and promotional material are given as gifts. Some groups have organized a Turkish night and obtain the opportunity to introduce Turkish cuisine and folklore.

According to qualitative analysis results, after visiting different countries and participating in different events and educational activities, the participants think

that their prejudices about the Western societies have decreased. The staff are particularly impressed by discipline, democracy, business ethics, work security and respect for private and professional lives of the individuals.

"I believed that there is a common language in the world. I saw people can convey what they want to express with a smile. We realized that body language is a common language. I have seen that people are not very different from one another and that even if the language is different, there are common values in the moral dimension and the educational dimension. My perspective towards a foreigner has changed. Especially I can say that the Spaniards are very close to us."(Erzurum)

"They respect pedestrians very well in traffic. For example, we did not hear the sound of the horn. Not even an argument, we did not even hear a loud sound. One thing I was offended with is that they don't have the closeness we do. I did not even know my neighbor, although I was there for 15 days. But human rights and democracy have transcended."(Trabzon)

"I began to approach with a little more tolerance I've also begun to follow the rules more carefully I started to smoke at the balcony, not at home, for example. When they see a person breaking a law there, even their neighbors can complain. Even if you are right in our country, you cannot denounce your neighbor, you feel like you have done wrong. But that feeling did not allow us smoke in the house there. In addition, the punishment is very heavy."(Samsun)

The increase in social, linguistic and cultural awareness of the personnel involved in the Erasmus+ Mobility Program has also affected their attitudes and behavior. In particular, it appears that the awareness, attitudes and behaviors of the subjects of compliance with traffic rules and smoking in enclosed spaces have been greatly influenced. For instance, a participant states that after coming back to Turkey, s/he is more careful about the traffic and used the horn less while driving. The participants state that citizens of the hosting countries are more positive and tolerant in their daily routines.

"An idea of entrepreneurship has developed with our students. Our graduate learners even started to say "I want to work abroad, I can open a restaurant here" even before they came back from Romania. They ask for Europass documents. It also caused them to love this

area more. Graduates are always working in distinguished restaurants, they have written this internship on their CVs.”

On the cultural and social front, the participants want their families, especially their children, to go abroad and gain similar experiences. The staff state that they have holiday plans including visits abroad so that their children will become familiar with different cultures. Some participants wish their children to further their education in Europe. Overall, participants state that Erasmus+ mobility experience has elevated their self-esteem and given them courage. Thus, they are more open to extend their work to the areas they would never dare before and they are eager to participate in new projects.

3.2.7. Capacity to meet the needs of disadvantaged people

The Erasmus Programme Guide states that the programme aims at promoting equity and inclusion by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as²⁷:

- Disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;
- Educational difficulties: young people with learning difficulties; early school-leavers; low qualified adults; young people with poor school performance;
- Economic obstacles: people with a low standard of living, low income, dependence on social welfare system or homeless; young people in long-term unemployment or poverty; people in debt or with financial problems;
- Cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties;

²⁷http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

- Health problems: people with chronic health problems, severe illnesses or psychiatric conditions;
- Social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky behaviors; people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans;
- Geographical obstacles: people from remote or rural areas; people living in small islands or in peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities).

Qualitative analysis results indicate that the personnel involved in mobility activity recognize the Erasmus Programme Guide's definition of disadvantaged groups as those who face economic obstacles, those with disabilities, and those who are discriminated against because of gender, age, ethnicity, religion, sexual orientation, disability, etc. Participants draw attention to the fact that structures, such as schools, nurseries, workshops, etc., and means of transportation in host countries are designed in such a way to provide easy access to disabled people so that they could be integrated into society and take an active part in society and conduct their daily life activities. The staff also point out that buildings in Turkey are needed to be (re)designed with respect to the needs of disabled people. They state that they aim to enhance an awareness in their environments by transferring their experiences for their learners and colleagues. The participants also suggest that different methods should be applied in order to meet the needs of disabled learners in Turkey.

Another disadvantaged group indicated by participants are the students who change their education field from vocational high school to college. While it is difficult to plan such a career in Turkey, education system is more flexible abroad. Learners who graduate from vocational education institutions of European countries will have more options for their higher education compared to learners in Turkey.

Participants note the importance of gender equality in access to education. They suggest that females should be especially educated so that they can have professional career and contribute to economic and social development of the country. They observe that the number of women in education system and labor market are higher in the hosting countries compared to Turkey.

Although staff indicate that there are learners who have difficulties in accessing educational services due to financial constraints, there is a common consensus that access to education would be easier with technological progress.

“Of course it has an effect. We got a new idea about how the equipment is designed, especially whether it is ramps, or workshops in vocational training institutions. There were ramps that we built to satisfy the regulations, we also had a disabled elevator, and it was not working a week later. When people with disabilities arrive for tests they can be shocked. The lifts of the schools never work. We organized a trip to Malmö, there was a family feeding a meal to a severely handicapped person at very luxurious cafeteria eating and no one was looking backwards. In our country maybe we thought that the family would not even want to go out. He deeply affected us.” (Düzce)

The results of qualitative analysis reveal that participation in the Erasmus+ mobility project leads to differences in personnel behavior and attitudes towards disadvantaged groups, especially disabled people. The participants of interviews report that disabled people are integrated into the society and they actively participate in decision-making processes in hosting countries. It turns out that after they observe disabled workers and learners at their hosting institutions, they are more eager to implement applications involving disabled and disadvantaged individuals. Moreover, participants report that they are now more aware of human rights and the Erasmus+ Mobility Program has led the personnel to change their attitudes towards diversity in world society.

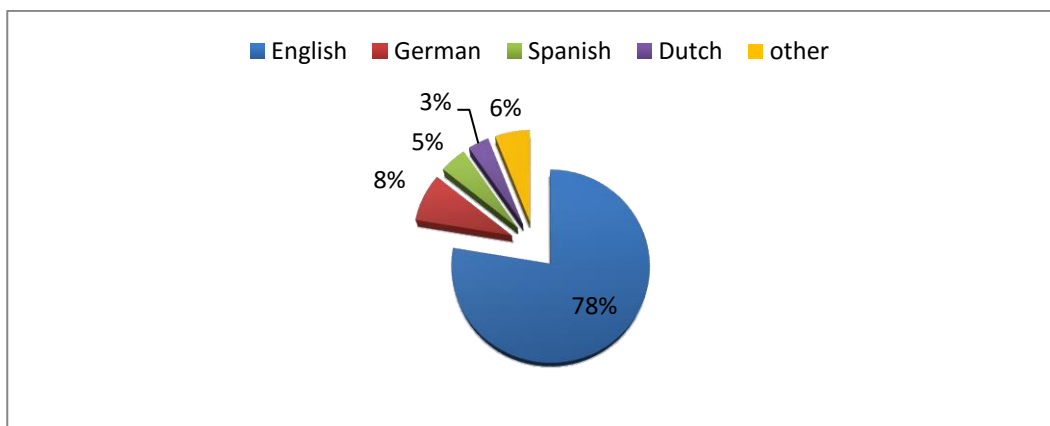
“My perspective towards disabled people has changed a lot. When I saw that the disabled people there got so much in their lives, I thought we should also have the same attitudes towards the disabled people. For example, there is a very simple incident, in our schools there are learners called mainstreamed students. These learners are often seen as problematic by the schools and tried to be sent to other schools by convincing their parents. Thanks to this project I am willing to take the child when a parent who is in such a situation

arrives. I tell my teacher friends that we need to help, that this child needs special education. We even try to give them a separate teacher, even if there are one or two people while preparing the curriculum.”(Çorum)

3.2.8. Foreign language skills

The development of foreign language skills of participants in the mobility program is one of the aims of international student and staff programs. Survey results indicate that both staff and learners are aware of this fact and that participation in the program contributes to the development of foreign language levels. When asked about the reasons for participation in the Erasmus+ mobility activity, as shown in Graph 18, 63% of the participants have marked the option ‘to improve their foreign language ability’.

Graph 23. Main foreign languages used during Erasmus+ programme (%)



Graph 23 gives the distribution of the main foreign languages used by the staff participating in the program. 78% of the staff used English as the main foreign language during their mobility, 8% used German, 5% used Spanish and 3% used Dutch. According to the survey findings, 84.3% of the staff think that they have developed themselves on this language during their mobility activity. The proportion of those who took language preparation courses before or during the mobility activity is 42.4%. The great majority of the participants (84.3%) express that participating the mobility program has enhanced their foreign language skills (Graph 24).

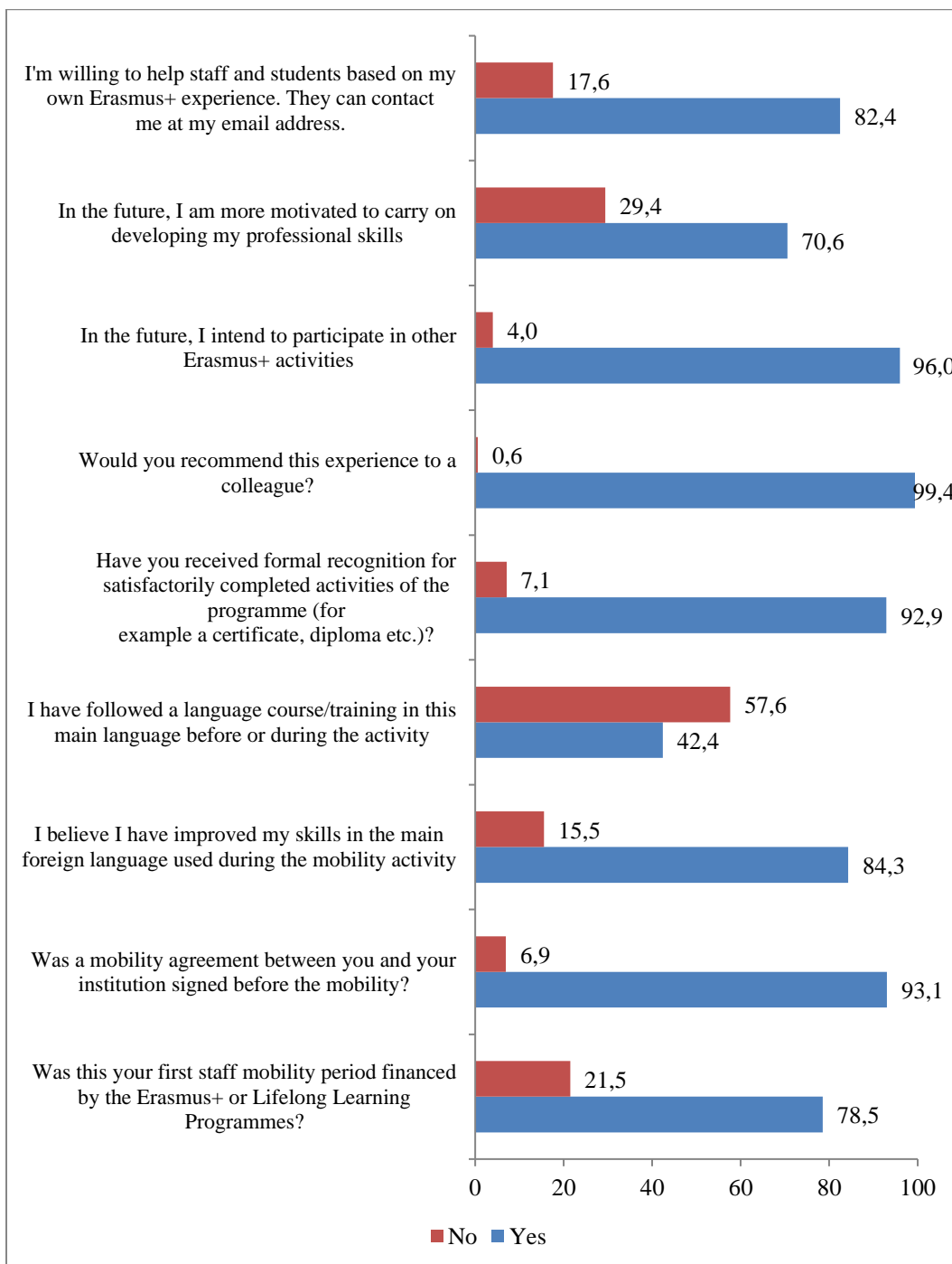
Qualitative analysis results are consistent with the findings of the quantitative analysis. Participants express that even though they have difficulties communicating in a foreign language in the initial days of the mobility activity, there is an improvement in their foreign language skills towards the end of the mobility activity. They report that they achieved to learn a few sentences from the language of the hosting country. The staff state that they have become more conscious about the importance of learning a foreign language and have started to work to learn and/or improve their foreign language skills.

“I can say that it's improved a lot. I can now travel without a guide abroad. I was involved in a Project abroad before with an English teacher as a guide. There was also one on this project, of course. Because I thought since our field is electronic I cannot translate all that important and technical knowledge. But now I can travel around abroad very comfortably. I can travel without needing a guide.”(Aydın)

3.2.9. Motivation and satisfaction on daily work

Findings from the survey results reveal that the level of satisfaction and motivation of the staff in their daily work is positively affected by the Erasmus+ Mobility Program. According to the figures in Graph 18, 53.7% of the personnel participating in the mobility program express that one of the reasons for participating in the programme is ‘to enhance job satisfaction levels’. The percentage of those who intend to meet new people by participating in the program is 63.6%. The figures in Graph 20 show that almost all (91.2%) of the participating personnel have experienced an increase in their job satisfaction. The percentage of those who cooperate with people in civil society through the program is 80.4%. Also, according to the survey findings given by Graph 24, 70.6% of participants think that they are more motivated to continue to increase their professional skills. Almost all of the participants (99.4%) recommend mobility experience to their colleagues while 96.0% of them consider participating in the program again in the future.

Graph 24. Further opinions of staff about mobility programme (%)



Overall, qualitative analysis results show that Erasmus+ mobility positively affects the motivation of both staff and learners. Participants have increased their professional knowledge in their employment fields, as well as observing the

everyday social life and professional business life in the hosting country. Furthermore, participants have been appreciated by their social circles, their colleagues and supervisors, after the Erasmus+ mobility.

In general, participants express that the mobility activity is an opportunity that allow them to observe the daily life, culture and education system abroad. By this way, they have the opportunity to compare Turkey and the hosting countries with respect to different dimensions. They have experienced contemporary practices related to their fields of study, and transmit their newly acquired knowledge on to their current colleagues and learners upon their return. The participants especially appreciated visits to institutions such as factories, pre-school education institutions, elderly nursing homes, culinary school, which may have enhanced their professional knowledge and experience.

“New information: Here there is a well-known petrol car factory. After this project, we started the engine department at the industrial vocational school. They even made us a truck gift. And we were able to do an internship there. Currently 250-300 learners are doing internships in that factory. In other words, this project has shown us that we can take different step.”(Aksaray)

“We went to an old nursing home. There were treatments for Alzheimer's, it was new. In addition, they completely separate the area of geriatrics there; they divided Alzheimer's patients into 3 categories, not all of them are lumped together. There were also kitchens for patients to use. They never accept companion. Also, they can rise within their profession; the hospital is both training and employing.”(Kırıkkale)

3.3. INSTITUTIONAL CAPACITY DEVELOPMENT

Although there is not a single, unequivocal definition of the concept of capacity building, it can be defined as the development and strengthening of human and institutional resources. Capacity building efforts consists of the improving skills of employees, enhancing management structures, building internal and international cooperation. European Commission Erasmus Program Guide states that one of the goals of Erasmus+ Mobility Programme is to contribute to the capacity building efforts to trigger changes in terms of modernization and international opening within educational organizations. The main focus of capacity

building efforts involve improved management competences and internationalization strategies; reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organize EU/international projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.²⁸

The Erasmus+ Mobility Programme may have an impact on capacity building efforts. This can be achieved by participants' (staff and learners) mobility experience and their efforts such as improvements in curriculum, learning new teaching and learning methods, enhanced language skills, and improvements in international cooperation. Consequently, Erasmus+ Mobility Program experience is expected to improve the quality of education an institution offers, in addition to strengthening the organizational structure and internationalization of the institution. Previous literature provides evidence that institutions which have a high number of international connections would have a reputable international profile, which in turn increases the employability of their graduates²⁹. Moreover, a study³⁰ titled as "The Impact of Erasmus on European Higher Education: Quality, Openness and Internationalization" provides an impact assessment with respect to institutional capacity building by conducting a literature review and 20 case studies. Their findings indicate that the mobility program improves student services for incoming and potential outgoing students, enhances institutional internationalization strategies, and elevates promotion of student and staff mobility. Besides, increasing

²⁸ http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

²⁹ Coleman, J. (2011). Study/work abroad and employability. Shaping the future, University council of modern languages (UCML).

http://www.ucml.ac.uk/sites/default/files/shapingthefuture/102/20%20-%20jim%20coleman%20inter%20resource%20template_0.pdf.

³⁰ CHEPS, INCHER, and ECOTEC. (2008). The Impact of Erasmus on European Higher Education: Quality, Openness and Internationalisation. European Commission. Brussels.
<http://ec.europa.eu/education/Erasmus/doc/publ/impact08.pdf>.

internationalization of teaching and learning leads to an increase in the teaching quality.

Accordingly, this report aims to assess the impacts of the Erasmus+ mobility programme on institutional capacity development efforts of the institutions in the field of VET. For this purpose, an online survey has been implemented with the participation of 169 people who are Contact and Authorized people of a project supported by the program³¹. The survey is comprised of 41 questions. 9 questions include institutional information and project details whereas 32 questions are related to institutional capacity.

Table 9 exhibits the sectoral breakdown of the institutions participating in the survey. Institutions benefiting from the program are largely public institutions. Accordingly, 93.6% participants of the survey are civil servants, which is a significant in proportion for the number of institutions participating in the project. Since private sector participation is only 2.5% of the total, it is important to encourage and elevate involvement of private sector and other non-governmental institutions in these projects. With respect to the institution types participating in the survey, Vocational and Technical High Schools has the highest proportion (71.6%), which is followed by Multi-Programmed Anatolian High Schools (5.9%) and Anatolian High schools (2.9%) (Table 10). The highest response rate belongs to the contact person of the institutions (49.5%) (Table 11).

Considering the significance of institutional capacity building for achieving the objectives of the mobility program, this section aims to explore the impact of Erasmus+ Mobility Program on capacity building efforts, with respect to internationalization, management strategies and working environment.

³¹ For 22 projects both the contact person and the authorized person participated in the survey.

Table 9. Sector of participating institutions (%)

Response	
Public sector	93.6
Non-profit Organization	3.9
Private sector	2.5
Total	100.0

Table 10. Type of participating institutions (%)

Response	
Vocational and Technical Anatolian High School	71.6
Other (please specify)	14.6
Multi-Programmed Anatolian High School	5.9
Anatolian High School	2.9
Provincial Directorate of National Education	2.5
District National Education Directorate	1.5
Chamber of Artisans	1.0
Total	100.0

Table 11. Type of survey respondents (%)

Response	
Contact person	49.5
Authorized person	31.9
Authorized person and Contact person	17.6
Other (please specify)	1.0
Total	100.0

3.3.1. Capacity to operate at EU/international level

The EC Communiqué on European Higher Education in the World (European Commission 2013c) states that mobility, partnerships and internationalization are three main components for internationalization efforts, leading to the enhancement of the quality of teaching and learning³². Thus, mobility and internationalization may not be considered as a primary objective, rather, they can be regarded as means to enhance the quality of teaching and training.

³²European Commission, (2013c). European Higher Education in the World. European Commission. Communiqué. Brussels.

http://ec.europa.eu/education/policy/internationalcooperation/world-education_en.htm.

Accordingly, the survey respondents recognize the importance of international cooperation and involvement through Erasmus+ Mobility Programme. According to Table 12, 91.2% of the participants state that international dimension of their institution have been elevated by participating in the Erasmus+ projects. 94.6% respondents point out that they have assessed the quality of their institutions' international collaborations. The participants report that they would like to increase the number of their international connections with an aim to improve their teaching and training.

Table 12. Internationalization of the institution (%)

	Strongly disagree	Disagree	Neither agree/ disagree	Agree	Strongly agree
The project enhanced to the international dimension of the institution.	1.2	2.4	5.3	31.4	59.8
Assessed the quality of international collaborations	1.2	0.6	3.6	50.6	44.1

3.3.2. Management skills and internationalization strategies

Knight (2003) defines internationalization as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education³³. Internalization can be achieved by means of student, teacher and staff mobility, in addition to activities that contribute to internationalized learning, such as enhancing foreign language competencies, applying teaching and learning methods acquired during mobility programme, revising curriculum. As countries become increasingly interconnected, acquiring knowledge and skills which are universally accepted have been a major factor

³³ Knight, J. (2003). Updated internationalisation definition. *International Higher Education*, 33, 2-3. CIHE, Chestnut Hill.

enhancing employability of the individuals. Therefore, obtaining internationally recognized qualifications have become one of the objectives of individuals³⁴.

Recognizing the importance of internationalization for the enhancement of employability of the individuals, participants contribute to the efforts of strategic management to secure additional international partners. Survey results reveal that institutions have achieved significant gains in the improvement of management skills and internationalization strategies. 94.7% of the respondents agree that their institutions' international strategies and management skills have improved. Additionally, 92.3% report that they developed institutional targets for strengthening of internationalization (Table 13). Focus group meetings also reveal that one of the main goals of participants is to engage in further Erasmus+ Mobility Programs. The staff also want to establish new partnerships for both themselves and for their students. They form national partnerships in order to have better project applications and involve as many colleagues as possible.

Table 13. International strategies (%)

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Internationalization strategies and management skills have improved	0.6	1.8	3.0	44.4	50.3
We have developed institutional objectives for strengthening internationalization	1.2	2.4	4.1	47.9	44.4

3.3.3. Cooperation with international partners

The impact assessment report also investigates the level of cooperation with partners in other countries. When asked about their main motivation in taking part in the Erasmus+ Mobility Programme, a great majority of participating staff express that they would like to enhance their existing international partnership, or build a

³⁴ Bennell, P. and T. Pierce (2003), The internationalisation of tertiary education: exporting education to developing and transitional economies. *International Journal of Educational Development*, Vol. 23, 215-232, Amsterdam.

new partnership with another institution (Graph 18). The findings from institutional capacity survey are also in line with the findings of staff survey. According to Table 14, 97.7% of the participants express that they are willing to cooperate with institutions and organizations operating in different international, social, educational and employment fields. Their Erasmus+ mobility experience also enables the participants to review their existing relationships with partner institutions in the current EU countries.

Furthermore, 95.2 % of the participants take this opportunity to enhance cooperation between institutions. While 92.9% of the respondents coordinate their own projects with partner institutions, 92.9% of them strengthen their institutional cooperation with new partner institutions (Table 14). The great majority (94.7%) of respondents agree that the cooperation with partners in other countries has improved. These responses indicate that Erasmus+ Mobility Programme participation has enhanced cooperation with partner institutions at national and international levels.

Table 14. Cooperation with international partners (%)

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Our cooperation with the partners from other countries has strengthened	1.2	2.4	1.8	37.3	57.4
We are prepared to cooperate with institutions and organizations operating in different international social, educational and employment fields.	1.2	0.6	0.6	32.0	65.7
We are prepared to cooperate with institutions and organizations operating in different national social, educational and employment fields.	1.2	0.6	1.2	28.4	68.6
We have reviewed/re-examined our relations with partner institutions in the current EU countries.	1.2	2.4	4.1	45.0	47.3

Participation in the project provided increased cooperation between institutions.	1.8	0.0	3.0	32.5	62.7
We coordinated our own projects with partner institutions in EU countries.	1.2	1.2	4.7	43.8	49.1
We strengthened our institutional cooperation with new partner institutions.	1.2	2.4	3.6	37.9	55.0

3.3.4. Quality of managing EU/international projects

Monitoring and follow up are critically important but relatively overlooked stages of the project management process, which enable project participants to assess and review the impact of their activities; to ensure that the expected benefits are realized; and to provide feedback to raise awareness and improve future applications of international projects. These activities also contribute to improvements in decision making process, hence strengthening the institutional quality enhancement. The survey findings indicate that the great majority (97%) of participants agree that there have been an improvement in their EU/ international projects preparation, implementation, monitoring and follow-up activities, after taking part in the Erasmus+ Mobility Programme. According to Table 15, 93.5% of the participants state that the working capacity of their institution at European Union level and the international level has increased. 97.6% of the participants claim that the project has improved their awareness of the European Union's funding process (Table 15). These findings indicate that Erasmus+ Mobility Program has contributed to the enhancement of capacity, quality and awareness of EU/ international projects.

Table 15. International projects (%)

	Strongly disagree	Disagree	Neither agree/ disagree	Agree	Strongly agree
We have improved our EU/ international projects preparation, implementation, monitoring and follow-up.	1.2	0.6	1.2	32.5	64.5
We have increased our capacity to operate at the EU / International level.	1.2	1.8	3.6	37.3	56.2

With the project I participated in, I increased my awareness of vocational training projects about European funding process.	1.8	0.6	0.0	26.0	71.6
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3.3.5. Impact of mobility program on institutional operations

One of the main aims of Erasmus+ Mobility Programmes is to enhance teaching and learning activities, with an emphasis on internationalization to provide individuals proper knowledge and transferable skills to support occupational mobility and life-time learning. Providing a comprehensive framework of guidance may encourage learners and staff to take part in mobility projects, improving institutional capacity, which in turn help enhance their employability prospects. The majority of participants (97.6%) agree that their Erasmus+ mobility activity experience helped to better guide those who are already on the exchange program or who will participate in future projects.

Additionally, 97.6% of participants state that participation in the project increased the research opportunities and strengthened the research capacity. Although this has not been a major objective of the Erasmus+ Mobility Programme, it is an important finding, which may lead to improvements in teaching and training of learners, as well as increased internationalization. Moreover, 95.3% of the participants express that there is an improvement in the personal traits and skills of the learners/apprentices/trainees working in the institution, such as problem solving, organizational skills, and self-confidence, independency and efficiency. Besides, mobility experience has also positively affected their institutional capacity by enhancing the potential of recruiting academic staff and learners from Turkey and the world (72.0%) (Table 16).

Confirming the findings from the qualitative analysis, participants indicate that they now are ready and more willing to put good practices and new methods into their daily lives (97.0%). In order to achieve these objectives the majority of the participants (88.7%) want to create more attractive projects for learners/apprentices/young people and volunteers, taking into account their needs and expectations (Table 16).

Table 16. Impact of mobility program on institutional operations (%)

Participation in the project has	Strongly disagree	Disagree	Neither agree/ disagree	Agree	Strongly agree
Helped to better guide those who are already on the exchange program or who will be future participants.	1.8	0.0	0.6	26.6	71.0
Enhanced personal traits and skills, of the learner / apprentices / trainees working in the institution.	1.2	0.6	3.0	36.7	58.6
Led to increase / change in the potential to attract academic staff and learners from our country and the world.	0.0	5.3	23.7	40.8	30.2
More prepared and willing to put good practices and new methods into daily lives	1.8	0.0	1.2	37.5	59.5
Provide a more innovative and better service to the target group	0.6	1.2	2.4	40.5	55.4
We are creating more attractive projects for learners / apprentices / young people and volunteers, taking into account their needs and expectations.	1.2	1.2	8.9	47.0	41.7

The Erasmus Programme can be considered as the only opportunity for teachers to travel abroad and experience alternative teaching and learning methods and connect with their international colleagues. It emerges from both qualitative analysis and institutional capacity survey that, Erasmus+ Mobility Programme has positive impacts on teaching methods employed. The great majority of the respondent staff (92.3%) use this opportunity to increase their knowledge and to apply different teaching methods for learners/apprentices/young people, taking into account their needs and expectations. However, the staff have not found it necessary to revise their curriculum. Yet, this could be due to the fact that they have no power

over revising the curriculum. Only 36.3% of the respondents have added foreign language courses into the curriculum; while 33.3% of the respondents say that they have increased the number of courses taught in a foreign language (Table 17). Moreover, 91.1% of them agree that Erasmus+ program participation has elevated their interaction with their own society positively in the sense that after participating the mobility program they engage in more effective activities benefiting the people in their neighborhood. They are more aware of the youth and disadvantaged people in their environment and 86.9 % of them state that they have developed/improved advanced youth work to include more of youth and disadvantaged groups.

Table 17. Impact of mobility programme on academic operations (%)

	Strongly disagree	Disagree	Neither agree/ disagree	Agree	Strongly agree
More and more effective activities for our neighborhood performed	1.2	2.4	5.4	52.4	38.7
Developed / improved advanced youth work methods that will include youth and disadvantaged groups	0.0	3.6	9.5	48.8	38.1
Applied different teaching methods for interns / learners / apprentices / young people	0.6	1.2	6.0	51.8	40.5
Added foreign language lessons to the curriculum	11.9	32.7	19.1	26.8	9.5
Increased the number of foreign language courses	13.7	29.2	23.8	24.4	8.9
Allowed the research opportunities to increase and the research capacity to strengthen	1.2	0.6	0.6	34.9	62.7
Quality of teachers and training staff has improved	1.8	1.8	4.2	48.8	43.5

3.3.6. Impact of mobility programme on working environment

In addition to enhancement of institutional capacity, Erasmus+ Mobility Program have also helped to create a more efficient working environment in the participating institutions. 88.7% of the participants declare that they have a more modern, dynamic and dedicated professional environment within the organization. 92.3% of the participants state that the concept of transparency and cooperation within the institution has improved as a result of the project. Moreover, the

participants (83.3%) agree that the working environment inside the organization has improved (Table 18).

Table 18. Impact of mobility programme on working environment of the institution (%)

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Environment has become more modern, dynamic, devoted and professional	1.8	2.4	7.1	48.8	39.9
The understanding of transparency and cooperation within the institution has improved	1.2	1.2	5.3	37.9	54.4
An improvement in the working environment inside organization (e.g. Mobbing has decreased, a more democratic environment has developed).	2.4	4.8	9.5	38.7	44.6

The positive impact of Erasmus+ mobility experience in the academic, institutional and working environment aspects, lead institutions to revise their plans and strategic planning efforts. The majority of the participants (83.3%) indicate that they have aligned their institutions' strategic planning with the institution's objectives for development of the staff. Additionally, 94.7% of the participants say that they set targets in order to lead staff/learner to participate in these projects. Besides, the institutions emphasize encouraging more staff participation in these projects, which is indicated by 96.4% of participants (Table 19).

Table 19. Impact of mobility programme on institutional planning (%)

	Strongly disagree	Disagree	Neither agree/disagree	Agree	Strongly agree
Strategic planning for the development of the staff in accordance with their individual needs and the objectives of the institution	0.6	4.2	11.9	51.8	31.6

Set targets in order to staff / learner to participate in these projects	0.0	3.0	2.4	51.2	43.5
Encouraged more staff to participate in these projects	1.2	1.2	1.2	38.7	57.7

4- RESULTS AND RECOMMENDATIONS

Turkey has confronted with many challenges in formation of solid education system and setting stable connections between labor market and education sector. Despite the efforts to increase labour force participation of youth and enhance human capital, there has been a fall in labour force participation rates of VET graduates according to the recent TUIK figures. This may be a result of the fact that the education system is largely oriented towards academic performance and professional careers resulting in a persistent excess demand for semi-skilled workers with concrete occupational and vocational skills³⁵. The Human Resources Development Operational Plan prepared by the Ministry of Labour and Social Security under the EU Instrument for Pre-accession Assistance (IPA) aims to contribute to employability prospects of VET graduates as well as enhance the quality of VET education and improve institutional capacity.

As stated in the IPA Human Resources Development Operational Programme³⁶, main challenges in the intersection of education sector and labour market are summarized as follows:

- Lack of a well-functioning coordination and collaboration between private sector and vocational institutions;
- Lack of vocational and career guidance services in the education system;
- Insufficient quality of the human resources, particularly of teachers and school guidance counsellors;
- Insufficient curriculum of VET institutions.

³⁵ Bardak, U. and Majcher-Teleon, A. (2011). Flexicurity analysis of the labour market in Turkey. European Training Foundation, Turin.
[http://www.etf.europa.eu/webatt.nsf/0/1A7DEF4E58F42D41C12579440040803B/\\$file/Flexicurity_Turkey.pdf](http://www.etf.europa.eu/webatt.nsf/0/1A7DEF4E58F42D41C12579440040803B/$file/Flexicurity_Turkey.pdf)

³⁶ For further information please see HRD OP at [http://www.ikg.gov.tr/en-us/ipa/ipa20072013\(ipai\)/hrdop.aspx](http://www.ikg.gov.tr/en-us/ipa/ipa20072013(ipai)/hrdop.aspx).

The IPA Human Resources Development Operational Programme aims to augment investment in human capital leading to enhance quality of education, improve the linkages between education and labour market. The purposes of the operation are summarized below:

- a. Increasing knowledge, skills and competencies of the young people who are VET learners
- b. Improving the attractiveness and quality of vocational education and training in Turkey, providing opportunities for VET learners and staff to undertake international mobility abroad.
- c. Building cooperation network with other organizations and businesses to establish close links between education and training and the world of business.
- d. Improving employability, teaching and training skills, competences and life skills for individuals and contribute to the competitiveness of the National and European economy.

Within this framework, 25 million Euros additional funding have been provided for Erasmus+ VET mobility projects. The target groups of the project can be listed as follows:

- Apprentices and learners in vocational education,
- Professionals and trainers in vocational training, staff of initial vocational education organizations, teachers, trainers and professionals in enterprises
- Vocational institutions and vocational education and training (VET) providers;
- Enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organizations;
- Other organizations active in the field of VET.
- Organizations responsible for VET policy making and decision making

The eligible grant projects under this operation promote transnational mobility activities targeting learners (students, apprentices, trainees,) and staff

(teachers, trainers, and people working in organizations active in the education and training), and aims to:

- Support learners in the acquisition and the use of transversal skills with a view to improving their personal development and employability in the European labour market;
- Support the professional development of those who work in education and training with a view to innovating and improving the quality of teaching and training across Europe;
- Reinforce synergies and transitions between formal, non-formal education, vocational training, labour and entrepreneurship;
- Ensure a better recognition of competences gained through the learning periods abroad.

This report aims to provide an impact assessment for “Improving the Quality of Vocational Education and Training and Vocational Skills of Young People” project. For this purpose, a mixed methods research strategy has been employed. On the quantitative analysis part, the results of the online satisfaction surveys of learners and staff are analyzed. On the qualitative part of the analysis, focus group meetings and in-depth interviews with beneficiaries and staff, respectively, are conducted. Moreover, an additional online survey is implemented to assess the institutional capacity impact of the IPA project.

4.1. Motivation for participation

Generally, the learners and staff who participate in the project state that their main objectives are to increase their technical/professional knowledge and skills; acquire knowledge and specific know-how from good practice. For 88.6% of the learners, the main motivation for taking part in the programme was to increase their technical/vocational skills/competencies, which was followed by securing an opportunity to learn / improve a foreign language (75.6%). Whereas 80.7% of the staff stated that their main motivation for taking part in the programme was to

acquire knowledge and specific know-how from good practice abroad. A large majority (69.1%) of participants wanted to gain practical skills related to their current work and professional development.

4.2. Increasing knowledge, skills and competencies of the VET learners

The learners agree that they have gained new knowledge, skills and competences and professional experience by participating in the mobility project. Additionally, there are improvements in their analytical thinking, problem-solving, and communication skills. Almost all of the learners believe that mobility experience enhanced their analytical thinking skills (98.1%) and problem solving skills (97.9%). Besides the mobility programme also contributed to the foreign language competences in that 93.5% of the learners stated that they have developed themselves on the main foreign language they used abroad. The proportion of those who stated that they developed themselves in other languages other than the main foreign language is 45.5%. There have been improvements in their internet and PCs usage as well as in their communication skills. All of these traits may enhance employability likelihood of learners in the future.

The learners have experienced significant progress in their self-confidence and personal development. 98.8% of the learners express that after the program they have more confidence and 67% of them articulate that they are more aware of their strengths and weaknesses after the program. 98.4% think that their ability to adapt to new situations/environments and to be able to move in these environments enhance. Besides, mobility experience has also contributed to their cultural awareness. They express that they are more tolerant, more open minded and are ready cooperate more with individuals with different backgrounds and cultures, following the mobility activity. The learners had the chance to obtain various certificates and diplomas in the course of formal recognition of their activities. 58.4% of the program participants obtained Europass recognition, while 41.5% received various certifications. They believe that obtaining a certification will increase their employability likelihood.

The great majority of the learners agree that their experience has contributed to their profession in the sense that they feel that the mobility program will have a greater impact on the chances of employment; and their probability of finding an employment opportunity and/or starting their own enterprise have increased. 97.6% of the learners agreed that their mobility experience had increased their chances of finding a new job. While 68.1% of the learners believe that their options for finding a new internship or job in their home country have definitely increased. The rate of those who state that they take more responsibility in their work after the mobility program abroad is 97.5%. Therefore, the Erasmus+ Mobility Program has influenced learners in a very important and positive way in terms of employment and career.

4.3. The attractiveness and quality of VET in Turkey

Both quantitative and qualitative analysis results reveal that Erasmus+ mobility activity has positively affected the quality of VET in Turkey. The mobility experience not only enabled staff to acquire new teaching and learning methods, but also created an opportunity for learners to improve their technical and professional skills and competences. Besides, both learners and staff report that there has been an improvement in their basic competences such as analytical and practical thinking, foreign language competencies, and communication skills.

Staff, on the other hand, report that they have gained new skills and methods which may be of use in their profession. Nearly all of the staff introduced new methods and approaches, and new teaching/training subject(s) at their institution upon the completion of the mobility activity. Almost all of the staff (97.4%) refreshed their educational and teaching point of view thanks to the mobility, while the great majority (90.2%) has increased their level of knowledge in their field. Nearly all participants (96.2%) note that they have shared the knowledge and skills they obtained with both learners and other people. 94% of the participants say that they have increased their awareness about the new methods of assessing skills and competences in VET schools.

Following the mobility experience, staff express that there has been an improvement in their working environment, as it became modern, dynamic, devoted and professional with an increased level of cooperation. 88.7% of the participants declare that they have a more modern, dynamic and dedicated professional environment within the organization. There has been an improvement in organizational and management skills of the staff. Their job satisfaction has elevated. 92.3% of the participants state that the concept of transparency and cooperation within the institution has improved as a result of the project. Both students and staff report that they would like to take part in future mobility programs and they will encourage fellow students/staff to take part in these programmes as well. The institutions, on the other hand, formulated institutional objectives for strengthening internationalization. In that respect they would like to strengthen their existing international partnership, and also they are willing to establish new international cooperation. All of these traits help with enhancing quality of the VET institutions in Turkey, which in turn may attract more students.

4.4. Cooperation network with other organizations and businesses

The learners consider Erasmus+ mobility experience as an opportunity to spend time abroad. After the completion of the mobility experience, the majority of learners indicate that there have been changes in their future career plans in that nearly all of them now would like to work in an international environment. The survey results suggest that staff have formed connections with people from the business world. They have developed cooperation with the partner institution, as well as establishing professional communication networks and acquiring new contact persons. 80.4% of participants managed to built cooperation with members of the civil society, while 71.9% of them established cooperation with players in the labour market, in addition to extending their professional networks (93.1). The institutions, on the other hand, formulated institutional objectives for strengthening internationalization. In that respect they would like to strengthen their existing

international partnership, and also they are willing to establish new international cooperation.

4.5. Improving employability, teaching and training skills, competences and life skills for individuals and contribute to the competitiveness of the national and European economy

The great majority (80.7%) of the staff expressed that the main motivation for their participation in the Erasmus+ Mobility Programme is to acquire knowledge and learn from good practice, in addition to gain skills relevant for professional development. The staff took the opportunity to enhance their teaching capabilities as well. They believe that the program contributed to their personal and professional development. More than 94% stated that they developed their interpersonal and social competencies, emotional skills, learning to learn, entrepreneurship and initiative awareness, analytical skills and practical skills after participating the mobility programme. Moreover, staff also observed beneficial effects on their knowledge of the field they are teaching in (96.9%), while 75.3% of participants agree that the mobility program contributes to their employment and career opportunities. Nearly all of them (91.2%) experienced an increase in their job satisfaction. Additionally, the mobility experience appear to enhance future employability of staff, as 91.4% of them indicated that they gained skills and competences relevant for their jobs and professional development, at the same time, enhancing their organizational and management skills (92.1%). The vast majority of participants are aware that the project's objective is to improve their employability skills and to increase their core competences. 65.4% of learners and 30.8 % of staff saw the mobility programme as an opportunity to enhance their future employment and career opportunities.

The qualitative and quantitative analysis indicates that Erasmus+ mobility for staff improved the staff's way of teaching and researching. Especially, participants from social sciences, child development and tourism branches draw attention to possible positive effects of experiencing different teaching-learning

methods or different architectural structures of schools they observed in the hosting countries, which may be employed in education and training in Turkey. The staff have also increased their awareness of the world and to improved interpersonal skills like communication, interaction and adaptation to various cultural environments. The mobility activity enabled the teachers to compare teaching methods, acquire new techniques and create networks and contacts that, besides improving teaching, served to reinforce the international cooperation of teachers and educational institutions in research projects. Thus, they can transfer their gains to their institutions and students, so that there would be spill-over effects from their Erasmus+ Mobility Program experience. It emerges from the analysis that there has been an increase in their awareness about the new methods of assessing skills and competences in VET schools. The staff is more willing to employ new teaching and learning methods. Therefore, it has been stated by the participating staff that their participation in the mobility program had a positive effect on the quality of work carried out on students, trainees and apprentices. Hence, findings in this respect suggest that the challenges stated in the IPA Human Resources Development Operational Programme, regarding the quality of the human resources have been addressed by the Erasmus+ Mobility Programme. The mobility programme have contributed to the enhancement of human resources, especially that of teachers and institutions' staff.

4.6. Capacity building

In addition to having positive impact on both learners and staff in numerous ways, the project has also helped capacity building efforts of the participating institutions. The online survey results indicate that the participants recognize the importance of internationalization. Analysis results indicate that Erasmus+ Mobility Program have contributed to the enhancement of capacity, quality and awareness. The participants state that the working capacities and cooperation of the institutions at the international level have improved considerably. Moreover, institutions have achieved significant gains in developing management skills and internationalization strategies. In addition to positively enhancing institutional

capacity, Erasmus+ Mobility Program have also helped with creating a more efficient working environment by in the sense that they have a more modern, dynamic and dedicated professional environment within the organizations. The great majority of participants note that the concept of transparency and cooperation within the institution have improved as a result of the project.

The findings of qualitative analysis reveal that the mobility experience have changed participants' ideas about the relationship between formal, non-formal and vocational education and the labor market. They observed that the types, structures and curriculum of vocational high schools are structured with respect to the needs of the labor market in their host countries, whereby a well-functioning coordination and collaboration between private sector and vocational institutions had been established. Moreover, labour market and VET institutions work in close collaboration in order to improve the employability of VET learners. The staff acknowledges the lack of a coordination and collaboration between private sector and vocational institutions in Turkey, which had been stated as a challenge in in the IPA Human Resources Development Operational Programme. The participants point out that they would like to have a similar system in Turkey, where firms, factories and institutions work jointly with VETs. Therefore more efforts are required to establish a well functioning coordination and collaboration between private sector and vocational institutions in Turkey.

Additionally, recognizing the challenges stated in the IPA Human Resources Development Operational Programme, regarding the quality of curriculum of VET institutions, the staff would like to revise the curriculum and introduce new teaching methods to improve the quality of education. They emphasize that more efforts are needed to achieve these objectives. More support should be provided to staff who would like to employ new teaching and learning methods after participating in the Erasmus+ mobility programme to improve the quality of education. However, the findings indicate that vocational and career guidance services in the education system are quite limited, which may necessitate more effort in that respect.

One of the striking findings of the report is the heterogeneity in regional distributions of the projects and participants. Some of the provinces of Turkey have not yet participated in the mobility program. In order to benefit from the positive impacts of the programme, both learners and staff in these provinces should be encouraged to take part in the mobility activity. Even though, there is gender inequality in participation of learners, the great majority of the participating staff (72%) are male. Although it's worth noting the fact that most of VET staff are males, more of the female staff should be encouraged to take part in the mobility programme in the future. The main reason for under representation of females in the program could be their social responsibilities as mothers, as revealed in the qualitative analysis. One solution could be provision of child care for female staff while they are away.

Overall, the Erasmus+ Mobility Programme has favorable impacts on employability prospects of both learners and staff by enhancing their key competences; contributing internationalization, and capacity building efforts of the institutions. The findings also indicate that additional efforts are needed to make these programmes more accessible to young people with fewer opportunities, as currently they rely mainly on students. Furthermore, policy actions towards establishing closer ties between VET institutions and firms should be taken, which may enhance professional competences of learners as well as increasing employment prospects of the learners. For this purpose, Ministry of Education and Ministry of Labor and Social Security may work jointly. Ensuring appropriate systems, services and support for young people with limited resources should be a priority for the Turkish National Agency and the youth organizations involved in these projects.

APPENDIX

Table 20. Provincial distribution of interviews and focus group meetings

NUTS-I Regions	Province	Number of projects	Number of interviews	Number of focus meetings	Institution type
Mediterranean	Antalya	9	2	OK	Vocational and Technical Anatolian High School
	Mersin	9	1		Vocational Education Center
West Anatolia	Ankara	29	3	OK	Vocational and Technical Anatolian High School
			1		Public Institution
			1		Non-profit Organization
	Konya	9	1		Vocational and Technical Anatolian High School
	Amasya	6	1		Vocational Education Center
West Black Sea	Samsun	9	1		Vocational and Technical Anatolian High School
	Tokat	11	1	OK	Vocational High School
			1	OK	Vocational and Technical Anatolian High School
	Zonguldak	7	1		Public Institution
West Marmara	Balıkesir	7	1	OK	Vocational and Technical Anatolian High School
	Çanakkale	3	1		Vocational and Technical Anatolian High School
East Black Sea	Trabzon	5	1	OK	Multi-Programmed Anatolian High School
	Ordu	5	1		Vocational and Technical Anatolian High School
East Marmara	Bursa	10	1	OK	Vocational and Technical Anatolian High School
	Eskişehir	6	1		Vocational and Technical Anatolian High School
	Kocaeli	10	1		Vocational and Technical Anatolian High School
Aegean	Aydın	4	1		Vocational and Technical Anatolian High School
	Muğla	6	1		Vocational and Technical Anatolian High School
	Denizli	8	1		Vocational and Technical Anatolian High School
	İzmir	10	1	OK	Vocational Education Center
Southeast Anatolia	Gaziantep	5	1		Vocational and Technical Anatolian High School
	Şanlıurfa	7	1	OK	Vocational Education Center

Istanbul	İstanbul	16	2	OK	Vocational and Technical Anatolian High School
Northeast Anatolia	Erzurum	7	1	OK	Vocational and Technical Anatolian High School
Central Anatolia	Kayseri	7	1	OK	Vocational and Technical Anatolian High School
Central East Anatolia	Elazığ	5	1	OK	Vocational and Technical Anatolian High School
	Van	4	1		Vocational and Technical Anatolian High School
TOTAL	26	21 4	33	13	

Table 21. Number of interviews held by institutions

INTERVIEWS (STAFF AND INSTITUTION MANAGERS)			
Institution Types	Institution Names	Number of projects	Number of interviews held by institution
High School	Multi-Programmed Anatolian High School	18	1
High School	Vocational Technical Anatolian High School	229	24
High School	Vocational high School	6	1
Public	State Agency	15	2
Education Center	Vocational Training Center	32	4
Private	Private	4	0
Non-profit Organization	Non-profit Organization	12	1
TOTAL		316	33

Questionnaires for Interviews and Focus Group Meetings:

Semi-structured questionnaires were prepared for interviews and focus meetings on the basis of joint studies of the administration and the research team, and pilot applications were made (Ankara, Zübeyde Hanım Vocational School for Girls) to finalize them. The following semi-structured, questionnaires are available:

Focus Group Meeting Questions - Semi-structured Interview Flow:

Introduction

Hello, my name is...

Brief information about the project (to give answers to questions such as why this project is held, who organizes it etc.)

This project is carried out by the National Agency and;

It includes the process of evaluating and analyzing the results of the "**Quality of Vocational Education and the Development of Professional Skills for Young People**" project.

The evaluation and analysis process is carried out **by the Olgu Araştırma Şirketi, an independent research organization.**

The purpose of the project is **to measure the impact of the project on the participating learner and staff.**

Within the scope of the project, interviews and focus meetings covering the whole country are carried out with quantitative data analysis.

The information you give to this interview will not only be used individually within the scope of the project, but will also be aggregated. The interview is carried out on a voluntary basis and you can end your interview at any time. Thank you for your contributions.

With regard to LEARNERS

Opening and Meeting

Your name surname, field?

Would you give information about the program / project you attended? What was your project subject? How many people have you joined with? On what date, where and for how long did you go?

Where did you learn about the project? Did you contribute to the preparation of the project? If so how and at which stage did it happen?

What is your **first thought** when you think about this project you participated in?

Questions about the project:

1. A1, A2) Do you think that this project increased your **vocational and technical knowledge, skills and competencies**? If so, what are these? And what kind of contribution do you think it provides?

2. A1) Do you think that what you have learned and experienced during the project will be appreciated **at a job application process and / or by your future employers**? If yes / no, why?
3. A2, A7) Do you think this project will affect or influence your **future plans** (education life, career goal, and business life, social and cultural life)? If yes, how did or may it affect it?
4. A2, A3) Did your participation in this project change your **entrepreneurial spirit**? If so, how did it change?
5. A4, A6, A7) Have you experienced **any changes in attitude and behavior** during and / or after joining the project? If you have, what attitudes and behaviors have changed and how have they changed? What do you think has triggered these changes?
6. A4) Is there a difference **at your self-confidence and your social skills** through this project you have participated in? If yes, what kind of difference was that? What do you think this change depends on?
7. A4) Has this project you participated in made a difference in your **personal development** (e.g.:)? If yes, how did it make a difference?
8. A5) Is there any improvement in your **foreign language proficiency** thanks to this project you participated in? If yes / no, how did it happen?
9. A5) Did you make **an effort to learn the mother tongue of the country you went to** with this project you participated in? Have you made progress in this regard?
10. A6) Did you have the opportunity to **transfer your own culture** abroad with this project you participated in? What state / circumstances has this arised under or has it happened?
11. A6) Is there a difference in your level of **awareness, respect and understanding of different cultures** through this project you have participated in? If yes, what kind of difference was that?
12. A6) Did this project you participated in help you **adapt to different cultures**? If yes, how?
13. A7) Is there any change in your attitude to follow up the **daily developments in the world and in your country** after this project? If so, what kind of changes have happened?
14. A7) Is there a difference in your **views on joining social and political life** after this project? If yes, how?
15. A8) Has this project affected your view of **the "European Project" and the "European Union values"**? If yes, how did it affect?

"EU Treaty Article 2:

The Union is based on respect for human dignity, freedom, democracy, equality, rule of law and human right including the rights of minorities. These values are common to the member states in a society where pluralism, non-discrimination, tolerance, justice, solidarity and gender equality dominate."

16. A9) Did this project you have participated in influence your **motivation in your educational and learning** life? If yes, how did it affect? On which subjects has your motivation increased or decreased?

17. A10) Have you received **tools such as Europass and / or ECVET or various certificates as a result** of your participation in the project? If you did, were you able to use it? If you did, where / how did you use it? Do you think that even if you have not used it, it will be beneficial in the future?

18. A1, A2, A4) What do you think this project, in general, besides vocational and technical knowledge, added to you? (Personal, emotional, etc.)

19. Is there anything else you would like to share with us about the project?

Thank you all for your participation.

Interview Questions – Semi-Structured Interview Flow:

Introduction

Hello, my name is...

Brief information about the project (to give answers to questions such as why this project is held, who organizes it etc.)

This project is carried out by the National Agency and;

It includes the process of evaluating and analyzing the results of the "**Quality of Vocational Education and the Development of Professional Skills for Young People**" project.

The evaluation and analysis process is carried out **by the Olgu Araştırma Şirketi, an independent research organization.**

The purpose of the project is **to measure the impact of the project on the participating learner and staff.**

Within the scope of the project, interviews and focus meetings covering the whole country are carried out with quantitative data analysis.

The information you give to this interview will not only be used individually within the scope of the project, but will also be aggregated. The interview is carried out on a voluntary basis and you can end your interview at any time. Thank you for your contributions.

With regard to the STAFF

Opening and Meeting

Your name surname, field?

Would you give information about the program / project you attended? What was your project subject? How many people have you joined with? On what date, where and for how long did you go?

Where did you learn about the project? Did you contribute to the preparation of the project? If so how and at which stage did it happen?

What is your **first thought** when you think about this project you participated in?

Questions about the project:

1. B1) Do you think that this project contributed to your **professional development**? If so, from which way did it happen and what kind of an effect did it have on your development?
2. B1) Has this project affected your **core competencies and skills related to your profession**? If so, what influences did it have on your competencies and skills?
3. B1) Thinking about the project in general, did you gain any information that is **new** to you thanks to this project? If so, what are these?
4. B2) How did this project affect your views on **the practices, policies and systems of education and training among countries**? Positive effects? Negative effects?
5. B1, B2) Did this project you participated in result in you gaining knowledge about **new learning and teaching methods related to your occupation**? If yes, what are these and what have you been able to apply on your return?
6. B3) Did the gains you have achieved from this project affect your ideas about **the relationship between formal, non-formal and vocational education and the labor market**; Did it make you contact those relationships or make you think on it? If yes, what kind of initiatives did you take or intend to take?
7. B1, B3) Did this project cause you **to change your future plans** (education life, career goal, business life, social and cultural life)? If so, what kind of changes do you plan to make?
8. B1, B3) Has this project changed your **career goals and your entrepreneurial spirit**? If yes, what kind of changes do you think has happened? Would you clear it a little?
9. B4) Has this project improved **the quality of your work for your learners, apprentices and interns**? If yes, how and in what direction did it increase? Could you sample it?
10. B5) Is there a difference in your **level of awareness, respect and understanding about different cultures** through this project you participated in? If so, how and at which stage of and under what circumstances of the project do you think it has happened?
11. B5) Did this project you participated in help you in **adapting to different cultures**? If yes, how?
12. B5) Did you have the **opportunity to transfer your own culture abroad** with this project you participated in? If yes, how?
13. IMPORTANT: Since joining this project, have you **collaborated with NGOs, institutions and organizations operating in various social, educational and employment fields** or do you feel ready to cooperate? If you did, what did you do or what are you planning to do in the future?
14. B6) Has this project affected your perspective on **disadvantaged people**? If yes, how did it affect? (Note: Let's confirm what they think of when we say disadvantaged person!)
15. B7) Is there any improvement in your **foreign language proficiency** thanks to this project you participated in? If yes, how?
16. B7) Have you made an effort to learn **the mother tongue of the country you went to** with this project you participated in? Have you made progress in this regard?

17. B8) Has this project affected **your view of the "European project" and the "European Union values"**? If yes, how?

"EU Treaty Article 2:

The Union is based on respect for human dignity, freedom, democracy, equality, rule of law and human right including the rights of minorities. These values are common to the member states in a society where pluralism, non-discrimination, tolerance, justice, solidarity and gender equality dominate."

18. B5, B6, B8) Have you experienced **any attitude and behavior change** with this project you participated in? If you have, what attitudes and behaviors have changed and how have they changed? What do you think has triggered these changes?

19. B9) Do you think this project influenced your **motivation and happiness in your education, professional and daily life**? If yes, how did it affect?

20. B9) Have **the achievements you have gained from the project you have participated been accepted and appreciated by your family, social circle, colleagues, and coworkers**? How did you notice that?

21. Is there anything **else** you would like to share with us about your project?

Thank you so much for your participation.

Participant Report Form - KA1 - VET Learning Mobility of Individuals – Learners' mobility for training in vocational education and training

Fields marked with * are mandatory

1 Purpose of the participant report

This final report on your mobility experience will provide the EU's Erasmus+ programme with valuable information, which will benefit both future participants and contribute to the continued improvement of the programme. We are grateful for your co-operation in filling out the questionnaire.

All personal data mentioned in this form will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the European Union institutions and bodies and on the free movement of such data. This report, once submitted, will be accessible to the coordinating institutions, their national agencies and the European Commission.

*2.1 First and last name

*2.2 Email address, where I can be contacted in the future

*2.3 At which study level were you during your mobility period abroad?

- Apprentice
- Upper-secondary vocational education and training
- Post-secondary vocational education and training
- Other

*2.5 Which year in the study level?

- 1
- 2
- 3
- 4

*2.6 Was the mobility period abroad a mandatory part of your curriculum?

- Yes
- No
- Not Applicable

*2.7 Is this the first time you benefit from Erasmus+ or its predecessor (LifeLong Learning) Programme?

- Yes
- No

*2.8 What were your main motivations for studying/training abroad?

- Enhance my technical/professional skills/competences
- Opportunity to live abroad
- Opportunity to learn/improve a foreign language
- Opportunity to meet new people
- Opportunity to develop personal skills, such as adaptability
- Enhance my future employability in my home country
- Enhance my future employability abroad
- Opportunity to experience different learning practices
- Possibility to choose to do part of my studying/training in a foreign language

- The length of the study/training period was appropriate
- Quality of the receiving institution
- Good alignment of the courses/training abroad with the curriculum at the sending institution
- Available support in finding accommodation

3 Quality of Studies/Training

*3.1 Your receiving institution was...

- a VET school/institute
- a company
- a mix between VET school/institute and company

3.2 How would you evaluate the quality of learning and teaching at the receiving institution?

	Very good	Good	Fair	Poor	Very poor	Not applicable
* The quality of content of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The quality of teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*3.3 Did you gain knowledge, skills or competences or professional experience that you would not have gained in your sending institution?

- Yes
- No

3.4 How would you evaluate the quality of support at your sending and receiving institutions?

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree	Not applicable
* I was given proper help to find a suitable host organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The organisation where I was trained met my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I knew clearly what I was expected to do and learn during my training abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The training duration was long enough for me to fulfil my training objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The proposed activities were directly related to my training objectives in my home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I was provided with proper equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I knew who the person assigned to help me carry out my training and check my results was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* My sending organisation was helpful during my placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 Certification and Formal Recognition

4.1 Did you have a Learning Agreement with defined learning outcomes drawn up before your mobility period?

- Yes
- No

*4.2 Was your Learning Agreement changed during your mobility period?

- Yes
- No

4.5 Were the learning outcomes from your mobility period recognized?

- Yes
- No

*4.6 How?

- ECVET credits
- Europass
- Other certificate

*4.7 Did you have to undertake any tests at the sending institution after your mobility period to get recognition of the learning outcomes?

- Yes
- No

5 Foreign Language Skills and Linguistic Support

*5.1 What was the main language used during your mobility activity?

*5.2 Do you feel you have improved your skills in this language during your stay abroad?

- Yes
- No, I was already fluent
- No

*5.3 Did you take advantage of linguistic support in learning this main language?

- Yes
- No

*5.4 What kind of support did you receive?

- Erasmus+ online language service
- Language course/training provided by the sending institution/organisation
- Language course/training provided by the receiving institution/organisation
- Language course/training provided both by the sending and receiving institutions/organisations
- Financial support to carry out a self-study (DVD, books)
- Other

*5.5 For how long did you receive linguistic support in total?

- Less than 1 week
- Between 1 week and 3 weeks
- Between 3 weeks and 2 months
- Between 2 and 6 months
- More than 6 months

*5.6 Approximately, for how many hours in total?

- Less than 10 hours
- Between 10 and 30 hours
- Between 30 and 50 hours
- More than 50 hours

*5.9 While staying abroad, did you improve your competence in other languages besides the main one used?

- Yes
- No

Which were those languages?

*5.10 Language 1

5.11 Language 2

6 Personal Development

6.1 Through my participation in this activity I learned better how to...

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
* think logically and draw conclusions (analytical skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* find solutions in difficult or challenging contexts (problem-solving skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* plan and carry out my learning independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* express myself creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* use internet, social media and PCs , e.g. for my studies, work and personal activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* communicate and express myself in my mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* develop an idea and put it into practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* see the value of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* cooperate in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* plan and organise tasks and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.2 After having taken part in this mobility activity...

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
* I am more confident and convinced of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I know better my strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more able to adapt to and act in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more able to think and analyse information critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more tolerant towards other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

persons' values and behaviour					
* I am more open-minded and curious about new challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I intend to participate more actively in social and political life of my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more interested in knowing what happens in the world daily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more able to reach decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more able to cooperate with people from other backgrounds and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more interested in European topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I feel more European	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am more aware of social and political concepts like democracy, justice, equality, citizenship, civil rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I improved my technical /professional skills/ competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 Future Prospects of Education, Training and Work

7.1 Thanks to this mobility experience:

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
* I believe that my chances to get a new or better job have increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I have a clearer idea about my professional career aspirations and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I have better opportunities for internships or jobs in my home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I am better capable of taking over work tasks with high responsibility after my stay abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.2 How has the stay abroad changed the way you see your future work?

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
* I can easily imagine working abroad at some point in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I can easily imagine working in the country where I did my Erasmus+ period in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* I would like to work in an international context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 Practical and Organisational Arrangements

8.1 How satisfied were you with assistance related to visa issues?

	Very satisfied	Rather satisfied	Neither satisfied nor dissatisfied	Rather dissatisfied	Very dissatisfied	Not applicable
* provided by the sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* provided by the receiving institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.2 How satisfied were you with assistance related to insurance issues?

	Very satisfied	Rather satisfied	Neither satisfied nor dissatisfied	Rather dissatisfied	Very dissatisfied	Not applicable
* provided by the sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* provided by the receiving institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*8.3 Was the selection procedure at your sending institution fair and transparent?

- Yes
- No
- I don't know

*8.4 Was equal treatment ensured by the receiving institution during your participation in the programme?

- Yes
- No
- I don't know

8.5 How would you consider your degree of integration?

	Very good	Good	Fair	Poor	Very poor	Not applicable
* In the everyday life of the receiving institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* With local students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* With other Erasmus+ / international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*8.6 How satisfied were you with the mentoring and support arrangements provided by the receiving institution?

- Very satisfied
- Rather satisfied
- Neither satisfied nor dissatisfied
- Rather dissatisfied
- Very dissatisfied

*8.7 How satisfied were you with the way the receiving institution dealt with any questions, complaints or problems that may have come up during your participation in the programme?

- Very satisfied
- Rather satisfied
- Neither satisfied nor dissatisfied
- Rather dissatisfied
- Very dissatisfied

9 Accommodation and Infrastructure

9.1 How satisfied are you with your accommodation and travel arrangements?

	Very satisfied	Rather satisfied	Neither satisfied nor dissatisfied	Rather dissatisfied	Very dissatisfied	Not applicable
* The guidance you received by the receiving institution on how to find an accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Your accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Your travel arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9.2 How would you rate the facilities at the receiving institution?

	Very satisfied	Rather satisfied	Neither satisfied nor dissatisfied	Rather dissatisfied	Very dissatisfied	Not applicable
* Conditions in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Study rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Access to PCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Access to Internet and emails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Cafeteria / canteen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10 Costs

*10.1 Did you receive an Erasmus+ grant from EU funds?

- Yes
 No

*10.2 What was the amount of your Erasmus+ grant as written in your grant agreement?

*10.3 Did you receive the payments on time, in line with the dates mentioned in your grant agreement?

- Yes
 No

*10.4 Did you have other sources of funding?

- Yes
 No

*10.7 What was the approximate total cost of your period abroad?

*10.8 To what extent did the Erasmus+ grant cover your overall expenses related to your mobility period?

- 0-25%
 26-50%
 51-75%
 76-100%

*10.9 Was part of your Erasmus+ grant transferred to another organisation to organise your travel/accommodation/living costs?

- Yes
- No
- I don't know

*10.10 Was this clearly described in your contract?

- Yes
- No

*10.11 Do you know how much did you pay approximately for your travel to/from your receiving institution?

- Yes
- No

11 Conclusions, Personal Comments and Recommendations

11.1 If you wish, please give any additional information, observations, comments or recommendations that may be useful for future projects as well as to the National Agency or the European Commission.

12 Publication and Usage Rights of the Information and of the Email Address

*12.1 I agree that (parts of) this report can be published and made available to the general public.

- Yes, with my name and email address
- Yes, but anonymised (no name and no email address)
- No

*12.2 I agree that my email address will be used later to contact me for further studies related to the content of this final report or regarding the Erasmus+ programme and EU issues.

- Yes
- No

Participant Report Form – Call 2015 – KA1 – Learning Mobility of Individuals – Mobility of Staff in Vocational Education and Training

Fields marked with * are mandatory

1 Purpose of the participant report

This final report on your mobility experience will provide the EU's Erasmus+ programme with valuable information, which will benefit both future participants and contribute to the continued improvement of the programme. We are grateful for your co-operation in filling out the questionnaire.

All personal data mentioned in this form will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the European Union institutions and bodies and on the free movement of such data. This report, once submitted, will be accessible to the coordinating institutions, their national agencies and the European Commission. More details in Specific Privacy statement.

2 Identification of the Participant and General Information

*2.1 First and last name

*2.2 Email address, where I can be contacted in the future

* 2.3 Was this your first staff mobility period financed by the Erasmus+ or Lifelong Learning Programmes?

- Yes
- No

* 2.5 Was a mobility agreement between you and your institution signed before the mobility?

- Yes
- No

* 2.6 What type of activity did you carry out?

- teacher/training assignments
- staff training (work placements or job shadowing)
- other

* 2.7 What were your main motivations for taking part in this Erasmus+ mobility?

- To acquire knowledge and specific know-how from good practice abroad
- To develop my own competences in my field and increase the relevance of my teaching
- To increase knowledge of social, linguistic and/or cultural matters
- To gain practical skills relevant for my current job and professional development
- To increase my job satisfaction
- To build up new contacts/expand my professional network
- To reinforce the cooperation with a partner institution
- To build up cooperation with the labour market
- To create spin-off effects like curriculum development, development of joint courses or modules, academic networks, research collaboration etc.
- To experiment and develop new learning practices and teaching methods
- To share my own knowledge and skills with students
- To increase the quality and quantity of student and staff mobility to and from my sending institution
- To meet new people

- To increase my future employment and career opportunities
- To improve my foreign language skills
- To improve services offered by my sending institution
- Other

3 Achievements and Impact

3.1 By participating in this Erasmus+ activity I have developed the following competences

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
*Communication in the mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Practical skills (e.g. planning and organising, project management, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Sense of initiative and entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Learning to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Interpersonal and social competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Emotional skills (e.g. having more self-confidence, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Cultural awareness and expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3.2 I believe I have improved my skills in the main foreign language used during the mobility activity

- Yes
- No, I was already fluent
- No

* 3.3 The main language used during my mobility activity was

* 3.4 I have followed a language course/training in this main language before or during the activity

- Yes
- No

3.5 Personal and professional development: thanks to this mobility activity...

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
*I have experimented and developed new learning practices or teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have gained sector-specific or practical skills relevant for my current job and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have enhanced my organizational /management/leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have reinforced or extended my professional network or built up new contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I have reinforced the cooperation with the partner institution/organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have built cooperation with players in the labour market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have built cooperation with players in civil society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have increased my social, linguistic and/or cultural competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have experimented and developed new learning practices or teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have improved my competences in the use of Information and Communication Technology tools (e.g. computer, internet, virtual collaboration platforms, software, ICT devices, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have increased my job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have enhanced my employment and career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.6 Furthermore...

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
*I have increased my awareness on new methods of assessing/giving credit for skills or competences acquired in VET school/ training learning context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have improved my knowledge of the subject taught/trained of my professional area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have shared my own knowledge and skills with students and/or other persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have refreshed my attitude towards teaching/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have upgraded my knowledge of VET systems in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I have increased my awareness of (European) funding mechanisms for VET projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.7 My participation in Erasmus+ had the following impact on my sending institution

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
*Will lead to the use of new teaching/training methods /approaches/good practices at my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

sending institution					
*Has led to the use of new teaching/training methods /approaches/good practices at my sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Will lead to the introduction of new teaching/training subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Has led to the introduction of new teaching/training subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Will lead to better motivation of learners in the subject I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Will lead to the introduction of changes in the organisation /management of my sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Has led to the introduction of changes in the organization /management of my sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Will lead to new/increased cooperation with the partner institution/organisation(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Has led to new/increased cooperation with the partner institution/organisation(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Will lead to internationalisation of my sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Has led to internationalisation of my sending institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3.8 If other, please specify.

* 3.9 In the future...

- I intend to participate in other Erasmus+ activities
- I am more motivated to carry on developing my professional skills

4 Certification and Formal Recognition

4.1 Have you received formal recognition for satisfactorily completed activities of the programme (for example a certificate, diploma etc.)?

- Yes
- No

* 4.4 In what way will your mobility be recognised by your sending institution?

- Informal recognition by the management
- Salary increase
- Other
- Not recognised at all

5 Conclusions

* 5.1 How satisfied are you with your Erasmus+ mobility experience in general?

- Very satisfied
- Rather satisfied
- Neither satisfied nor dissatisfied
- Rather dissatisfied
- Very dissatisfied

* 5.2 Would you recommend this experience to a colleague?

- Yes
- No

* 5.3 How do you plan to share your experience?

- With a written report
- At staff meeting(s)
- At conference(s)
- At workshop(s) with colleagues
- In the media
- Other
- No plans to share

5.4 If you wish, please give any additional information, observations, comments or recommendations that may be useful for future projects as well as to the National Agency or the European Commission.

6 Publication and Usage Rights of the Information and of the Email Address

6.1 I'm willing to help staff and students based on my own Erasmus+ experience. They can contact me at my email address.

- Yes
- No

6.2 I agree that (parts of) this report can be published and made available to the general public.

- Yes, with my name and email address
- Yes, but anonymised (no name and no email address)
- No

6.3 I agree that my email address will be used later to contact me for further studies related to the content of this final report or regarding the Erasmus+ programme and EU issues.

- Yes
- No

INSTITUTIONAL CAPACITY DEVELOPMENT- QUESTIONNAIRE

Turkish National Agency conducts the project for “Improving the Quality of Vocational Education and Training, and Vocational Skills of Young People” under the EU Instrument for Pre-accession Assistance (IPA) Human Resources Development Operational Programme. The results of the project are evaluated and analyzed. The studies and researches are carried out by Olgu Research, an independent research company.

The aim of the research is to measure, analyze and evaluate the achievement of project objectives and results at what level based on scientific methods and research techniques through qualitative and quantitative criteria.

Below is a questionnaire consisting of 41 questions prepared for this purpose. By participating in the survey and responding to all the questions, sharing your knowledge and experiences, you will generate added value to all project stakeholders and contribute to more efficient and productive management of future programs.

Thank you for taking the time to participate in the survey

INSTITUTIONAL AND PROJECT INFORMATION

1. Name of Institution

2. Type of Institution

- | | |
|---|--|
| <input type="checkbox"/> Public Sektor | <input type="checkbox"/> Non-profit Organization |
| <input type="checkbox"/> Private Sektor | <input type="checkbox"/> Other (Please specify) |

3. Kind of Institution

- | | |
|---|---|
| <input type="checkbox"/> Anatolian High School | <input type="checkbox"/> Provincial Directorate of National Education |
| <input type="checkbox"/> Vocational and Technical Anatolian High School | <input type="checkbox"/> Chamber of Artisans |
| <input type="checkbox"/> District National Education Directorate | <input type="checkbox"/> Multi-Programmed Anatolian High School |
| | <input type="checkbox"/> Other (Please specify) |

4. Type of survey respondents

- | | |
|--|---|
| <input type="checkbox"/> Authorized person | <input type="checkbox"/> Authorized person and Contact person |
| <input type="checkbox"/> Contact person | <input type="checkbox"/> Other (Please specify) |

5. Would you tell us about the 'Vocational Education and Staff Mobility' project you attended?

6. What is the subject of the project?

7. Country/Institution you cooperate with?

8. Duration of your mobility?

Starting Date (Month/Year)

End Date (Month/Year)

Regarding the project you are involved, would you indicate to what extent you are participating in the following statements?

9. Our cooperation with partners from other countries has been strengthened.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

10. We are prepared to cooperate with institutions and organizations operating in different international social, educational and employment fields.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

11. We are prepared to cooperate with institutions and organizations operating in different national social, educational and employment fields.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

12. We have reviewed/re-examined our relations with partner institutions in the current EU countries.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

13. Participation in the project provided increased cooperation between institutions.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Neither agree nor disagree | <input type="checkbox"/> Strongly agree |

14. We coordinated our own projects with partner institutions in EU countries.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

15. The understanding of transparency and cooperation within the institution has improved.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

16. The project enhanced to the international dimension of the institution.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
17. We strengthened our institutional cooperation with new partner institutions.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
18. We have increased our capacity to operate at the EU / International level.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
19. With the project I participated in, I increased my awareness of vocational training projects about European funding process.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
20. Helped to better guide those who are already on the exchange program or who will be future participants.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
21. Participation in the project has allowed the research opportunities to increase and the research capacity to strengthen.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
22. We enhanced personal traits and skills, of the learner / apprentices / trainees working in the institution.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
23. We led to increase / change in the potential to attract academic staff and learners from our country and the world.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |
24. Internationalization strategies and management skills have improved.
- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

25. We have improved our EU/ international projects preparation, implementation, monitoring and follow-up.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

26. We have developed institutional objectives for strengthening internationalization.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

27. Quality of teachers and training staff has improved.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

28. More prepared and willing to put good practices and new methods into daily lives

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

29. We provided a more innovative and better service to the target group

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

30. We assessed the quality of international collaborations

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

31. We are creating more attractive projects for learners / apprentices / young people and volunteers, taking into account their needs and expectations.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

32. We applied different teaching methods for interns / learners / apprentices / young people.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

33. More and more effective activities for our neighborhood performed.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

34. Environment has become more modern, dynamic, devoted and professional.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

35. We developed / improved advanced youth work methods that will include youth and disadvantaged groups.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

36. We added foreign language lessons to the curriculum.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

37. We have developed strategic planning for the development of the staff in accordance with their individual needs and the objectives of the institution.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

38. We increased the number of foreign language courses.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

39. We set targets in order to staff / learner to participate in these projects.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

40. We encouraged more staff to participate in these projects.

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |

41. An improvement in the working environment inside organization (e.g. Mobbing has decreased, a more democratic environment has developed).

- | | |
|---|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Neither agree nor disagree | |