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## Opinions of School Employees on the Impact of European Union Projects on Students and Educational Institutions

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### SUMMARY

This study is a case study prepared to find out what the situation is about student achievement, sociability and progress, while changes such as teacher and school quality are inevitable in schools implementing European Union Projects. The interview method, one of the qualitative data collection tools, was used to obtain detailed information. The foundations of the European Union projects, their outcomes in schools and their impact on students were examined, and the outputs of the data collection tool interview forms applied to administrators and teachers were included in the research results.

The formation of the European Union and Turkey's membership process and the education policy of the European Union are discussed in detail. After the education programs were discussed in detail, the literature was scanned, including the projects of the Ministry of National Education and finally its contributions to schools. In the study, which examined what the European Union Projects are, their stages according to years, and the perceptions of administrators and teachers on this situation, a sample group of thirty school employees was studied.

Inferences were made on the efficiency of the financial resources provided and the time spent in order to understand the effects of the European Union education projects on students, teachers, administrators and the institution. It has been observed that European Union Education projects are beneficial for teachers, administrators and students in terms of foreign language development, socialization and getting to know different cultures.

**Key Words:** European Union Projects, opinions of teachers and administrators, Jean Monnet, Erasmus.

### I. INTRODUCTION

In the introduction, the problems, sub-problems, sections explaining the purpose of the research, the importance of the research, the assumptions and limitations of the research are included, respectively. At the same time, other relevant research in the field is included under the problem heading.

#### 1.1 Problem

The education system has important functions in meeting the cultural, political and economic needs of the society in order to raise qualified manpower. Adapting education to contemporary developments is the priority of educational innovations. Studies in this direction have been approved by various contracts and agreements signed all over the world. These agreements aim to ensure that students end their education life in a way that they acquire the basic skills and abilities needed by the society they live in (Council of the European Union, 2003, 2009; UN, 2003; UNESCO, 2000, 2014; WCEFA, 1990). On the other hand, the results of monitoring, measuring and valuing studies all over the world, as well as whether the foreseen targets have been achieved, reveal returns in the value of activity result indicators (Kavak, 2010, p.45).

The European Union (EU) has defined educational outcomes in terms of reducing the percentage of school leavers at a primary age to less than 10%. In higher education, the aim is to exceed 40%. In addition, it has based its vision on the effectiveness of some important values in society. Some of these are personal rights; human dignity, independence, democracy and equal conditions. Socially; pluralism, non-discrimination between individuals, tolerance, rights-justice, solidarity and equality between genders (National Agency [UA], 2014, p.4). In our country, a preliminary assessment was made in the National Education Council (MEB, 2006, p.9) that educators should be aware of their national cultural heritage, know cultural heritages that are not like their own, and respect these values. Within this framework, the EU commission has been carrying out projects within different programs for twenty-five years.

Projects created in our country are initiatives that improve communication between the factors with which the school interacts, provide the ability to form a team, and increase the effective contribution of student parents to the work of the institution. It is natural that students who participate in activities and activities in projects develop in terms of course success, social development and perspective on art. These are interactions that develop students' self-confidence. It is an initiative that provides participants with the opportunity to know and develop the values of their own country, as well as the values of

their own countries, not only those of EU member states, and that encourages learning foreign languages ( Aydoğmuş, 2013, p.84; Kulaksız, 2010, p.174; Öztürk, 2015, p.86). ). Properly organizing projects that create opportunities like this will increase their contribution to schools.

Erasmus + continue with the process management of the institution manager. It makes the school principal, who is the administrator of the institution, a valuable factor in the continuation of the projects. Research examining the impact of managers' process management on organizational development has been going on for more than forty years ( Bossert , Dwyer , Rowan & Lee, 1982; Firestone & Wilson, 1985; Gross & Herriot, 1965; Hallinger , Bickman & Davis , 1996; Heck , Larsen & Lee, 1982). Marcoulides , 1990; Marks & Printy , 2003, cited in : Heck and Hallinger , 2009, p.659).

Research indicating the opinions of teachers and school administrators working in schools that actively participate in EU projects serve as the guide for this study (Gülsen, 2008; Kamber, 2007). At the same time, this research, which was conducted to provide different support to the aforementioned literature , will be useful to measure the impact level of EU project activities among employees who participate in EU projects and those who do not. The values obtained as a result of the research will guide institutions in conveying the impact levels of EU project activities.

## **1.2 Purpose of the research**

Our country has been very interested in the projects supported by the European Union for years, the amount of projects prepared and presented is constantly increasing, and this increases the value of the projects. As a result , the Erasmus + Program attracted the attention of the education and youth community; Turkey's National Agency ranks first among thirty-three countries in the amount of projects sent. Turkish Ministry of Foreign Affairs, Directorate for European Union Affairs. (2014.09.19). *Turkish National Agency Erasmus + Strategic Partnerships Project Application Results*. <https://www.ab.gov.tr/49710.html>

Thus, the main purpose of the research is to investigate the effects of European Union projects on the development of students and educational institutions in the school climate and to share opinions. In this context, when the research conducted within the scope of the contributions of EU projects to educational institutions is evaluated, it will be seen that there are no studies that evaluate the scope of the EU project in a broad, detailed and comprehensive manner. For this reason, it is considered important to measure the impact of the time and financial resources provided for EU projects on institutions.

### **1.2.1 Sub- Goals**

1. Do you have information about the educational projects of the European Union? How did you get your knowledge about these projects?
2. In your opinion, what are the positive aspects of the EU's educational projects for teachers, students and institutions?
3. In your opinion, what are the negative aspects of the EU's educational projects in terms of teachers, students and institutions?
4. Is there any improvement in institutionalism after such projects?
5. How do you think teachers' participation in European Union Projects affects parents' teacher preferences?
6. What are your thoughts about the effect of communicating with foreign people on the attitudes and behaviors of students and teachers?
7. What do you think are the contributions of European Union Projects to your institution?
8. What kind of changes do you think the projects created in school administrators?
9. What kind of changes do you think the projects created in teachers?

## **1.3 Importance of Research**

When the studies regarding EU Projects carried out outside our country are examined, it is seen that the majority of the studies carried out by national reports and commissions constitute the majority (Kulaksız, 2010). In Vabo 's (2007) study titled 'Evaluation of Norwegian Leonardo da Vinci and Socrates Programs', which was conducted between 2000 and 2006 to determine the effectiveness of Leonardo da Vinci and Socrates program contents , it was concluded that Comenius projects contributed greatly to teachers, students and local administration in terms of development. . It can be seen that the measurement tool adopted in the study combines variables such as internal dynamism, types of competence (language, information communication, project management), different cultures, cooperation (support), and support for school administrations. In addition, by collecting data on Europeanization, qualifications, internal dynamism of knowing and using a different language, and value variables in the field of education, the projects aim to increase educators' business and professional knowledge and skills, social skills and personal responsibilities, and improve their language skills other than their mother tongue. reached its assessment. The European Commission ( European In the study evaluation titled 'Community Programs II, Leonardo da Vinci and e-Learning Final Evaluation' carried out by the Commission in 2007, it was concluded that positive development was achieved in the learning and teaching of different languages, innovation and contemporary teaching techniques in such projects. It has been concluded that it positively affects the communication skills, cultural awareness and professional competence of the participants . (Balci- Kesik, 2014)

The development of measurement materials and the implementation of activities are considered important in order to understand the level of impact such studies provide to the institutions that direct the project and take an active role in the projects. When research on European Union Projects is evaluated, it can be concluded that although these projects generally constitute the majority of studies carried out by national reports and commissions abroad, there

are no scale development studies aimed at seeing the effects they offer to institutions in the research carried out in our country. In this context, the measurement tool, which is thought to provide a new and different measurement tool to the literature and enrich the field of study, will serve the purpose of determining the contributions and effects it offers to institutions. It is thought that the interview form to be created will guide researchers who aim to measure the positive and negative effects of EU Projects on institutions .

#### ***1.4 Assumptions***

1. Expert opinions and evaluations used in the preparation of the interview form created to determine the views and opinions of Administrators and Teachers regarding EU Education projects are sufficient.
2. They answered the questions of school employees sincerely and accurately. The form was thought to be sufficient to reveal teachers' opinions about EU Education projects.

#### ***1.5 Limitations***

It was revealed by answering the interview questions of the administrators and teachers of the schools implementing EU Projects in Izmit and Kartepe districts in the November-December months/periods of the 2022-2023 academic year .

2. The research is limited to all administrators and teachers of public schools within the Ministry of National Education who participate in the project or not.
3. The subject of the research is limited to investigating the effects of European Union projects on the development of students and educational institutions in the school climate.

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## **II. CONCEPTUAL FRAMEWORK**

### ***2.1. The Formation of the EU and Our Country's Membership Processes***

The European Union is a regional economic, cultural , political and social integration consisting of twenty-seven countries. The unity in question is a multinational formation in which these countries solve their problems together and use their resources, knowledge and technical equipment together. Türkiye strives to become a member of this association. Our country has been continuing its efforts to provide the necessary work requested by the EU for years.

After the Second World War, the idea of establishing the EU emerged. A search for new economic and political forms has occurred (Gültekin and Anagün , 2006). As a result of the searches, ECSC was formed. It aimed to bring European nations together economically and politically, aiming for constant peace ( Europa , 2010).

the ECSC , which can be said to be a political and economic organization that emerged in 1951 with the cooperation of Belgium, the Federal Republic of Germany, France, Italy, Luxembourg and the Netherlands ( Europa , 2010; Wikipedia , 2011a). With the Treaty of Rome signed in 1957, the European Economic (EEC) and the European Atomic Energy Communities (EEC) were established. With the Treaty of Brussels-1967 (Fusion Treaty), ECSC, EEC and AAET were merged under the name of the European Community (EC). Denmark, Ireland and the United Kingdom joined the EC in 1973, Greece in 1981, Portugal and Spain in 1986 (Gülcan, 2010).

After the Soviet Union entered the disintegration phase in 1991, the European Council of the EC member states approved the new European Union Treaty. It became operational on 1 November 1993 ( Fontaine , 2007) and is known as the Maastricht Treaty. With the agreement that made the market common and changed the Treaty of Rome (1957) , the countries in the EU aimed to strengthen the support of societies to each other, to support the democracy system, the rights and freedoms of individuals, and to work for the future of the European continent (Tuzcu, 2002). It continued to expand with the participation of fifteen countries between 1995 and 2007. Two countries, including Turkey, are candidate countries for the EU (Gülcan, 2010).

Since the countries in the European Union impose responsibilities on the Turkish Education System for Turkey's social, political, cultural and economic development in the name of our country's unconditional membership, they suggested that some arrangements should be made in the education systems of our country, which aims to become an unconditional member of the European Union (Maya, 2006).

### ***2.2. Educational Provincial Policies of the European Union***

Education and culture are important topics for member countries and are as closed as possible to external interference. The EU, which is the quickest possible solution through policies aimed at education and youth, has carried out studies to gain EU citizenship and a positive direction in the functioning of the EU. Thus, taking into account student needs and developing values for problem solving, critical thinking, cooperation and creativity will enable the raising of individuals who respect primary rights and freedoms in order to ensure the development of the whole society. Therefore, educating students forms the basis of the EU's education policies. ( Neave , 2003: 148).

Considering some of the contents of the European Union's educational policies, it is thought that the process is related to national/international and, on the other hand, periods of globalization and Europeanization (Ekinci, 2015).

The world order has become global, and one of the methods that have become global in education systems is the European Union Education Programs (EUEP), which is an international education practice. These are support programs for education in which member, candidate and participating countries participate in the pool created by the EU from their national budgets. Countries benefit from programs in line with their educational goals (Kulaksız, 2010). The Commission and the Council determined some common goals for the future of the countries and explained how their education and training systems should contribute to achieving the goals set in Lisbon. It is a first approach document with a broad scope and high cost for national policies regarding education. The approach is based on three main objectives. These are: European Union. (2006.02.28). *concrete future objectives of education systems*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:c11049> :

Goal 1: To provide quality education and training systems or to increase quality

Education and training are the best social and cultural tools to make Europe a competitive and vibrant society. Efforts need to be made to improve the quality of education for school officials and to acquire basic skills to adapt to the developments in the information age. Learning to learn, teamwork, etc. In terms of general skills, it is imperative to develop them at the first level and in quantity according to technological developments. In order for Europe to remain competitive in the future, increasing recruitment in science-related and technical departments such as natural science and mathematics/science, making good use of the resources used and increasing quality schools and educational institutions should be priorities. Providing an improved education and training system means creating new partnerships so that resources and needs meet each other and schools support improved missions.

The first goal is to achieve the following results:

- Access to the internet and multimedia resources in all education and training institutions by the end of 2001.
- Commencement of studies to ensure that all participating teachers are qualified in the use of internet and multimedia technologies by the end of 2002.
- A significant increase in per capita investment in human resources every year.

facilitate access to all forms of face-to-face or distance education-training systems by facilitating the transition system between education systems (for example, passing from vocational training to higher education). Working to keep education and training systems open and preferable to all age groups, and even adjusting them to meet the needs of the various groups involved, can be important in improving active citizenship, fair opportunities and long-term social harmony.

Third Goal: Providing education and training all over the world: It is within the scope of creating a European education and training area with the method of mobility and teaching different languages and strengthening relations with business, research and non-governmental organizations. The following results should follow:

Promoting training that includes employees from all walks of life ; To encourage individuals to read two EU languages in addition to their own;

- Promoting the mobility of all stakeholders ;

The targets based on vocational education in Article 128 of the Treaty of Rome were expanded within the framework of EU educational activities as a result of the signing of the Maastricht Treaty. The subjects of Articles 123, 126 and 127 in the eighth chapter of the European Union Agreement, which are expressed as "Social Policy, Education, Vocational Training and Youth", concern education, vocational (vocational) training and youth.

Improving human relations and learning the cultures and languages of nearby countries are the priorities of international communication. It is important for self-development to occur along with improving work and living conditions. Education and training studies are important for its development (Gülcan, 2005: 32). Efforts are being made to develop education policies that include national elements instead of a "single-type" education model in terms of teaching methods and content in countries that are members of the EU (Tuzcu, 2002: 155-156). Increasing the EU's activities in the field of education with the Maastricht Treaty has been a great gain (Lenaerts, 1994).

The opportunities that the EU provides to member states to gain income in terms of education are as follows (Gencer, 2009):

- Academics network
- vocational training
- Use of modern technology in education
- Overseas education opportunities
- Equivalence of diplomas
- Innovative training programs
- international education
- youth partnerships

- Exchange programs

In the previous official agreements of the EU, which did not include the word 'education', it was stated that educational activities would continue with the voluntary work of the members. However, educational activities became official by including the word 'education' in the Maastricht Treaty (1992) (Haspolat and Özkılıç, 2008: 151-172).

### 2.3. EU Education Programs

The EU's education-related programs have long been referred to as 4 programs; Socrates, Leonardo da Vinci, Youth and Tempus for Europe .

Education according to the Socrates program is an order that covers the European dimension by covering areas such as distance education and language education, as well as non-formal and formal education, and ensures the cooperation of member countries. The program covers a wide range of formal and informal actions such as education from secondary education to university education, adult education, different types of learning and education, and distance education (Sağlam et al., 2011: 92) .

Socrates II Program (2000-2006); By considering the experiences achieved as a result of the process, innovations have been put into action to increase the impact of the program. Focus has been placed on education abroad, exchange on behalf of education stakeholders, learning different languages, exchange of knowledge and encouraging good practices in education degrees. In the second phase of the program, a budget of 1,850 million Euros was allocated. It consists of different phases of programs and activities related to different scientific, educational content and social competence levels than those available to education stakeholders (Çankaya et al ., 2015: 890).

The main purpose of the Leonardo da Vinci action program is; It creates vocational education and training activities to reveal the skills, knowledge and competencies needed in workforce studies (European Union Center for Education and Youth Programs, 2013: 1) . The Leonardo da Vinci Program was established for vocational education covered by Article 127 of the Maastricht Treaty. It has a budget of 620 million Euros less than the Socrates Programme. In addition, it has played an important role especially in the development of technical and electronic skills and in the application of new trend tools in the business field ( Munoz , 2015: 29). The main objectives of the program (DPT, 2003: 3):

- a) Supporting young people interested in initial vocational training,
- b) To increase the quality of vocational education by starting to implement technological innovations,
- c) To take initiative in vocational education and to support developments that can strengthen employment.

Tempus, which was created primarily for Central and Eastern European countries, targeted the relocation of university students by supporting the innovation phase of Dicamp . (2013.08.21). *tempus program Description* . <http://dicamp.eu/tempus/> The second phase, implemented with the decisions of the Education Council (7 May 1990), entered into force on 29 April 1993. Focusing on innovation and improvement measures within the scope of the program, whose name was changed to TACIS (as of January 1, 1994), it started to take part in Erasmus Plus after the Erasmus Plus program became operational .

### 2.4. Development of Turkey-EU Relations and Turkey's Involvement in Programs

It became operational in 1964 by signing the Ankara Agreement (September 12, 1963) between Turkey and the EEC. Türkiye was considered an "associate member". Turkey and the EU have established a customs union. (1995) Turkey was unanimously granted the scope of a candidate country at the European Union Heads of State and Government Summit in Helsinki (10-11 December 1999). Accession negotiations started (October 2005) (European Commission, 2012).

to the Council Decision (December 2006), 13 chapters were opened for discussion: Intellectual Property Law, Science and Research, Free Movement of Capital, Enterprise and Industrial Policy, Trans-European Networks, Statistics, Financial Control, Veterinary and Phytosanitary Policy, Consumer and Health Policy. Protection, Company Law, Information Society and Media, Taxation, Environment, Food Safety. Science and Research has not been provisionally assessed (European Commission, 2012).

Our country participates in the programs as a "full member country" (April 1, 2004). A pre-accession budget of 67 million Euros was prepared as a grant to program beneficiaries with support from EU funds or national contributions ([www.ua.gov.tr](http://www.ua.gov.tr), 07.03.2013).

3,035 projects were supported for three years and nearly 40,000 individuals benefited from mobility programs to increase their knowledge and gain experience. The first term ended on December 31, 2006. National agencies. (2017b). *Erasmus + programme: General structure*. <http://www.ua.gov.tr/programlar/erasmus-program%C4%B1>

### 2.5. Implementation of European Union Education Programs in Turkey

EU education programs are education aid programs in which EU member and candidate countries benefit from the budgets of other countries with which they have agreements, and in this context, they make efforts to improve their education and bring it to the desired level (Yayan, 2003).

These programs can be examined in four periods. These can be classified as first term programs covering the years 1974-1995, second term programs covering the years 1995-2006, third term programs covering the years 2007-2013, and fourth term programs covering the years 2014-2020.

### **2.5.1. First Term Programs (1974-1995)**

The EU started to publish its first programs on vocational education in the mid-1970s. Emphasis on the foundations of vocational education is expressed in Article 128 of the Treaty of Rome (Ertl, 2003). The programs of this period were proposed and developed based mostly on the principles included in the Treaty of Rome.

The classification of the first individual programs that began to be broadcast in the early 1990s according to the field of education, content area, and type of action covered is presented in Table 1.

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## **III. CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

In this section of the research, results were reached based on the opinions of school staff, which are included in the findings section. After the results are discussed in the relevant 'Discussion' section, some suggestions regarding the European Union's Education Projects will be included in the 'Suggestions' section.

### **3.1. Conclusion**

In this section, the following conclusions were drawn according to the findings obtained from the opinions of school employees regarding the European Union Education Projects.

All administrators and teachers in schools where European Union Education-related projects are implemented are knowledgeable. School employees care about the projects, regardless of whether they participate in the projects or not, and generally evaluate in-service training to gain information about the projects in some way. This result is not in line with the results stated in Top (2006) "Opinions of teachers and administrators regarding the educational programs of the European Union" and Türkoğlu and Türkoğlu (2006) "Opinions of administrators and coordinator teachers applying to Comenius 1 school partnership projects".

School staff have opinions about the benefits of the projects; They had the opportunity to make observations about its benefits. They have enough opinions to evaluate the benefits for students, teachers and the institution.

Culture and education, which are considered very important for the European Union, are indispensable for European Union Education Projects. Projects planned in line with the aim of 'increasing the quality in education and training' provide the opportunity to see new countries, cities and places socially, as well as Europeanization, learning foreign languages, cultural interactions, team dynamism, free and creative thinking, artistic and critical perspective. They think that EU Education Projects will make a personal contribution to the development of the language and a professional contribution, for example to get to know the education programs and education systems of the countries they cooperate with. This result is the same as the results reached by Top (2006) and Bahadır (2007). EU projects on education aim to increase the quality of education by learning new information, communicating and acting as a team. It has been stated that the projects that provide a new perspective also provide individuals with feelings such as a feeling of freedom, the ability to think critically, and the pleasure of reaching new experiences. Intercultural exchange, which is stated as the main goal in European Union programs, was evaluated positively by the teachers who contributed to the research. This situation is also confirmed by the results of the studies of Bahadır (2007) and Haspolat and Özkılıç (2007). In addition, European Union education projects promote the work of schools and ensure that they are noticed by the competent authorities. The studies, language training and project activities are known by students, parents and other institutions; It serves the feeling of being noticed and appreciated.

School employees stated that the goals were achieved after a difficult and tiring process, and that there were disruptions in their duties at schools during this process. Although this situation serves to achieve the goals of the European Union, it causes disruptions in achieving the goals of the Ministry of National Education and student achievements. Since the data specified during the acceptance phase of the projects determine the project budget and the acceptability of high-budget projects decreases, limited students or personnel are added to the projects. This situation causes some students and teachers to be excluded from the project; This causes individuals to worry about this situation.

The majority of school employees whose opinions were taken agreed that EU projects do not have much impact on parents' school choices. The fact that very few students in the school are involved in the project negatively affects parents' ability to be informed about the projects. In addition, since the projects are divided into teacher and student mobility, very few parents can be involved in projects where only students can participate. This situation is different for projects carried out in public education centers, but in projects carried out in public education, some of the participants are parents in other institutions. In general, it can be said that EU Education Projects have no effect on school preferences.

Students and teachers who communicated with foreign people stated that they were made to feel important. Their enthusiastic send-off from their schools and their respectful reception by institutions abroad motivates them to pursue new projects. Students who are stated to embrace the projects are eager to participate in new projects again, although they get excited when meeting and communicating with foreign people. Teachers who we can say are open to learning European culture and should be recognized and trained in the cultural structure of the EU; Knows the importance of acculturation. There is an

opinion that school employees who contribute to the projects are modernized. There are also school staff who think that there are negative changes in the attitudes and behaviors of teachers who can be said to be happy to meet different cultures.

Noticeability is considered important in the contributions of projects to institutions. Situations of being noticed, appreciated and cared for by different institutions arise. However, it can be said that their contributions to institutions are too little to be noticed by school staff, especially teachers. The reason why school employees whose opinions were taken could not put forward different opinions about their contributions to institutions is due to the fact that their contributions to institutions are process-based and can be noticed over long periods of time. It provides a small amount of financial contribution in a short time and provides small contributions from the schools' own activities.

It shows that school administrators and teachers perceive EU Education Projects as useful work for personal development rather than just work to be done, and that they are willing to explore innovative approaches in education. The contribution of the projects, which are thought to contribute to the ability to manage from a European perspective and to think critically, to socialization has been greatly mentioned. School administrators, who receive a modern contribution to their understanding of leadership, have to create a common environment with all school stakeholders in their work. It can be said that as a result of the contributions of teachers, contributions such as language development and socialization, as well as acculturation, are gained. It has been stated that the harmony between administrators and teachers in the studies to be carried out is important in terms of the perception that they contribute positively to the project and the continuation and proliferation of the projects. It is common to believe that it provides critical thinking, quality education, a sense of importance, and social development.

### **3.2. Argument**

According to the findings obtained within the scope of the study, school employees agree that EU Education Projects, from which they generally gain information through in-service training, contribute a lot to themselves, their students and their institutions. Although the idea of self-improvement and gaining new experiences is at the forefront, the idea of seeing new countries is present in all school employees. Topçu (2011), who conducted a research with lecturers who visited universities abroad through the Erasmus program at Cumhuriyet University, stated that "seeing new countries" and "getting to know new cultures" were the most frequently stated aims of the lecturers he studied with for participating in the Erasmus program. Günbayı and Yassıkaya (2011) similarly emphasized in their research that the primary reason why teachers working in vocational high schools participate in the Leonardo Da Vinci program, an EU project, is their desire to see EU countries. The findings obtained in our study also confirm these thoughts.

The general opinion is that the experiences of participating in projects that are thought to have positive effects on school employees are affected by situations such as the low number of teachers participating in the activities, the difficulty in measuring the positive effects, and the long-term change in behavior. Similar results emerged in the research conducted by Tüzün and Mede (2016), which stated the opinions of lecturers regarding EU Erasmus personnel mobility. In the study by Tüzün and Mede (2016), while talking about the gains that the participants achieved by participating in the program, they stated that increasing international and intercultural awareness and developing professional perspective were more effective than other elements.

In the study, which also investigated their contributions to institutions and institutionalism, it was observed that while the majority of school employees expressed positive opinions about the contributions, some school employees stated that they had no opinion. Participating in projects improves Europeanization awareness, increases the prestige of institutions, contributes to organizations the ability to manage projects, provides the ability to use information and communicative technologies, and develops school culture (Kassel, 2007; European Commission, 2012; Colón-Plana, 2012; It has been stated in many studies that Öztürk, 2015) offers similar contributions. In observing their contribution to the social and physical development of institutions and their contributions to institutionality, the projects may be perceived as trips, there are limited participants with the project team that does not spread throughout the school, the courses during staff mobility are irregular, and the training received, observations made and on-the-job activities may not find a response in our country.

One of the common thoughts shared by the school staff who participated in the study was language development. According to the findings, it is thought that participation in projects positively affects the development of foreign languages. A parallelism was observed with the findings of the study conducted by Topçu (2011) for the development of foreign languages. Most participants in this study said that they were going abroad for the first time, having never given a practical speech before. They stated that thanks to the courses they took without speaking practice, they were able to act with high self-confidence in foreign language (English), their language skills improved and they thought that there was no language problem anymore.

In conclusion; It is understood that participating administrators and teachers make a significant contribution to individual and institutional development and awareness. In addition, it is understood that issues such as language learning, professional development, school recognition and prestige, development of team spirit and socialization have improved in students, teachers and administrators. However, it is understood that their contributions to the parents' perceptions, corporate culture and the institution cannot be observed concretely.

### **3.3. Suggestions**

In the recommendations section of the study; Considering the discussion and results of the study, it may be possible to list it under four main headings as suggestions to be offered to EU education project participants, institutions, EU financial resource providers and students/parents.

1. Particularly, participants are required to carry out reflective studies in their institutions within the scope of the project in order to get more efficiency in European Union Education Projects. The training they receive and/or the on-the-job observation they perform must be integrated

into the training system. Personnel mobility that remains in theory cannot achieve success, and it needs to be transferred to students, parents and the education system. Experiences that cannot be transferred cannot go beyond touristic travel. Therefore, by postponing responsibilities, the aim of the projects to increase the quality of education is eliminated.

2. The fact that education is a process and that the desired behavioral change is made in the long term adds responsibilities to the institutions implementing the project. Institutions must provide opportunities to transfer the training and experiences gained through European Union projects to real life. In addition, willing personnel should be given opportunities and time to carry out projects and develop new ideas . Responsibilities such as technological infrastructure development, informing participating or non-participating staff about the projects, and informing students and parents fall on institutions. School administrators need to take initiative and be encouraging for projects that will bring prestige to institutions and provide social and physical development. It is necessary to take precautions with foresight to prevent education and training from being disrupted during personnel mobility.
3. European Union education projects provide school staff with various opportunities and achievements, especially under main headings such as language skills, the opportunity to get to know new countries, intercultural communication, and versatile development. The European Union National Agency, which is the financial resource provider, should make arrangements to reach every school employee as much as possible. In the process of selecting participants , care must be taken without exceeding the criteria that will ensure fairness . Priority should be given to the approval of projects that can reach all stakeholders of the institutions as much as possible in order to ensure institutional integrity and disseminate the projects for low-intensity stakeholders such as parents, students and other personnel. Although in-service trainings were satisfactory in the institutions interviewed, it would be beneficial to diversify awareness activities.
4. Students and parents should regularly follow their school work through school websites and social media accounts. They should apply for participation in EU education projects that they find useful and interesting for themselves and their students. They should understand and provide support if necessary in situations such as disruptions in classes and teachers' busyness.

Since the research only consists of the opinions of administrators and teachers in certain schools, it can be expanded to other schools and stakeholders.