

# Analysis of Added Value of European Union Projects from The Perspectives of Teachers and Academicians

<sup>1</sup>Ezgi Agcihan, <sup>2</sup>Sadık Aslan

<sup>1</sup>Kocaeli University

<sup>2</sup>Kadıköy Directorate of Education

## Abstract

However, there are many research focusing on the experience of the mobility of the university Students (Freed, 1995; Freed, Segalowitz, & Dewey, 2004; Llanes & Munoz, 2009; Hernandez, 2010; Llanes, Tragant, & Raquel Serrano, 2012, there is not much literature related the effects of the Erasmus + School Partership Projects on teachers and academicians. This qualitative study aims to examine the Turkish, Spanish and Greek teachers and researchers' experiences at Erasmus + Project. We aim to find answer the questions below:

1. How do students/ teachers / parents/ researchers perceive their Erasmus + experiences?
2. What are the contributions of IDEAL Erasmus + project to their academic, social, cultural, personal, and career development and language acquisition on students/researchers and teachers?
3. What type of challenges do the teachers and researchers encounter during the project?

We believe that the results of this study will be beneficial to all people who would like to apply to the Erasmus+ program. With the help of this study, the participants can learn the contributions of IDEAL project, will be better able to see the drawbacks of the program. This study is also expected to be useful for departmental and institutional Erasmus + coordinators or specialist. They may raise awareness of the challenges Erasmus + Project Participants encounter throughout the program. Thereby, according to the needs of the participants, the coordinators can modify programs. An Investigation into the Moreover, as a result of this study, the coordinators can better guide to the people who think of preparing Erasmus+ Projects.

**Keywords:** European Commission, Erasmus + Projects, Competitive Analysis, Qualitative Research