

THE CONTRIBUTIONS AND OPPORTUNITIES of ERASMUS EXCHANGE PROGRAM

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What is Erasmus Programme?

- ▶ Erasmus Exchange Student Program is a program which is intended to motivate higher education institutions in Europe in order to cooperate with each other sophisticatedly (www.ua.gov.tr).



What is Erasmus Programme?

- ▶ The Erasmus programme is one of the EU education programmes encouraging **transnational cooperation** between universities, European mobility, **improving transparency** and **full academic recognition of studies** and qualifications throughout the Union.
- ▶ The Erasmus Programme, together with a number of other independent programmes, was incorporated into the Socrates programme established by the European Commission in 1994 (Dökü, 2013).

The Erasmus logo features the word "erasmus" in a white, lowercase, sans-serif font. The text is centered and overlaid on a vibrant, multi-colored background of overlapping, semi-transparent shapes in shades of red, blue, green, yellow, and orange, creating a dynamic, starburst-like effect. The logo is positioned in the lower half of the slide, above a blue and black geometric graphic at the bottom left.

erasmus

Who is Erasmus?

- ▶ Erasmus exchange program which provides unreturned financial support in the quality of donation for higher education institutions to generate and put into practice common projects with each other and exchange students and academics short-dated, took the name of **Hollander scientist Erasmus (1469– 1536)** who is believed to be one of the most prominent representatives of Renaissance Humanism because of staying in many European countries as a student and as a lecturer (www.ua.gov.tr).

Erasmus+ (2014–2020) will support:

- ▶ Opportunities to study, train, gain work experience or volunteer abroad.
- ▶ Education, training and youth sector staff to teach or learn abroad.
- ▶ The development of digital education.
- ▶ Language learning.
- ▶ Recognition of skills.
- ▶ Fostering quality improvements and innovation.
- ▶ Knowledge Alliances and Sector Skills Alliances.

(ec.europa.eu)

Erasmus+ (2014–2020) will support:

- ▶ A loan guarantee facility for master's degree students
- ▶ Teaching and research on European integration
- ▶ Exchanges, cooperation and capacity building in higher education
- ▶ Initiatives to foster innovation in pedagogy, and progressive policy reforms
- ▶ Good governance in sport and initiatives against match-fixing, doping, violence, racism and intolerance, particularly in grassroots sport.

(ec.europa.eu)

Erasmus Programme in Turkey

- ▶ Turkey has been involved in the Erasmus program from the 1st of April 2004.
- ▶ Turkish Higher Education Council (YOK) has encouraged universities to participate in this programme so that students and academic staff can improve their knowledge and skills, enlarge their horizons through their experience in Europe.
- ▶ Today nearly all Turkish universities participate in the Erasmus programme (Ağrı, 2006).

Erasmus+ Programme in Afyon Kocatepe University

- ▶ The programme initiated in the academic year of 2005–2006.
- ▶ Since then every year, nearly 150–200 **outgoing students** are sent to Erasmus partners and nearly 20–30 **incoming students** are gathered from the partners.
- ▶ Growing number of participants



The Purpose of the Study

- ▶ It is to find out the possible contributions of Erasmus mobility program for Erasmus mobility for study students who benefitted from the Erasmus Exchange Program during the **academic year of 2014–2015.**

Research Questions:

- ▶ Is there any significant difference between the groups in terms of **“gender”**?
- ▶ Is there any significant difference between the groups in terms of **“duration of the exchange program”** ?
- ▶ Is there any significant difference between the groups in terms of **“experience of being abroad”**?
- ▶ Is there any significant difference between the groups in terms of **“students study fields”**?
- ▶ Is there any significant difference between the groups in terms of **“continuation of Erasmus friendship”** ?

Method

- ▶ A questionnaire including **thirty one statements** and **four sub-factors** are given to students who benefitted from Erasmus Exchange Program in the academic year of 2014–2015.
- ▶ The questionnaire is originally developed by Dr. Rana Kasapoglu Onder who is expert in Turkish National Agency and Prof. Dr. Ali Balci who is an academician in Ankara University.

Method

- ▶ Reliability Analysis (Cronbach–Alpha) of the four sub–factors are given below here:

Contribution to Provide Opportunity for Education Abroad **-.78**

Satisfaction of Academical Facilities– **.70**

Satisfaction of Financial Facilities– **.80**

Contribution to Individual Development–**.62**

- ▶ These statistical datas for reliability of the questionnaire shows that the questionnaire is generally satisfactory and acceptable.

Method

- ▶ While evaluating the answers of the participants, these statistical processes are used below here:

Independent Samples T-Test

ANOVA (Variance Analysis)

Frequency and percentages

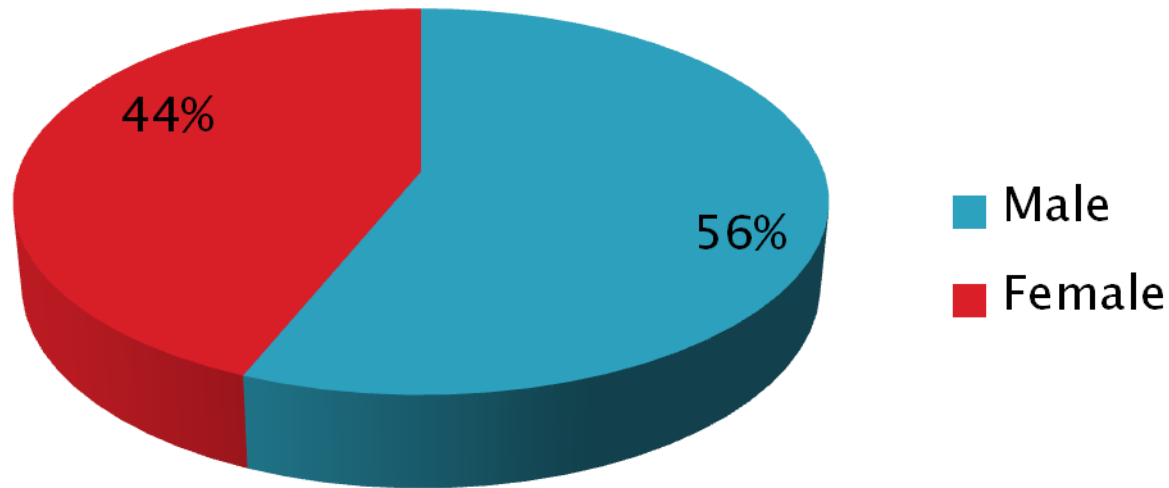
- ▶ Also, participant number is **seventy-three Erasmus students** who benefitted from the program for Erasmus Student Mobility for Studies.

Results and Discussion

Is there any difference between groups in terms of “gender”?

- ▶ In this study, 41 male students and 32 female students are involved.

Gender



Is there any difference between groups in terms of “gender”?

Group Statistics

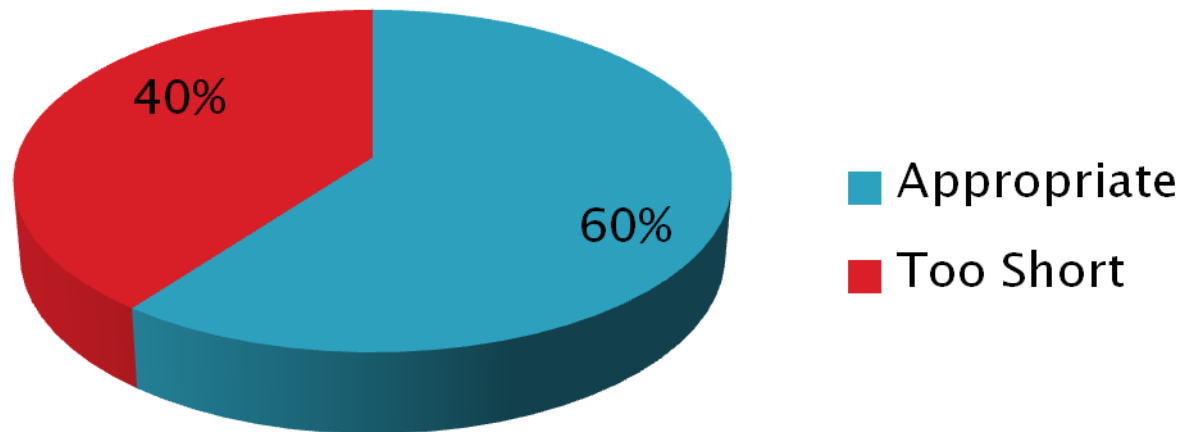
Gender		N	Mean	Std. Deviation	Std. Error Mean	Sig. (p)
Education Abroad (Factor 1)	Male	41	22,9024	4,47663	,69913	,058*
	Female	32	24,9375	4,47889	,79176	
Academic Facilities (Factor 2)	Male	41	17,7561	4,28241	,66880	,159*
	Female	32	16,3438	4,10043	,72486	
Financial Facilities (Factor 3)	Male	41	17,8537	3,88305	,60643	,966*
	Female	32	17,8125	4,39529	,77698	
Individual Development (Factor 4)	Male	41	45,9512	8,28236	1,29349	,846*
	Female	32	46,3750	10,32926	1,82597	

There is no significant difference between groups in terms of “gender”.
Gender isn’t an effective variable for this study– *p>0.05

Is there any difference between groups in terms of “duration of the exchange program”?

- ▶ According to students, the duration of the exchange program which is at least one term and at most one academic year is mostly appropriate.

Duration of the exchange program



Is there any difference between groups in terms of “duration of the exchange program”?

Group Statistics

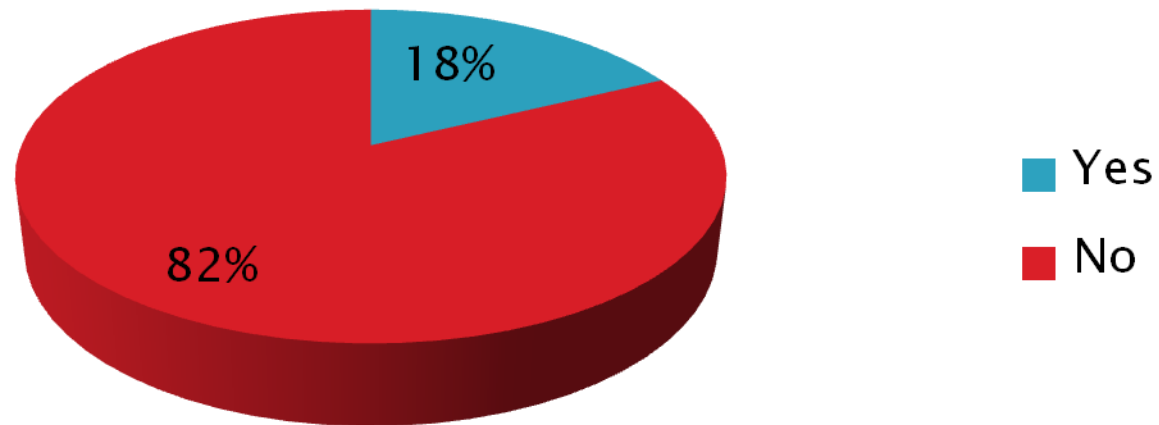
Duration		N	Mean	Std. Deviation	Std. Error Mean	Sig. (p)
Education Abroad (Factor 1)	Too Short	29	22,9655	3,85897	,71659	,201*
	Appropriate	44	24,3409	4,93654	,74421	
Academic Facilities (Factor 2)	Too Short	29	19,4138	3,22399	,59868	,000**
	Appropriate	44	15,6364	4,17685	,62968	
Financial Facilities (Factor 3)	Too Short	29	19,6207	3,56985	,66290	,002**
	Appropriate	44	16,6591	4,01128	,60472	
Individual Development (Factor 4)	Too Short	29	48,8966	7,65947	1,42233	,036**
	Appropriate	44	44,3182	9,69961	1,46227	

According to the findings, there is significant difference in terms of “duration” for factor 2 (Satisfaction of Academic Facilities), factor 3 (Satisfaction of Financial Facilities) and factor 4 (Contribution to Individual Development). –* $p > 0.05$, ** $p < 0.05$

Is there any difference between groups in terms of “experience of being abroad”?

- ▶ According to the findings, 60 students have never been to abroad before participating in Erasmus program while 13 students have been to abroad before participating in Erasmus program.

Experience of being abroad



Is there any difference between groups in terms of “experience of being abroad”?

Group Statistics

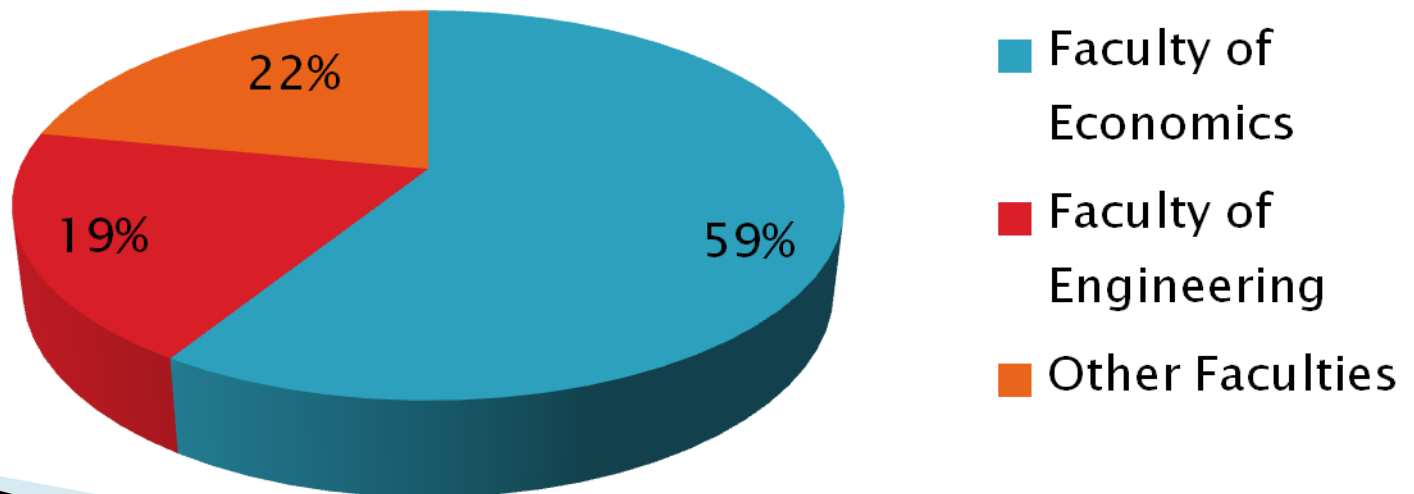
Experience		N	Mean	Std. Deviation	Std. Error Mean	Sig. (p)
Education Abroad (Factor 1)	No	60	23,6333	4,46062	,57586	,520*
	Yes	13	24,5385	5,12535	1,42152	
Academic Facilities (Factor 2)	No	60	16,9167	4,27564	,55198	,343*
	Yes	13	18,1538	4,03828	1,12002	
Financial Facilities (Factor 3)	No	60	17,6833	4,04002	,52156	,498*
	Yes	13	18,5385	4,38967	1,21748	
Individual Development (Factor 4)	No	60	46,6333	8,65138	1,11689	,324*
	Yes	13	43,8462	11,38600	3,15791	

According to the findings, there is no significant difference between groups in terms of “experience of being abroad”. Experience isn’t an effective variable for this study—* $p > 0.05$

Is there any difference between groups in terms of “ study field”?

- ▶ According to the findings, 43 students are from faculty of economics, 14 students are from faculty of engineering and 16 students are from other faculties which comprises of faculty of education, faculty of science and letters, faculty of technology and institute of social sciences.

Study Field



Is there any difference between groups in terms of “study field”?

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Education Abroad (Factor 1)	Between Groups	78,435	2	39,218	1,934	,152*
	Within Groups	1419,482	70	20,278		
	Total	1497,918	72			
Academic Facilities (Factor 2)	Between Groups	42,591	2	21,296	1,194	,309*
	Within Groups	1248,039	70	17,829		
	Total	1290,630	72			
Financial Facilities (Factor 3)	Between Groups	26,128	2	13,064	,778	,463*
	Within Groups	1175,899	70	16,799		
	Total	1202,027	72			
Individual Development (Factor 4)	Between Groups	54,236	2	27,118	,316	,730*
	Within Groups	6000,394	70	85,720		
	Total	6054,630	72			

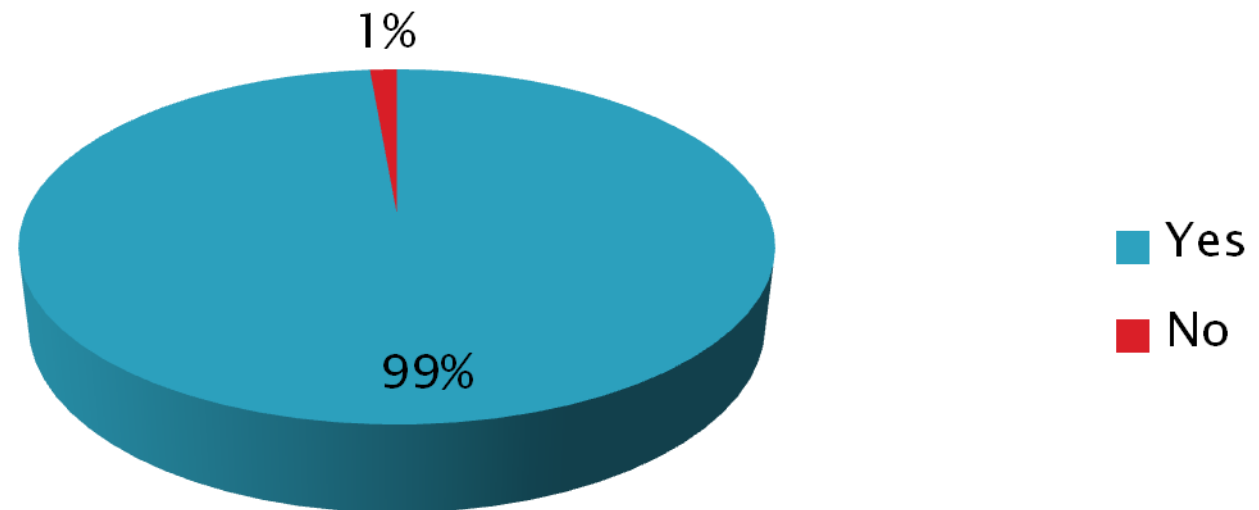
According to the findings, there is no significant difference between groups in terms of “study field”. Study Field isn’t an effective variable for this study–

* $p > 0.05$

Is there any difference between groups in terms of “continuation of Erasmus friendship”?

- ▶ According to the findings, nearly all of the students who participated in exchange program says that they are all seeing or contacting with their friends from Erasmus.

Continuation of Erasmus Friendship



Is there any difference between groups in terms of “continuation of Erasmus friendship”?

Group Statistics

Friendship		N	Mean	Std. Deviation	Std. Error Mean	Sig.
Education Abroad (Factor 1)	Yes	72	23,7639	4,58563	,54042	,630*
	No	1	26,0000	.	.	
Academic Facilities (Factor 2)	Yes	72	17,1806	4,24704	,50052	,459*
	No	1	14,0000	.	.	
Financial Facilities (Factor 3)	Yes	72	17,8889	4,08899	,48189	,348*
	No	1	14,0000	.	.	
Individual Development (Factor 4)	Yes	72	46,1944	9,22128	1,08674	,653*
	No	1	42,0000	.	.	

According to the findings, there is no significant difference between groups in terms of “continuation of Erasmus friendship”. Friendship isn’t an effective variable for this study—* $p > 0.05$

DISCUSSION 1

- ▶ In general, the study shows that Erasmus mobility program has positive influence on undergraduate students.
- ▶ This idea is also supported by “The Lifelong Learning Programme in Turkey: Impact Assessment Report” which is a research about Erasmus student mobility conducted in 2009 by Turkish National Agency.
- ▶ In this report, it is said that “Great majority of the beneficiaries reported that the programme they participated in helped them learn more about themselves, their cultures and foreign cultures as well as improving their self-confidence, foreign language skills and networking capabilities (Turkish National Agency, 2009).

DISCUSSION 2

- ▶ In addition, Mutlu (2013) also says that the students evaluated the Erasmus process as joyous, enjoyable and productive.
- ▶ The number of people expressing gratitude for the Erasmus is unignorable.
- ▶ Also, they expressed wishes like “God save Erasmus” and “Long live Erasmus”.

DISCUSSION 3

- ▶ This study also shows that the great majority of the students' degree is undergraduate with the fields of mostly engineering and social sciences.
- ▶ Furthermore, the participants from different study fields shared similar views about Erasmus mobility program.
- ▶ Gender isn't a distinguishable variable because nearly half of the students are male and half of the students are female.

DISCUSSION 4

- ▶ As it is mentioned, the duration of Erasmus mobility was an influential factor on the students' views in the assessment of the exchange program.
- ▶ 60% of the participants found the given time (one term) sufficient for the mobility, 40 % of the participants found one semester too short for the educational program.
- ▶ Also, in Turkish National Agency's report in 2009, students expressed that six months are enough for the program.

DISCUSSION 5

- ▶ One outstanding result is that the students from Afyon Kocatepe University has never been to abroad before their Erasmus experience.
- ▶ This idea gives us some clues about our students' socio-economic background.
- ▶ Also, according to our experiences, students have difficulties in getting visa especially for the countries like Czech Republic, Denmark, Finland, Slovenia etc. This maybe a problem for our students, too.
- ▶ The other outstanding result is that the students from Afyon Kocatepe University is still contacting with their friends in Erasmus program which proves that this program contributes to cultural diversity and globalisation a lot.

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