**ERASMUS+ ECLIPSE PROJECT MULTIPLE CASE STUDY DATA AND ANALYSIS**

**NOTE TO THE READER**: This report has not been prepared in a form of article to be published in a scientific magazine. Therefore it does not include sections such as abstract, introduction, methodology, data gathering, findings, analysis, or conclusion. Nor it includes citation, and nor an academic language has been preferred for the report. This report is prepared for information purposes, and the layout and the content should be evaluated accordingly. The data has been evaluated in sections of stakeholders as administrators, students, parents, and teachers. Each section has been evaluated according to the sub-sections of each country, Britain, Spain, Turkey, Italy, and Norway, except teachers section. Since a significant amount of the teachers’ data has been obtained from the teachers in the project team, and the team has been working together for a significant amount of time, it has been considered that making a direct evaluation on teachers’ data would yield to better results.

1. **ADMINISTRATORS**
   1. BRITAIN

* The administrators agree that the project is expected to be positive in terms of gaining life experience to the attending students and school. However the administrators do not have clear opinions about how to let non-attending students benefit from the project.
* The administrators perceive mobility and cultural exchange as exciting and beneficial for students and school, as well as themselves.
* It could be argued that there is some certain amount of lack of understanding about the Erasmus+ programs, or some lack of communication between the administrators. This lack could be because of the administrators having changed after the project has started. Administrators may have thought that it would be inappropriate to intervene a running project, and have opted for continuing delegating the duties. In any case, it could be stated that there is lack of communication.
* Participants have good understanding on the pathway of cultural exchange.
  1. SPAIN
* The administrators agree that the project is expected to be positive in terms of gaining life experience to the attending students and school. However the administrators do not have clear opinions about how to let non-attending students benefit from the project.
* The administrators perceive mobility and cultural exchange as exciting and beneficial for students and school.
* There is a perfect understanding of how the project would be run. This implies high level of communication between the administrators and the project’s responsible person.
* Participants have a high level of understanding on the pathway of cultural exchange.
  1. TURKEY
* The administrators agree that the project is expected to be positive in terms of gaining life experience to the attending students and school. They also partially hope to adopt some good practices in some European countries to their own school. However the administrators do not have clear opinions about how to let non-attending students benefit from the project.
* The administrators perceive mobility and cultural exchange as exciting and beneficial for students and school, as well as (partially) themselves.
* It could be argued that there is some lack of understanding about the nature of Erasmus+ programs to some extent, as well as possible lack of communication between the administrators. On the other hand, the evidence still stays weak, as both participants still keep cooperating according to the answers.
* Participants have limited understanding on the pathway of cultural exchange.
  1. ITALY
* The administrators agree that the project is expected to be positive in terms of gaining life experience to the attending students and school. However the administrators do not have clear opinions about how to let non-attending students benefit from the project.
* Since the administrators have previously experienced similar projects, their experience may help running the project more smoothly.
* The administrators perceive mobility and cultural exchange as exciting and beneficial for students and school, as well as (partially) themselves.
* Administrators have some opinions how to let non-attending students benefit from the project as well as attending students.
* Participants have understanding on the pathway of cultural exchange.
  1. NORWAY
* The administrators agree that the project is expected to be positive in terms of gaining life experience to the attending students and school. However the administrators do not have clear opinions about how to let non-attending students benefit from the project.
* The administrators perceive mobility and cultural exchange as exciting and beneficial for students and school, as well as (partially) themselves.
* It could be argued that there is lack of understanding about the nature of Erasmus+ programs at some extent, as well as possible lack of communication between the administrators. Moreover, there is weak evidence that the decision to attend the project has not been made by the consent of all administrators. On the other hand, the evidence still stays weak, as both participants still keep cooperating according to the answers.
  1. SLOVENIA

N/A

1. **STUDENTS**
   1. BRITAIN

* The students agree that this project would benefit them in various ways such as making them more independent experienced.
* Some of the students may need some help to resolve cultural conflicts peacefully, while some other students have clear opinions on how to resolve them.
* The students perceive the project positively.
  1. SPAIN
* The students expect to discover other cultures and develop their English skills with this project.
* The students agree that this project would benefit them in various ways, including developing their English language skills and providing them cultural exchange, as well as a new friendship network.
* The students have partial information about other cultures. Some of them may perceptions about economic issues (related with either their families or their country). They are ready to explain their culture and lifestyles to the others.
* The students are ready to resolve cultural conflicts peacefully. Therefore they are ready to understand the values of other cultures.
* The students perceive the project very positively according to their metaphors. Therefore it could be argued that they are open to benefit and let others benefit from the project.
  1. TURKEY
* The students do not have clear expectations on how this project would run. This could mean that more explanations on how the project would run might be necessary.
* The students agree that this project would benefit them in various ways, including developing their English language skills and providing them cultural exchange, together with a new friendship network.
* While some students are proud of their culture and country, some others have information about other cultures and are ready to experience new cultures.
* The students are ready to resolve cultural conflicts peacefully. Therefore they are ready to understand the values of other cultures.
* The students perceive the project very positively according to their metaphors. Therefore it could be argued that they are excited and open to benefit and let others benefit from the project
  1. ITALY
* The students state that they have received a high amount of information from their teachers and they feel like they understand the project. This could mean there is good and health communication between the students and the teachers.
* The students agree that this project would benefit them mainly in developing their English language skills and providing them cultural exchange.
* The students do not insist on dominancy of their culture or country. Some of the even see other countries as more livable than their own countries. Therefore they are ready to understand other cultures and lifestyles.
* The students are ready to resolve cultural conflicts peacefully to some extent. Therefore they are partially ready to understand the values of other cultures.
* The students perceive the project as an opportunity for networking. Therefore it could be argued that they are open to benefit and let others benefit from the project.
  1. NORWAY
* The students expect this project to be interesting and fun. Therefore, the activities need to be designed in a way to meet the students’ expectations in order to meet the objectives.
* The students agree that this project would benefit them in various ways, including developing their English language skills and providing them cultural exchange.
* The students are proud of their culture and country. Therefore they are ready to explain their culture and lifestyles to the others.
* The students are ready to resolve cultural conflicts peacefully. Therefore they are ready to understand the values of other cultures.
* The students perceive the project very positively according to their metaphors. Therefore it could be argued that they are open to benefit and let others benefit from the project.
  1. SLOVENIA
* The students agree that this project would benefit them in various ways, including developing their English language skills and providing them cultural exchange as well as an opportunity to travel.
* The students have scattered opinions on where they would prefer to live or be born, and they do not insist on dominancy of their culture or country. Some of the even see other countries as more livable than their own countries. Therefore they are ready to understand other cultures and lifestyles.
* The students are ready to resolve cultural conflicts peacefully. Therefore they are ready to understand the values of other cultures.
* Metaphors about the project are usually about travel and mobility. This could mean that the students manly perceive the project as mobility activity only. Other dimensions of the project should be emphasized on.

1. **PARENTS**
   1. BRITAIN

N/A

* 1. SPAIN
* Parents either respect their children’s opinions or encourage them to join this project. This means that there is a healthy communication between the parents and the children.
* Parents have some amount of knowledge about how the project would be handled. This implies some certain amount of communication between the parents and the project’s responsible person.
* Parents think that English language would be an important asset for the students and this project would improve English language abilities.
* Parents think that this mobility project is a good opportunity for intercultural education of their children. They also think that intercultural education is the key to understanding their own culture and values.
* They also think that mutual understanding and respect to each other are important subjects, and they expect this project to improve their children’s understanding of these subjects.
* Metaphors about this project include positive terms about reaching future and pluralism, which means that parents are aware of the project and there is little ambiguity about the outcomes of the project. They also involve some certain amount of uncertainty; therefore this could mean that parents feel some amount of ambiguity about the project.
  1. TURKEY
* Parents usually respect their children’s opinions. This means that there is a healthy communication between the parents and the children.
* Parents think that English language would be an important asset for the students and this project would improve English language abilities.
* Parents think that this mobility project is a good opportunity for intercultural education of their children. However, considering the answers as well as silence, it could be concluded that parents either do not think that the project would affect their family culture, or they do not have any idea of the direction of this affect.
* They also think that mutual understanding and respect to each other are important subjects, and they expect this project to improve their children’s understanding of these subjects. Moreover, some parents have already provided some sort of education on mutual understanding to their children; therefore they just expect it to go further.
* Metaphors about this project include positive terms about reaching future and education, which means that parents are aware of the project and there is no or very little ambiguity about the outcomes of the project.
  1. ITALY
* Parents take decisions together with their children. This means that there is a healthy communication between the parents and the children.
* Some parents have prior experience about student mobility. This has both advantages and disadvantages. The advantages include; experience providing better service and comfort to visiting students and teachers as well as better understanding about the project. On the other hand, it might be better to provide chances to other families (and therefore students) to host students in order to spread and expand the project to more families.
* Parents think that English language would be an important asset for the students and this project would improve English language abilities.
* Parents think that this mobility project is a good opportunity for intercultural education of their children. They also think that intercultural education is the key to understanding their own culture and values.
* Parents agree that mutual understanding and respect is important, however their answers partially suggest that they may request more understanding than they need to give. According to the answers, there is some evidence that some parents have already provided some sort of education on mutual understanding to their children, while some parents have not.
* Metaphors about this project include positive terms about multiculturalism and networking, which means that parents are partially aware of the project and there is some amount of ambiguity about the outcomes of the project.
  1. NORWAY
* Parents usually respect their children’s opinions. This means that there is a healthy communication between the parents and the children.
* Although they cannot (and they do not have to) name it, parents are well aware of the European dimension in education. Therefore they value cultural differences and they want their children to become aware of cultural differences and appreciate them in early ages.
* Parents think that English language would be an important asset for the students and this project would improve English language abilities.
* Parents think that this mobility project is a good opportunity for intercultural education of their children. They also think that intercultural education is the key to understanding their own culture and values.
* They also think that mutual understanding and respect to each other are important subjects, and they expect this project to improve their children’s understanding of these subjects. Moreover, some parents have already provided some sort of education on mutual understanding to their children; therefore they just expect it to go further. This shows that the parents have already reached a consensus on social pluralism.
* Metaphors about this project include positive terms about reaching future and education such as buds turning into flowers and library, which means that parents are aware of the project and there is no or very little ambiguity about the outcomes of the project.

1. **TEACHERS**

* The teachers agree upon being beneficial to their students by providing opportunities in the means of language, cultural exchange or motivation.
* Teachers have similar imaginations on how the project, therefore it could be stated that the teachers have a common understanding of how to run the project, which could be called as consensus. This consensus shows that there is a health communication between the teachers.
* Teachers hope to have professional development from the project. Such professional development also would be reflected to the (future) students, improving their teaching quality. Moreover, increased multicultural understanding would help them understand the needs of the students better, yielding to serving them better.
* Teachers think that students are expected to benefit in terms of language, social and cultural exchange, multicultural understanding and international friendship network.
* Teachers have positive perceptions and metaphors about the project. Metaphors are generally about either brighter future, or peace and freedom. This may show that teachers expect the project would have positive impact on the future of societies.

**CURRENT SITUATION ACCORDING TO THE DATA**

* Administrators perceive the project positively and are eager to help project team as much as they can.
* The students are ready, eager and willing to attend the project. Majority of the students have clear opinions on resolving cultural conflicts.
* Parents are supportive to their children for the project.
* Teachers and project team has good communication within themselves.

**CURRENT ISSUES ACCORDING TO THE DATA**

* However recent changes of administrators in some partner schools in might have caused (or might cause) communication issues between the administrators and project team. However these issues are not expected to affect the project significantly, as there is no sign of resistance against the project.
* Some administrators in some countries might have insufficient understanding about the project. Therefore more communication could be necessary with the newly appointed administrators.
* According to the answers, non-attending students seem to benefit less than expected.
* Although parents agree that the project is good for their children, a certain amount of them are unaware of how it will work and how their children would benefit from it.
* None of the participants have mentioned IT skills development outcome of the project.
* Limited numbers of students do not have enough knowledge on how to resolve cultural conflicts.

**SUGGESTED ACTIONS AGAINST THE ABOVE MENTIONED ISSUES**

* Organizational change is defined as a temporary period where an organization moves from a current state to a desired future state. It should be kept in mind that Erasmus+ project is actually some kind of planned organizational change, where desired future state of the participating schools are more multicultural, postmodern, respectful and understanding towards other cultures, or shortly, more with European dimension in education, which is defined as “a principle present in education system enhancing understanding of wider European context and educational perspectives, opening horizons of global thinking and intercultural understanding”. Therefore certain principles of change management should be imposed during the project. It is suggested that the project team has a better, clearer, more understandable and more inclusive communication against stakeholders such as school administrators, parents, and students.
* Since none of the participants have mentioned about the IT skills development outcome of the project, it is extremely likely that majority of the stakeholders are unaware of this outcome. Therefore more activities emphasizing on this outcome need to be designed. If the project team thinks that there are enough activities for the desired outcome, it could again be a communication error, which requires referral to the above mentioned suggestion about communication.
* Few students do not have enough knowledge (or experience) on resolving cultural conflicts, while majority of the students are aware of what to do. It could be a wise decision to call a panel with all attending students and ask the opinions of the students on how to resolve cultural conflicts. This would also provide some peer coaching to the students.
* The data and findings suggest that little has been done by the project team (or has been perceived by the stakeholders) about the students who could not attend the project. Therefore it is suggested to design more activities (e.g. student meetings after visits, inclusive activities during mobility, parent conferences).
* Some data from British students partially suggests that some students perceive their culture as the dominant culture, or they may feel so because of their language. This is a common situation being faced with North American students in mobility. In order to overcome this, and to make them more open for cultural exchange, British students could be encouraged to learn a few phrases in the language of the country that they will be visiting. This also applies for those students who will be visiting countries other than England (e.g. Turkish students visiting Spain learning a few Spanish phrases). Such an application would also be a great ice breaker between the students who may need time to get to know each other.
* Some of the stakeholders have experience about mobility projects. This kind of experience should be utilized. Parent conferences where experienced parents tell about their opinions or bringing old students to school to share their memories with their juniors could be a few ways to do so. Experience could also be used for feedback purposes to understand what and how went wrong (or right) in past projects. Moreover, it is suggested to the project team that each partner gets an eager colleague from his/her own school who sees, performs and helps on the important steps of the project and documentation in order to let him/her understand Erasmus+ project management for future. Since a similar application “job shadowing” is a part of project, this approach could be called as “project shadowing”.
* Since the students would be observing teaching techniques and schools as well as cultural values, they would be comparing some differences and good practices with their own schools, and sharing their opinions with their friends. It is very likely that some parents or students would request similar practices be applied in their schools. Therefore, good practices in the destination schools should be carried out to the original school as much as cultural values, school facilities, school budget, teachers’ abilities, administrators’ mentality, local laws and regulations, and other constrain allow. Since the teachers in the project team would be well aware of these good practices, they are urged to prepare an action plan evaluating the applicability and local constrains of these good practices together with the other teachers who attend the mobility.

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