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SCHOOL EDUCATION PROJECTS EXPERIENCES: FOSTERING LIFELONG LEARNING AS A PERSON AND A PROFESSIONAL

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Abstract: This study aims to assess the social, cultural, educational and abroad experiences of Turkish high school teachers and students who participated in Erasmus+ school education projects in Ordu between the years 2014-2017, how they shaped their perceptions, the positive long-term effects that they gained from there. The sample population in this study consisted of forty-two people: twenty-one students, thirteen teachers, and eight administrators. A number of the schools sent staff on short-term, two to three week-long joint training events. Many students also participated in short term (usually one to three week-long) exchange in accompaniment with teachers. The researcher used a qualitative approach and collected information through profile forms, open-ended questions (students), interviews, small group discussions, field notes, essay papers (students). The results indicated that the Erasmus+ school education projects help for lifelong learning as a person and a professional, a stronger team spirit at school, student-centered learning opportunities, shattering the preconceived notions that cultures have about one another, improving traditional four language skills, as well as cultural studies. This paper offers some valid findings, which are applicable not only to the micro environ it depicts but to the overall academic community which participates in different types of exchange programs.

Keywords: intercultural competence, professional development, international student mobility, Erasmus+ school education projects.

1. Introduction

The Erasmus+ program is EU's international body within the realm of education. It keeps administrators, educators, and students abreast of the latest developments in the field of education, strengthens collaboration between participant schools and educators, showcases examples of excellence in education and influences all matters within education (De Wit, 1995; Hargreaves, 2001; McGowan & Phinnemore, 2015; Papatsiba, 2005). It has funding opportunities for school education, adult education, and vocational training (Pepin, 2007). Mobility programs are integral parts of the program, and

interest in these projects is growing (Enders & Teichler, 2006; Rivza & Teichler, 2007).

The questions featured on Erasmus+ program application forms aimed to help a wider audience: institutions wanting to pilot programs, parents, teachers, students, administrators, and schools. The forms generally ask for information such as what schools hope to gain from the International Educational Programs, as well as what types of strategies students and teachers will use when it comes to honing their skills and language proficiency (European Commission, 2018). What is most important is having a clear idea of what one wants to gain from the program and for what reasons. In filling out these forms, the goal is to make highly motivated individuals out of the applicants.

It is important to assess the process to understand the benefits of the program (Aydin, 2012). School students' participation in exchange programs during their school lives will develop their global awareness (Liduma, 2014). They will also have the necessary knowledge and skills to become responsible global citizens too (Dumitrescu et al., 2014; Novoa, 2013). School education projects not only present opportunities to the development of those participating in inter-establishment collaboration and/or mobility-related activities, but also provide opportunities to those who have yet to engage in mobility as well (Diamantopoulou, 2006; Theodosopoulou, 2010; Yalçın-İncik & Yanpar-Yelken, 2009).

The degree of positive influence that the school education projects have upon the quality of education provided in schools, as well as upon students' and teachers' development as individuals (Barzanò, 2002; Thorsteinsson & Page, 2008; Zevgitis & Emvalotis, 2015), their acquisition of foreign languages and their sense of cross-cultural awareness has been the subject of the studies (Doyle, 2011, Gutiérrez Colón-Plana, 2012). Wilson (1993) classified all the impacts of international experience into four categories: "substantive knowledge of a global perspective, perceptual dimension of a global perspective, personal growth, and interpersonal connections."

Upon examining the current literature, the researcher also found below-mentioned international studies done that contribute to this topic which showcase to what extent the target aims/goals of the international educational programs themselves are successfully achieved. Different studies revealed that the programs had positive effects on education at school (Aydoğan & Sahin, 2006), contributed to personal and professional development of the students and teachers (Akay, C., & Yanpar-Yelken, T., 2012; Yalçın-İncik & Yanpar-Yelken,

2009). The participants of the program in question gained a broader sense of awareness when it came to improving their foreign language skills in that they became more cross-culturally awakened, as well as having eradicated their prejudices (Bahadır, 2007; Gordon, 2001; Haspolat & Özkılıç, 2007; Kassel, 2007; Karakuş et al., 2017). A study by Kesik & Balcı (2016) established the changes that occurred in the students' perspectives, assessment of events and in the long-term outlook of their education and professional future.

Research discussing the influence of the Erasmus+ school education projects on the attitudes of school students and teachers seems insufficient. In light of this, there is still much need for research that looks at the inter-cultural as well as day-to-day experiences of school students and teachers who have joined school education projects.

2. Method

According to statistical data from between 2014 – 2017, the schools from the city Ordu, Turkey made a total of thirty-six applications to Erasmus+ school education. Twenty-three of the submitted projects were accepted by the Turkish NA. Sixteen of them were managed by the high schools. This study aims to assess the social, cultural, educational and abroad experiences of Turkish high school teachers and students who participated in Erasmus+ school education projects in Ordu, Turkey between the years 2014-2017, how they shaped their perceptions, the positive long-term effects that they gained from there. I asked the participants whether the projects provided any kind of contribution to their development, sense of cross-cultural awareness and foreign language skills. The following research questions guiding the study include:

- 1) What impact do the school education projects have in terms of enriching participants' development?
- 2) What impact do school education projects have in terms of heightening participants' sense of cross-cultural awareness?
- 3) What impact do school education projects have upon improving participants' foreign language skills?

Tools

The researcher used a qualitative approach that sought to reveal the school exchange experiences of the students and teachers living in Ordu, Turkey. The researcher carried out the data collection in between September 2016 and October 2017 through multiple sources of data: a) profile forms, b) open-ended questions (students), c) interviews, d) small group discussions, e) field notes, f) essay papers (students).

Sample Group

The sample population in this study consisted of forty-two people: thirteen teachers (eight females, five males), twenty-one students (twelve females, nine males) and eight administrators (five males, three females) who previously participated in Erasmus between 2014 and 2017. Most teachers had teaching experience between five to twenty years. The duration of the Erasmus+ school education projects was between 1 and 2 years. A number of the schools sent staff on short-term, two to three week-long joint training events. Many students also participated in short term (usually one to three week-long) exchange in accompaniment with teachers. All of the participants were Turkish citizens.

Data Collection

The researcher worked between 2007 and 2017 as a coordinator both in numerous Erasmus+ school education projects as well as in various international Associated Schools programs sponsored by the Turkish Ministry of Education. The Centre for Educational Research and Development in Ordu had also helped the researcher fulfill the goals and intentions of this study. All the participants were chosen among high schools in Ordu which had been running school projects funded by Erasmus+. They were given a short presentation about the topic and purpose of the study. The researcher with the assistance of the Research and Development Centre in Ordu asked the participants if they could join this research voluntarily. A total of forty-two participants between fifteen to fifty-four years of age comprised the sample population involved in this study.

First, four research questions guiding the study were given to twenty-one students in open-ended questions style. Secondly, the researcher conducted semi-structured interviews with a total of

twenty-two participants (eight project coordinator teachers, five administrators and nine students) to understand their deeper project experience. Interviews are particularly useful for grasping the real story behind a participant's experiences and pursuing in-depth information around the topic (McNamara, 1999). The interviewees were chosen through snowball chain sampling method. The researcher wanted to find participants who can help with the best data after mobility programs. While conducting the interview, the researcher was careful for choosing the questions in order not to cause any risks for participants' personal or professional life. The researcher also organized effective small group discussions where the participants shared their experiences. He conducted short unstructured interviews with students and teachers after their mobility programs. He also asked the students to write an essay paper on their experiences, opinions and perceptions in Turkish. The researcher took field notes and collected the participants' notes.

Data Analysis

The theoretical thematic analysis is employed in order to analyze the data. The researcher scanned, coded, and categorized the data collected through multiple sources individually, grouped according to themes, and presented. The data obtained from various tools were also presented in three tables (Appendixes 1, 2 & 3). What emerged from the analysis was four (international school project-based) themes:

1. The influence of school education projects on professional development
2. Intercultural/cross-cultural encounters and cultural adaptation.
3. The benefits of exchange to foreign language learning and instruction.

3. Findings

I outlined the primary themes what the participants in our research hoped to attain goal-wise from participating in school education projects. Most typical answers fall in the lines of:

Travelling abroad, becoming acquainted with other/new cultures, improving foreign language skills, living within multiculturalism, experiencing different faith/religious environments, observing/experiencing different teaching

methodologies, experiencing team/group work, having/making international friendships, improving personal communication skills.

I asked the participants if and how the projects would contribute to their personal and professional development, sense of cross-cultural awareness and foreign language skills. Below we will have a look at the influence of projects to the participants' development.

3.1. The Influence of School Education Projects on Professional Development

- Developing prestige locally
- Providing an academic edge to education
- See the differences between learning environments (exam-based and process-based)
- Building a stronger team spirit at school
- Experiencing different forms of school management

It is observed that any intercultural interaction goes far deeper than outlined primary themes what the participants in our research hoped to attain goal-wise from participating in school education projects. First of all, a majority of school administrators believe that school education projects offer opportunities to accelerate less-developed schools in their own regions or countries. In addition, over half of them note that their schools have a strong cooperation between the world of education/training and this international experience stands out when it comes to proposals for a new project partnership. They also agree that they experience different learning environments. Most of them also highlight that education projects do not put an extra burden on school budgets, and they end up giving a valuable gift to their institutions/organizations. Most administrators note that the team spirit at school and the expectations they have from school and from their professions increase while planning, implementing and evaluating the projects. Most administrators interviewed have put forth that the pre-mobility activities done in advance have a positive impact upon the quality of the international exchange.

- Offering student-centered learning opportunities
- Having a spike in motivation towards furthering their education
- Embracing change with open arms
- Understanding the weaknesses and strengths they possess
- Giving best dose of courage

Secondly, almost every student I interviewed no matter his or her gender or grade consequently viewed the school education projects as an immense opportunity given to them by their schools. Most of those who responded also reflected their general satisfaction positively in terms of how they view education and school, as well as in terms of how they show their teachers respect. Some of the students also emphasized that they made important career-related decisions based upon the experiences and were inspired to change their course of study after their participation. More than half of the students also expressed that they had used their time abroad in order to understand the culture more rather than just the lifestyle of their host country. Most students stated that they also developed quite a network of international friends while on exchange, and they continue to see each other even after the program.

- Developing professional leadership skills
- Helping for personal development rather than academic life
- Making them think about their responsibilities towards their society
- Feeling more responsible for every student across the planet
- Having more knowledge on various language teaching methods and techniques

Thirdly, more than half of the teachers said that they begin to approach youth with better methods and better styles. An English teacher mentioned that: "I am convinced that perhaps I was a bit too rule-based after observing student-teacher relationships in a number of other countries." A teacher also noted that: "Now I am aware that our students will compare me with international teachers. My job now is both more different and more pleasurable."

Most teachers as a result of these programs remind that they should stop focusing on their own concerns and start paying more

attention to their students' concerns. According to them, teachers will remember their responsibility behind transforming school from a place that students have to go to into one that they adore going to thanks to international educational programs. Many participant teachers agreed that start to believe that youth need to be educated regardless of their place in the world.

3.2. Intercultural Encounters and Adaptation to a New Culture

- Meet a swarm of cultures from every corner of the World
- Become more aware of their own cultures
- Eradicating the walls of prejudice
- Possessing more of a world citizen-type mindset

According to the results, the projects contributed to their intercultural awareness to a great extent. Most participant teachers highlight that they have found the multicultural experiences that they have gained to be important both for their careers as well as for their CVs. The projects made teachers notice that breaking down cultural barriers really is as simple as dialogue and becoming acquainted with other cultures. They have seen first-hand how the prejudices that they once held towards those of other countries were/are of no value whatsoever, and thus they embraced change with open arms. They reminded that if teachers do not travel, they remain in the dark about one another—and this seems strange to them. One teacher said that: “Not only do you see a country and culture when you join, another dimension of it is participants coming from other countries. One gets to meet a swarm of cultures from every corner of the world.”

A majority of the students involved in this study stated that they started to become more sensitive towards other cultures, that their encounters helped them better understand those cultures within their own contexts, and that they started to become more aware of their own cultures. They also noted that throughout the program one starts to become more conscious of the differences that exist between one's own culture versus other cultures. A student mentioned that: “Our cultures and religions may differ, however we approached problems in the exact way most of the time when issues arose, and we came up with solutions—which to be frank I feel is the greatest lesson of all.”

Most students think that they should avoid approaching other nations and cultures with prejudice. Some students also say that teachers should encourage their students to look at history in more peaceful terms. Some of them also observed that if the historical relationships between any two given countries are positive, then it speeds up the building of friendships. If those relationships are sour (i.e. war, negative events), then the situation isn't so great. It takes time for them to warm up to one another.

3.3. Benefits to the Foreign Language Instruction

- Attending diverse conferences and seminars
- Overcoming communication apprehension
- Forced into a situation where they need to use English
- Improving traditional four language skills, as well as cultural studies
- Convincing that English is lingua-franca
- See innovations put into practice within a multilingual environment

All of the participants agreed that the mobility programs developed their foreign language skills. The findings indicated that teachers' fear of communication in English has somewhat diminished. The results also support that teachers have learned effective teaching methods to apply in their teaching, and they felt they will no longer get nervous when others watch them while speaking in English. As one teacher highlighted: "According to me, firstly, teachers become acquainted with a different education system in a different country; secondly projects also provide students with indisputable academic/scholastic benefits."

School education projects by virtue of experience convinced teachers and students alike that English was a language that could be used anywhere in world; however hearing versus seeing this with one's own eyes are two different things. One participant student mentioned that:

I had thought that English was just for understanding Europeans and North Americans, and nobody else. We communicated through English when the Georgians from Caucasus came to visit us. I understood then and there that I

needed to learn English in order to communicate with the world as a whole.

A majority of the participant teachers and students underlined that they were provided with the opportunity to practice their foreign language skills in different environments. Teachers emphasized that they felt more at ease psychologically, and found themselves to be accepted more by their group peers; in essence pushed themselves to improve and didn't give up. Some teachers also mentioned that students learn the language when they are forced into a situation where they need to use it – and they show amazing performance in this.

Many participating teachers involved in foreign language teaching highlighted that they took full advantage both in terms of the variety of materials available, as well as in terms of the motivation that they provided students with. Their use of technology that they learned whilst abroad is the best form of proof that teachers truly benefit from them in more ways than one.

Some of the teachers underlined that they consider the teaching of culture to be of importance in foreign language classrooms but they also claimed that many of the teachers do not give almost any importance at all as to the factor of time, how culture is taught, what is taught, and in what order topics are taught. They agreed that international exchange programs help students to improve traditional four skills, as well as cultural studies.

4. Discussion and Conclusions

This paper offers some valid findings, which are applicable not only to the micro environment it depicts but to the overall academic community which participates in different types of Erasmus + exchange programs.

Administrators say that schools gain local prestige as well as open many a door for their students thanks to the mobility programs. They support the idea that they have to take an active role during the implementation of the projects and there should be regulations to increase the support of all the staff. They think that participant teachers and administrators should be promoted. Teachers pointed out how they view their schools changed for the better after the participation. They also remembered that they have begun to feel more responsible for every student across the planet. Moreover, what they brought home from their journeys also influenced those around

them. Most teachers agree that the role of ICT in the school classroom is on the rise. These mobility programs help them improve their skills and pedagogical knowledge necessary in order to use today's technology in the classroom.

A vast majority of the participants mentioned that they recognize and interact with different cultures. They also stressed that they have a chance to represent their own culture. According to most participants, such school education projects also serve the purpose of shattering the preconceived notions that cultures have about one another. They think that encouragement of cross-cultural dialogue, learning about different cultures and erasing stereotypes play an important role in eradicating the walls of prejudice. We encounter two types of participants: those first-timers (eager to experience something totally new), and those "professional" ones (who do it because they got "hooked" on it). Developing cross-cultural awareness is one change all of them, no matter the frequency, will experience. They will come home, to their school/work environments a different person-a person with a "baggage." This "baggage" of being culturally sensitive will prove to be helpful in various areas in their future lives, especially whenever they will need to cope with cultural differences and foreign customs - it will not be all alien to them, and they will know how to deal with it.

All participants always hope for language skills improvement and during the exchange it does happen that those skills are polished and advanced. However, not in the same way in all cases, some individuals will be more confined to rely on their own mother tongue and use foreign language when absolutely needed; others will grab all possible chances to practice their skills. This depends mostly on personal features of character and the exchange itself is just a facilitator to promote a friendly environment for this improvement. The project participants' knowledge, skills and experience automatically effects project management and success. Groups that know what and why they want always obtain better results.

Organizations and institutions are encouraged by pre-mobility activities and take full advantage of pre-program preparation. More needs to be done in schools in terms of hosting events that promote cross-cultural solidarity. It is necessary to do these preparations with the intentions of how they will be. The motivation levels and the supporting of the students by school administration, as well as the services provided by schools are all important. A lack of these will in turn yield negative results in terms of dialogue between educators

from different countries and educational establishments within the country.

Whenever a foreign exchange is organized, whether it is via European project Erasmus+ or any other way, one expects certain type of participants to be willing to attend: brave, open-minded, sociable, any daredevils who will not get easily discouraged by numerous obstacles sure to happen during the exchange. However these participants' profiles are obvious to most organizers, the real motivations and goals are as different as any individual participating. The degree one will profit, cannot be generally calculated or foreseen as it is unique to a particular participant, but however minute this may seem, it is always present.

Your personal development always depends on what function you hold, whether you are the organizer or a participant. However, whichever role you are in, the impact on your personality will surely occur. If you are an organizer, you are expected to prepare well the practical aspects of the exchange-to secure all the needs of the people involved; this will result in obtaining greater organizational skills for future career. On the other hand, if you are a participant, you need to focus more on the topic of the exchange, fulfilling the tasks given, and other challenges which you will face during the exchange. The effects of wholeheartedly participating in these activities might be seen in writing while preparing the Youth Pass or further in time when you have a chance to present learned skills in your professional life. The fun is that no matter, how old or wise, educated or not, eager or lazy you are, there is always some space for personal development and it is up to you how you will take advantage of it.

More than half of the participants reminded that projects help for personal development rather than academic life. Participant students noted that they began to discover and better understand themselves, understand their weaknesses and strengths, and the very act of leaving their country, even if only for a short trip, was very much a journey in and of itself. They also stress that participants will also gain a better sense of time management, personal organization, and teamwork after their participation. One student highlighted: "Students who have participated in projects tend to be braver, more self-confident, open to dialogue, and more sociable than non-active participants upon return". One student mentioned how he changed for the better: "Now I am able to go anywhere in the world without thinking twice, and I can communicate with everybody."

Teachers mentioned that what they gained from their time spent abroad contributed tremendously both to their personal

development as well as to their collective consciousness. Most teachers reminded how the projects help them improve team spirit at the school, develop their social and effective communication skills while analyzing the needs of the school, holding introductory meetings to share the project topic with the staff, selecting the group members, distributing the duties, communicating with the out-of-school environment and families, monitoring the process, holding meeting with the partners, planning and developing the activities, disseminating and finalizing the project.

The findings indicated that a majority of the English teachers have become more enthusiastic as well as bolder than their non-participant peers. They mentioned that the changes that they experienced would have an influence on thousands of their students – which, for them, was the best dose of courage. The findings also show that these projects are increasing the number of students who possess more of a world citizen-type mindset upon graduation. Most participant students mention that projects will be beneficial to students alike throughout the course of their lives in terms of helping one reach her or his goals, as well as in terms of leading one to become a more decisive, eager, and highly motivated individual.

One can be sure never to come back home the same person, and even unknowingly, the urge to change lies beneath the readiness to take part in such events. School education projects lead teachers and students to believe that they own the changes that can be made in any learning environment. They have far-reaching influence on the participants and foster lifelong learning as a person and a professional.

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**Опыт школьных образовательных проектов: поощрение
обучения на протяжении всей жизни как личности и
профессионала**

Целью этого исследования является оценка социального, культурного, образовательного и зарубежного опыта преподавателей и студентов высшей школы Турции, которые участвовали в проектах школьного образования Erasmus + в Орду в период 2014-2017 годов, как они формировали свои восприятие, положительные долгосрочные последствия, которые они получили там. Образец населения в этом исследовании состоял из сорока двух человек: двадцать один студент, тринадцать учителей и восемь администраторов. Ряд школ направили сотрудников на краткосрочные, два-три недельных совместных учебных мероприятия. Многие студенты также участвовали в краткосрочной (обычно от одной до трех недель) обмену в сопровождении учителей. Исследователь использовал качественный подход и собирал информацию через профильные формы, открытые вопросы (студенты), интервью, обсуждения в малых группах, полевые заметки, статьи для эссе (студенты). Результаты показали, что школьные образовательные проекты Erasmus + помогают в обучении на протяжении всей жизни как личности и профессионала, более сильного командного духа в школе, возможностей обучения, ориентированных на учащихся, разрушая предвзятые представления о том, что культуры имеют друг друга, улучшая традиционные четыре языковых навыков, а также культурные исследования. В этом документе приводятся некоторые достоверные выводы, которые применимы не только к микро-окружающей среде, но и к общему академическому сообществу, которое участвуют в различных программах обмена.

Ключевые слова: межкультурная компетентность, профессиональное развитие, международная студенческая мобильность, проекты школьного образования Erasmus +.

**APPENDIX 1
BENEFITS TO THE SCHOOLS**

Accelerating the performance of less-developed schools
Developing prestige locally
Opening many doors for students
Establishing strong partnerships between the worlds of education and training
Receiving more partnership project proposals
Do not place an extra burden on school budgets
Giving a valuable gift to schools/organizations
Taking full advantage of pre-program preparations
Experiencing different forms of school management
Observing more advanced educational philosophies
Experiencing team/group work
Providing an academic edge to education
Comparing education systems
Experiencing different learning environments
Helping students for exchange
Offering student-centered learning opportunities
Developing professional leadership skills
Focusing more on teaching and learning
Having vision and objectives together
Having higher expectations on achievement
Having a higher self-discipline
Empowering leadership
Providing funding to help with the costs of education
Providing immense range of opportunities to the students/teachers for their career

**APPENDIX 2
BENEFITS TO THE STUDENTS**

1. Professional development

Satisfaction in terms of how they view school and teachers
Making important career-related decisions
Inspired to change their course of study
Developing a better understanding of themselves
Understanding the weaknesses and strengths they possess
Changing for the better
Having a strong desire to travel and explore the world.
Developing quite a network of international friends

Forcing us to be braver
Forcing us to be more self-confident
Being open to dialogue
Becoming more sociable
Helping one reach her or his goals
Becoming more decisive
Becoming highly motivated individual
Gaining a better sense of time management
Having a greater impact on personal organization
Improving teamwork skills
Developing a Strong Sense of Competence
Having a spike in motivation towards furthering their education
Considering about one day becoming professional teachers
Increasing sense of motivation and self-confidence
Making them think about their responsibilities towards their society
Having/making international friendships
Strengthening one's self-confidence
Experiencing individual freedom
Travelling abroad
Developing individual characteristics of students
Understanding the importance of communicative effectiveness
Gaining awareness of how to cope with difficulties in an unfamiliar country
Becoming prepared for new social environments
Becoming prepared for expectations in every stage of lives
Giving opportunities to manage own problems experienced
Helping for personal development rather than academic life
Discovering self again
Visiting some other countries

2. Intercultural Awareness

Possessing more of a world citizen-type mindset
Experiencing multicultural education
Obtaining information about different countries they visited
 Promoting more cross-cultural understanding
Becoming more sensitive towards other cultures
Understanding better cultures within their own contexts
Becoming more aware of their own cultures
Eradicating the walls of prejudice
Avoiding prejudice against other nations and cultures
Encouraging participants to look at history in more peaceful terms
Developing cross-cultural awareness

Eradicating racism, xenophobia, and societal prejudices
Becoming acquainted with other/new cultures
Living within multiculturalism
Comparing and contrasting cultures
Experiencing different faith/religious environments
Increasing knowledge of the host country's culture and society
Having positive perceptions towards other cultures
Change their perceptions towards global thinking
Start to think globally about culture
Introducing own culture to foreigners

3. Language Skills

Improving personal communication skills
Sharpening effective communication skills
Convincing that English is lingua-franca
Practicing language skills in different environments
Feeling more at ease psychologically while speaking English
Pushing them to improve their English
Forcing into a situation where they need to use English
Amazing performance in speaking English
Increasing motivation
Improving traditional four language skills, as well as cultural studies
No longer get nervous while speaking in English.
Improving listening
Improved speaking skills in English
Developing pronunciation
Acquiring vocabulary
Gaining awareness about various accents of English
Changing perceptions towards language
Using English in a real setting
Using language in context
Overcoming communication apprehension
Increasing self-confidence in learning and using English
Acquiring a second language in the country visited
Improving foreign language skills
Practicing foreign languages

APPENDIX 3

BENEFITS TO THE TEACHERS

1. Professional Development

Changing how they view their schools for the better

Building a stronger team spirit at school
Changing expectations they have from school
Increasing the expectations from their professions
Start focusing less on their own concerns
Paying more attention to their students' concerns
Remember their responsibility
Having more influence on their students even if they are not teaching them
Giving best dose of courage
Approaching youth with better methods and better styles
Start to believe that youth need to be educated regardless of their place in the world
Feeling more responsible for every student across the planet
Having personal development
Improving their collective consciousness
Influencing those around them
Becoming familiar with different tools and methodologies
Instilling a love of learning in their students
Instilling a sense of responsibility within the context of society
Having professional development
Information about different education systems in native and target countries
See the differences between learning environments (exam-based and process-based)
Having more knowledge on various language teaching methods and techniques
Believe that professional development is good for their CV
Embracing change with open arms
Travelling
Becoming more enthusiastic

2. Intercultural Awareness

Multicultural experiences
See the other cultures first-hand
Less prejudices towards other culture
Shattering the preconceived notions that cultures have about one another
Breaking down cultural barriers
Becoming acquainted with other cultures
Meeting a swarm of cultures from every corner of the world

3. Language skills

Diminishing fear of communication in English
Learning effective teaching methods
Becoming bolder than their peers while speaking
Becoming acquainted with a different education system in a different country
Indisputable academic/scholastic benefits
Learning more about the use of technology in language classes
Considering the teaching of culture
Start using today's technology in the classroom
Learning a variety of materials available
Having cross-cultural content into the school curriculum
See innovations aimed at improving language skills
See innovations put into practice within a multilingual environment
Developing foreign language teaching
Develop assessment techniques
Advancing language education
Advance technology-based language learning
Observing/experiencing different teaching methodologies
Using technology within education
Observing classroom management
Feeling a sense of responsibility
Attending diverse conferences and seminars