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MARMARA ÜNİVERSİTESİ

AVRUPA ARAŞTIRMALARI ENSTİTÜSÜ

AVRUPA BİRLİĞİ SİYASETİ VE ULUSLARARASI İLİŞKİLER ANABİLİM DALI

THE ROLE OF EDUCATION AND CULTURAL POLICIES IN THE
CONSTRUCTION OF EUROPEAN IDENTITY

YÜKSEK LİSANS TEZİ

Ayça BENER BOZKIR

İstanbul, 2019

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Danışman: Dr. Öğr. Üyesi Nedime Aslı ŞİRİN ÖNER

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ABSTRACT

European identity, without discrimination of religion, language and race, means that everyone in the European continent is regarded as a piece of the European integration. The subject of the thesis is the role of the European Education and Cultural Policies as well as Youth and Training Program play in constructing European identity and serving the aims of integration. In this context, the role they play in the construction European identity is examined from a social constructivist perspective.

The concept of European identity, which is very important for the EU, is influenced by many factors, education and culture have the vital role in the construction process of European identity. European identity continues to develop with the education and cultural policies. This thesis, titled as ‘The Role of Education and Cultural Policies in Construction of European Identity’, aims to provide a comprehensive assessment of the gradual evolution of European education and cultural policies within the framework of European identity creation.

Key Words: *European, European Union, European Identity, Education, Culture*

ÖZET

Avrupa kimliđi, din, dil ve ırk ayrımcılıđı olmadan, Avrupa kıtasındaki herkesin Avrupa entegrasyonunun bir parçası olarak kabul edildiđi anlamına gelir. Tezin konusu, Avrupa kimliđinin oluşturulmasında ve bütünleşme amaçlarına hizmet etmede Avrupa Eğitim ve Kültür Politikaları ile Gençlik ve Eğitim Programının oynadıđı roldür. Bu bağlamda, inşaacı yaklaşımın Avrupa kimliđinde oynadıđı rol sosyal yapılandırmacı bir bakış açısıyla incelenmiştir.

AB için çok önemli olan Avrupa kimliđi kavramı birçok faktörden etkilenmiş olsa da eğitim ve kültür Avrupa kimliđinin inşa sürecinde çok önemli role sahiptir. Eğitim ve kültürel politikalarla birlikte, Avrupa kimliđi de gelişmeye devam ediyor. “Avrupa Kimliđinin İnşasında Eğitim ve Kültür Politikalarının Rolü” başlıklı bu tez, Avrupa kimliđi oluşturma çerçevesinde, Avrupa eğitim ve kültür politikalarının kademeli evriminin kapsamlı bir değerlendirmesini sağlamayı amaçlamaktadır.

Anahtar Kelimeler: *Avrupa, Avrupa Birliđi, Avrupa Kimliđi, Eğitim, Kültür*

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ABBREVIATIONS

EU	European Union
CEDEFOP	European Centre for the Development of Vocational Training
COMETT	Community Program in Education and Training for Technology
EC	European Commission
ECTS	European Credit Transfer System
EEP	European Education Project
EHEA	European Higher Education Area
LLP	Life Long Learning
OECD	Organisation for Economic Co-operation and Development

INTRODUCTION

European identity, without discrimination of religion, language and race, means that everyone in the European continent is regarded as a part of the European integration. Moreover, the concept of the European identity carries the fundamental values of the European Union. Many factors influence the European identity. Europeanization and European integration have had an influence on the construction of European identity. The case of “European identity” has been progressively uttered in the EU, with the increasing politicization and deepening of European integration.

The European identity has been in a construction and reconstruction process throughout the history. It has been constructed for many years, but within the European Union context, it was first introduced in the 1970s. The enlargement process of the EU has influenced the construction process of the EU and European identity. It is a socially constructed identity, which is not defined, not fixed but dynamic. Its construction process can be examined with the historical developments which include treaties and many other official documents. It has been promoted with programs, actions and symbols which aim to create a feeling of belonging, to raise awareness and to sustain cohesion. Each enlargement has contributed to the construction process of European identity as each national identity enriches, shapes and changes it. The European identity and the national identities coexist without damaging, but by complementing each other. Education and cultural policies play a crucial role in the construction of European identity. Education is a central issue in the complex process of integration, and it is closely related to social, political and cultural activities of the Union.

Education with respect to identity construction has always been important in Europe. Educational policies regarding the national history, culture and language have played a crucial role in the nation building process of the nation states. Cultural policy at the European level has grown both in scope and in importance in the recent years. Whereas culture was originally dealt with strictly according to economic considerations, it has come to be understood as a key element in building the European identity. This aspect, namely using culture as a tool for establishing a common European identity, lies at the root of the EU’s interest in cultural policy. In the light of these developments, this

thesis examines whether education and cultural policies of the EU have an impact on the construction of the European identity.

Throughout the history of the European Union, the economic objectives have been given priority from the very beginning of the integration process, whereas the education and cultural policies and the issue of identity have been attached secondary importance. This situation has inevitably led to the lack of public support for European integration. In this context, the European Union's education and cultural policies and their effects on identity are important thus worth examining in order to evaluate the power of education and cultural activities of people to create a collective identity from the Social Constructivist perspective.

Training programs have been organized for all age groups in Europe. These training programs include basic education, vocational training, and language training. The EU wants to benefit from the integrative impact of these training programs. Today's statistics show that more than half of the European people speak a second foreign language. In this case, language education is successful. In addition, other statistics emphasize the increase in the employment rate. This has been very useful for young people. As the interaction among young people is quite high, their contribution to the educational process has also been high. With youth programs, young people are expected to see the EU as part of their historical, political, cultural and social aspects. Thus, integration is thought to be ensured. The questions to which the present thesis seeks answers are as follows:

A) What does the importance of European identity mean for the EU?

B) What kind of a role does the Education and Cultural Policies play in the construction of European identity?

This study argues that Education and Culture have vital role in construction of European identity and that the construction of European identity will be completed when a common understanding of education and culture is established in Europe. In the light of this argument, the study analyses the development of education and culture in Europe and the effect on the identity in detail from the view of Social Constructivist.

In the first chapter of the study, the concept of identity is discussed, also the importance and effects of identity are mentioned. Then the construction of the identity is elaborated and the process of creating a European identity is discussed. In addition, in the first chapter, the concept of identity is evaluated from a social constructivist point of view.

In the second chapter the focus is the concept of education. First the historical development of education is mentioned. Then the educational and cultural policies, of the EU as well their aims and effects are elaborated. In addition, the effect of the studies on education on the identity is mentioned, too. After, the effects of cultural policies on identity are examined.

In the third chapter of the thesis, the educational programs are examined from a historical perspective. In the first place, the period covering the first-generation programs (1974-1995) is discussed in detail. First-generation programs are Comett, Erasmus, and Lingua. The first-generation training programs are described in detail and then the evaluation of these programs is made. Then the second generation of educational programs, which have been implemented since 1995 are mentioned. The second generation of educational programs is Socrates Programs, Comenius, Erasmus, Grundtvig, and Lingua. The effects and objectives of these programs are discussed and evaluated. The change and development of education programs over the years is elaborated. In order to do that the links between the educational programs are explained in detail.

In the conclusion part, the consequence of the thesis is indicated after making a brief overview of the chapters. The questions as, the importance of European identity means for the EU, the role of the Education and Cultural Policies play in the construction of European identity, and finally, to what extent the European Youth and Training programs have been effective in the construction of European identity are attempted to be replied. Furthermore, the role of education and culture policies on the construction of European identity is discussed.

CHAPTER 1

EUROPEAN IDENTITY AND SOCIAL CONSTRUCTIVISM

In this chapter of the study, the concept of identity is discussed. In general, the importance and effects of identity are mentioned. Then the construction of identity is elaborated. The process of constructing a European identity is discussed. In addition, the concept of identity is evaluated from a social constructivist perspective.

1.1. The Concept of Identity: An Overview

Identity refers to a form of existence and expression depending on the culture of the person. In addition to the individual content of the concept of identity, the use of national scale by gaining social characteristics affects and directs the interaction between individuals and society in a socio-cultural direction (Yıldız, 2007).

Identity is a symbol of religion, language, and community values. Since identity is a multidimensional concept, it is possible to evaluate the concept with many approaches. The following determinations regarding the concept of identity are stated as follows:

- Identity is formed by social processes. Each type of identity determines the individual's belonging to the society.
- Identity, which is related to social life with constant encounters and interactions, is, therefore a dynamic and changing phenomenon.
- The formation and identification of identity are both objective and subjective. The internalization of shared objective elements such as religion, ethnicity, geography, symbols, lifestyle by individuals belonging to the group, i.e. the formation of partnership awareness, makes the identity subjective.
- The interaction of identities involves the determination that an identity can have a positive or negative impact on the strength of another identity.
- The perception of identities is related to their position against each other.

Although there is no single element in its definition, the situation of competition/conflict with the other constitute an important feature of identity (Yurdusev, 1997).

The term of 'Identity' has an association between the "self" and the "other". Wendt (1999) indicates that the importance of "other" and states as "John may think that he is a professor, but if that belief is not shared by his students, then his identity will not work in their interaction". As a result of this approach, it is possible to explain identity as a product of connection between "self" and "others" which has a significant effect to explain who you are.

The conceptual definition of "identity" is thoroughly associated to the discussion on determining "collective identity," referring to the field of international relations. Richard Münch (2001) describes collective identity as the centre of attitudes that are common to all members of a collective in their ideas and manners and that distinguish them from other collectives. It is similar to cultural identity because it is a sort of feeling that also makes an individual belong to certain cultural groups. With regard to national identity, it can be said that it is a collective identity that restrains ethnic, cultural, religious, regional and class-based differences and is embedded in territorial boundaries, shared myths and history, a common cultural and united system of common laws and obligations under common legislation and institutions (Smith, 1992). As Richard H. Brown (1987) emphasizes, "Identity is given neither institutionally nor biologically. It evolves as one order continuities in one's conception of oneself".

The components of identity can be positioned in three classes: personal identity, social identity and political identity, as indicated by Bruter (2005). He argues that personal identity consists of a network of references to the characteristics of family membership, education, personal and cultural. Therefore, personal identity seems to be a form of identification that directly focuses on the description of how the individual identifies' inductively' from his / her own self as his / her world. Bruter (2005) further asserts that social identity and personal identity constitute an individual's political identity and are not isolated.

Personal identity is a self-concept as a person; whereas, social identity is a “self-conception as a group member” (Abrams & Hogg, 1988). Hogg and Abrams further advocate that “People derive their identity (their sense of self, their-self-concept) in great part from the social categories to which they belong” (Abrams & Hogg, 1988). People can play variety of roles in groups and have multiple identities in communities. Multiple identities, however, can be structured and interrelated. There are three ways to do that.

First, identities can be nested, one as one inside the next, such as Russian Matruska dolls. In this configuration everyone in a smaller community is also a member of a larger community. Second, identities can be cross-cutting. In this configuration, some, but not all, members of one identity group are also members of another identity group. And this other group is composed of members who share identity within that group but also have identities with other groups that are not shared with the same people. Third, identities can be separate. In this configuration the different groups that a person belongs to are distinct from one another, with essentially non-overlapping memberships. The number of people who share identities across the groups is so small that it does not constitute a potential cross-cutting group (Hermann et al., 2004).

Richard Jenkins indicates that the concept of identity describes the people’s world and the places of people in the world consisting of “...who we are, knowing who others are, them knowing who we are, us knowing who they think we are, and so on..”(Jenkins, 2008). Jenkins further asserts that identity “is a process - identification—not a thing. It is not something that one can have, or not; it is something that one does.” Stuart Hall, cultural theorist and sociologist, indicates that identity is a “‘production’, which is never complete, always in process, and always constituted within, not outside, representation, also unfinished game - always ‘under construction’” (Hall, 2014). As it is understood from these approaches, ‘Identity’ is clearly not static, fixed or inactive; it is active and dynamic, on the contrary. It is a process in which both identities are built, reconstructed and change over time and, it is never complete but always under construction.

1.2. The Construction of “European Identity”

Identity is a concept that expresses the partnership of a community and the difference of the group within this partnership from other groups. Although the concept of European identity has developed under the influence of the European Union, it has gone beyond that and has become a concept that concerns the whole Europe. Europe has long wanted to integrate and be different from another region. The European Union has been taking steps to achieve political integration for many years. As a result of these steps, it gained a new identity and began constructing European Identity which it wanted to achieve. The EU has been continuing integration period since it was founded.

The European Union is set up with the aim of ending the frequent and bloody wars between neighbours. As of 1950, the European Coal and Steel Community begins to unite European countries economically and politically in order to secure lasting peace. The six founding countries are Belgium, France, Germany, Italy, Luxembourg and the Netherlands. The 1950s are dominated by a cold war between east and west. In 1957, the Treaty of Rome creates the European Economic Community (EEC). Denmark, Ireland and the United Kingdom join the European Union in 1973, raising the number of Member States to nine. In 1981, Greece becomes the 10th member of the EU, and Spain and Portugal follow five years later. With the collapse of communism across central and Eastern Europe, Europeans become closer neighbours. In 1995 the EU gains three more new members: Austria, Finland and Sweden. The political divisions between east and west Europe are finally declared healed when no fewer than 10 new countries join the EU in 2004, followed by Bulgaria and Romania in 2007. Croatia becomes the 28th member of the EU in 2013. (https://europa.eu/european-union/about-eu/history_en)

Almost every enlargement draws attention to the European identity building process as each national identity enhances and changes it. European identity and national identities live in harmony without harming one another but appreciating each other. This identity is socially built, reconstructed and enhanced and altered with each enlargement. European identity is therefore a socially built, durable identity that collides with national identities and is continuously being built.

The impact of the EU on member states and European integration in general have had effects on the building of European identity; nevertheless, people may have a feeling of belonging to Europe in general, but feel no connection to the EU.

For the first time in 1973, the European Union brought the concept of European Identity to the fore with the “Copenhagen Declaration of European Identity” (Eroğlu, 2016). The concept of European Identity, introduced for the first time in the 1970s, gained symbols such as a flag and an anthem in the 1980s. The European identity is a concept that has been in the process of constructing, it was not created at one time.

In 1990, the European integration process gained momentum. Over time identity, language, culture and other related issues have become more controversial than before and it was understood that this complex process could not be explained by the integration process alone. Thus, the process of building the European Identity was initiated. The European Identity, which is evaluated within the framework of integration, has expanded with the constructivist approach by expanding to more countries (Büyüktanır, 2015).

Wallace describes the concept of “Europe” for a European is based on the place where they live in the continent of Europe. It is understood that European identity is based on the region in Europe in order to determine the meaning of European and states the definition as follows:

Europe is an imaginary space, shaped and reshaped by politicians and intellectuals to serve their changing purposes. There is no “natural” basis for solidarity of Europe. Europe as a set of values or as a region of shared history, has no clear outer limits, and many competing claims to constitute its historical core... An operational, institutionalized Europe cannot be constructed without drawing boundaries, without bringing some states in and leaving others out (Wallace, 2002).

As it is understood from the statement European identity has been affected by various factors like politics, historical background, culture, education and also mobility programmes.

1.3. Social Constructivism and European Identity

Social Constructivism is an approach which states that society builds people and that people also build a society (Eroğlu, 2016). Social Constructivism, asserting that people's actions are determined by their own identities, argues that reality constitutes social values. Thus, an identity is revealed, and actions in the direction of the resulting identity tend to occur. Social Constructivism is the result of social and cultural interaction. The European identity concept has been analyzed and evaluated from a Social Constructivist perspective because it was thought that other rational concepts did not fully reflect the European identity.

Social Constructivist Theory emphasizes identity, especially how the EU has been constructing the European identity. Social constructivism has been successful in making “identity” a key component of international relations. Hopf and Zehfuss see identities as multiple and fluid (Checkel, 2003). Wendt argues that a state may have multiple identities. Having multiple identities is so common in the contemporary world; especially the context of the EU because it provides a suitable atmosphere to have multiple identities both for its member states and its citizens.

Constructivists claim that they are best positioned to study European integration as a new theoretical perspective it is because of the fact that they are disinclined to assume about how people communicate in the manner that structures are generated. (Rosamond, 2006). Wendt who supports social constructivism, thinks that interests are built socially compared to pre-given. As indicated by Brown:

"The central insight of constructivist thought can perhaps best be conveyed by the notion that there is a fundamental distinction to be made between 'brute facts' about that world, which remain true, independent of human action, and 'social facts' which depend for their existence on socially established conventions." (2005)

Social Constructivists are concerned about how collective notions and identities rise; they claim that we need to explore how identities are built via language, the growth of concepts and the construction of standards, so identities are never defined, they are

basically built (Rosamond: 2006).

Constructivists subsequently suggest that it is by internalizing all such standards that actors obtain their identities and determine which one the priorities are. Rosamond relates to that as "constitutive impact of standards," this is the way in which standards, thoughts and paradigms at EU level affect the EU's multiple national policies (2006).

Social Constructivism discusses how agencies like the European Union act as interaction and deception arenas (Rosamond: 2006). "Constructivists emphasize a process of interaction between agents and structures," as Jupille et al. (2003) assert. Furthermore, Risse (2004) describes Social constructivism as "an approach based on social ontology which insists that human agents do not exist independently from their social environment and its collectively shared systems of meanings ('culture' in a broad sense)".

Wendt, as one of the primary scholars of social constructivism, presents the arguments to emphasize that social constructivism is a structural theory of the international system which has the follow-up presumptions:

- *States are the principal units of analysis for international political theory.*
- *The key structures in the states system are intersubjective, rather than material.*
- *State identities and interests are in important part constructed by these social structures, rather than given exogenously to the system by human nature or domestic politics (Wendt, 1994).*

Social constructivism contends with identity politics and the way of the construction of identity (Hopf, 1998). Social constructivists are successful for forming identity as fundamental part of international relations. Social constructivists advocate the view that mutual ideas, belief systems, ethnics have constructional features and they are influential on social and political identity.

Social constructivists emphasize the view that the identities of countries are shaped in the form of norms determining the countries' interests and benefits. Therefore, norms shape identities directing to transform the interests of the countries, also the alteration of the countries policies (Hobson, 2000). Accordingly, Wendt puts forth the constructivist view of ideas as follows:

The claim is not that ideas are more important than power and interest, or that they are autonomous from power and interest. The claim is rather that power and interest have the effects they do in virtue of the ideas that make them up. Power and interest explanations presuppose ideas, and to that extent are not rivals to ideational explanations at all...when confronted by ostensibly 'material' explanations, always inquire into the discursive conditions which make them work. When Neorealists offer multipolarity as an explanation for war, inquire into the discursive conditions that constitute the poles as enemies rather than friends. When Liberals offer economic interdependence as an explanation for peace, inquire into the discursive conditions that constitute states with identities that care about free trade and economic growth. When Marxists offer capitalism as an explanation for state forms, inquire into the discursive conditions that constitute capitalist relations of production. And so on (Wendt, 2003).

The process of constructing a European political identity assumes enhancing the sense of belonging to the EU without avoiding regional and national identities. Different identities may align European identity. The focus on "unity in diversity" is the main characteristic of European political identity; however it is difficult to discuss unity and diversity. Building a European political identity is crucial for the EU to deal with all the other players in the global world.

With the idea that it would be economically feasible to keep the states together, the economic value of the European identity was initially introduced. However, over time, it was thought that only the economy was not sufficient and that other factors should exist in the identity. After that, social and political integrity has been tried. Thus,

the European identity gained a new perspective and continued to be built on social constructivism.

Since it includes different approaches Social Constructivism, has drawn attention and brought a new dimension to the concept of European identity. Social constructivism is different from other approaches; because it gives importance to value, interaction, and the use of elements of society and identity. For this reason, the European identity is built around Social Constructivism. As a consequence, Social Constructivism focuses on the construction process of identities and their change through interaction. European identity construction process within the EU has influenced the identities of its member states and the EU citizens. Therefore, social constructivism provides the theoretical background to understand the dynamics of interactions within the EU and its effects on the identities of the citizens of the EU.

CHAPTER 2

THE ROLE OF EDUCATION AND CULTURAL POLICIES OF THE EU IN THE CONSTRUCTION OF EUROPEAN IDENTITY

In this chapter, the focus is the concept of education. First the historical development of education is mentioned. Then the educational policies of the EU as well their aims and effects are elaborated. The effect of the studies on education on the identity is mentioned, too. After that, the effects of cultural policies on identity are examined.

2.1. Historical Development of Education in Europe

The historical development of education in Europe is examined in 3 main periods. These periods are the Middle Ages, the Renaissance and the 20th century. The Middle Ages covers the period starting with the Migration of Tribes (375) and ending with the Conquest of Istanbul (1453). When the medieval education is examined in general, it can be said that it was not widespread and it was directed towards nobles. Developed in the contract form of churches, these trainings were far from psychological foundation. At that time, the church was not seen only as a religious concept but at the same time decisions in each area were seen as the decisions of the church. The opposite of the understanding of the church is certainly not acknowledged. Educational institutions in the Middle Ages are monastic discipline, knight discipline, professional associations, city schools and universities (Milliyet Blog, 2019). The monastic education, which is a religious education, has adopted the concept of giving education, according to the principles of the sect. Primarily, basic knowledge such as reading, writing and calculating was taught and then religious education was given. Addition, Art education was also provided.

The people who received the knight training considered themselves to be delegated to defend Christianity. The function given to them increased their loyalty. The knights are trained in the society. The aims of the knight training given in stages such as master, apprentice and first master; service to God, service to the woman and service to

the master. At the same time, knights were given a sense of art principally. Inoculated arts; such as swimming, riding a sword, riding horse, throwing arrows, writing poetry and playing chess. The knighthood education besides shows progress according to age ranges. Persons between the ages of 7 and 14 were given a tradesman training i.e. physical and moral education, persons between the ages of 14 and 21 were given apprenticeship training, i.e. master training and sword training. Then, this form of education has deteriorated and finished.

The aim of training in professional associations was to support and develop artistic development. There were also intensities in the training of professional associations as seen in the knight training. In order to be able to receive vocational education, a degree examination was carried out and in order to pass this examination, Latin and Christian knowledge was required. The subjects that the students were successful in were determined and the education about the successful subjects was given in more detail. Along these lines, students were trained as masters.

City schools were one of the institutions opened in Europe to meet the growing obligation for education. Over time, church and foundation schools were treated inadequately. The monastery and knight trainings were not considered suitable for working with the city council and schools were opened in cities. With the opening of schools in the cities, the opened schools were named at city schools. In city schools, religion courses have been reduced and trainings on reading and writing they are generally given. City schools were as disciplined as the churches, although there was a conflict between the churches.

While the monasteries, knight trainings, city schools and professional associations are active today, the activity of the universities, which were opened at that time and called as University, has been carried to the current day. The universities, which adopt an education based on the human mind, have come to the fore with the scientific revitalization. It progressed in a short time and came to the present day. At the beginning, the universities that were established in the autonomy of the church gained independence over time and broke the church's capability. Universities, as one of the most important products of the Middle Ages, were established as one faculty. They

were first established in Italy, and later on spread to, Paris and other European countries.

With the Renaissance period, the regeneration period has begun and the foundations of modern education were laid. As new states develop, the need for training manpower has increased. The Middle Ages were named as the dark age and the problems of literacy in that age were identified and solutions were sought. With the Renaissance, the middle classes began to participate in education, but education continued to become more expensive. For this reason, the relationship between the fathers who financed the education and the children who had to consume different goods and services for education could be harmed from time to time (Richardson, 1941). With the Renaissance, university education was developed and positive thinking and science were emphasized.

After the French Revolution, national education concepts were adopted and the idea that everyone should be educated emerged. Female and male citizens were required to be educated, and schools were organized as primary, secondary, high school and university, and first, middle, high school and university trainings were developed. In this period, teaching was turned into a profession and teacher training institutions started to expand and vocational and technical education gained importance. Thus, education policies started to change as a result of these developments.

The technical skills and workforce requirements needed by the period were put into the curriculum. Together with the emerging educational currents, modern education thinkers began to write their opinions and implement them. In the 20th century, the discipline of psychology was developed and it revealed scientific data about the learning characteristics of the individual. With the scientific data, the importance given to science increased and scientific studies grew in number.

In 1918, Franklin Bobbitt used the concept of the program for the first time in education and with his Training Program he considered education to be an area independent of philosophy and focused on the preparation of training programs and its elements. In Europe, exclusively in the fields of science, mathematics and technology,

projects were developed that encouraged students learn through invention. In the 1970s, Bloom's Complete Learning Model was developed. This model shows that everyone can learn as a result of appropriate learning conditions. As a result, the impact of the learning environment on learning, develop into increasingly important.

From the 1980s onwards, the effects of various learning theories such as constructivism, multiple intelligence, contextual learning, brain-based learning, and life-based learning have been observed and it is aimed to realize student-centered learning with appropriate teaching activities. In brief, education is no longer just a process that concerns the schools and has started to gain an international aspect. With the innovations and enlightenment, education in Europe is gaining momentum. In the course of time, increasing vocational training and quality of professional qualifications is one of the goals of Europe. At the same time, the trainings given to all age groups have increased and continues to improve with the financial support of the European Union.

2.2. The Development of European Union's Educational Policy in an Historical Perspective

In the formation of the common education policy of the European Union, the beginning of the 1970s, especially 1974, was an important year, and the studies on the subject provided the establishment of the EU Education Commission at the end of the "Council of Ministers" meeting in 1976 (Erdoğan, 2011). The projects conducted in Europe are managed by the EU Education Commission. With the Maastricht Treaty, the Union has progressed in terms of education and has developed its activities after entering the Bologna process. In this process, the European Union has drawn attention to progress in a way that does not contradict with the general principles and criteria.

The EU supports efforts to ensure the best possible education and training. At the same time, Europe stands out with its multilingualism. The greater part of the education policies that it has planned have the benefit of language diversity. Europe, which adopts national education and training policies, presents policies to increase collaboration with other European countries.

The European Union has been supporting cooperation in the field of education and stated that it would support education in the following areas:

- Collaboration between multinational education, education and youth,
- Exchange programs and opportunities to study abroad,
- Innovative learning and teaching projects,
- Academic and professional expertise networks,
- A framework for international recognition of new technologies and vocational qualifications in education (European Union, 2019).

Since the European Union's educational programs constitute its education policy, it has produced many programs in the field of vocational and general education during the identification process. In this context, studies with lifelong learning strategy have been developed. With the development of programs such as Socrates, the concept of mobility has become the center of programs. Thus, the beneficiaries of the developed programs will have an impact on European identity in cultural as well as educational terms.

Examining the European Union's education policy, one can see a structure that makes all the members of the EU free to program their education according to their economic, social and cultural characteristics, rather than strict policies and education policies imposed on all of the members of the European Union (Erdoğan, 2011).

The European Union has continued its efforts to construct the European identity through education policies. Focusing on education in the 1980s, the Union had actually begun its work in the 1950s in an abstract sense. In the Treaty of Rome, which established the European Union, the principles of education were decisive in the Article 128 of the Treaty of Rome, as follows:

The Council, upon the proposal of the Commission and after receiving the opinion of the Economic and Social Committee, shall determine the general principles for the implementation of a common vocational training policy that may contribute to the harmonious development of both national economies and the common market (European Commission, 1957).

As seen in the Article, only the principles were set, but no policy was developed, but the elemental step in establishing a common policy on education was taken. It is accepted by many educators that Monnet, one of the founders of the EU, emphasized the importance of education at the stage of the founding of the Union (Blitz, 2003). However, educational issues existed as a taboo in the Community corridors between 1957 and 1976 (Neave, 1988).

In the 1970s, the intensity of studies in the field of education increased. Many politicians saw education as the way to create the future European citizen (Leibfred and Pierson, 1996). In 1973, together with research and science policies developed by the EU Commission education policies were included in the area of authority of DG XII (Directorate General) (European Commission, 1997). Thus, education policies were included in the responsibility of the Commission for the first time (Neave, 1984). After 1976, due to the increasing labor force and the increase in the unemployment rate, the importance given to education increased and policies were developed.

The Council decision of 9 February 1976 constitutes the basis for the historical development of education policies and envisages cooperation in the field of education:

- *Education and training of migrant workers and family members.*
- *Ensuring convergence between education systems.*
- *Compilation of documents and statistics at unity level.*
- *Increasing the quality of foreign language teaching.*
- *Firstly, the elimination of administrative and social barriers, the mutual recognition of the diplomas taken in another country and the periods spent there, thus providing a more freelance working environment for teachers, students and researchers.*
- *Equality of opportunity at entry to educational institutions in all member countries of the Union.*
- *Supporting vocational education of young people.*
- *Organization of transition from school to professional life.*
- *Employment of youth, taking measures (Atabay & Akin, 1996).*

Collaborations in the field of education have been developed. In the continuation of this cooperation process, joint policies were started to be created and started to develop integrative training programs based on the principles. The classification of the programs and activities of the Community in the field of education is as follows:

1. **Cooperation in the field of education:** *Exchange of knowledge, experience and innovation among the Member States will enable policymakers to make a healthier decision in the educational policy process. Similarly, the European dimension of cooperation in the field of education will be strengthened.*
2. **Language programs:** *The language-related program is Lingua. It is a Community action program to increase foreign language learning in the European Community.*
3. **Higher education programs:** *There are two programs related to higher education and university education.*
 - (1) *Erasmus: European Community action program for the mobility of university students.*
 - (2) *Comett: Collaboration between Universities and Businesses for Technology and Internship.*
4. **Development programs for East-West European cooperation:** *Central and Eastern Europe Tempus program: European Free Movement Plan for University Learning.*
5. **Programs for young people and young workers:**
 - 1) *Youth for Europe programme.*
 - 2) *Initial Training (internship).*

The vocational internship of young people is a Community action program for the preparation of maturity and working life.
6. **Measures for people with disabilities.**
7. **Partnership programs:** *There are three programs under the name of continuous education:*
 - 1) *Force: Action Program for the Development of Continuing Vocational Education in the European Community.*
 - 2) *Eurotecnnet: Community Action Program in the Field of Vocational*

Education and Technological Change.

3) *Iris: Network of Community Professional Programs for Women.*

8. Technical projects:

1) *Eurydice: Information Network in European Community Education.*

2) *Arion: Training Experts Research Trips.*

3) *Cedefop: European Center for the Development of Vocational Education (MEB, 1994).*

These training programs, which were expected to be developed, are called the first term programs and are critical for coordination and efficiency. With these developments, many training programs were developed and member countries supported common policies regarding European identity and education. Thus, the education policies developed on the relationship between European identity and education increased its importance. Concurrent, educational programs have increased their impact. The general objectives of the education programs are created as follows:

- Establishing academic and professional expertise networks,
- To create multinational education, vocational training and youth partnerships,
- Establish a common infrastructure for compliance, comparison, and decision making,
- To produce and implement educational and teaching projects targeting new approaches,
- Searching new systems to address cross-country issues such as recognition of new technologies and professional qualifications in education,
- To ensure the exchange of training programs and educational opportunities abroad,
- To make use of information and communication technologies in the field of education with open and distance education and to provide multimedia support in education (Ertl, 2003).

The European Union started taking steps regarding education together with the Maastricht Treaty of 1992. The policies of the Union in the field of education had been trying to be implemented based on voluntary participation of the member states until the

Treaty of Maastricht (Jones, 2001). With this Treaty, for the first time in the history of the Union, the term education took place in an agreement and the responsibilities of the Union in the field of education were officially stated (Lenaerts, 1994).

The development of the programs after the Maastricht Treaty accelerated. Although the pre-Treaty policies cover only vocational education, education started to be evaluated in two contrasting areas. This classification is defined as Occupational and General. Articles 126 and 127 of the Treaty led to significant improvements in the field of education.

Article 126 (EC Treaty. Art 126):

- 1. The Community fully respects the responsibility of member states in the field of educational materials and the organization of educational materials and cultural and linguistic diversity, while contributing to the development of educational quality by promoting cooperation among member states, where necessary, by supporting and complementing their actions located.*
- 2. Community actions should address the following objectives:*
 - To form the European Dimension in education, especially through the teaching and dissemination of the languages of the member states,*
 - To promote teacher and student mobility by recognizing the academic equivalence of diplomas and training periods,*
 - Supporting cooperation between educational institutions,*
 - To develop knowledge and experience sharing on common issues in the education systems of Member States,*
 - To support the development of the exchange of young people and educators,*
 - Support the development of distance education.*
- 3. The Community and its Member States will develop cooperation with third countries and international expert bodies, in particular the Council of Europe.*
- 4. The Council shall contribute to the achievement of the objectives set out in this Article;*
 - Under the joint decision procedure defined in Article 251, after receiving*

the opinion of the Economic and Social Committee and the Committee of the Regions, it shall take measures to encourage the exclusion of the laws and regulations of the member states.

- *Upon a proposal from the Commission, qualified decision-making, decisions are taken by qualified decision.*

Article 127 (EC Treaty. Art 127)

1. *On the one hand, the Community fully respects the responsibility of the Member States on the content and organization of vocational training, and on the other hand implements a vocational education policy that supports and complement their actions.*
2. *Community actions serve the following purposes:*
 - *Facilitate the harmonization of industrial change, especially through vocational training and continuing education,*
 - *To improve the continuity of initial vocational training and vocational training in order to facilitate vocational integration and reintegration into labor markets,*
 - *To facilitate access to vocational education and to encourage the mobility of students and educators, especially young people,*
 - *Encourage cooperation between education and training institutions and firms,*
 - *Developing the exchange of knowledge and experience on issues common to the member states educational systems.*
3. *The Community and its Member States develop cooperation with third countries in the field of vocational education and with international organizations specialized in their fields.*
4. *The Council, after receiving the opinion of the Economic and Social Committee and the Committee of the Regions within the framework of the joint decision procedure defined in Article 254, shall take the necessary measures to contribute to the achievement of the objectives set out in this Article, except for the harmonization of the laws and regulations of the Member States.*

As seen in the articles, vocational and general training is apparently stated. In accordance with the principles laid down in Article 126, the Community would contribute to the development of the educational stronghold by supporting the activities of the Member States, promoting the activities of these countries by respecting the diversity of the existing languages, cultural differences and educational systems of the member countries and, if necessary, assisting and assisting in the completion of the works (Karluk, 2005). On the other hand, a special vocational training policy was developed by the Art. 127.

In the context of these articles, training programs were developed and more comprehensive activities were carried out for new programs. Thus, vocational education moved into a new dimension. The reform process, called the Bologna Process, started with the request to constitute the European Higher Education Area (EHEA) until 2010. With the commencement of the Bologna Declaration process, the Magna Charta Universitatum, the Common Declaration of the Sorbonne, the Bologna Declaration, the Prague Declaration was made and decisions were taken on education.

The foundations of the Bologna process were laid in 1988 by the Joint Declaration of the Magna Charta Universitatum and 1998 Sorbonne. With the Magna Charta Universitatum, it is aimed to celebrate deep and rich university tradition and values and to establish strong ties between European Universities (Hesapçioğlu & Topsakal, 2007). With the Common Declaration of Sorbonne, the purpose is to establish and support a model of higher education that will adapt to the economic, commercial and financial markets that were shaped in the 40 years of European higher education (Hesapçioğlu & Topsakal, 2007).

Subsequently, the Bologna Declaration, signed on 19 June 1999, made decisions on Higher Education. Some of these decisions are as follows:

- *Adoption of an easy-to-understand and comparable degree system in order to increase the employment of European citizens and the international competitiveness of the European higher education system with the*

application of the Diploma Supplement,

- *Adoption of a system based on two basic stages, namely undergraduate and graduate,*
- *Establishing a system of credits as in the ECTS system as the most appropriate way to promote student mobility,*
- *Promoting mobility by eliminating the barriers to free movement. The following should be considered in this regard:*

For students; working, educational opportunities and related services

For educators; researchers and administrative staff; Evaluation and recognition of the time spent in research, teaching and training in Europe without considering legal rights

- *Encouraging cooperation in the field of quality assurance in order to develop comparable criteria and methodologies (YÖK, 1999).*

With the Prague Declaration, the targets supporting the establishment of the European Higher Education Area were determined and the priorities were determined for the coming years. Ten years after the launch of the Bologna Process in 1999, the EHEA Ministerial Conference in Belgium was evaluated in the context of the situation reached at the end of the decade and priorities for higher education were set for the next decade (Büyükgöze & Özdemir, 2016).

The Bologna Process 2020 gathered in Leuven/Louvain-la-Neuve, Belgium, on April 28 and 29, 2009 to consider the accomplishments of the Bologna Process and to build up the needs for the European Higher Education Area (EHEA) for the following decade. With this declaration, priorities are listed as follows (Leuven / Louvain-la-Neuve Declaration, 2009):

- *Social Dimension: Equal Access*
- *Lifelong Learning*
- *Employability*
- *Student-centered Learning and Higher Education*

- *Education, Research and Innovation*
- *Mobility,*
- *Data collecting,*
- *Multi-dimensional transparency tools*
- *Finance*

With the prioritization of certain issues, the European Union developed its policies in line with unemployment and labour needs. It was aimed to develop a common policy with the member countries and thus they expected the strengthening of the European identity concept.

The four objectives of Education and Training 2020 were determined in the “Strategic Framework for Cooperation in Education and Training” (European Union, 2014).

The four main targets are as follows:

- *Realization of lifelong Learning and mobility,*
- *Improving the quality and efficiency of education and training,*
- *Ensuring equality, social solidarity and active citizenship,*
- *Promoting creativity and innovation, including entrepreneurship, at every stage of education and training (European Union, 2014).*

In line with these strategic objectives, by the year 2020, it was proposed that member countries would develop cooperation in these areas and that various programs would be implemented. Europe's time to organize education policies covering the whole world is one of the key points of success, as well as showing that it has achieved its objectives to a large extent. Observing the effect of education and training on European identity in time, the Commission became aware of the integrative effect and accelerated its concrete works. In the studies carried out from the Paris Treaty until the Treaty of Rome, progress was made in the areas related to education in variable speed and intensity (Demirbaş, 2010).

2.3. The Effect of the Education Policy of the EU on the European Identity

Education is one of the most important predictors - usually, in fact, the most important predictor of many forms of social participation - from voting for association membership, to chairing a local committee to hosting a dinner party to giving blood. The same basic pattern applies to both men and women and to all races and generations. Education, in short, is an extremely powerful predictor of civic engagement. (Chambell, 2006). In the European Union, where lifelong learning has become the core point in the educational strategy, all member states are aware that there is a need to improve the quality of education they give and also to improve access to learning at every stage of life (Cankaya & Kutlu & Cebeci, 2015)

The general objectives of education policy are listed as follows:

1. Spending time abroad to study and learn should be the standard;
2. School and higher education diplomas should be recognized across the EU;
3. Knowing two languages in addition to one's mother tongue should become the norm;
4. Everyone should be able to access high-quality education, irrespective of their socioeconomic background; and
5. People should have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity (European Commission, 2019).

As can be seen, the last objective stated above is directly about the European identity. Creating a sense of identity, and a common consciousness with this perception undoubtedly will increase the effect of identity. Moreover, the ET 2020 also supports the achievement of the following benchmarks at the European level by 2020:

- at least 95% of children should participate in early childhood education;
- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics, and science;

- the rate of early leavers from education and training aged 18-24 should be below 10%;
- at least 40% of people aged 30-34 should have completed some form of higher education;
- at least 15% of adults should participate in learning;
- at least 20% of higher education graduates and 6% of 18-34-year-olds with an initial vocational qualification should have spent some time studying or training abroad;
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82% (European Commission, 2019).

The EU aims to bring the innovations and developments in European education policies to the national level. The EU, by combining its member countries with common policies, increases their cooperation. Since 2000, the European Union has been waiting to contribute to the European identity by gathering member countries under one roof. Since the policies created are integrative, their impact on identity is inevitable.

Tibor Navracsics, the European Commissioner for Education, Culture, Youth and Sport, emphasized the impact of education policies on identity as follows: "Education, helps us adapt to a rapidly changing world, develop a European identity, understand other cultures, and gain new skills needed in a moving, multicultural and increasingly digital society" (European Union, 2019). In addition, according to Lawn, who described Europe as a "fluid conception that shapes itself as it moves", the creation of an elaborate and useful field of European education policy is a necessary part of the Europeanization project of the European Union" (Beycioğlu & Konan, 2008).

2.4. The Effect of the Cultural Policy of the EU on the European Identity

The European Union carried out its activities primarily for the purpose of providing integrity in political and economic terms. As a result of the studies, although political and economic integration was achieved, it was realized that it was not yet the case in the cultural area. Recognizing the need to carry out cultural studies, the EU began to pay attention to cultural integrity. The aim of the Union in creating cultural policy is to create a common culture for European societies by using values from its own culture. Thus, it was evaluated that the European identity would be strengthened.

Cultural values carry the traces of the past. They also take shape according to the present time. The European Union is aware of this and wants to develop European culture with past and present European values and to establish a strong identity within this developing culture. When the cultural structure of the European Union is examined, there are many countries with a wide variety of cultures. In such a diverse environment, the European Union has aimed to create a unity in this diversity, although cultural differences may lead to discrimination.

There are many countries and different cultures within the European Union. In such a diversity, cultural unity is only possible with a common consciousness. Within the framework of the European Union; creation of symbols and traditions such as the metric system, city, Euro in a single market, change in education programs, sister weight and dimensions, the increase in European Union laws and regulations on European Union historiography and the harmonization of European statistics by the Eurostat Bureau may be awareness-raising tools (Tolunay, 2007).

The European Union's action in this area for the dissemination, protection, and development of culture in Europe has been achieved by the Maastricht Treaty signed 27 years ago (IKV, 2019). In addition to changing the name of the Community with the Maastricht Treaty, a three-pillar structure was formed and those pillars were; community, common foreign and security policy, and cooperation in the field of justice and home affairs. With respect to the diversity of national culture, the European Union has developed many different policies on culture. There are two initiatives related to

cultural policy, namely the Creative Europe Program and the European Capitals of Culture, which are aimed at the integration and development of cultures in Europe.

The Creative European Program was launched in 2014. Art branches, architecture, museology, cultural heritage, etc. It supports international projects developed between the cultural and creative sectors (European Union, 2019). The European Capital of Culture project supports the cultural livelihood projects that will take place in that city with the determination of the cultural capital of the two cities selected each year. The European Union aims at reviving and expanding European identity. At a conference on education and culture in 2017, the President of the European Commission Juncker stated that education and culture were the keys for the future and stressed the need for studies on how to make this issue more beneficial for the European identity (European Commission, 2017). In the same conference, the impact of culture on European identity and the meaning of being a European was discussed.

The objective of the European Union's cultural policies is to build common values for the European Union member states. The European Union brings together Europeans with their cultural projects. The year 2018 was designated as the European Year of Cultural Heritage. The Aim of the European Year of Cultural Heritage "to encourage more people to explore and work on Europe's cultural heritage and to reinforce the feeling of belonging to a common European space. The slogan for the year is Our heritage: where the past meets the future." (European Union, 2019).

There are symbols expressing all cultural policies and values of the European Union. These symbols instill feelings such as belonging and commitment. As a result of the European Union's first period of cultural policies in 1970 and 1980, it was emphasized that the existence of different cultures within the framework of common European civilization reflects the specificity and dynamism of the European identity (ENA, 2019). During that time, important decisions were taken on European identity and policies were developed. The European Union, which aims to continue the cultural production in time, goes on with its efforts to gain common consciousness in order to give its citizens a common identity. The symbols created cannot prevent national

identity, although they are common methods of creating an identity.

Forming a national identity is a different process than constructing a European identity, and the identity at the European level is weak compared to the national identity. Therefore, all cultural policies related to European identity will be fulfilled only when it is decided in the national framework. This is due to the high level of influence of the national culture in the European Union rather than a common cultural understanding.



CHAPTER 3

THE IMPACT OF EDUCATION, TRAINING AND YOUTH PROGRAMMES OF THE EU IN THE CONSTRUCTION OF EUROPEAN IDENTITY

In this last chapter of the thesis, the educational programs are examined from a historical perspective. In the first place, the period covering the first-generation programs (1974-1995) is discussed in detail. The first-generation training programs are described in detail and then the evaluation of these programs is made. Then the second generation of educational programs, which have been implemented since 1995 are mentioned. The effects and objectives of these programs are discussed and evaluated. The change and development of education programs over the years is elaborated. In order to do that the links between the educational programs are explained in detail.

3.1. The First Generation of programmes: 1974-1995

With the Treaty of Rome and the Treaty of Maastricht, education programs started to come up. In order to realize the educational objectives of the European Union, it began to focus on training programs. Although, there are differences among the programs, they are developed within a common purpose. The programs aim to strengthen the fundamental values such as increasing equality of opportunity, the idea of active citizenship, acquiring knowledge in a multicultural formation, and the concept of lifelong learning, which includes both education and training (IKV, 2004).

Europe has succeeded in many regions through its educational programs. The increasing number of international students pushed and benefited countries in the program development process. These students create networks (Nafsa, 2003) to develop international and foreign policies and to establish good relations (Schneider, 2000), or to contribute to their countries' economies by working after completing their training (Colebatch, 2005). With these networks created, they contribute to the European identity both in terms of employment and culture. This network also contributes to the European countries financially. For instance, the income from international students

was 22.7 billion dollars for the United States in 2013, 5 billion pounds for the UK and 10 billion euros for Europe (Şeker, 2018).

The first generation of education programs covers the years from 1974 to 1995. They are namely Comett, Lingua, Petra, Force, Erasmus. With the creation of those programs, educational programs were introduced to the world in the 1980s. The year 1995 was the beginning year for new programs. Firstly, the European Union Education Commission was established in 1974 by the European Union. Issues such as the need for technology and problems such as the high unemployment of the young population led to the creation of new action programs and networks within the framework of the decisions of the 1976 Council of Ministers for Education. Examples include Eurotechnet, Comett, Erasmus, Lingua, Petra and Iris.

3.1.1. Comett

The Community Program in Education and Training for Technology (COMETT) was adopted on July 24, 1986. It was born from the following idea: “In order to achieve the technological Europe of the future, attention should be paid not only to pure R & D activities but also to human resources” (European Commission, 2018).

COMETT offers innovative training solutions with state-of-the-art training materials, on-site and virtual training activities and support for the advancement of scientific knowledge (Comett, 2019). Within the scope of the European Union COMETT aims to bring together enterprises and educational institutions using different technologies. Thus, the boundaries between business and university are abolished and incentives for advanced technology education are provided through one-to-one interviews between business and universities in different countries. In the light of this information, it may be said that the factors that will prevent development in the field of education will be eliminated. The program, which was called COMETT I between 1986 and 1990, led to the establishment of 200 partnerships between universities and enterprises, and the organization of 40,000 international exchange programs for students and alumni, as well as 10,000 further training courses covering 250,000 people (Dinan, 2005).

After 1990, the second phase of the program, called COMETT II, was introduced. The plan for COMETT II covers the years 1990 and 1994. With COMETT II, further development and deepening of the program were carried out.

1994 Applications that are limited to the COMETT University-Enterprise Training Partnerships (UETP) include:

Strand A (Integrated Student Settlements)

Strand B (Personnel Exchanges)

Strand C (Short Training Courses)

Strand D (Complementary Measures) (CORDIS, 1993).

COMETT program is a program that has influenced many advanced companies. Firms and universities have developed several projects under COMETT. The European Union has selected and supported these projects as part of the following criteria:

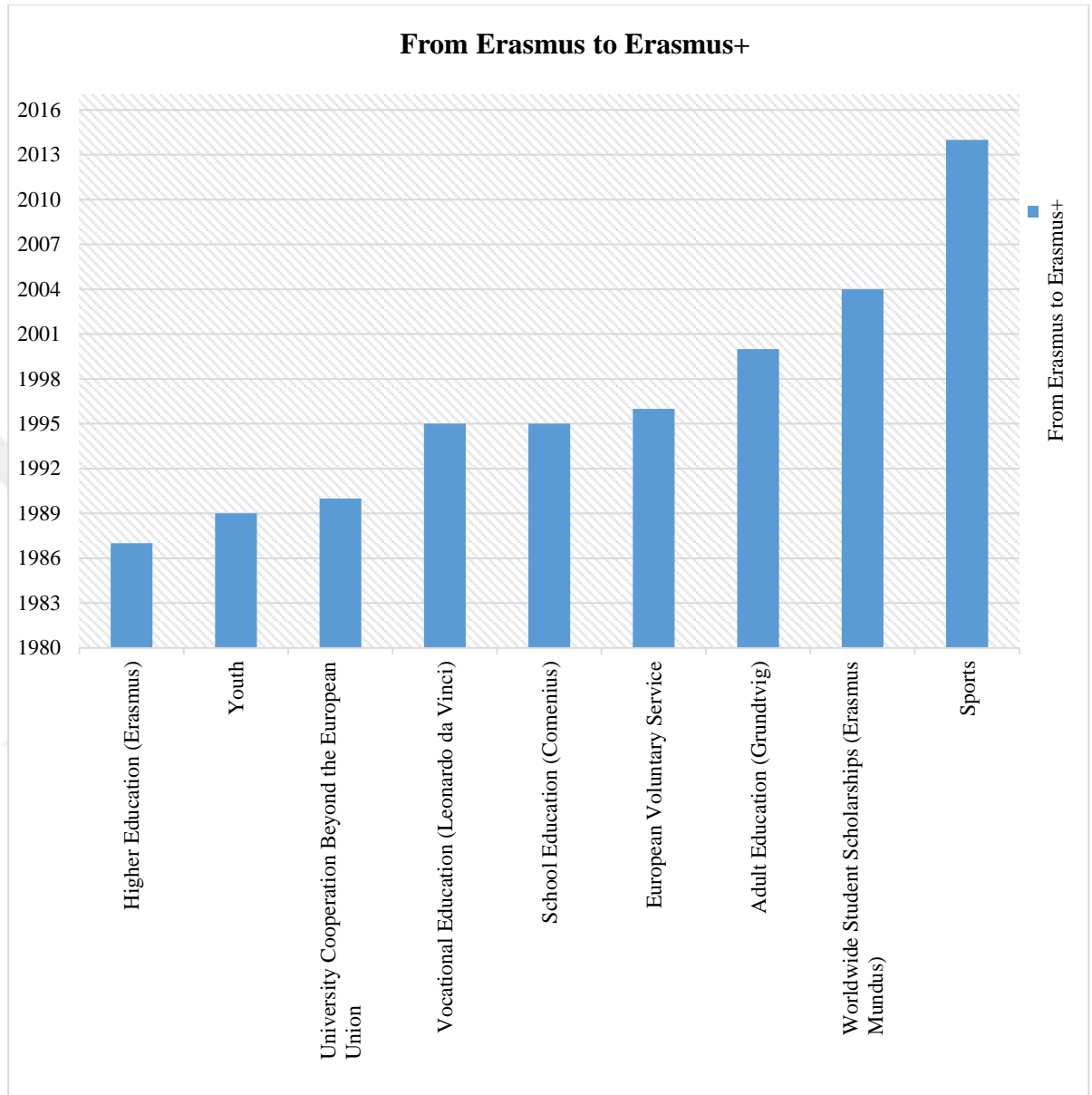
- *Contributions to strengthening a sense of European identity,*
- *The scope of the volume of firms,*
- *Education in technologies,*
- *New initiatives,*
- *The importance of small and medium-sized firms,*
- *Design and management of the project in general (European Commission, 2018).*

With the development of Europe, the COMETT program, which serves the basic strategic goals of communities, has enabled the use of technology and industry. The COMETT program, which also enhances the quality of vocational training, has been linked to the Leonardo Da Vinci program together with the Force, Petra, Eurotecnet and Lingua programs to ensure further coherence in the following years.

3.1.2. Erasmus

The Erasmus education program, which started in 1987, was included in the Socrates education program in the coming years. Erasmus is a higher education program. It is not only intended to provide students with an education in different countries, but also supports the integration of European countries within the scope of the program and contributes to the formation of a common European identity in the new generations (Şeker, 2018). Within the scope of Erasmus, university students participate in the exchange program and spend a semester studying in European universities. The contribution to the student is considered as getting in touch with a new culture and learning a new language as well as facilitating job opportunities. Although Erasmus initially included only university students, it developed over time in other areas of education. In 1987, the Erasmus Program, which included 3,000 students, became more popular among students in time. The program was named as Erasmus + between the years 2014-2020. The graphic below shows the activities in the transition process of the Erasmus Program.

Graphic 1: From Erasmus to Erasmus+



Source: (National Agency, 2017)

Within the framework of the Erasmus education program, thousands of students spend some of their teaching activities abroad. The students who have the opportunity to participate in the projects have great gains. The main objective of the Erasmus program is to increase the quality of education in Europe and to create cultural interaction. Thus, the effect of cultural diversity on European identity will be seen.

3.1.3. Lingua

With the recognition of how important language is in establishing relationships between people, the EU started the Lingua training program with the need to develop a foreign language education program. The significance of the programs in the field of EU education and training depends on the understanding of languages (Kıhtır, 2004).

Lingua training program, which started on July 28, 1989, teaches European languages. Lingua is a training program for schools, alumni, students and adults. European culture comes to the fore with the Lingua program that can be attended by all age groups. Participants in the program have the opportunity to learn a European language as well as learning foreign languages, which are the languages of other member countries. Thus, it is thought that the interaction within the Union will increase. Learned languages are; English, French, German, Spanish, Italian, Portuguese, Dutch, Danish, Finnish, Greek, Bulgarian, Czech, Slovak, Romanian, Polish, Hungarian, Turkish and Irish, Icelandic, Norwegian, Swedish, Polish, Lithuanian, Slovenian, Latvian, Estonian and Maltese. The Lingua training program is designed for the following purposes:

- To support and promote language diversity within the EU,
- To contribute to the development of language learning and teaching quality,
- To extend access to lifelong language learning (All Project, 2019).

Lingua, which is an important program to draw attention to the importance of language learning, also meets the need for language learning while developing foreign language skills. But because the promotion of foreign language learning is a prevalent goal in all education programs, the development of language education and training is further elaborated within the Lingua Program and Lingua come out of two sub-programs:

- Lingua 1 = Promoting and improving language learning, promoting linguistic diversity and improving the quality of language teaching systems.

- Lingua 2 = Development of language teaching materials and materials (Horizon, 2019).

Language is one of the key factor in order to improve cultural interaction between nation states. In order to construct The European identity cultural interaction is so essential that language is the key element.

3.2. Evaluation of the First-Generation Programmes

There are many factors in the process of identity formation. These include culture, political, economical, social and education factors. The training programs are one of sub-factors. These programs are made for students, and since some students may not be able to adapt economic, social and other problems may arise.

The education programs should be free from factors such as discrimination and racism and should be at a level that will provide economic and social balance. The positive effect of a balanced education program on identity will be inevitable. In this way, the identity formation will not be damaged, the attendee of the training program will be affected positively by the new identities.

Erasmus, COMETT and Lingua programs are one of the main training programs developed. Together with Erasmus, the beneficiaries of the program have the opportunity to develop themselves. Together with COMETT, it has also emerged in industrial and technological development. Lingua is a training program that is born with the need for language learning. With this program, it is very important to support language learning with tools.

The impact of education on European identity is obvious. The European Union brings together many countries with its educational programs. When all this is evaluated, the integration of the people involved in the programs contributes to the European identity. Together with the training programs, one-to-one interaction with European culture is ensured. Thus, the concept of Europe has become widespread and constitutes an important perception within the society.

3.3. The Second Generation of Programmes: 1995 – Present

The training programs organized by the European Union in order to continue working under one roof with the member countries include the second-generation training programs from 1995 to the present. The second-generation programs of the European Union are Socrates, Leonardo Da Vinci and Youth education programs in Europe. Socrates vocational training, Leonardo Da Vinci is a general education and Youth, youth education program for Europe. Programs are complementary programs compatible with each other.

Erasmus is the most popular program. With the opportunities provided to both students and educators, Erasmus is an important program. Being able to benefit from education and internship opportunities within the scope of Erasmus influences the development of the person. For this reason, the most budgeted programs are the Erasmus program. Programs such as Erasmus, Grundtvig, Lingua and Comenius have been re-structured under the Socrates programme. In this way, the programs are more simplified and progressed according to their objectives. It is observed that the education programs in Europe, which is very popular nowadays, are very successful. Many students and educators endeavor to take advantage of these opportunities. However, there are some obstacles to participate in these programs. In order to benefit from the programs covering only successful students who are really good at their field.

It can be concluded that programs are useful for many people to be attracted by programs. Today, many people want to benefit from European opportunities to improve themselves. This means that Europe has created a successful perception of education programs. EU education programs appeal to all sectors. Because of this aspect of the programs, many people can benefit from the program that they consider as appropriate. Europe has influenced people from all parts of life in terms of education and culture. Thus, the European Union tried to move its education and culture to the international level and the effect of these situations on identity can be seen.

The created programs are open to continuous development and will not leave obstacles in front of learning. In addition to education, programs provide knowledge in terms of culture. Programs that interact directly with European culture have an impact on the European identity. The coexistence of culture and education is very important as it will evaluate Europe from different dimensions. With these programs, Europe is also addressing the whole sector and eliminating the lack of education. Second generation programs were evaluated within the scope of "lifelong learning" program in the 2007-2013 period. After 2014, second-generation programs were developed by Erasmus+.

3.3.1. Socrates Programmes

The Socrates Program is a program that aims to bring the European dimension in education and to enhance the quality of education by strengthening the cooperation between the participating countries, including education at all ages and levels (Duman, 2001). In addition to being a system that develops the concept of "Lifelong Learning", the Socrates Program has also increased the cooperation between European countries. Socrates program was planned for the 1995-1999 period, but later on was expanded to include the 2000-2006 period, as well. This program had another, expanded to cover the 2007-2013 period, and now it is carried out within the 2014-2020 planning.

The Socrates program is a broad program in terms of all ages and levels of education. Support comes from the participating countries for the management of the program. The participating countries shall take the necessary measures for the efficient operation of the program in a manner consistent with the national practices at the member state level, including all parties concerned; the establishment of appropriate structures, i.e. national agencies, to ensure the coordinated operation of program actions at the country level; they are responsible for carrying out the necessary procedures for the elimination of legal and administrative barriers to access to this program and for realizing potential energy with other community programs at the country level (MEB, 2001).

In addition to the support of the participating countries for the Socrates program, three different structures were created. These structures are;

- Socrates Committee,
- National Agencies and
- Technical Assistance Office.

The Socrates Committee plays an important role in ensuring mutual trust between the Commission and the national authorities. National Agencies have assumed special responsibilities, such as a selection of specific action projects, allocation and supervision of student allowances, and associated financial management. The Office of Technical Assistance provides assistance to the Commission and the applicants regarding the technical management of the program (MEB, 2001).

The basic objectives of the Socrates Program for the period 1995-1999 can be listed as follows:

- *To work up the European dimension in education at all levels, by protecting the cultural characteristics of the member countries,*
- *To support the qualitative and quantitative development of knowledge about European Union languages,*
- *To Support the intercultural dimension of education,*
- *To support the cooperation between organizations at all levels of education in the Member States in order to develop their intellectual and teaching potential,*
- *To encourage the exchange of teachers and to contribute to the development of their qualifications in order to support the European dimension in studies,*
- *To encourage student mobility by allowing students to complete a part of their work in another enrollee state,*
- *To encourage communication among students of all types,*
- *To promote the recognition of diplomas, training periods and other characteristics to facilitate the development of an open European field for cooperation in education,*

- *To promote open and distance education in European conditions,*
- *To support the exchange of information in educational systems and to support and develop the exchange of experience between those who direct the education policies in the Member States (EU Commission, 1996).*

For these purposes, the educational programs such as Erasmus, Comenius and Lingua were restructured in the Socrates program. Then, the second period of the Socrates program, called Socrates II (2000-2006) was put into practice. The objectives of the Socrates II are determined as follows:

- *Strengthening the European dimension at all levels of education,*
- *Increasing the quantitative and qualitative development of the knowledge of European Union languages,*
- *Promoting cooperation and mobility in the field of education, in particular; encouraging mutual exchange between educational societies, increasing open and distance education/training, encouraging improvements in the mutual recognition of diplomas and study periods,*
- *Supporting the use of new technology with innovative approaches in the development of educational practices and materials and identifying common political interests in the area of education (Duman, 2001).*

When the objectives of the second term are analyzed, it is seen that the goals have been differentiated from the first term. On the other hand, “Cooperation” and “the mobility” are supported both objectives, it is because of ensuring the interaction of people from different member states in the EU. This is because in the process of the construction of the European identity the interaction with people from different member states has fundamental effect on intercultural developments.

The Socrates II program has 8 activities within the scope of the objectives:

- **Activity 1:** Comenius - school education,
- **Activity 2:** Erasmus - to higher education,
- **Activity 3:** Grundtvig - adult education and other educational pathways,
- **Activity 4:** Lingua - language education and training,
- **Activity 5:** Minerva - open and distance learning and information and communication technologies,
- **Activity 6:** Observation and Innovation - monitoring of education systems and policies,
- **Activity 7:** Joint actions - joint actions with other European programs,
- **Activity 8:** Support activities - actions for activities outside the scope of main activities (Özaşık, 2007).

Within the scope of these activities, the Socrates program was expanded and activities were structured. It is the Erasmus+ program which has the highest budget among the budget given to the activities.

3.3.2. Comenius

Comenius is a program that expresses the school period up to the tertiary education included in the Socrates program. This educational program named after the 17th century philosopher Moroccan Comenius, aims to strengthen the European dimension by improving the quality of school education. Outside of these, the Comenius program also contains important issues such as learning in the context of multiculturalism, the failure of schools, the support of disabled groups and the fight against exclusion from society, and the equality of opportunity in education (Şahin, 2004).

The second subdivision of the Socrates programme, Comenius, is designed to support the European dimension and cooperation in school education at all levels (pre-primary, primary and secondary education) and the Comenius program supports the following activities to achieve this:

- European educational projects within the framework of school partnerships,
- Activities in the field of intercultural education,
- In-service training of teachers and training staff abroad (MEB, 2001).

The Comenius program aims to:

- *To cooperate with institutions and trainers involved in this phase of education, in areas relevant to education through cultural exchanges,*
- *To be encouraged to learn foreign languages and to acquire the basic skills necessary for their closet development.*
- *Supporting the development of equality of opportunity in education,*
- *Developing intercultural education initiatives in the school education sector,*
- *Supporting the fight against racism and xenophobia,*
- *Promote awareness of intercultural differences in school education in Europe,*
- *Developing the skills of teachers in the field of intercultural education,*
- *Improving the quality of teaching European languages like a foreign language,*
- *It aims to encourage the development of awareness of different cultures.*

(National Agency, 2010).

As can be seen from the above-mentioned items, Comenius is a program designed for language learning and intercultural interaction. In the context of Comenius, some cultural activities are organized to increase the number of cahoots (partnerships) and to promote the common consciousness. The Comenius program has 3 different actions; Intercultural training, Intercultural education of migrant workers, occupational travelers, nomads, and in-service training of educational workers. Within the framework of inter-school partnership action, the Union provides support to multilateral school partnerships under the European Education Project (EEP). A multilateral partnership is a group of three schools from at least three participating member states (MEB, 2001).

Within the framework of the action of intercultural education of migrant workers, occupational travelers, nomads and gypsies (MEB, 2001):

- Projects that integrate the training of migrant workers, professional travelers, nomads and gypsies are supported.
- Projects that support the cross-cultural dimension of schools and innovative educational practices for intercultural education.

Within the framework of the in-service training of the training staff, projects that focus on the development of the European dimension are supported and projects are provided that support the development of knowledge and skill levels of trained personnel who are interested in activities which will ensure that children with special educational needs continue to normal classes whenever possible (MEB, 2001).

3.3.3. Erasmus

In 1995, Erasmus was expanded by combining it with other educational programs under the name of Socrates (Altay, 2016). The Erasmus program, which is referred to as Erasmus + as of 2014 and transferred to the second generation due to its development, includes adult, vocational education as well as youth and sports projects outside of higher education Erasmus also became part of the Socrates program called "Lifelong Learning" in 2007. The new Erasmus+ program is designed to tackle youth unemployment by improving young people's skills and employability. It does not only include the education of students in Europe but also includes the mobility of faculty members.

The duration of mobility can be seen in the Table below as follows:

Table 1: Erasmus + mobility periods

TYPE OF ACTIVITY	PERIODS
Mixed mobility for school students and learners, combining short-term physical	3 days - 2 months (excluding travel days)

mobility with virtual mobility	
Short term change of school student groups	3 days - 2 months (excluding travel days)
Short-term joint staff training	3 days - 2 months (excluding travel days)
Events	
Long-term education of school students	2 months - 12 months
Mobility	
Long-term teaching and training assignments	2 months - 12 months

Source: (National Agency, 2018)

Accordingly, it is possible to list the basic objectives of the Erasmus Program as follows:

- *Improving the academic recognition of the works and qualifications realized throughout the Community and increasing transparency,*
- *The Member States ensure that university students get closer to each other in a social, cultural and economic sense by providing them to study in another member country for a certain period of timeframe, and to ensure that European awareness is established and strengthened,*
- *Increasing the quality of higher education and strengthening the European dimension by ensuring intensive and effective cooperation between higher education institutions of the member countries, (European Commission, 2000).*

The quality of higher education has been increased with Erasmus +. The Erasmus program, which enables the interaction of higher education institutions with each other and the creation of new projects, continues its work by receiving grants from the European Union.

According to the program guide published by the European Commission in 2014, three main actions under the Erasmus + Program could be maintained:

- *Main Action 1: Learning Mobility of Individuals*
- *Main Action 2: Cooperation for Innovation and Change of Good Practices*
- *Main Action 3: Support for Policy Reform (European Commission, 2017)*

It is presented in two specific actions, together with three actions. The activities of these actions are as follows:

Table 2: Main and special action activities

MAIN ACTIONS	ACTIVITIES
Learning, Mobility of Individuals	On-the-job training, observation, internship Training, training Youth exchanges, European Voluntary Service... etc
Cooperation for Innovation and Change of Good Practices	Activities that promote the development, transfer or implementation of innovative practices Transnational activities that support increasing entrepreneurial skills to promote active citizenship and entrepreneurship Cross-sectoral cooperation and long-term partnerships
Support for Policy Reform	Meetings between young people and decision

	<p>makers</p> <p>Collaborations that improve dialogue with non-EU countries</p> <p>Partnerships for sharing innovative practices with policy development processes</p>
SPECIAL ACTIONS	ACTIVITIES
JEAN MONNET	<p>Jean Monnet Academic Modules</p> <p>Jean Monnet Chairs</p> <p>Jean Monnet Excellence Centers</p> <p>Jean Monnet Support to Institutions / Organizations and Associations</p> <p>Jean Monnet Networks</p> <p>Jean Monnet Projects</p>
SPORTS SUPPORT	<p>Cooperation Partnerships</p> <p>Non-profit Sport Events</p> <p>Small Cooperation Partnerships</p>

Source: (National Agency, 2019)

In addition to the 3 main actions identified, there are also activities for Jean Monnet and Sport within the Erasmus + program (European Commission, 2017). Specific objectives of the main action of education activities can be listed as follows:

- *To increase the competence and skill level of participants, to promote quality improvement and innovation, and to promote the emergence of a European lifelong learning area.*
- *To strengthen the international dimension of education and training,*
- *To improve the teaching and learning of languages,*
- *To develop the linguistic diversity and intercultural mindfulness of the EU (European Commission, 2017).*

Within the scope of Erasmus, short-term working environments are created. Innovations are being sought for the universities in cooperation with the students and lecturers in the universities of other countries. The groups that carry out the work for the issues aim to strengthen the European dimension.

As a further action, students spend a semester in another European country due to their academic achievements as well as their success. If the grant is one, the expenses shall be borne by the Union during this period. In this way, the institutions where student exchange takes place, help the society develop. This is also provided for teaching staff. Students who cannot benefit from the program during their studies will have the opportunity to benefit from the knowledge and experimentation of other institutions in Europe.

Erasmus, which allows for the cooperation between the faculties, attaches importance to delivering the results of the project between faculties to a wide audience. These projects:

- *Focusing on issues such as the determination of quality assessment methods and quality criteria applied within the framework of the get under control that constitutes the subject of the network.*
- *Developing joint courses, special courses and specialization courses (European Commission, 2000).*

Today, the Erasmus + program is carried out with the planning between 2014-2020. The objectives of the Erasmus + program for 2014-2020 period is as follows:

- *Supporting innovation, cooperation and reform,*
- *Encouraging young people to participate in European democracy,*
- *Be on the declining unemployment among young people,*
- *Encourage adult learning for new skills and skills required by the labor market,*
- *Reducing school leaving,*
- *Promote cooperation and mobility with EU partner countries (European Commission, 2019).*

In addition, the innovations of the Erasmus + program for 2014-2020 period is as follows:

- Mobility and partnership opportunities are significantly strengthened in the new period and the grants for higher education / vocational education students, teachers, trainers and youth workers are increased,
- Comenius, Erasmus, Leonardo Da Vinci, Grundtvig programs and 5 international cooperation programs (Erasmus Mundus, Tempus, Alfa, Edulink and Cooperation with Industrial Countries) are also included under the Erasmus + Program. With a single program, more simple application rules and procedures are introduced, and the fragmented structure and duplicates end,
- The cooperation between industrialized countries in the field of higher education in the previous period (Bilateral Cooperation), including the youth area, is still among the central projects of the Erasmus + Program. However, the scope of the cooperation countries is expanding,

- Large-scale partnerships to increase creativity, innovation and entrepreneurship among superior educational institutions and workplaces by introducing new teaching methods (partnerships) and partnerships between education and training institutions/organizations in order to increase employability through innovative vocational education-training methods for sectors (Sectoral Skill Partnerships) creation is provided,
- Grants guarantee program is implemented to support students who have a master's degree in order to continue their education abroad and gain the skills they need to work in a knowledge-intensive job (Erasmus, 2019).

Erasmus + geography has been expanded as of the new period. In addition to EU member states, 34 countries, including candidate and non-member countries, are included in the Erasmus + program. With the Erasmus program, employability and active participation in the community have been increased. In addition, it has contributed to international education, strengthening intercultural dialogue, improving language skills and improving the quality of education.

3.3.4. Grundtvig

As a new adult education program starting with Socrates II, Grundtvig increases the quality of adult education. With this training program for adults, the training opportunity is provided for those who have left school without basic required qualifications. Grundtvig aims to:

- To increase the skills of people in adult education throughout Europe and to improve their accessibility,
- To provide access to adult education of people from different social groups and environments, especially the elderly and those who quit their education without gaining their basic qualifications.
- Helping Europe's aging population find solutions to the educational problem and provide adults with opportunities to improve their knowledge and qualifications,
- Supporting innovative content-based training content, services, and applications,
- To develop and promote innovative adult education and management practices,

- To give perviousness to disabled people,
- To increase the quality and the number of cooperation among the organizations involved in adult education throughout Europe (National Agency, 2007).

The Grundtvig program completes the Erasmus and Comenius programs to carry out these purposes.

The European Commission supports four types of activities through Grundtvig (Kıhtır, 2004):

1. European Cooperation Projects: Adult education organizations and organizations that support a concrete project or a joint production through European cooperation are supported (IKV, 2004).

2. Training Partnerships: It is designed for smaller organizations and provides smaller cooperation (DPT, 2003). Generally, the focal is an initial contact between partners in different countries, which may shed light on the formation of more comprehensive projects (IKV, 2004).

3. Mobility Aids for Educational Purposes: Designed for educators who want to teach for a period of one to four weeks in another country. Such mobility includes all categories of adult staff members.

4. Grundtvig Subject-Oriented Networks: Provides a solid foundation for discussion and a wide range of innovative ideas and practices in adult education. These networks are:

- 1) European Cooperation Projects
- 2) Training Partnerships
- 3) Educational Mobility
- 4) Grundtvig Networks (IKV, 2004)

In light of this information, the Grundtvig program prepares adults who are not trained. Adults who have completed their training with the Grundtvig program catch up on job opportunities. It is also important to give priority to the education of disabled

people. This is an indication of the importance of Europe's equal opportunities for education and the provision of education for all.

3.3.5. Lingua

Language is one of the key features of cultural identity. The European Union's motto "Unity in diversity" is a reflection of the multilingualism which lies at the heart of the EU. Multilingualism is the reflection of cultural and linguistic diversity. In the terms of the field of education, training & youth; the EU countries are responsible for their own education and training systems, but the EU helps them set joint goals and share best practices.

The Lingua program, which integrates with other educational programs, is supported in language teaching and language diversity. With the transfer of the Lingua program for the second generation, curricula and tools were developed. The new methods and systems required for language training were explored and qualified for the program.

The Community support will be provided for the following international language learning and teaching projects and activities:

- Information transfer and exchange of information by international research centers,
- Developing methods and tools for curriculum development and change, production of new educational materials and recognition of language skills,
- Developing measures to support foreign language skills needed in special situations and frameworks outside of professional situations,
- Activities to support and disseminate innovations and successful practices,
- Meeting the language learning needs of the Community expanded,
- Sensitivity enhancing activities aimed at attracting attention to the importance and opportunities of language learning (MEB, 2001).

Although all European languages are taught, the priority in Lingua programs is to teach the least-known language in the EU member states. The EU, which aims to

improve its international relations with language teaching, has an advanced quality that supports language learning with Lingua. The EU encourages both the multilingualism and the development of the European identity with these programs via raising awareness, and interaction between member states.

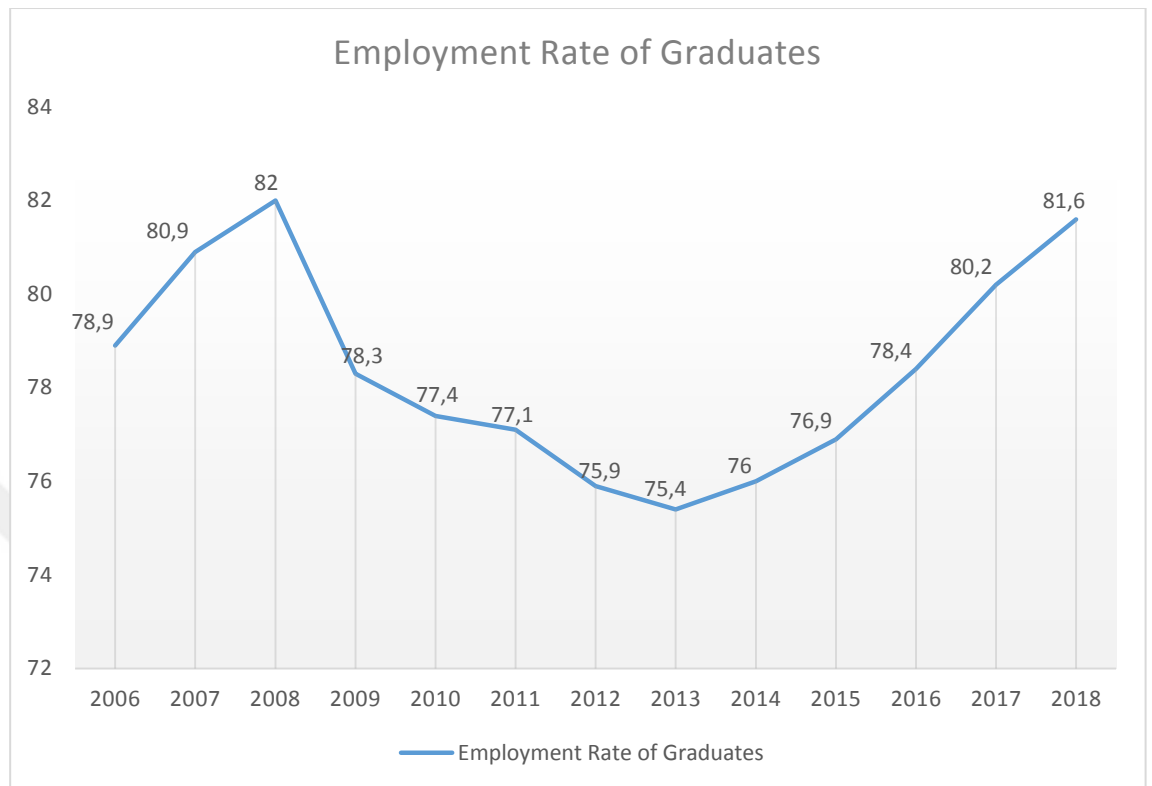
3.4. Vocational Training

In addition to being a way of experiencing European identity in all diversity, it is in the common interest of all Member States to use all of the EU's educational and cultural potential as driving forces for job creation, economic growth and social justice (European Commission, 2019). Training programs in Europe are for the following purposes:

- Creating a common education system in Europe,
- Learning a different language in addition to the main language,
- Establishing a common perception about European identity,
- Protecting Europe's cultural diversity,
- To be present in all areas of education without class distinction,
- Ensuring equal opportunities in education,
- Strengthen cooperation between European countries and put forward new projects,
- Training to raise standards,
- Increasing employment,
- Making all age groups the target audience of education (European Commission, 2019).

The steps taken on the basis of lifelong learning are an indicator of the development of Europe in the field of education. The EU strengthens its education by supporting the reforms of the member countries. The employment rate of the graduates, according to the Eurostat indicators is as follows:

Graphic 2: Employment Rate of Graduates



Source: (EUROSTAT, 2019)

When the employment rate of the graduates is examined, it is seen that Europe has reached the targets determined in the field of vocational education in the face of the development scene. Vocational training is very important for Europe and also for the whole world. From the beginning, vocational education has provided people with qualifications. Vocational education educates students for specific jobs such as automotive, electrical and fitness (Travis, 2019). Europe has long maintained its tradition of cultivating qualified and talented individuals for many years. Cedefop, an EU organization, is an EU organization that works on this issue. Vocational education was developed by providing expert support to vocational education within the framework of Cedefop.

Cedefop was founded in 1975 and is one of the oldest organizations in the EU structure. Before the Cedefop was established, vocational training studies were conducted according to the Rome Treaty and the substance was as follows: "It is necessary to ensure the effective coordination of the efforts in the field of vocational education" (Petrini, 2004).

In 1994, at the Essen Summit, the unemployment rate, based on uneducated education, became the EU's most important agenda item (Dearden, 2005). At this summit, the Commission has set five priority items:

- Promoting investments with modern wage policies,
- Supporting investment in vocational education,
- Helping disadvantaged groups,
- Increasing employment-intensive growth,
- Increasing the efficiency of labor market policies (European Commission, 1995).

As a result of EU Commission decisions in 1976, the first "Action Plan for Education" was issued. With "Action Plan for Education", the aim was improving the educational opportunities of migrant workers, increasing the cooperation in higher education, facilitating the transition of young people from education to work life, improving the language, education, adding information about the European Community to the educational materials, compiling information about the education systems of the member countries and documenting the educational structures and developments in Europe (Tuzcu, 2006).

Due to the rising unemployment rate in the following years, training programs in vocational training have begun to be developed and the impact of education programs based on the 1980s continues until today. In this process, Cedefop, the European Commission, Member States, and their social partners, which continue their work on guidance for vocational education, support the following developments in vocational education and training:

- The policy-maker brings together social partners, researchers, and practitioners to share and discuss their ideas on the best ways to overcome the challenges they face,
- Distribute information through Web sites, publications, networks, study visits, conferences, and seminars
- Raise awareness on how vocational education and training develops, how it contributes to the role of lifelong learning and other relevant policies,
- Identify trends and challenges in lifelong learning and vocational education and training policies,
- Develops ideas and methods for European approaches and tools to achieve the common goal of developing skills and teaching (MEB, 2008).

There are also four priorities for the Cedefop program:

- Help to shape European education policies,
- Interpreting European trends in skills and learning,
- Determination of benefits provided by training,
- Improving the profile of vocational education and training (MEB, 2008).

Almost half of the European population provides their professional skills under the Cedefop policies. Cedefop also makes technical recommendations for vocational education policies, vocational increases awareness of the image and its importance in education and training and promotes and encourages common European approaches, principles, and tools to develop VET (Cedefop, 2019).

In some European countries such as Germany, Austria, Denmark, and the Netherlands, vocational training is more demand-oriented, since there are current and future skills needs and adaptation mechanisms (European Commission, 2012). In France, “need-based groups, the group was established in schools based on the results of formative assessment (OECD, 2011). The EU continues to develop vocational training programs as a result of these outputs.

3.4.1. Leonardo Da Vinci Program

The Leonardo Da Vinci program is a program created as a result of policies supported to develop vocational education. Leonardo Da Vinci was first planned between 1994 and 2000 and then planned for the second phase 2000-2006 (Rençber, 2019). During this training program, it was paid attention to be compatible with Socrates and Youth programs and improvements were made in this direction.

In the second phase of the program, as in the objectives of the first phase of the program, the activities carried out by the participating countries in the fields of were aimed at enhancing the quality in vocational education systems and practices, encouraging innovation and strengthening the European dimension by taking into account the cultural diversity and language diversity (Uysal, 2004). As seen in other programs, the EU has also been working with the Leonardo Da Vinci program to develop collaborations and has enabled the candidate countries to benefit from this program.

The Leonardo Da Vinci Program has three main objectives. They are as follows:

- 1) To integrate the technological and institutional (national and international) differences, to improve the quality of vocational education, by adopting the principle of continuous vocational education and the development of lifelong knowledge and skills.
- 2) Professional training; strengthening, supporting and increasing employment opportunities in terms of competence and entrepreneurship. To increase the cooperation between vocational education institutions, public or private institutions, enterprises and small and middle enterprises SMEs including universities,
- 3) It is the development of knowledge and skills of young people, especially at the beginning of vocational education at all levels (DPT, 2003).

The EU emphasizes integration, as in every program, in line with the first objective. Also, education is taken to the international dimension of great importance. The fact that the participating countries are responsible for the organization is also an

important result of the support given to vocational education. The EU expects to benefit from the knowledge gained as a result of the development of vocational education and to offer employment in the face of the situation. The Leonardo Da Vinci program also focuses on current issues in the sector. By making vocational training more attractive for young people and helping people to acquire new skills, knowledge, and qualifications, the program should also increase the overall competitiveness of the European labour market (Formar, 2019).

The opportunities to be provided with the program are as follows:

- Promoting the European dimension in vocational education at all levels, ensuring compliance with working conditions between countries,
- Facilitate access to basic vocational education for those who have not benefited from education due to financial, social or physical reasons,
- Extending lifelong learning in the field of vocational education, preparing for the profession of tomorrow and ensuring adaptation to technological changes,
- Improvement of education in the field of modern technologies, provision of more mutual interaction of higher education institutions, vocational training facilities, and enterprises within the scope of vocational training,
- Encouraging the establishment of professional consultancy, systems, developing independent continuous education and open learning methods,
- Improving the quality of vocational education systems and practices in the countries participating in the program, developing innovations and providing added value to national vocational education policies,
- Increasing language proficiency in vocational education and establishing common terminology,
- Develop and promote basic vocational training, especially for young people,
- Promoting equality of opportunity for women in vocational education (Rençber, 2005).

There are actions under the Leonardo Da Vinci program, such as Mobility, Pilot Projects, Transnational Networks, and Language Development. Mobility is an action encountered in many training programs. With successful mobility, international target group exchange is ensured and mutual development occurs. The Leonardo Da Vinci program, which carried out the pilot projects to support innovations, also supported the development of language skills. The Leonardo Da Vinci program was developed under the Erasmus+ program for the years 2014-2020, with the second-generation program included in "Lifelong Learning" between 2007-2013.

3.4.2. Youth Programmes

The Youth program is an exchange program that has identified the young population covering the 15-25 age group as its target audience. In addition to the formal education, Youth program, which the youth can use as a volunteer, aims to provide skills and expertise to young people. As in many training programs, the priority of the Youth program is the disabled people.

The four specific aims of the program are given in Decision No 1031/2000/EC:

- To participate in international exchanges with the Community or third countries to develop an understanding of Europe's cultural diversity and key shared values, to ensure the active participation of young people in the construction of Europe, to respect human rights and to combat racism, antisemitism, and xenophobia,
- Strengthening feelings of solidarity with the community or with third countries, in particular with the participation of young people in community service activities where the Community has signed cooperation agreements,
- To encourage young people's initiatives, initiatives and creativity to take an active role in society and at the same time promote recognition and value of non-formal education in the European context
- Strengthen cooperation in the youth field by encouraging the exchange of good practices, training of youth workers/leaders and the development of

innovative actions at a Community level (European Communities, 2004).

The Youth in Action Program consists of the following sub-actions within the period of 2000-2006 planning:

- Supports the development of new youth projects and capacity building and innovation in the field of international youth work,
- Supports short-term changes of groups of young people aged 15 to 25,
- Supports national and international initiatives carried out by young people themselves,
- Provides the opportunity to develop projects related to other Community Programs,
- Supports voluntary service for individuals aged 18 to 25 years (National Agency, 2019).

The Youth program, which was successfully carried out in the 2000-2006 period, was completed and developed in the frame of youth for the period of 2007-2013. This program, which is thought to shape the future of the EU, aims to maintain mobility, intercultural interaction, increase in employment and education and training of various cultures within the EU.

During the period of 2007-2013, the age range of the program has been expanded to 13-30 and its general objectives have been proposed as follows:

- Improve youth solidarity, particularly in order to strengthen social cohesion in the European Union,
- Promote the active citizenship of the young person in general and European citizenship in particular,
- Contribute to the development of the quality of the support systems for youth activities and the development of the skills of the civil society and organizations in the youth field,
- Promote mutual understanding between peoples among people,
- Promoting European cooperation in youth policy (European Communities, 2004).

The fact that young people are in solidarity and social harmony will be effective on the projects developed. The incentives shown will contribute to the development of skills. Thus, Europe will take very important steps towards the Europeanization of young people.

The program is included in Erasmus + for the 2014-2020 period. It is aimed to expand the capacity of the program. Program actions in the youth field are as follows:

- **Learning mobility of individuals:** mobility of young people, mobility of active people in youth work,
- **Innovation, cooperation and sharing of good practices:** Strategic partnerships, IT support platforms,
- **Policy reform support:** Implementation of Union policies (Youthpass, European Youth Forum, Eurodesk) (European Union, 2014).

Europe has achieved equality of opportunity with youth programs and contributed to lifelong learning. Equality of opportunity is an important issue covering many people. With equality of opportunity, many people have the opportunity to improve themselves and contribute to employment by gaining qualifications. In the evaluations made for these professional programs, it is seen that these situations are reflected in employment considerably. The capacity of the program, which covers the period of 2014-2020, has been extended and it has become a part of many activities. Actions such as mobility, learning, cooperation, and project execution are important issues for young people. The EU, which is aware of all these, continues its work on the subject.

3.5. Evaluation of the Socrates Programme

The Socrates Program is one of the action programs of the European Union in the field of education, and the program is based on Articles 149 and 150 of the Treaty on European Union. The Socrates program, which was formed in line with these articles, was planned for the first period between 1995 and 1999, and the second period between 2000 and 2006. The program was simplified by taking into account the lifelong learning program.

The Socrates program, which hinders all kinds of discrimination, provides equality of opportunity, based on equality and conveys education and culture in a quality manner, is very important. With the Socrates program, education quality, foreign language learning, intercultural interaction have increased. The Socrates program has many comprehensive purposes. The fact that education is offered to people from all parts of life increases the diversity of the target group. The 8 programs in Socrates develop, complement and integrate with each other. Thus, integrity is formed in terms of education.

Maintaining such studies on education and addressing all sectors is one of the important factors. Every age range can be an educational opportunity in Europe. The problem of foreign language deficiency, which is one of the problems of today, has been noticed by Europe in the past years and the EU has developed the Lingua program by working on the subject. At the same time, complementary programs have been created by seeing the shortcomings in the fields of vocational and general education.

Reconstructed under the name Socrates; Comenius, Erasmus, Grundtvig, and Lingua, and other programs serve all areas of education. Presenting such comprehensive training is important in terms of the development of the target audience and innovations in the field of education. The efforts to update the programs for each period and to make them more useful also trigger the development of education.

Socrates programs benefit from education as well as culture. Developing the projects by cooperating with other countries increases the interaction. Many different institutions come together to create programs so that the diversity of education and culture is brought there. For this reason, the Socrates program shows useful improvements for both the European identity and integration efforts.

3.5.1. Life Long Learning Programmes

Life Long Learning is a very broad scope. Life Long Learning facilitates lifelong knowledge and skills and also facilitates the acquisition of skills. Europe has reshaped it by incorporating education into all processes of life. The EU, which also supports permanent education, continued its detailed studies on the subject for many years. The

Lifelong Learning program is a roof program that replaces the previous programs of Socrates and Leonardo Da Vinci. In the following years, just like the evaluation of Socrates and Leonardo Da Vinci programs within the scope of Life Long Learning, it was developed as part of the Erasmus + Life Long Learning program in 2014.

Life Long Learning is a program planned between 2007-2013 and it ended in 2014. Life Long Learning draws attention to sustainability. It is based on a more comprehensive, advanced and innovative training approach. Many programs have been developed and renewed under Life Long Learning. The Life Long Learning period, which includes the motto on which the EU is based, appears to be an important period for the development of vocational training.

The following programs were available in the 2007-2013 Lifelong Learning Program:

1. Comenius Program:
2. Erasmus Program
3. Leonardo Da Vinci Program
4. Grundtvig Program
5. Partner Program
6. Jean Monnet Program

It is seen that these programs are simplified compared to the previous periods. The programs are included in Life Long Learning, aiming to integrate all of them and conduct them in harmony. Due to the fact that Life Long Learning has much training, its target group is quite high. LLP is open to all participants in education or training:

- Research centers and institutions related to research and education,
- Employees in the labor market,
- Students, trainees, and adult learners,
- Teachers, trainers and other staff (LLL) involved in any aspect of

lifelong learning,

- Institutions or organizations providing learning opportunities in any field of education or training,
- Organizations at all levels, including trade, social partners and their trade organizations, professional organizations, and chambers of commerce and industry,
- Non-profit organizations, voluntary organizations, non-governmental organizations (NGOs).
- Persons and organizations are responsible for systems and policies of any aspect of LLL at the local, regional and national levels.
- Bodies providing guidance, counseling and information services on any aspect of LLL,
- Communities working in the LLL area, including students, trainees, students, teachers, parents, and adult learners' associations (European Commission, 2013).

In the Lifelong Learning Memorandum published by the EU Commission in 2000, it was stated that the six main strategies required to define and disseminate lifelong learning were identified and the overall lifelong learning framework in the 21st century was defined:

- To value / certify all kinds of education,
- Developing innovations and new methods in education,
- Use of information and communication technologies in order to bring education closer to the students as much as possible and to reach the areas of access and difficulty;
- New basic skills for everyone,
- Further investment in human resources,
- Review of guidance and counseling services (MEB, 2019).

The priorities included in the 2014- 2018 National Lifelong Learning Strategy Document, prepared to increase the effectiveness and efficiency of the lifelong learning system, are as follows:

- Improvement of the lifelong learning monitoring and evaluation system,
- Improvement of lifelong guidance and counseling system,
- To improve the recognition of the previous learning system,
- To increase the opportunities for lifelong learning and supply,
- Increasing access to lifelong learning opportunities,
- To create a culture of lifelong learning and to raise awareness in society (MEB, 2019).

As a result of this extensive educational planning, the increasing target group contributes to the development of Europe. As it is included in this program in the candidate countries, the educational programs provide their development. All processes of education programs have been supported due to the understanding that the educational systems of all countries in Europe should work. Life Long Learning program activities are supported by a broad budget for each program and a collaborative environment is created.

The Life Long Learning program offered with Erasmus+ shows that the learning boundaries are now over the schools. As a result of the projects and internship opportunities, the number of educated individuals is increasing day by day. Europe undertakes the responsibility arising from the need for education in the current century. Although it seems quite challenging to be able to dominate the large population, it has done so and it is a success when the development of the programs is examined.

3.5.2. Comenius Assistantship

Comenius Assistantship developed under the lifelong learning program is based on student and teacher interaction. It is also the sub-program of the Comenius program. With the Comenius Assistantship program, prospective teachers are educated by a

teacher. Teacher candidates who move to a different European country and develop their skills in teaching and learning are also acquainted with a new language. Thus, international interaction is emerging.

Comenius Assistants, who serve between 13 and 45 weeks in total, have a total of 12-16 hours of training and training activities per week and their main tasks are as follows:

- Teaching their branch through a foreign language (for branch teachers),
- Teaching foreign languages (for foreign language teachers),
- Helping the Comenius projects of the host organization to find partners from their own countries,
- Teaching their native language to the willing audience in the institution they go,
- To increase awareness of the European Union,
- Helping the spread of the concept of "European Union Citizenship",
- To assist in intercultural integration by providing extracurricular social and cultural activities at the host school,
- To improve the European dimension in the curriculum (National Agency, 2019).

Countries continue their work under Comenius Assistantship. The countries are mainly as shown in the table below (Global Graduates, 2011):

Table 3: Implementation of the Comenius Assistantship Program

Aruba	Austria
Anguilla	Belgium
British Antarctic Territory	Cayman Islands
British Indian Ocean Territory	Cyprus

British Virgin Islands, Bulgaria	Croatia
Czech Republic	Denmark
Denmark	Falkland Islands
French Southern and Antarctic Territories	Finland
Germany	France
Greece	French Polynesia
Greenland	Ireland
Hungary	Italy
Iceland	Latvia
Lithuania	Liechtenstein
Luxembourg	Malta
Mayotte	Netherlands Antilles
Montserrat	New Caledonia and Dependencies
Netherlands	Portugal
Norway	Romania
Pitcairn	Slovakia
Poland	Slovenia
South Georgia and South Sandwich Islands	Spain
Saint Helena	Ascension Island and Tristan DA Cunha

St Pierre and Miquelon	Turks and Caicos Islands
Sweden	Wallis and Futuna Islands
Turkey	

With the Comenius assistantship, prospective teachers continue to develop into other projects in another country. Participants, who also benefited from EU grants, stated that they were intertwined with the culture of their country. In addition, they are informed about the living conditions of the country, education status and opinions. Thus, knowledge accumulates.

Comenius Assistantship Candidate teachers:

- Study/internship under the supervision of experienced teachers in Europe,
- Gain in-depth knowledge about the education systems of other European countries,
- Are provided with opportunities to develop teaching skills (DPT, 2007).

In Comenius assistantship, those who assume the task of teaching are responsible for transferring their knowledge and experiences about the country by creating a multicultural atmosphere. In addition, assistants who have been coordinated abroad during the program also manage their educational processes. Thus, they develop their teaching skills.

3.5.3. Comenius School Partnership

The Comenius School Partnership program is a program that aims to create cooperation between educational institutions providing education up to pre-school and high school. It is also a subprogram of the Comenius program. Comenius School Partnership enhances interpersonal student and teacher interaction. Countries participating in the Life Long Learning to program can benefit from this program.

Participation in the Comenius School Partnership program means developing an innovative understanding, creating a new environment in Europe, meeting new experiences and acquiring colleagues. Increasing the participation of students in cooperation has become a key factor in establishing successful partnerships.

The analysis shows that 75% of the Comenius schools 483 final reports in 2010 rated the partnership highly for its impact on staff development, which included increased:

- Leadership and management skills
- Pedagogical expertise
- Staff motivation
- Knowledge and understanding of other countries and cultures (Cook, 2012).

School Partnerships also provide a basis for reducing the number of school dropouts in schools, integrating all educational needs of students in daily school life and improving school management (National Agency, 2007). It also helps students and teachers in acquiring and developing skills not only in the subject or area of the project, but also in teamwork, social relationships, planning, and undertaking projects activities, and using information and communication technologies (National Agency, 2007).

European Union (EU) instruction and youth and training programs assume a fundamental effect in the process of European identity. Erasmus+ Programme Key Action 1 (2014-2020) for advanced education is one of the EU versatility programs which points not exclusively to support global coordinated effort in tertiary training yet additionally to help the experience of understudies, instructing and authoritative staffs about European qualities and - to a degree building up the European identity.

In conclusion, education and training programmes stated above are standout amongst the most ideal approaches to reveal insight into the impression of individuals about the European identity. These programmes have had an indispensable role to give social decent variety which adds to the basic EU identity. These education and training programmes add to the unification of individuals, and it fabricates a scaffold between Member States in the EU.

CONCLUSION

In this thesis, which focuses on the role of education and cultural policies in the construction of European identity, education programs and other factors that affect the construction of European identity have been examined. There are many factors that have an impact on identity, but undoubtedly, education is one of the important factors of all. The impact of education policies and training programs on identity is undeniable.

With training programs, many people come together to engage in intercultural interaction. They also form a common system of education by putting all European education policies into a single system. Recent developments show that the interaction of societies that come together with education contributes to both European identity and personal development.

In the process of constructing European identity, the subject of education has been one of the important issues of the EU. It has considered education to be a key factor in many areas, including social, political, and economical. For this reason, cooperation between the EU member states has been established. With these collaborations, it was aimed to improve the quality of education permanently. For these purposes, training programs have been prepared among the member states on the basis of effective participation in Europe.

The training programs developed under the name of Lifelong Learning, which was put forward by the EU in the name of Erasmus+, continue to be effective today. The programs that many people want to participate in their own development are growing with European support.

According to the information from the European Commission, it is stated that “More than 4 million people have been able to participate in the learning opportunities in Europe and beyond between 2014-2020”(European Commission, 2019). The overall budget for the Erasmus + is €14.7 billion, in addition, € 1.68 billion for funding actions with third countries (partner countries) have been made available through the EU's external action budget. More than 4 million people have mobility opportunities, around 2 million students have higher education, around 650,000 students have vocational

Education and Training and also, around 800,000 lecturers, teachers, trainers, Education staff and Youth workers have mobility opportunity. Approximately 200,000 students have master's degree loan guarantee and more than 25,000 students have joint master's degrees. Furthermore, around 25,000 linking together and 125,000 schools, vocational Education and Training institutions, higher and adult Education institutions, Youth organisations and enterprises have taken advantage of the EU funding (European Commission, 2019).

The European Union has been supporting cooperation the field of education. All of these investments and efforts on education and training programs could be the evidence of the EU's interest on education as a key factor in many areas, including social, political, and economical. Since the educational programs constitute the Union's education policy, it has produced many programs in the field of vocational and general education during the identity construction process. In this context, programs with lifelong learning strategy have been developed. Thus, the beneficiaries of the developed programs will have an impact on the European identity in cultural as well as educational terms.

It can be concluded that these programs are useful for many people taken part in these programmes. Today, many people want to benefit from Europe's opportunities to improve themselves. This means that it has created a successful perception of education programs. Specifically, the EU education programs appeal to all sectors. Because of this aspect, many people can benefit from the programs that they consider as appropriate. Europe has influenced people from all parts of life in terms of education and culture. Thus, the European Union tried to move its education and culture to the international level and the effect of these situations on identity can be seen.

The European Commission and researchers stress that ERASMUS is a significant example of European integration and the construction of European identity. However, it is hard to state the impact of the ERASMUS and other education programs fostering European identity due to the lack of statistical studies. On the one hand, there is a statistical study conducted by Oborune (2013). In this research, there are three different groups which participated in a survey. These groups involve

non-mobile learners, potential- future mobile learners (treatment group) and mobile learners (control group).

On the basis of the study of Oborune, the learners of who did not / have applied to participate / have taken part in the ERASMUS program (2009/2010) have taken a survey. The participants of the sample group involved 100 mobile learners, 100 mobile learners in the future, and 100 non- mobile learners. A survey was sent to 1) non-mobile learners, 2) future mobile learners (who would take part in the ERASMUS programme between the years 2009-2010). According to the analysis of the survey, the non-mobile learners have an ambition comparable to that of mobile learners and potential mobile students to maintain a national identity. Similar to the findings of Sigalas's survey about former and future ERASMUS learners in the area of different languages, the non-mobile learners are much better. When compared with the future and mobile learners, it can be understood that there is no distinction since 95% of mobile learners and 94% of potential mobile learners against 83% of non-mobile learners have accepted to have excellent understanding in at least one different language (e.g. English, German, French, Spanish, Italian, etc.). Furthermore, it is essential to speak more than one European language in order to "learn about the specific foreign culture that is also instrumental in the creation of a common European identity" (Sigalas, 2009). Those applying for exchange programs therefore already have excellent understanding of foreign languages. From the other side, for non-ERASMUS learners, this can be a barrier. Students may be impacted by prior exchange programme. The conclusion drawn is that there is a significant distinction between potential mobile learners and non-mobile learners and, therefore, past exchange or studying abroad experience may foster the value of a learner in applying for the program.

The analysis of the Oborune's survey shows that non-mobile learners have an ambition comparable to that of mobile learners and potential mobile students to maintain a national identity. Mobile and future mobile compared to non-mobile learners consider themselves more European. Incidentally, mobile learners define as more Europeans than non-mobile learners. It also shows that the ERASMUS program does not imply that national identity has been lost. In addition, the statement debated in

the theoretical aspect is revealed: individuals could have a high European and national identity, and these identities supplement each other instead of excluding one another.

Potential mobile learners, on the one hand, differ from non-mobile learners and thus have a more European personality-identification. On the other side, mobile learners have a more European identity than potential mobile learners; hence, the program has an impact on European identity, which can be the consequence of interaction throughout interactions with all other Europeans. Moreover, from such outcomes it could be understood that mobile learners would have more cultural exchange knowledge and encouragement of European identity, instead of non-mobile learners than future mobile learners, since future mobile learners all have European identity.

On the other side, the program plays a significant role in supporting the idea that Europeans are all similar, encouraging confidence and having similar understanding with Europeans. In addition, the program affects the community that deals with ERASMUS learners (both the member state during the ERASMUS exchange as well as the home country when mobile learners complete the program). Moreover, student exchange can have an effect on the community from which the students come. The promotion of European identity in non-mobile learners is indeed important for the communication on the Erasmus programme.

The European Union has continued its efforts to construct the European identity through education policies and the instrument of education and training programmes, ERASMUS. The motto ' Changing Lives & Opening Minds ' has been applied to use for demonstration for celebrating the Erasmus program's 25th anniversary (EC, 2013). After all, the program has affected three million life and though it is less than the 10% of all European learners to which the European Commission originally intended, it also reflects an important cross-border stream of learners. This is a significant, recognizable and celebrated program with a powerful EU support. By constantly seeking integration from usually non-mobile learners through information and financing initiatives, it is thought that the Erasmus program has the power to alter life and to make people more open-minded and to educate European population.

The EU strengthens its education by supporting the reforms of the member countries. The employment rate of the graduates, according to the Eurostat indicators are shown in third chapter. When the employment rate of the graduates is examined, it is seen that Europe has reached the targets determined in the field of vocational education in the face of the development scene. Vocational training is very important for Europe and also for the whole world because vocational education is related to employment and economic development. From the beginning, vocational education has provided people with qualifications.

The EU aims to bring the innovations and developments in the European education policies to the national level. The EU, by combining its member countries with common policies, increases their cooperation. Since 2000, the European Union has been waiting to contribute to the European identity by gathering member countries under one roof. Since the policies created are integrative, their impact on identity is inevitable.

The Erasmus +, Life Long Learning program demonstrates that the learning limits are now beyond the universities. The amount of trained people is growing day by day as a consequence of the projects and internship possibilities. Comenius assistantship is a great example of one of these projects. In the Comenius assistantship program, those who assume the task of teaching, are responsible for transferring their knowledge and experiences about the country by creating a multicultural atmosphere. In addition, assistants who have coordinated abroad during the program, also manage their educational processes. Thus, they develop their teaching skills and learn foreign language.

Furthermore, with the Comenius assistantship program, prospective teachers continue to improve themselves with the help of other projects in another country. Participants, who also benefited from EU grants, stated that they were intertwined with the culture of their country. In addition, they are informed about the living conditions of the country, education status. Thus, knowledge accumulates.

Comenius School Partnership enhances interpersonal student and teacher interaction. Countries participating in the Life Long Learning programme can benefit from this program. The analysis shows that 75% of the Comenius schools with 483 final reports in 2010 rated the partnership highly for its impact on staff development. Participation in the Comenius School Partnership program means developing an innovative understanding, creating a new environment in Europe, meeting new experiences and acquiring colleagues. Increasing the participation of students in cooperation has become a key factor in establishing successful partnerships.

From an another perspective, there were 5,7 million youthful unemployed European nationals in 2013-2014, but at the same time one third of workers were able to locate staff with the correct abilities on the labor market (European Commission, 2014c). Thus, improved outcomes could be achieved by enhancing the connections between employment prospects and work practice. In this notion, enhancing abilities on the workforce moves individuals further and enables to decrease youth unemployment. The European Higher Education Ministers stated that the Mobility Programs had beneficial impacts, such as self-improvement, enhanced employment, the development or strengthening of social and cross-cultural skills, enhanced collaboration and competition among member organizations, and improved educational quality and training (London Communiqué 2007; Leuven/Louvain-la Neuve Communiqué 2009; European Commission 2011a).

From an economic point of view, the European labor force requires extremely skilled learners who will be experts in the future. Therefore, cultural views are focused on encouraging the feeling of European identity. Open-mindedness, diversity, intercultural ability to adapt and recognition of diversity are most seen features after learning programs practice. The EU encounters difficulties like aging communities, labor deficits, technological progress, and increasing competition in the modern global economy. Highly skilled people are needed to overcome these difficulties. Especially in the current world in most of the industrial sector, high quality education is required. Participation in programs of education and training has also become more important. People have discovered a chance to meet individuals from different nationalities and

cultures with the help of exchange programs. These are some of the best methods to get information about society, culture, education what's going on in the world.

To summarise, education is one of the best ways of drawing attention to public perceptions of European identity. Exchange programs in the education and training fields, contributing to the common EU cultural identity, have played a crucial part in promoting cultural differences. All of those programs have contributed to people's unity, crossing a bridge among Member States.

The impact of education on European identity is obvious. The European Union brings together many countries with its educational programs. When all is evaluated, the integration of the people involved in the programs contributes to the European identity. Together with the training programs, one-to-one interaction with European culture is ensured. Thus, the concept of Europe has become widespread and constitutes an important perception within the society.

A nation's culture of human values constitutes a whole. To cultivate culture and to live culture in other places show how strong a cultural structure has been created. Europe is very successful in this regard. It brings together many nations with the cultural programs realized and thus announces the European identity to the whole world by introducing intercultural interaction.

Within the scope of European identity, the applicability of education and cultural policies is directly proportional. In order to create a strong identity, policies must be correctly identified and implemented. The European identity is intended to be a model not only for the Europeans, but for the whole world. The Europeans are expected to have a strong understanding of their identity.

The EU wants to strengthen its cooperation between its members from the time it was established until today. In this framework, education has taken an intermediary role in line with its economic objectives. Policies and practices implemented in the field of education are in direct proportion with the economic targets. The globalization and developments after the Second World War have been influential on the EU's understanding of education. In line with this understanding, policies started to be

developed. In order to meet the increasing expectations of the people, the EU had to expand its education policy in a balanced, efficient and qualified way.

Resultantly, since the economic objectives have been given priority from the very beginning of the integration process, the cultural policy and the issue of identity have remained a priority of national states, which inevitably led to the lack of public support for the European integration. The member states have been driven by economic aspirations and priorities rather than a genuine enthusiasm for the creation of a supranational European identity considering the formation of European educational policies. In this context, discussing European identity and inspiring a sense of Europeanness are of critical importance. One should be reminded that the EU is a unique political entity that is gradually evolving.

As a conclusion, this study attempts to reveal that education and culture have a vital role in the construction of European identity. For this reason, the EU project deserves to be discussed in new terms and from different perspectives to create a new understanding of the Union which does not underestimate its unique character. The EU will be able to take innovative and courageous initiatives in the areas which are traditionally dominated by nation states such as education and cultural policies, provided that discourses and discussions about the European integration process are not reduced to a nation-state-EU dilemma. However, the EU could create a strong identity structure as a result of these efforts.

In the EU scope, whether or not the people of the member states can be gathered around a common sense of identity and belonging will be seen in time. The sense of common identity will be shaped in the face of developments that have occurred over time. However, in the light of the data in the study, it can be understood that the most influential factors in the construction of European identity are education and culture. In Europe, the construction of identity will be completed when a common understanding of education and culture is established in relation to the European identity.

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