T.C.

MARMARA ÜNİVERSİTESİ

AVRUPA BİRLİĞİ ENSTİTÜSÜ

AVRUPA BİRLİĞİ SİYASETİ VE ULUSLARARASI İLİŞKİLER

ANABİLİM DALI

ROLE OF COMMON EDUCATION POLICIES OF THE EUROPEAN UNION IN

EUROPEANIZATION PROCESS: ERASMUS EXCHANGE PROGRAMME

YÜKSEK LİSANS TEZİ

Onur Ertunç SARİ

İstanbul – 2014

T.C.

MARMARA ÜNİVERSİTESİ

AVRUPA BİRLİĞİ ENSTİTÜSÜ

AVRUPA BİRLİĞİ SİYASETİ VE ULUSLARARASI İLİŞKİLER

ANABİLİM DALI

ROLE OF COMMON EDUCATION POLICIES OF THE EUROPEAN UNION IN

EUROPEANIZATION PROCESS: ERASMUS EXCHANGE PROGRAMME

YÜKSEK LİSANS TEZİ

Onur Ertunç SARİ

Danışman: Doç. Dr. Emine Serra YURTKORU

İstanbul – 2014

T.C.
MARMARA ÜNİVERSİTESİ
AVRUPA BİRLİĞİ ENSTİTÜSÜ

ONAY SAYFASI

Enstitümüz AB Siyaseti ve Uluslararası İlişkiler Anabilim Dalı Türkçe / İngilizce Yüksek Lisans öğrencisi Onur Ertunç SARI'nın, *"ROLE OF COMMON EDUCATION POLICIES OF THE EUROPEAN UNION IN EUROPEANIZATION PROCESS : ERASMUS EXCHANE PROGRAM"* konulu tez çalışması *23.08.2014* tarihinde yapılan tez savunma sınavında aşağıda isimleri yazılı jüri üyeleri tarafından oybirliği / oyçokluğu ile başarılı / başarısız bulunmuştur.

Onaylayan:

Doç. Dr. Serra YURTKORU   Danışman

Doç. Dr. Yonca ÖZER   Jüri Üyesi
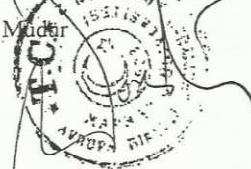
Yrd. Doç. Dr. T. Özge ONURSAL BEŞGÜL   Jüri Üyesi

Onay
Prof. Dr. Muzaffer DARTAN
Müdür

27.08.2014 Tarih ve *2014/10* Sayılı Enstitü Yönetim Kurulu kararı ile onaylanmıştır.

i

ÖZET

Başlangıçta ekonomik birliktelik üzerine kurulan Avrupa Birliği, günümüzde her alana nüfus etmekte ve pek çok alanda ortak politikalar uygulamaktadır. Avrupa Birliği'nin ekonomik, sosyal, kültürel, siyasi ve politik alandaki tüm uygulamalarının nihai hedefi ise üye ya da aday ülkeler arasında Avrupalılaşmayı sağlamaktır. Birliğin ortak eğitim politikaları ile yürütmekte olduğu değişim ya da hareketlilik programları bu amaca açık bir şekilde hizmet etmektedir. Günümüzde en yaygın olarak bilinen Avrupa Birliği eğitim programlarının başında ise Erasmus değişim programı gelmektedir.

Bu çalışmanın amacı, Avrupa Birliği ortak eğitim politikalarının Avrupalılaşma süreci üzerindeki etkisini Erasmus değişim programı çerçevesinde incelemektir. Araştırma genelinde, bu alanda çalışmalar yapan bilim adamlarının son yıllarda popülerliği artan Avrupalılaşma üzerindeki düşüncelerine ve tanımlarına yer verilmiş ve Erasmus programının etkisini daha yakından inceleyebilmek için daha önceden bu programdan yararlanmış Türkiye ve AB vatandaşlarının katıldığı bir anket uygulanmıştır. Elde edilen sonuçları daha iyi analiz edebilmek için bu alanda bilgi sahibi olan Türkiye Ulusal Ajansı uzmanlarının görüşlerine başvurulmuştur.

Yapılan bu araştırma, Avrupa Birliği ortak eğitim politikalarının bir parçası olan Erasmus değişim programının Avrupalılaşma üzerinde önemli bir etkiye sahip olduğunu ve ülkeler ve vatandaşlar arası entegrasyonu güçlendirdiğini ortaya koymaktadır. Diğer çalışmalardan farklı olarak bu araştırma, konusu bakımından daha özel bir alanda farklı araştırma yöntemleri kullanılarak yapılmıştır. Son olarak, bu çalışma Avrupalılaşma konusuna ışık tutmakta ve Erasmus değişim programının bu konu ile olan ilişkisine dikkat çekmektedir.

Anahtar Kelimeler: Avrupa Birliği, Avrupalılaşma, Avrupa Eğitim Politikaları, Erasmus Değişim Programı

ABSTRACT

The European Union, which is initially based on economic cooperation, penetrates every area today and implements its common policies in many areas. The ultimate goal of economic, social, cultural, politic and political extents of the EU is to carry out Europeanization between member or candidate countries. The Union's exchange or mobility programmes, which are run under common education policies, serve this purpose explicitly. Today, Erasmus takes place on the top in the most well-known EU education programmes.

The aim of this study is to investigate the influence of common European education policies on Europeanization process in the frame of Erasmus exchange programme. In this study, the thoughts and definitions of the authors who have studied on Europeanization, which has become popular recently, are presented; and a questionnaire which was filled out by Turkish and European Union citizens, who have participated in this programme before, was conducted to investigate the role of Erasmus exchange programme closely. In order to analyze the questionnaire outputs better, we asked for Turkish National Agency experts' opinions, who are familiar with this study area.

This study reveals the fact that Erasmus exchange programme as a part of the EU common education policies has a crucial influence on Europeanization and it reinforces the integration between countries and their citizens. Unlike other studies, this study has been conducted in a more specific field by using different research methods. Finally, this study illuminates Europeanization issue and emphasizes its relation with Erasmus exchange programme.

Keywords: European Union, Europeanization, European Education Policy, Erasmus Exchange Programme

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

DS: Diploma Supplement

E+: Erasmus+ Programme

EACEA: Education Audiovisual, Culture and Executive Agency

EC: European Commission

ECSC: European Coal and Steel Community

ECTS: European Credit Transfer System

EFTA: European Free Trade Association

EHEA: European Higher Education Area

ERA: European Research Area

ERASMUS: European Action Scheme for the Mobility of University Students

ERDF: European Regional Development Fund

ESF: European Social Fund

ET2020: Strategic Framework for European Cooperation in Education and Training

EU: European Union

KA1: Key Action 1

KA2: Key Action 2

KA3: Key Action 3

LLP: Lifelong Learning Programme

LRC: Lisbon Recognition Convention

MFF: Multiannual Financial Framework

NAs: National Agencies

NARIC: National Academic Recognition Information Centers

NGOs: Non-Governmental Organizations

TFEU: Treaty on the Functioning of the European Union

UNESCO: United Nations Educational, Scientific and Cultural Organization

INTRODUCTION

For decades, education has shaped many communities' destiny. This has always been so in the past, and it will continue to be same in the future. Whoever attributes importance to education will undoubtedly determine others' future. Therefore, many governmental structures in history have tried to follow the latest and the most practical educational practices to maximize their influences in other societies. As in its other policy areas, the European Union (EU) has recently become a pioneer in the field of education as well.

The EU has exposed many nations to a 'European wave' since at the end of the Second World War. It has been trying to penetrate into domestic policies of nationals and norms and identities of societies in order to carry out its ultimate mission: Europeanization. As known by many, the EU was founded on the base of economic cooperation to create common market within the boundaries of its members. However, this union have brought with its other incorporations in the fields of agriculture, environment, health, security and defence, law, human rights, culture and education. Although the cooperation spills over other areas, the ultimate goal behind the logic of the EU is to create a closer, integrated and united Europe. One of the founding fathers of the EU, Winston Churchill, manifested the necessity of *United States of Europe* during his famous speech at the University of Zurich. When a person heard this utterance, a question may come to the minds: What kind of integration would it be? The answer of this question is hidden back of the words belonging to another founding father, Jean Monnet: *"We are not making coalition of states, but we are uniting people".*

Education is a pivotal tool in the socialization process to internalize the norms, policies and new identities of target societies. The EU has always been obliged to use this indispensable tool to make his presence felt in domestic policy areas of the member and candidate states. With its mobile education schemes, the EU has displayed the initials in education practices. The European education mobility has facilitated the socialization and Europeanization as a consequence. The European education serves the purpose of construction of more Europeanized citizens by internalizing the European norms, policies and identities. If the European understanding does not resonate well with domestic understanding, adaptational pressure is exerted to internalize the European acts. In this case, European education practices act like an equalizer for harmonization of European and domestic social structures. The

Erasmus exchange programme, the most popular European education programme, plays a crucial role to harmonize the different societies in the EU. It brings the nations closer and eliminates the dissimilarities and discrepancies among institutions, societies, values, cultures and most importantly European citizens. Therefore, Erasmus accelerates the Europeanization process by supplying mobility among the nations without borders, which creates European education area.

It is beyond question that there are some motivating factors behind this study. The first inspiring factor is my department in bachelor degree during which the roles of education in a society were emphasized continuously. Afterwards, my master programme about the European Union stimulated me to study on Europeanization, a buzz word in almost all graduate courses. However, I cannot ignore the impact of my Erasmus year on my decision to study this subject area. Fortunately, I had a chance to experience in living Europe at first hand and to observe European impact on the people from different countries. I have to confess that my mobility has broadened my scope for understanding Europe and European norms, values, culture and logic behind the EU better. After all, I decided to launch this study in deep passion. Therefore, the following questions are asked to carry out this research:

- What is the logic behind the EU?
- What does Europeanization mean?
- What is the common education policy of the EU?
- How does the common education policy of the EU contribute Europeanization process?
- What is the logic behind Erasmus exchange programme?
- To what extent does Erasmus exchange programme contribute Europeanization process?
- In what way are the participants of Erasmus exchange programme affected from Europeanization process?
- What is the degree of European impact on Turkey as a candidate country?
- Is there any difference between European and Turkish participants in terms of Europeanization degree?

In order to answer these questions above, this study proceeds in the following steps. The first chapter focuses on the logic behind the EU and the conceptual meaning of Europeanization. It was seen dramatically that it was challenging to define Europeanization clearly because of its adolescence in academic studies. However, we needed to demarcate our study not to allow any disputable understanding. Thus, we decided to explain Europeanization on the grounds of sociological institutionalism. Furthermore, the popularity of Europeanization in recent academic studies was depicted to call attention to its incentive side for upcoming studies. The relation of Europeanization with other terms like European integration and globalization was handled explicitly. All in all, the theoretical base of the study and its relations with other useful terms were presented initially.

The second chapter deals with the common education policies of the EU in detailed. The European effect in education system was discussed by referring the historical development of European education policy. The main educational objectives of the Union were sequenced and they were justified according to the Lisbon Treaty, which is still in force as the constitutional basis of the EU. Furthermore, the history of Bologna Process, which adds European Education policy an international dimension in 1999, was narrated fluently.

The third chapter clarifies the notion of 'study abroad' by referring Erasmus exchange programme. After the historical development of Erasmus was stated explicitly, the chronological flow of the programme was tabled to make the following easy for the readers. The number of previous participants since 1987 and the budget for Erasmus decentralized actions since 1987 were indicated with comprehensible graphics as well. In order to establish a background for the research, the thoughts of Erasmus participants were quoted from previous studies.

The fourth chapter stands as a core of this study because we did an extensive research to show to what extent Erasmus exchange programme contributes Europeanization process in general. A questionnaire prepared for quantitative research was applied online in two languages, Turkish and English, to reach more participants as much as possible. The questionnaire includes four parts, namely- (1) demographic information, (2) pre-mobility perceptions, (3) post-mobility perceptions and (4) general evaluation of European mobility programmes. Totally we were able to collect 152 accomplished questionnaires from Turkey

and the EU member states. After the results were collected together, the views of Turkish participants were evaluated separately in order to see socialization and Europeanization happening in Turkey. For the purpose of supporting the quantitative research results, we applied a qualitative research as well. That is kind an interview with four experts working at Turkish National Agency. We asked their opinions to find answer in general for the question of the role of Erasmus exchange programme in Europeanization process. Their answers were striking and informative for further discussions.

The fifth chapter focuses on findings of the researches carried out in ex-chapter. The findings from two research methods were depicted numerically and reported verbally. First, we conducted a serious of paired sample t-tests to find out whether the differences between Erasmus participants' pre-mobility and post-mobility perceptions regarding Europe, the EU itself, the EU education policy, the European values, culture, belief and citizenship are statistically significant or not. Afterwards, the differences between Turkish and European participants were analyzed in direction of the questions addressed to the participants. On the other side, we have conducted independent sample t-tests for all pre-mobility and post-mobility questions in order to test whether there is a difference between the perceptions of responders with respect to their educational level, gender and nationality. In the end, the experts' responses have been examined with a conceptual code list.

The last chapter discusses the findings from the previous chapter by attributing to the sociological institutionalism partly. All in all, this study comes to a conclusion that Erasmus exchange programme has a considerable role on the internalization process of European values, institutions, education systems, cultures, citizenships, languages, common interests and so on. It is expected that the participants of this programme will create the European identity and they will serve in Europeanization process in their societies.

We would like to express that Turkey is a good laboratory to analyze the Europeanization process with its candidate status for the EU. That may increase adaptational pressure on Turkey's shoulders to resonate well with European norms, policies and identities. Therefore, this study reveals the implicit facts with its distinctive research analysis unlike the previous researches on this study area.

CHAPTER I

1. CONCEPTUAL MEANING OF EUROPEANIZATION

Conceptual definitions demarcate a survey; however, the definition of 'Europeanization' is a challenge itself to be limited. Many scholars have been interested in this study area recently, and Table 1.1 displays the master definitions of Europeanization (İnce, İnci, Tüzen & Zengin, 2010). Besides being a disputable terminology, the term of Europeanization is underdeveloped and adolescent brand of research (Knill & Lehmkuhl, 1999). This *sui-generis* research area has obliged us to demarcate our study framework on domestic change through socialization, which constitutes the core of sociological institutionalism.

Table 1.1

Definitions of Europeanization in Academic Studies

AUTHOR	YEAR	DEFINITION of EUROPEANIZATION
Ladrech	1994	"…an incremental process reorienting the direction and shape of politics to the degree that EC political and economic dynamics become part of the organizational logic of national politics and policy-making" Ladrech, R. (1994): "Europeanization of Domestic Politics and Institutions: The Case of France", Journal of Common Market Studies, Vol. 32, No. 1, pp. 69-88.
Lawton	1999	"..the de jure transfer of sovereignty to the EU level" Lawton, T. C (1999) "Governing the Skies: Conditions for the Europeanisation of Airline Policy", Journal of Public Policy, Cambridge University Press, Vol. 19, No. 1, pp. 91-112.
Börzel	1999	"…process by which domestic policy areas become increasingly subject to European policy-making" Börzel, T. (1999) "Towards Convergence in Europe? Institutional Adaptation in Germany and Spain", Journal of Common Market Studies, Vol:37, No. 4, pp. 573-596.

Harmsen and Wilson	2000	"Europeanization as a political process may be understood in terms of both the creation of a European polity and the adaptation of national policies to European integration." Harmsen, R (2000). "Europeanization and Governance: A New Institutionalist Perspective' in Robert Harmsen and Thomas M. Wilson (eds.), Europeanization: Institutions, Identities and Citizenship, Yearbook of European Studies No: 14 Amsterdam/Atlanta: Rodopi Press, pp. 51-81.
Cowles	2001	"…the emergence and development at the European level of distinct structures of governance, that is, of political, legal, and social institutions associated with political problem-solving that formalize interactions among the actors, and of policy networks specializing in the creation of authoritative rules" Cowles, M., Caporaso, J., and Risse, T. (eds.) (2001): Transforming Europe: Europeanization and Domestic Change, Ithaca and London: Cornell University Press., p.3
Börzel, Bulmer and Burch	2001	"…a two-way process, which involves the evolution of European institutions that impact on political structures and processes of the Member States" Bulmer, S. and M. Burch (2001), " The Europeanisation of Central Government: the UK and Germany in Historical Institutionalist Perspective" in Schneider, G. and M. Aspinwall (Eds.), " The Rules of Integration: Institutionalist Approaches to the Study of Europe", Manchester University Press: Manchester, p.73 Börzel, T.A. (2001), "Pace-Setting, Foot-dragging, and Face-sitting: Member State Responses to Europeanisation", Paper prepared for ECSA conference, Madison (USA), May 31 – June 2, 2001.
Radaelli	2003	"…processes of (a) construction (b) diffusion and (c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, 'ways of doing things' and shared beliefs and norms which are first defined and consolidated in the making of EU decisions and then incorporated in the logic of domestic discourse, identities, political structures and public policies" Radaelli, C. (2003), "The Europeanization of Public Policy", in Featherstone, K. and Radaelli, C. (2003) (eds.), The Politics of Europeanization (Oxford: Oxford University Press), pp.27-57 (31).
Mair	2004	"…encompasses the penetration of European rules, directives and norms into the otherwise differentiated domestic spheres" Mair, P. 2004 "The Europeanization Dimension (Review section)" Journal of European Public Policy, Vol: 11(2 April 2004), No:2 pp: 337-348.

Source: Marmara University European Union Institute, 2010[1]

For a long time, the European Union studies have been very popular in social science researches. The researches dealing with the subject of international relations discuss on European Union by regarding its multidimensional structure. The number of references to the term 'Europeanization' in social science has started to increase rapidly especially for the last 14 years. 'Web of Science' database proves this raise by indicating the articles based on this term (See Figure 1.1).
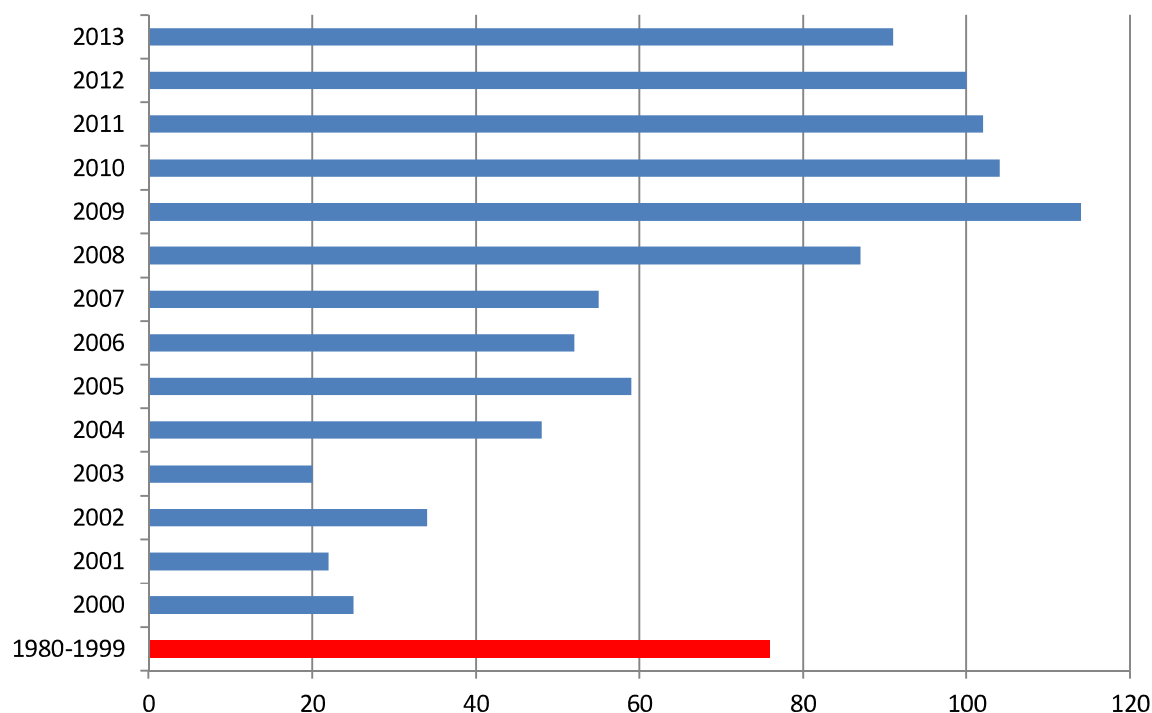
Figure 1.1: Number of Academic Articles Referring to 'Europeanization'

Source: ISI Web of Science Database, 2014[2]

When the table is examined, it is seen that only 76 articles refer to Europeanization in the 20 years between 1980 and 1999. However, after 2000 the number has increased exponentially. The number of articles amounts to 913 for the 14 years between 2000 - 2013.

---

[2] Social Sciences Citation Index, 19 July 2014,
http://apps.webofknowledge.com/RAMore.do?product=WOS&search_mode=Refine&SID=T2Bnm3bmM6Lk9
4KjBAB&qid=3&ra_mode=more&ra_name=PublicationYear&colName=WOS&viewType=raMore

Figure 1.2 shows the distribution of the all articles written by the end of the year 2013. It is seen that 92.3 percent of articles referring to Europeanization were written from 2000 onwards. It should be mentioned that the numbers belonged to the last years are subject to increase as they are added to the database.

■ The years between 1980-1999

■ The years between 2000-2013
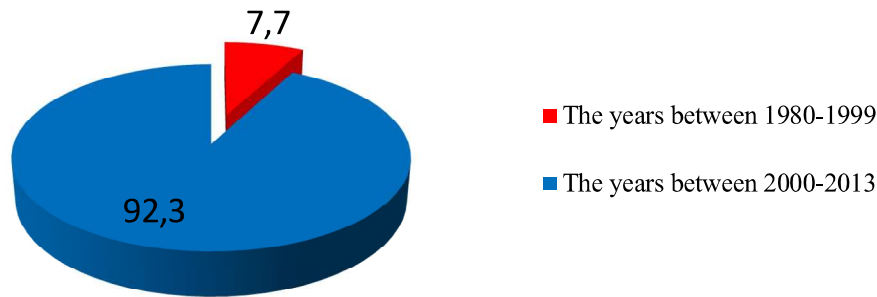
Figure 1.2: Percentages of Using 'Europeanization' in Academic Articles

Source: ISI Web of Science Database, 2014[3]

Therefore, 'Europeanization' appeared in academic studies after 1980s, and it was a new-born baby at that time. However, the recent studies have increased the frequency of this term. Furthermore, it should not be overlooked that its meaning is deepening as it enlarges to other study areas as well.

1.1. Two Approaches to Europeanization: Top-down and Bottom-up

Europeanization is not an impromptu theory. It is not a simple and uni-directional process. It deals with both the EU impact on domestic systems and national reflections to 'Brussels' (Radaelli, 2004). In the 1970s and 1980s, the first debates about Europeanization were related with top-down process, which explains the influence of the EU on member states. This approach is still considered in current academic researches. The Top-down process focuses on the changes at domestic level and merger of the EU requirements, norms and politics, which is called *downloading*

---

[3] Social Sciences Citation Index, 19 July 2014,
http://apps.webofknowledge.com/RAMore.do?product=WOS&search_mode=Refine&SID=T2Bnm3bmM6Lk9 4KjBAB&qid=3&ra_mode=more&ra_name=PublicationYear&colName=WOS&viewType=raMore

(Lackowska, 2011). On the other hand, the bottom-up process has revealed that the top-down process is incomplete to explain such a complex entity. Ladrech (1994) did not overlook the success of some states in influencing the EU level. Instead of chasing after impacts on domestic system, it starts and finishes at level of domestic issues (Radaelli, 2004). The bottom-up approach tries to explain the domestic influence on the EU institutions, which is called as *uploading.*

Downloading in the EU means the process of adjusting the EU requirements. The national settings are adjusted to the EU regulations. According to Cowles, Caporaso and Risse (2001), this adaptation process proceeds in different ranges in all member states because of different national colors. The member states react differently to the changes. The changes occur more strictly if there is a misfit between EU-level and domestic understanding, policies or institutions. As a result of that, the EU members feel a pressure of adaptation on their shoulders. This pressure does not hurt the states in the absence of multiple veto points and in the presence of supporting institutions. At the end, the new norms, ideas and collective understandings create socialization and social learning with the help of facilitating factors like norm entrepreneurs and cooperative informal institutions. On the other hand, the resources and new opportunities are redistributed easily with the help of supporting formal institutions (Börzel & Risse, 2000).

Uploading in the EU means the influence of the member states at the EU level. Especially, the national states upload their preferences to the European Commission (EC) on with regular intergovernmental negotiations. The EU is an entity, which regards the domestic actors' opinions. Especially, some member states like France, Germany, England, Greece, and Cyprus are determined to upload their opinions and norms and even their problems to the European level. By using the EU's influence in international relations, the domestic policies, norms, and problems can be *Europeanized* by national actors.

Radaelli (2004) believes that top-down approach is simple to explain such a complex entity. Thus, he offers an alternative to top-down process. He defines Europeanization as process of (i) construction, (ii) diffusion and (iii)

institutionalization of norms, beliefs, formal and informal rules, producers, policy paradigms, styles, "ways of doing things" that are first defined and consolidated in the EU policy process and then incorporated in the logic of domestic (national and subnational) discourse, political structures, and public policies (Radaelli, 2003). Radaelli warns the reader not to interpret this definition as manifestation of Europeanization on domestic politics. However, he also accepts the interaction in Brussels can change policy at the domestic level and repeated negotiations are necessary for the adaptation of any EU policy (Radaelli & Pasquier, 2008).

Furthermore, Olsen (2002) says that 'Europeanization' has not a stable meaning, and he refers to five possible uses of this term about *what* is changing. First, he defines Europeanization *"as changes in external territorial boundaries"*. The EU's enlargement acts expand its boundaries and make the whole continent a single political space. We can say that Europeanization is a digestion process after accepting a member or members to the union. Bulmer and Radaelli (2004) show the EU's 2004 enlargement as a most obvious example for changing of territorial boundaries. Europeanization *"as the development of institutions of governance at the European level"* is his second identification. According to him, different levels of governance involve in Europeanization process. Olsen identifies the third usage of Europeanization *"as central penetration of national and sub-national systems of governance"*. Actually, this usage explains the supplying the unity in diversity by sharing duties in multilevel governance. He also defines Europeanization *"as a political project aiming at a unified and politically stronger Europe"*. Only the members, politically adapted to the union, can create a unified Europe, which is also a starting point for creating the *United States of Europe*. The last usage identifies Europeanization *"as exporting forms of political organization and governance that are typical and distinct for Europe beyond the European territory"*. This view consists the core of export the political values of the EU. Europeanization is a process during which polities transfer occurs to unify the all its members under a common policy understanding in both territory of Europe and beyond. Similarly, Featherstone (2003) declares that Europeanization refers to the 'export' of European social norms, institutional organizations and their practices, social and cultural beliefs, values and

behaviors. Briefly, European 'way of life' is being exported beyond Europe. Sittermann (2006) shows The British Commonwealth as an excellent example for this kind of Europeanization.

1.2. Sociological Perspective to Europeanization

Bearing in mind all definitions, the definition by Radaelli is being generally preferred in Europeanization study area because of its wide–reaching meaning, (İnce et al, 2010). Radaelli (2000) 'unpacks' the Europeanization by using a taxonomy. He searches answers for the questions of '*what changes*' and '*how much does it change*'. In order to analyze the domains of Europeanization, Radaelli offers to examine the 'object' of Europeanization: domestic structures - ranged as political structures, structures of representation and cleavages and cognitive and normative structures - and public policy. In this study, we are focusing how much the cognitive and normative structures of the EU chime with the domestic ones. It is known that European impact is not only felt on formal political structures, it also interferes in the values, norms and discourses of member states. The institutions reflect the preferences of the societies and individuals. Therefore, cognitive and normative structure is related with sociological institutionalism (Radaelli, 2000). On the grounds of insights from sociological institutionalism, we argue that Europeanization goes beyond downloading and uploading process. We regard the norm internalization and change in values and redefining identities to explain Europeanization. Individual ideas and preferences are not always stable, so they can be inverted or Europeanized with the European 'touch' on national norms and values. Namely, we conclude that the answers of the question of what change can be listed as norms, values, identities, cognitive structures, interaction network, interests, preferences, expectations and even culture. Now, one may ask how so many things can be changed. The sociological institutionalism stipulates 'internalization' to get outcome.

After understanding what changes and how they change, one might think the intention, extent or direction of the changes. The changes can be weak or strong. In order to analyze 'how much change 'occurs with Europeanization Radaelli (2000) draws on four possible outcomes: inertia, absorption, transformation and retrenchment.

According to him, inertia is lack of change. It generally occurs when the EU model is too dissimilar to domestic area. However, Olsen (1995) highlights that long periods of inertia may cause crisis and abrupt change (as cited in Radaelli, 2000). Second, the situation of absorption reflects the changes in domestic structures for adaptation to the EU model. Börzel and Risse (2003) define absorption as incorporation of European polices and ideas with domestic ones without substantially modifying the existing processes, policies and institutions. However, it is different from transformation which occurs during fundamental changes such as changes in party systems or monetary policy. Börzel and Risse (2003) define transformation as replacing existing policies, process and institutions by new ones by altering existing features and understandings fundamentally. Finally, retrenchment means becoming less 'European' than it was before (Radaelli, 2000). The findings that we have collected from research methods in this study will be discussed in the light of domains and extent of Europeanization.

After understanding what changes, how and how much it changes, sociological institutionalism results in 'social learning' or 'socialization'. Briefly, one way to explain Europeanization process is the idea of sociological institutionalism. Table 1.2 summarizes what we have tried to explain about sociological institutionalism clearly. The steps of socialization for Europeanization are depicted explicitly by regarding the scholars' explanations.

Table 1.2

Europeanization Process in terms of Sociological Institutionalism

What changes	How it changes	How much it changes	Outcome
➤ Norms ➤ Values ➤ Identities		➤ Inertia	No change or Abrupt change
➤ Cognitive structures ➤ Interaction network ➤ Interests	By internalizing	➤ Absorption ➤ Transformation	Socialization and Social learning
➤ Preferences ➤ Expectations ➤ Culture		➤ Retrenchment	Becoming less European

Furthermore, Börzel and Risse (2000) state that there are two perspectives that explain Europeanization: rationalist institutionalism, which suggests that *"Europeanization leads to domestic change through a differential empowerment of actors resulting from a redistribution of resources at the domestic level'*, and sociological institutionalism, which suggests that *"Europeanization leads to domestic change through a socialization and collective learning process resulting in norm internalization and the development of new identities"*. Both produce mediating factors – actors and institutions – to respond to the pressure arising from the EU.

The internalized European models in different degrees of change reflect the EU efforts about teaching the EU ideas and norms to a society. The society is motivated to apply the EU policies with intergovernmental communication strategies. For instance, a constructive policy in education can persuade the society about appropriateness of the EU principles and European acts. Therefore, sociological institutionalism differs from rational institutionalism in a few ways. On the one hand, rationalists follow the 'logic of consequentialism', the idea that misfit between European and domestic structures provides societal and political actors new opportunities to pursue their

subjective desires. Whether the domestic actors can exploit these opportunities is bound to intervening factors such as the number of veto points and supporting formal institutions (Börzel & Risse 2003). Rationalists regard cost-benefit calculations. On the other hand, this study will focus much more social expectations rather than maximizing the actors' interests. Therefore, this study draws a picture from the view of 'logic of appropriateness' guided by sociological institutionalism. Social learning and socialization are the core of this research in order to analyze the internalization of European norms, rules and understandings. The more European norms resonate well with domestic traditions, the more effective socialization is provided in member states for a strong social learning.

Although, one would think that all these definitions are not enough and practical to expose the concept of Europeanization, it is difficult to reveal this matter with empirical analysis. Therefore, it is better to explain Europeanization with regard to relations with other terms like European integration and globalization. For an empirical analysis, unlike other studies the reader will find the analysis of repercussion of Europeanization by regarding different societies in this study in the following chapters.

1.3. Europeanization or European Integration

The EU is accepted as an essential entity in International Relations area because it and its concept of European integration are considered for the subfield of Comparative Politics (Sittermann, 2006). Hix and Goetz (2001) describe European integration "as a source of change" and Europeanization "as an effect" of that. Also they add that European integration cannot be isolated from potential sources of domestic institutional and political change.

Featherstone (2003) signifies Europeanization - like globalization - as an understanding of changes in politics and society. This change affects the actor behaviors, ideas, and interests. He adds that Europeanization involves in polices of the EU. However, this effect or change is not regular, even, and stable. Featherstone see a

close relation between Europeanization and globalization. Within the changing world, globalization can be seen as a threat against European social model. Thus, according to him, Europeanization can be perceived as a defensive strategy.

The EU is a complex entity with Orthodox, Catholic and Muslim citizens, so Europeanization can be used specifically to redefine of citizenship and shift of ideology (Joppke, 1995). Today, the Europeanization is seen as an adaptation to the west by import the European social norms, institutions, politics, social and cultural beliefs, values and behaviors. All these patterns are diffused within and beyond Europe. All the activities of the EU, no matter if they have positive or negative impacts on nations, are the acts of Europeanization. That is, it is a domestic adaptation as a result of being an EU Member State (Featherstone, 2003). Therefore, Featherstone summarizes Europeanization with three areas: institutional buildings at EU level, the impact of EU membership at national level, and response to globalization.

1.4. Relation between Globalization and Europeanization

Globalization, which became influential especially in the later twentieth century, has affected economy, politics, law, education, and culture deeply, and this flow has made the reconstructing of society essential. With the help of developing technology in telecommunication and transportation, the world has turned into a small village. Globalization is omnipresent and penetrates countries' structure and people's aspects to the life. This flow affects many different countries around the world. However, each one experiences this change in different ranges. The countries can be affected both positively and negatively.

Previously, the globalization could be defined by only regarding economic conditions. The developments in transportation have encouraged countries to make cooperation firstly. However, today globalization is too beyond being freer movement of trade goods, services, and capital among countries. In the history, it is named as development of international trade. The economic cooperation and competition have triggered to create socially a global world. Similarly, the economic globalization and

innovations in technology in our age have caused an interaction across cultures (Wang, 2008 as cited in Liu, 2012).

Nowadays, there are almost no boundaries of space and time. The world is becoming increasingly interconnected. The nations need to keep up with this global process (Çelik & Gömleksiz, 2000 as cited in Gömleksiz & Kılınç, 2012). Not only economy is globalized, but also the culture is globalized. Kumaravadivelu (2008) states that cultural globalization refers to "contact between people and their cultures, their ideas, their values, their ways of life" through intensified interactions (as cited in Liu, 2012).

Globalization has a close relationship with education besides culture. Both shape the society where the globalization interferes notably. Today the education holds a crucial place in every society because it leads to a better employment, status, living conditions, and power. Globalization contributes to increase the number of agencies and institutions that offer a chance for partnerships in education and cultural mobility. The global education lets the community gain the skills of new culture and develop the ability to distinguish intercultural differences. The participants in educational activities can learn how to behave according to cultural differences and how to manage multinational groups (Çelik & Gömleksiz, 2000 as cited in Gömleksiz & Kılınç, 2012). In order to keep up with the changes coming with globalization, some new regulations in education are made. The education policies are reconstructed or produced by considering the global values. The innovations on the field of education and culture are needed to support the social backbone in today's global world.

After this explanation, a question comes to the minds: How is "Europe" related in the globalization process? Ladi and Tsarouhs (2013) declare that "*Europe is active in shaping globalization*". Europeanization is also an act of globalization. However, analyzing the relations between Europeanization and globalization is not an easy task to discuss. Absolutely, it is because they are both abstract concepts. On the other hand, globalization and Europeanization can be distinguished in that the former is understood as a phenomenon causing the changes in functions and structures rather than causing the decrease of state sovereignty like in later. Some ideas evaluate Europeanization as

a "filter", and some as an "antidote" to globalization. A deep cooperation on political issues allows a selective reaction to the globalization, so it can take a role a filter. On the other hand, Europeanization allows policy developments suitable for globalization. Furthermore, some ideas consider the EU as a mediating factor between the state and globalization. According to Kış and Konan (2012), the accumulation of knowledge has facilitated the transition to the globalization. The interaction between different cultures has given birth to construction of new cultures. The interaction of social values has created the universal values. The Europeans have gathered their cultures, social values, and academic knowledge under the roof of Europeanization. The European knowledge has created European community, European economy, and European culture.

CHAPTER II

2. EUROPEAN DIMENSION IN EDUCATION AND EUROPEAN EDUCATION POLICY

The European Coal and Steel Community (ECSC) officially established by Treaty of Paris 1951 was the framework of the today's European Union. It was set up to end the frequent and bloody wars between neighbors, so the Community integration was the ultimate goal (Europa Official Website, 2010). This community was established over the principles of economic integration. However, successful economic integration would bring another issue inevitably. That was 'political integration'.

Every additional member into the Union has leaded a deepening process. As the number of members has increased, the Union has expanded its competences in other political areas. In other words, the Union set off for achieving that economic cooperation initially, but this founded family in Europe became so effective that this cooperation spilled over many other political areas. The deepening process in other areas was needed inevitably. The educational policy was one of these political issues, and we cannot separate this policy area from cultural integration. Both of them should be dealt with together while discussing Europeanization process in the light of education policy.

Education plays a crucial role in individual and societal advancements. In Europe, the negotiation about the field of education was launched in 1971 with the gathering of six Ministers of education for the first time. The result of this meeting was announced with a report, which is called as 'Janne Report', name after the Belgium Minister of Education, Mr. Hanri Janne. This report was the first important step in educational cooperation after the training policies in 1963 (European Commission, 2001).

The Commission of the European Communites (1989) clearly states that *"EU offers an educational space for mobility and interchange"*. Education and training have always had a pivotal role during the history of the EU in the development and implementation of strategy of the Community. After internal market was completed, the EU focused on national education and training process to supply workforce and needs of economy and society in Europe. The EU is based on economic integration by creating an area where four freedoms – free

movement of goods, services, people, and capital- are guaranteed. However, it is realized that Europeanization process not only limited with economic integration by creating internal market within Europe, but also integration of people who will create the future Europe is important at least other factors. Thus, the action programs play crucial role for the free movement of ideas and people and increasing a sense of partnership in shared endeavors.

After seeing the catastrophic results of the Second Word War, most Europeans spent too much effort not to repeat this destroying act again. In order to achieve that, the governments and national and international organizations have a common aim like economical rehabilitation, peacekeeping and the development of an education for democracy and for peace (Bojan, 2007). For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded on 16 November 1945 to build peace in the minds of men through means like education, science, culture and communication. Likewise, the Europeans realized that restoration of the continent that they live on depends on creating a common understanding of education, culture, and communication as a result. The variant languages that are spoken in Europe would create a new and common communication tool or language- 'Eurologue'- in the existing lingual and cultural diversity. Eurologue is the dialogue of a common European norm, value, culture, and understanding. That is the language of the peoples of Europe which would be used across the continent in a unique harmony by eliminating the dissimilarities and discrepancies among institutions, societies, values, cultures and most importantly European citizens. In that kind of society, Europeans would create an inseparable bound among their community. The idea of European citizenship would be created for the process of European integration.

Creating European citizenship is a sensitive process to achieve European integration between nations and the supranational EU system. The founding treaty, the 1957 Treaty of Rome, declares the EU's objectives clearly to construct a closer union among the peoples of Europe. To achieve this objective, the Treaty on European Union, the 1992 Maastricht Treaty, suggests its commitment to develop a wide and common education system in European community. Those directly affected education policies in the EU. Actions such as Erasmus and Comenius come to the fore in terms of a European dimension in education. These programs are intended to encourage a European dimension in curricula across the continent

(Finn & McCann, 2006). In many papers, the EC declares the importance education and training to achieve balanced social and economic development in all member states. The relation of feeling 'we' and economic integration is emphasized. Moreover, for the preparation of the Maastricht Treaty, the Commission and the Council of Ministers identify the objectives for the development of education policy. As the latest treaty in the Union, The Lisbon Treaty (Ex-Article 149/1 – Consolidated Version Article 165/1) also mentions about the necessity of the common education policy among member states:

> "The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity."

The Treaty on the Functioning of the European Union (TFEU), The Lisbon Treaty, (Ex-Article 149/2- Consolidated Version Article 165/2) goes on like below:

> "Union action shall be aimed at:

- developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,
- encouraging mobility of students and teachers, by encouraging inter alia, the academic recognition of diplomas and periods of study,
- promoting cooperation between educational establishments,
- developing exchanges of information and experience on issues common to the education systems of the Member States,
- encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe…"

The TFEU is extremely clear about cooperation among member states for the development of the quality of the education. The European education policy includes moral and cultural aspects, so it can be collected under the supporting, coordinating, and complementing competences of the EU.

As mentioned before, the European education policy holds very important role in Europeanization process. The main objectives of the European education policy are (European Commission, 2001):

- to develop European dimension in education,
- to encourage the mobility of students and teachers,
- to promote co-operation between educational establishments,
- to create a multicultural Europe,
- to exchange of information and experiences,
- to encourage the development of distance education,
- to adapt a common framework on the education policy,
- to develop educational programmes involving the people in Europe,
- to bring the European people closer,
- to improve the human resources in Europe...etc.

It is important to declare that those aims cannot be limited with these objectives. In the light of these objectives, we can say that Europeanization does not mean to reach only the workers and citizens of 28-EU member states. In order to sustain a successful enlargement and integration, it also has to reach the students who are the builders of the EU's tomorrow. In another words, removing quotas and tariffs is not enough for better integration. First, the barriers on humans' minds should be removed. The most effective way to achieve that lies under the education policy.

The best way of cultural integration passes through cooperation among educational system in member and candidate states. The cultural heritage of Europe which has testified many inventions, developments, conflicts, and wars can come to light only by a common educational policy without any prejudice.

The EU plays a crucial role to strengthen the higher education activities via the Framework Programmes and the European Research Area (ERA). The Commission is the most important stakeholder in the Bologna Process in providing policies and funding in many areas (UK HE International Unit, 2013).

2.1.Bologna Process for Internationalization of European Education Policy

According to Teichler (2004), higher education issues are handled under three terms on a supra-national basis: a) international, b) European and c) global. He claims that all these terms are more or less related with a trend or a policy direction away from national system of higher education. However, he distinguishes them from each other in that internationalization tends an increase of border-crossing activities in national higher education, globalization tends a disappearance of borders among national systems and Europeanization is more regional version of internationalization than of globalization. Onursal Beşgül (2012) declares *"the concept of European dimension can be linked with both the Europeanization and internationalization processes taking place in Europe"*. She adds that European education policy gained more international dimension especially with Bologna Process in 1999 and Lisbon Strategy in 2000.

Standardization requires a common understanding among different social structures. Therefore, more coherent policy was needed to bring standardization in the field of education. The nations should recognize the European values, cultures, and traditions within the Community and beyond for creating a European dimension in education policy.

One of the most important steps that have been taken recently in the field of education to bring standardization in international education area is Bologna Process. The idea was first put forward in 1998 by the Education Ministers of France, Germany, the UK, and Italy during the 800th anniversary of University of Paris with Sorbonne Declaration. This international act had aimed to establish the European Higher Education Area (EHEA) by 2010. To achieve that plan, the ministerial meetings had been held since 1999. Some tools were developed in those meetings, respectively in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven and Louvain-la-Neuve (2009), and Vienna and Budapest (2010) (UK HE International Unit, 2013).

Recently the scope of Bologna has expanded. It is not accepted merely in Europe anymore, but also many countries beyond countries apply its commitments. This process intensifies a common policy net on education. That process was launched with Bologna Declaration, which was signed on 19 June 1999 by 29 European

ministers in charge of education (European Commission, 2013b). However, later this number has reached to 47 participants[4] from European continent and beyond.

The Bologna Process was chaired by the EU Presidency until the Leuven and Louvain-la-Neuve Communiqué in 2009. It has been chaired by the EU Presidency and a non-EU country since then (European Higher Education Area Website, 2010). This amendment indicates how the European politics on education have been expanded to other non-European countries. Likewise, a convergence on education will definitely bring a new cooperation about other political areas. To see how the European education policy has an impact on the other European states, Netherland can be a convenient example. The university programmes in the Netherlands did not separate master's education from Bachelor's. However, with the Bologna process, the Netherlands national policy became acquainted with postgraduate education in 2004 (Fortuijn, 2012). Thus, it is obvious that universities act like corporate organizations with the impact of European understanding in education. In addition, the higher education institutions are the crucial delivers of EU's strategy and ideas. The European policies are being exported to other non- European regional areas. For example, the Leuven Summit, the first Bologna Policy Forum, brought the participants of 46 Bologna countries with 15 representatives from other countries to establish a worldwide dialog (UK HE International Unit, 2013).

The EHEA has created an open space to students and higher education staff for a more flowing mobility and a better higher education quality in that area. With this application (İzmir Katip Çelebi University, 2011):

---

[4] Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium (Flemish and French Community), Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, the "Former Yugoslav Republic of Macedonia", France, Georgia, Germany, Greece, the Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, the Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine and the United Kingdom. In addition, the European Commission is also a voting member of the Follow-up Group (UK HE International Unit, 2013).

- A degree that has been achieved from any higher education institution is recognized mutually. That is controlled with a credit system which is called the European Credit Transfer System (ECTS) and the Diploma Supplement (DS).
- A comparable degree system in a three-cycle – Bachelors, Masters, and Doctorate- is readable transparently.
- A common European evaluation understanding is in process now.
- The qualifications of higher education institutions become higher.
- The obstacles for students' mobility will be removed.

The European Union supports the European countries to implement the three cycle degree structure. The aim is to promote the links between the EHEA and the ERA. The cooperation between individuals and institution enhances the development of higher education in Europe and gives the institutions European dimension. The student mobility is fundamental to European Union's education policy. The EU is spending much effort for a better mobility flow. The most well-known higher education programme, Erasmus stand of the Lifelong Learning Programme (LLP), is one example for the Union's tool. In order to facilitate the recognition of academic studies, the EU accepts the ECTS, the DS, and the Europass, which helps the individuals, present their skills and qualifications in an understandable and clear way. The academic recognition covers the recognition of titles, courses, certificates, diplomas, degrees, and periods of study abroad. That helps the transparency between the institutions, so the institutions can find the most suitable partner for development their education policy. Furthermore, the needed data are collected by Eurydice, Eurostat, Eurodesk, Eurostudent, and EUMIDA European University Data Collection, which are founded by the EC (UK HE International Unit, 2013).

Actually, Bologna process directly supports the commitments of Treaty of Lisbon, which commits the EU to achieve a 'European research area in which researchers, scientific knowledge and technology circulate freely'. This process creates synergy the EHEA and the ERA. Bureaucracy and red tape are accepted as one of the major barriers to mobility. Many students are not certain about recognition of diploma when they return their home. In the name of internationalization, this process has

broken through on education and integrity the students to the life. Recognition policies are essential because the EHEA would remain just a patchwork without recognition of credits and qualifications. The Lisbon Recognition Convention (LRC) on 11 April 1997 attested the need of recognition and took some steps for its application. This Convention has been ratified by almost all countries in the Bologna process and national legislations are almost completed in all of them (European Commission, 2012a). The LRC considers "…higher education should play a vital role in promoting peace, mutual understanding and tolerance, and in creating mutual confidence among people and nations" (Council of Europe, 1997). That totally facilitates the Europeanization by integrating to the social structure and educational acts. Definitely, such a brilliant idea has affected the higher education programme like Erasmus.

The 'lifelong learning' term as an essential element of the EHEA was declared in the Prague Communique, 2001. The participating ministers knew that lifelong learning strategies were necessary to improve social cohesion, to foster citizenship and personal fulfillment in European societies. On the framework of the Bologna process, the EC takes the responsibility on behalf of Europeanizing the countries. To achieve that, the EU enables education and training opportunities for people at all stages in their lives and helps to develop the education and training sector across Europe. The Commission set out the Strategic Framework for European Cooperation in Education and Training (ET2020) (UK HE International Unit, 2013). This programme integrates the education to the life with its action programmes. The Education Audiovisual, Culture and Executive Agency (EACEA) is responsible for management of LLP under the Directorate – General for Education and Culture. The EACEA manages many other actions like National Academic Recognition Information Centers Network (NARIC), which coordinates the people who would like to work and study abroad (European Commission, 2011a). The EU has assigned € 7 billion funds from its budget for the time between 2007 and 2013. The participants are not only students or learners but also teachers, trainers and others involving education and training. The Community mostly uses the exchange programmes to reach all those aims. The primary exchanges programmes under the LLP were (European Commission, 2001):

- Erasmus for higher education,

- Comenius for schools,

- Leonardo da Vinci for vocational and training, and

- Grundtvig for adult education.

In addition, the Transversal Programmes on policy cooperation and innovation, languages, information, and communication technologies, and dissemination and exploitation of results, and Jean Monnet programme fall under the LLP. They support the institutions and actions for the sake of European integration. The aim of these programmes is to promote European cooperation in fields including two or more of the sub-programmes and to promote the quality and transparency of the education and training system. These actions help to integrate the European units founded by the EC and national units founded by the national governments by giving financial support (European Commission, 2013a). At this point, the most demanded and active programme of the LLP is Erasmus Exchange Programme.

In June 2010, the EC installed the Europe 2020 to recover the economic crisis and to strength the smart, inclusive, and sustainable growth. Education has gained more importance to success this aim. In order to streamline, simplify and increase the performance of allocated funds the EC proposed the establishing the Programme "Erasmus for All" for the first time on 25 November 2011. This arrangement would reduce the number of activities supported. By that way, more flat rate grants would be used. The successful actions like Erasmus student mobility would be widely used for mobility. The work-load of the National Agencies would be reduced (European Commission, 2011b).

However, the 'Erasmus+ Programme' (E+) was endorsed on 1 January, 2014 for the period 2014-2020 on behalf of Erasmus for All. The aim also did not change at all. The EC (2014) declares in its guide book, which is the first guide about E+, "Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020". This programme integrates the following European Programmes implemented during the period 2007-2013 (European Commission, 2014):

- The Lifelong Learning Programme,

- The Youth in Action Programme,

- The Erasmus Mundus Programme,

- Tempus,

- Alfa,

- Edulink,

- Programmes of cooperation with industrialized countries in the field of higher education.

All these programmes are allocated under a brand, well-known and widely recognized name: Erasmus. After that, all these programmes will have to be communicated first and foremost by using "Erasmus+" brand name (European Commission, 2014):

- "Erasmus+: Erasmus", in relation to the activities of the Programme exclusively related to the field of higher education and targeting Programme Countries;

- "Erasmus+: Comenius", in relation to the activities of the Programme exclusively related to the field of school education;

- "Erasmus+: Leonardo da Vinci", in relation to the activities of the Programme exclusively related to the field of vocational education and training;

- "Erasmus+: Grundtvig", in relation to the activities of the Programme exclusively related to the field of adult learning;

- Erasmus+: Erasmus Mundus", in relation to the Joint Masters Degrees;

- "Erasmus+: Youth in Action", in relation to the activities of the Programme exclusively related to the field of youth non-formal and informal learning;

- "Erasmus+: Jean Monnet", in relation to the activities of the Programme exclusively associated with the field of European Union studies;

- "Erasmus+: Sports", in relation to the activities of the Programme exclusively related to the field of sport.

The EC's Education, Audiovisual and Culture Executive Agency is totally responsible for guiding, monitoring, carrying out, and evaluating Erasmus+

Programme. The bodies providing expertise to the implementation of the Programme are: Eurydice Network, E-Twining Support Services, National Erasmus+ Offices, Network of Higher Education Reform Experts, Euroguidance Network, Europass National Centers, National Academic Recognition Information Centers, Network of National Teams of ECVET Experts, SALTO Youth Resource Centers, and Eurodesk Network. In order to implement its objectives, the Erasmus+ Programme implements three Actions: Key Action 1 (KA1) - Mobility of Individuals, Key Action 2 (KA2) - Cooperation for Innovation and The Exchange of Good Practices, and Kay Action 3 (KA3) - Support for Policy Reforms. The mobility for students falls under the KA1 (European Commission, 2014).

The Erasmus+ Programme is one of the initiatives of the EU. It is a need and striker for European integration. It affects all European continent and beyond. The Programme countries are 28 EU countries and 6 non-EU countries (Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway, Switzerland, and Turkey). In addition to that, there are also some partner countries which can take part in certain Actions of Programme (See Table 2.1). They are subject to specific criteria and conditions.

Table 2.1

Partner Countries Neighboring the EU

Eastern Partnership countries:	Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine
South Mediterranean countries:	Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia
Western Balkans:	Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia
Other:	Russian Federation

Source: European Commission, 2014[5]

---

[5] European Commission: Erasmus+ Programme Guide, 01 January 2014
   http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

CHAPTER III

3. ERASMUS EXCHANGE PROGRAMME

The notion of "study abroad" has recently become a buzz word. The citizens are being lighted more effectively with the help of technology and the development of social media. In the sense of exchanging students in higher education, student mobility has gained prominence as a part of home education programme. Thanks to the steps towards the creating knowledge based European area, the education structures in Community members are reshaping themselves with the European education policies.

In the late 1970s and early 1980s, the student mobility was not as prominent as a policy issue. However, in the 1980s and especially 1990s many European and non- European countries put the student mobility to their policy basket. Before that, the term of mobility of students and staff existed as the Fulbright programme in the United States and bilateral agreements of European countries in the field of cultural and academic development. However, those were limited and had narrow scope. The first stimulating programmes were established in the 1970s in Sweden and Federal Republic of Germany, which were inspired by American universities in Europe. However, the German and Swedish universities distinguished themselves from the Americans in that theirs were more focused on integration. That integration aimed that the participated students would be adapted to the host countries and education system (Wit, 1995).

The Founding Treaty, Treaty of Rome in 1957, does not include education as an area for community action. However, after years, the Council of the European Communities launched the Community's first action programme in 1976. It was not based on economic integration, so the Commission had to justify its acceptability according to Treaty of Rome. However, that lack of legal basis leaded the other action schemes. Likewise, the Joint Study Program was established in the same year, 1976, by the Commission. Integration again was the main aim to achieve. In the following years, the Commission expanded the number of projects and budgets for the Joint Study Programme Scheme. In 1987, that scheme was replaced by the "European Action Scheme for the Mobility of University Students" as its successor (Wit, 1995). Today, it is called as ERASMUS.

Erasmus has a considerable influence on students' lives (Aydın, 2012), on culture, on national education system, on budget arrangement, and on many policy areas. During abroad study, students get the knowledge of the culture and society of host countries. Mobility encourages the students to live in another country and pursue temporary periods of study in other European universities. It bounds the tie between host and home European countries. In the reality, it integrates the Union's values, institutions, and education. The unity in education among European countries is the touchstone in the process of unifying Europe on the Union's base principles such as freedom without internal frontiers, sustainable development, competitiveness in all areas, promotion of scientific and technological developments, combating discrimination and social exclusion, equality between women and men, and solidarity between generations and among member states (Europa Official Website, 2013). In this sense, Erasmus offers students both travel and visualization of these principles in the real life. It offers students opportunities to learn in universities across Europe. It has a great significance in growing generations in the frame of Europe. Furthermore, Erasmus fills a strategic hole to form the 'United Europe' (Kış & Konan, 2012).

Wit (1995) declares that the rationale behind Erasmus was political and economic to stimulate a European identity and to develop international competitiveness through education. He finds the reason of establishing such an exchange programme in keeping up with Japan and the United States in the educational and technological developments. He also adds that since the implementation of the Erasmus in 1987, significant results have been achieved in cooperation. The mobility and the educational reforms affected other countries like the European Free Trade Association (EFTA) ones. For instance, the Scandinavian countries created Nordplus to stimulate the inter-Scandinavian mobility. However, with the coming inclusion in the European Union, their educational programmes became more European.

Today the ideals of the EC did not change, either; on the contrary, it has expanded its aims to the other areas. The EC is the driving force for European integration (Europedia, 2011).The main focus of internationalization in Europe is Europeanization: diffusing European sphere of influence; strengthening Europe's cultural heritage; creating European Political Union; enlargement of Europe; increasing national influence of Europe; creating a European Community dimension in higher education and the European dimension in curricula

(Olsen, 2002 & Wit, 1995). In order to expand and develop these aims the EU countries have come to agreement on Europe 2020. It is a successor to Lisbon Strategy (2000-2010). It prepares The EU's economy for the next decade. The Europe 2020 has three main priorities: smart growth, sustainable growth, and inclusive growth. The 7 Flagship Initiatives fall under these priorities (European Commission, 2010a). Education and research are necessary for Europe's future economic well-bring, so the Europe 2020 strategy gives opportunities for higher education institutions for providing teaching, for undertaking research and innovation, for employable graduates, for new ideas, and for changing world. Briefly, Europe 2020 without education targets is unthinkable. The field of education can make contribution to help overcome the socio-economic crisis affecting European countries nowadays (European Commission, 2014).

In order to achieve better integration and cooperation, the EC has increased its investments in education, research, and innovation, which plays a crucial role to drive the Europe forward and maintain the growth. The European policy makers try to increase the European effect on education strategies and institutions to build a Europeanized education system. That is a need for a real cooperation among European countries in the process of unification. Moreover, that is an obligation to overcome the recent economic and financial crisis and not to lag behind the developed countries in education such as the United States and Japan (European Commission, 2012a). Androulla Vassiliou, the European Commissioner (2010-2014) in Education, Culture, Multilingualism and Youth, states the importance of education policy with these words:

> "Investing in education, training and research is the best investment we can make for Europe's future. Each year, the EU's Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, and Grundtvig) and the Marie Curie Actions enable more than 400 000 people to study, work, and volunteer or do research abroad. This experience enhances their skills, personal development and job prospects - and it can also contribute to overcoming the crisis" (European Commission, 2013c).

Europe is not a homogenous region. Like many areas, the education system is not totally homogenous because European education is constructed by many stakeholders like the EC, state governments and their policies, the private sectors, universities, international organizations and institutions. Furthermore, regional differences, diversity of language, different educational traditions and systems, and a strong non-university sector interfere in

creating this impure structure. The LRC in 1997 declares that the great diversity of education system in the European region reflects its cultural, social, political and philosophical, religious and economic diversity (Council of Europe, 1997). Thanks to EC programmes, education policy is gradually being turned to homogenous structure in the light of internationalization of higher education. Recently the European Commission is more stimulated about international cooperation and exchange in higher education because it is necessary for creation of a European identity and adaptation of adoption of European treaties (Wit, 1995). With the help of cooperation in higher education, the individuals who have participated the EU programmes can get experience in living in Europe from the first hand, and they can increase their employability in Europe.

One of the key policies for the member states and higher education institutions is to strength quality through mobility and cross-border cooperation. The ERA has been formed to enhance the mobility and cooperation between institutions. The national institutions adopt themselves to the European education framework. The EC has developed the Erasmus in order to have an educational unity in higher education. Most Bologna tools such as ECTS were first developed within Erasmus programme (European Commission, 2012a). Thus, one can say that the European education policy is carried out by Erasmus. The EC supports this mobility by recognition of studies on abroad. The ECTS system is now strengthen much more by the exchange programmes like Erasmus.

3.1. Numbers and Statistics on Erasmus Exchange Programme

The Erasmus exchange programme celebrated its 25th anniversary in 2012. For many years, it has a deep effect on many students and staff's lives. In foreword of the book about Erasmus by European Commission (2012b) Androulla Vassiliou says: "*The drive and energy of the staff and students who have taken part has made the Erasmus programme the biggest and most successful student exchange scheme in the world*". Today this programme is so well-known that it has given its name to the Erasmus+ Programme. Thus, it is a necessary to take a closer look on such a remarkable programme. In this part of the study some numeral and statistical facts will be shared about Erasmus exchange programme and its precedents. The budget allocated for Erasmus and some statistics about participants will be mentioned briefly.

Before start that part, it is better to summarize the Erasmus programme in a chronological flow (See Table 3.1).

Table 3.1

Chronological Flow of Erasmus Programme

The Years	What happened?
17th June 1987	Erasmus programme launched with first exchange of just over 3000 students between11 Member States (Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Netherlands, Portugal, Spain and United Kingdom).
1988	Luxembourg joins Erasmus.
1992	Six European Free Trade Association (EFTA) countries join the programme (Austria, Finland, Iceland, Norway, Sweden and Switzerland).
1994	Liechtenstein joins Erasmus.
1997	Erasmus teacher exchanges were introduced.
1998	Six Central and Eastern European countries join the programme (Cyprus, Czech Republic, Hungary, Poland, Romania and Slovakia).
1999	Six Central and Eastern European countries join the programme (Bulgaria, Estonia, Latvia, Lithuania and Slovenia).
2000	Malta joins Erasmus.
2002	Celebration of the One Millionth Erasmus student
2004	Turkey joins Erasmus.
2007	Start of the Lifelong Learning Programme with new actions introduced to Erasmus, such as student traineeships and staff training
2009	Celebration of the Two Millionth Erasmus student and Croatia joins the programme
2009 / 2010	3000 higher education institutions send students and staff abroad
2011	Switzerland rejoins the programme (33 countries now take part in Erasmus).
2012 / 2013	Three Millionth Erasmus student expected
2014	Launch of new Erasmus+ Programme

Source: European Commission, 2012[6]

3.1.1. Budgetary Implementation

The Commission (2011b) stresses the external actions in the field of education because these actions concentrate on supporting and promoting Union values on abroad. They project the internal polies of the Union to the externals. These externals learn what Europe is and how it acts with its policies. In order to achieve that, the Union has increased many times the budget allocated for educational actions.

The European Union administers and funds a series of mobility programmes. The main aim of the EU's funding is to close the gap between the member states and regions. For the period of 2007-2013, € 347 billion were allocated for all mobility actions. It equals to 37.5% of total EU budget. The European Regional Development Fund (ERDF), the European Social Fund (ESF), and the Cohesion Fund finance this process (UK HE International Unit, 2013). These funds are allocated for social convergence, regional competitiveness, and employment, and for cross-border cooperation. The 2007-2013 founding report says that around € 72.5 billion were spent on education and training under cohesion founding. The Multiannual Financial Framework (MFF) proposes € 84 billion to ESF for the period of 2014- 2020 (European Commission, 2012a).

When we consider only the Erasmus Programme, we can easily see that its budget increased substantially at the start of the LLP in 2007. In the period 2007 - 2013 the EU has allocated € 2.8 billion for the Erasmus Programme. In the period 2012 - 2013, around € 547 million was used to support student and staff mobility (See Figure 3.1).

The participation in the Programme has expanded from 11 countries in the period 1988 – 1989 to 34 countries currently. However, one of those countries, the Former Yugoslav Republic of Macedonia, is a participating country under the preparatory measures phase (European Commission, 2013d).

Most of the Erasmus budget is managed by National Agencies (NAs) in these participating countries. Approximately 96 % of the total Erasmus budget is used to fund mobility actions – so called 'decentralized actions' - run by the

NAs in each country (European Commission, 2013e). Figure 3.1 shows the budget for Erasmus decentralized actions from 1988 to 2013:
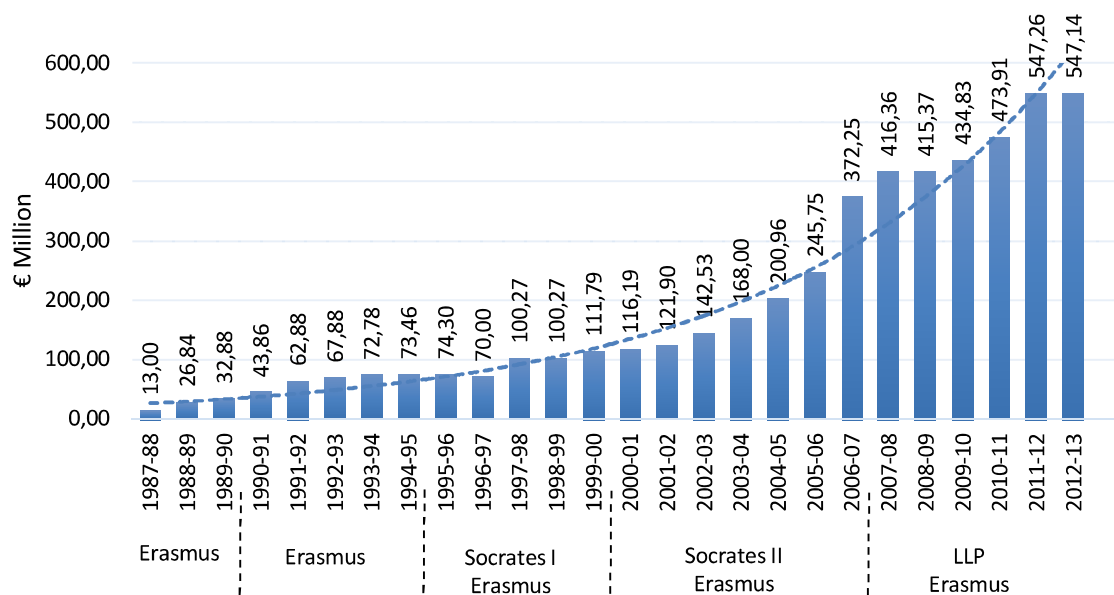
Figure 3.1: Funds for Erasmus Decentralized Actions Since 1988
Source: European Commission, November 2013[7]

3.1.2. Statistical View on Number of Participants

The Former President of the European Commission (1985 – 1995), Jacques Delors declares "*The undeniable success of the Erasmus programme has made a crucial contribution to creating the 'Europe of citizens' we strive for.*" As Delors has revealed in this sentence that the Europe is hungry to create and expand the concept of citizenship through the all continent. He has uttered these words in celebrating the twenty-fifth anniversary of the Erasmus programme. He links his words to the 'European of citizens' because he believes that "*the so called 'children of Erasmus' learn to know each other better and understand the realities of countries other than their own*" (European Commission, 2012b). So who are the 'children of Erasmus'? What do they consider about Erasmus?

---

[7] European Commission: On The Way to ERASMUS+ A Statistical Overview of the ERASMUS Programme in 2011- 201, November 2013
http://ec.europa.eu/education/erasmus/doc/stat/1112/report_en.pdf

Until now, about 3 million students have participated in Erasmus exchange programme. They have spent a study period 3 to 12 months abroad at another Higher Education Institutions (European Commission, 2013e). They have found opportunity of studying abroad, cooperation among institutions, enrich their educational environment, understanding Europe and European people, and interaction of different cultures. Figure 3.2 shows about 2 million 600 thousand of students undertaking a study exchange at European level since 1987. However, it is important to add that the last period 2012-2013 is not included to the table because the recent official sources have not included the latest one. Based on the numbers, one can easily see that the number of students is increasing continuously every year except one period. Today many people are aware of Erasmus programme and more students desire to take a role in this programme.
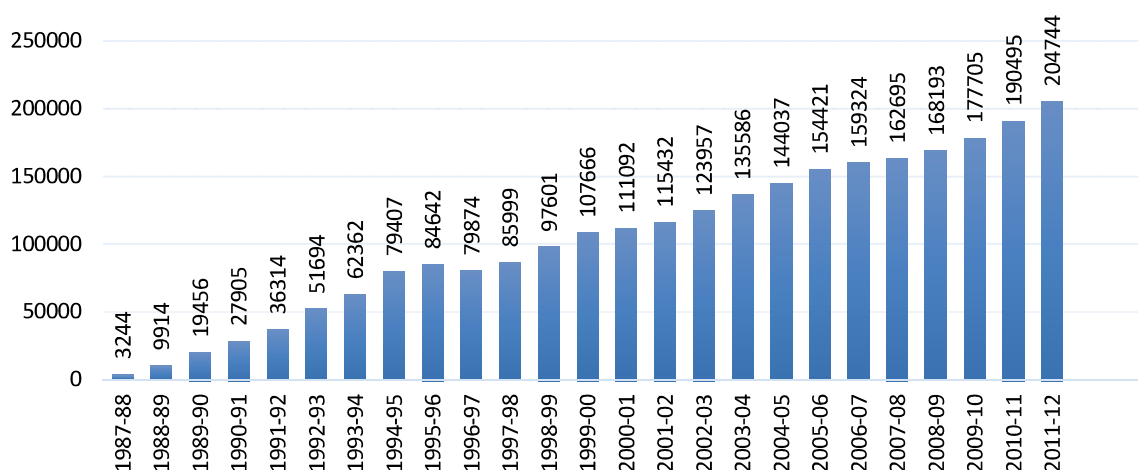
Figure 3.2: Number of Students Participating Erasmus Programme Since 1987

Source: European Commission, November 2013[8]

[8] European Commission: On The Way to ERASMUS+ A Statistical Overview of the ERASMUS Programme in 2011- 2012, November 2013
http://ec.europa.eu/education/erasmus/doc/stat/1112/report_en.pdf

3.2. Thoughts of Previous Erasmus Participants

Erasmus is a huge boat whose 'passengers' do not want to step off after they have embarked on once. It has influenced many students from different countries, locals, languages, races, and cultures. They have been learning what Europe and European citizens are. Being a citizen of the world has gained a big meaning after Erasmus. The experience that the participants have gained has crashed and smashed all the prejudices and stereotypes that they had before. The integration of nations and communities in Europe has speed up and become more meaningful. The EHEA and the ERA has gained strength and developed continuously. It was clear from the beginning that a new era was coming with Erasmus. It educates people to become European citizens. Some striking views on Erasmus by the people who are the active in Erasmus periods testify these influences clearly:

Thomas Hörzer participated Erasmus study mobility from the University of Graz, Austria to the University of Poitiers, France. He states that (European Commission, 2010b):

> *"My warmest memories are those of the times I spent with my Erasmus friends. One night, while I was out with a French student, an American, a Canadian and two Germans, we stopped and realized how lucky we were to be talking together, rather than pointing guns at each other as used to be the trend in Europe until just a couple of generations ago. To me that's the essence of the Erasmus programme. It's about getting to know other people and learning from other cultures."*

Bruno Fernandes, a Portuguese student, states that (European Commission, 2007):

> *"With the Erasmus programme, I had not only the opportunity to study abroad, but to encounter new people, new ways of life, new cultures, new places and countries, etc. ... When I finished my Erasmus year I felt not only Portuguese, but a bit Swedish, a little bit Italian as well, and Spanish, German, French, and so on!"*

Alvaro Munoz Garcia, a Spanish law student, says that (European Commission, 2007):

"I came as a Spanish student and I will go back not just a Spanish but a European and international student as well."

Thus, Erasmus students feel more European today than they did before. Erasmus is a huge laboratory for understanding the social interactions, differences, and similarities between nations. The cultural interaction is inevitable in that kind of laboratory. It leads to studies on European identity, multiculturalism, and the EU policies, and perspectives. The Erasmus exchange programme gives a great opportunity to the participants to learn how to integrate in a society, which is completely different from theirs.

Fidel Corcuera Manso was a Spanish Erasmus participant who was active in the first year of Erasmus history, 1987. He declares that (European Commission, 2012b):

> *"The development of Erasmus has been central to the construction of a European community of learners and researchers. It has contributed to building a common identity based on education and culture. ... It has helped the education community to develop things in common but recognize where differences are. ... As well as developing academic knowledge, Erasmus improves students' linguistic skills and increases their understanding of other cultures and different ways of living. They learn to value and enjoy this common European identity, but also to respect and to understand all the differences which make Europe a unique continent."*

Tomas Vitvar was a Czech Erasmus student in 2000. His host country was Ireland. He says that (European Commission, 2012b):

> *"After almost 10 years of international experience, I can see that success at work strongly depends on mutual understanding and respect. Experiences like those offered by Erasmus are a basis for a truly integrated Europe as this creates strong ties among nations and communities."*

Maurizio Oliviero, from Italy, was a law Erasmus student in Spain. He decided to write his thesis on constitutional reform in Spain. He was fascinated by Spanish history of tolerating Jewish, Christian and Islamic legal systems side by side. He states that (European Commission, 2012b):

> *"History shows that we can live together; we've had that experience. When I got back to Italy, I asked my professor to give me more opportunity to study Islamic law in Arabian countries, and started to learn Arabic."*

Ryszard Zamorski, from Poland, was an enthusiastic promoter of Erasmus since the start of Poland's inclusion in the programme. He declares that (European Commission, 2012b):

"Erasmus is one of the best and spectacular programmes of the EU, bringing countless benefits not only for nowadays academic life, but even more for the future. .... If this were the only programme run by the EU, it's one reason why the EU should exist."

Filipe Araújo participated Erasmus study mobility in 1999 from Catholic University of Portugal, Portugal to LUMSA University, Italy. He tells us that (European Commission, 2012b):

"Erasmus made a lot of what I am today. It gave me a powerful European identity and a strong confidence in people and the future. I deeply believe that one of the best ways to construct a European consciousness is to start when you're young. And there is no better way of understanding Europe than living it, in its joy and diversity. And that is Erasmus."

All these people summarize what that this study has mentioned about until now. The Europeanization does not only mean to eliminate the economic barriers cross borders, but also it means to eliminate the prejudices and stereotypes in people's minds. The Erasmus programme serves for this purpose clearly.

CHAPTER IV

4. METHODOLOGY

The aim of this research is to explore the perceptions of Erasmus exchange programme participants and the experts in the European Union Education and Youth Programmes about the effects and roles of Erasmus on Europeanization process. Therefore, this part of the study covers the research models, the target population and research samples, measurement instruments, and data collection process.

4.1. Research Model

The content of the research problem constitutes the influence area of the Erasmus exchange programme of which aim is to achieve European integration by supplying fluid student mobility. In order to put forward the opinions on this issue in a natural environment, the research has been carried out by including both quantitative and qualitative methods. In that way, the quantitative research method has been supported with the qualitative one.

The quantitative research method has been applied in this study to test the research hypothesis about the positive effect of the Erasmus exchange programme on Europeanization process. A multi-item questionnaire is applied to measure the before and after mobility perception of responders to see the changes.

When the studies on social sciences in the last years are scanned roughly, it is seen that many researches prefer the qualitative research method or it is used as a supplementary or precursor tool (Zehir Topkaya, 2006). The laboratory of the social sciences is the whole society with the human attitudes and perceptions. Those variables should be examined all together within their sophistication. Because of that the qualitative research has been needed in order to obtain more holistic information.

Brayman (2006) declares that the quantitative and qualitative methods are mutually corroborated. The two professors, Jack R. Fraenkel and Norman E. Wallen, (2000) believe that educational research should be a mixture of quantitative and qualitative approaches. In one way, this research is an educational one because it searches

40

the ranges of the European education policy. Therefore, using both methods increases the credibility of the research and completes one another. Hence, an interview is applied to experts as the qualitative method in this study.

4.2. Quantitative Research

In this part of the study, the target population and sample and measurement instrument of the quantitative research were depicted in detail in order to identify the participants to whom the quantitative research was applied and to inform about the research tool for the same research model.

4.2.1. Target Population and Sample

The target population of the quantitative research includes individuals who have experienced in Erasmus exchange programme. Participation to the Erasmus before in order to fill out the questionnaire was a prerequisite because the samples were expected to know what Erasmus was, and they should have experienced it at first hand to compare the changes between pre and post mobility periods. We applied this research in Turkey. However, participants are chosen from the citizens of the EU member and candidate countries in order to find out and compare differences in the perceptions of non-EU and EU students and to be able to discuss the findings in more insight in quantitative research.

The questionnaire was distributed to the Erasmus exchange students from different universities. The Erasmus offices of Istanbul Technical University, Marmara University and Karabuk University were negotiated by telephone calls and e-mails in order to reach previous Erasmus students. However, it was difficult to reach the individuals and get their recent e-mail addresses. In order to overcome this difficulty, the social network became a solution to some extent. At the same time, official group pages on the internet of the same universities were detected, and the online research link was posted to these groups. Today's most common social network system, Facebook, was used as a tool to reach more people. It is also remarkable that the researcher was an Erasmus student in 2010. The network that the researcher owns made the data collection process easier.

It is agreed that online questionnaires are more practical, faster, and able to reach more samples. Similarly, this questionnaire has been done by creating a website link (http://www.ankett.tk/) based on LimeSurvey online survey system. It is measured that the research link was clicked 358 times from different IP codes; however, 152 of them completed the questionnaire. It corresponds to about %54 return rate.

The research instrument has been prepared in Turkish (TR) and English (EN) languages because the samples are from Turkey and the other EU member and candidate states. Table 4.1 shows the participants' gender distribution for the quantitative research.

Table 4.1

Gender Distribution of the Participants

Gender	Survey Language		TOTAL	Percentage (%)
	TR	EN		
Male	55	21	76	50.0
Female	56	20	76	50.0
TOTAL	111	41	**152**	**100.0**

According to Table 4.1, the total number of the participants is 152. The half of it (76) is male, and the other half (76) is female participants. Thus, there is gender distribution equality among all of them.

Table 4.2 indicates the education level of the participants. This information may help us to foresee the backgrounds of the participants.

Table 4.2

Education Level of the Participants

Education Level	Survey Language		TOTAL	Percentage (%)
	TR	EN		
Bachelor - Student	41	6	47	30.9
Bachelor - Graduate	25	11	36	23.7
Master - Student	31	15	46	30.3
Master - Graduate	7	6	13	8.6
Doctorate - Student	6	2	8	5.3
Doctorate - Graduate	1	1	2	1.3
TOTAL	111	41	**152**	**100.0**
Percentage (%)	73.0	27.0	**100.0**	

According to Table 4.2, it can be inferred that 69.1 % represents at least the Bachelor graduates. On the one hand, it means that they have already spent enough periods to be able to evaluate the changes after the Erasmus exchange programme. On the other hand, they are educated enough to interpret the Europeanization process on the basis of what they have experienced in.

4.2.2. Measurement Instrument

In this study it is postulated that *"The Erasmus exchange programme on the framework of the European Union common education policy accelerates the Europeanization process by building a common European value, culture, belief, and citizenship."* With this premise a multi-item questionnaire is developed by the researcher to be used during the quantitative research.

The questionnaire consists of question items that seek an answer to the questions below:

I. Does the European Union common education policy have a role in Europeanization process?

II. If it has, to what extent does the Erasmus exchange programme contribute Europeanization process?

III. In what way are the participants of the Erasmus exchange programme affected from this process?

The questionnaire has four parts. The first part is about demographic attributes including 7 questions about gender, age, education level, nationality, host country, host university name and the department during mobility period (See Appendix-I, *A. Basic Information*).

The second part of the questionnaire is about pre-mobility period. This part is prepared to diagnose the participants' perception about Europe, the EU itself, the EU education policy, European values, culture, belief, and citizenship before they have participated in the Erasmus exchange programme. It has 15 questions (See Appendix-I, *B. Pre-Mobility Period*).

As for third part of the questionnaire, it totally stands for diagnosing the participants' perception about the same issues above, but it is totally about the period after they have participated in the Erasmus exchange programme. The 15 questions are about post-mobility period. All questions are prepared in the same order with the previous part in order to see the changes on their thoughts (See Appendix-I, *C. Post-Mobility Period*).

The fourth part of the questionnaire includes 25 questions, which are standing for extensive evaluation about the participants' general impressions about Europe, the EU, the European exchange programmes, their own mobility, and the acts and policies of their national country (See Appendix-I, *D. General Evaluation*).

Except demographic part, the rest 55 questions are measured on a five-point interval scale where the responders are asked to what extent they agree with the given items (not at all = 1, not so much = 2, not sure = 3, to some extent = 4, definitely =5).

The measurement instrument is prepared in two languages as stated before: Turkish and English since sample consists of both Turkish students and students from the other EU member and candidate states. Both English and Turkish questionnaire forms are given in Appendix-I.

4.3. Qualitative Research

In this part of the study, the target population and sample and measurement instrument of the qualitative research were depicted in detail in order to identify the participants to whom the qualitative research was applied and to inform about the research tool for the same research model.

4.3.1. Target Population and Sample

The target population of the qualitative research includes experts who are dealing with the European Union Education and Youth Programmes. Therefore, participants are chosen from the experts on duty in Turkish National Agency.

Judgmental or purposive sampling is used for the qualitative research. Judgmental sampling or purposive sampling is a non-sampling design in which the sample subject is chosen on the basis of the individual's ability to provide the type of special information needed by the researcher (Sekaran & Bougie, 2010). This is used primarily when there are a limited number of people that have specialized in the area being researched.

Since the National Agencies embody the experts dealing with the EU and its components, it has been the right decision to access their opinions for study population. As for choosing a country, the most dramatic misfit and changes; or in other words the Europeanization effects, are generally felt in the European candidate countries. Therefore, Turkey is one of the best places for this study. Turkish National Agency is the only official institution, which is studying and including a few numbers of experts on this study area in Turkey. Thus, the samples for the qualitative research model have been selected from there.

The official website of the National Agency (www.ua.gov.tr) was examined for a spot-on decision. After the interviewees had been determined, the interviewees were visited in their offices for a face-to-face negotiation. The research aim and how important their opinions are for this research were explained clearly. Additionally, the Interview Approval Form (See Appendix-III) has been prepared beforehand in order to take the responders' approval. It was read to relieve their minds and to eliminate any suspects about whether their identities would be explained anywhere or not.

Due to the intensity in their agenda, the experts wanted to answer the questions by means of e-mail. They wanted to give clear and explanatory answers to the questions, so they chose this data collection type for a more reasonable result.

Table 4.3 gives basic information about the participants of qualitative research.

Table 4.3

Information about Participants

Expert Codes	Gender	Specialized in
E1	M	Youth in Action Programme
E2	F	Erasmus Programme
E3	M	Eurodesk
E4	M	European Youth Studies

All the samples for qualitative research are an expert in Turkish National Agency. The codes (E1, E2, E3, and E4) have been given not to reveal their identities. Only one expert (E2) is female. Each of experts is specialized in a different subject related to education or youth programmes (See Table 4.3). They have been selected from different departments of the EU subjects intentionally because the data collection tools include both general and specific questions about

the EU education policy. By this way, they are able to interpret the questions by seeing the big picture indeed. Even the experts are specialized in different branch, they work in collaboration. Their departments cannot be thought independent from one another.

4.3.2. Measurement Instrument

The interview technique is used as the measurement instrument for the qualitative research. The aim of the interview is to collect specific information from the interviewees (Merriam, 2009). If the interviewees are experts on the research topic, it is certain that information that is more accurate will be collected.

The data collection tool has been prepared by the researcher by regarding the research context and goals. The six open-ended questions (See Appendix-II) have been addressed to the responders who are experts in the European Union Education and Youth Programmes.

The questions were prepared in their mother tongue, Turkish. Lastly, the questions contents are respectively about:

I. Personal definition of Europeanization and Erasmus role on this process,

II. The effect of the EU on the education policies of the member and candidate countries,

III. The changes in Turkish educational acts after joining mobility programmes,

IV. The reasons of institutional changes on educational and cultural partnership,

V. The role of the Erasmus programme to build a common European culture and value and to close the gaps between states,

VI. The role of the mobility programmes to eliminate the adaptation problem between the EU and Turkey.

CHAPTER V

5. FINDINGS

Since there are two different research methods and data collection instruments used for this research, first the findings of quantitative then qualitative analyses will be presented in this chapter.

5.1. Quantitative Research Findings

We have applied a multi-item questionnaire where we have asked questions about pre-mobility period, post mobility period, and general evaluation. Responders' perceptions about Europe, the EU itself, the EU education policy, European values, culture, belief, and citizenship before they have participated in the Erasmus exchange programme can be seen from Table 5.1.

Table 5.1

Descriptive Statistics Results of Pre-Mobility Period

Items	Mean	Std. Dev.
I did not have enough information about what the European Union was.	2.92	1.32
I was not so interested in European issues.	2.97	1.28
I did not feel and live as a European.	3.45	1.39
I thought that I would be discriminated from other nations when I considered my citizenship.	3.01	1.32
I had some doubt about whether I get along with European people who have a different cultural background.	3.02	1.30
I did not have European friends that I was in touch with.	3.47	1.61
I had some prejudices and stereotypes about the dominant religion(s) in Europe.	2.56	1.34
I had some doubt about whether I would be able to adapt myself to my host country.	3.20	1.29
I thought Europe was an elusive place that I would never experience in my life.	2.82	1.31
I was not thinking of studying on Europe or European Union.	3.18	1.45
I was not interested in European languages.	2.70	1.53
I was not aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.).	2.59	1.43
I was not certain about recognition of my diploma when I return my home country.	3.08	1.39
I did not plan to organize or participate in any European projects.	3.43	1.42
I was unable to understand the effort of the candidate countries to be a full member of the European Union.	3.14	1.34

(N=152, minimum value =1 , maximum value=5)

Mean values of the responses given to items indicate that responders' pre-mobility answers to questions are quite low. The highest mean values are given to questions: "*I did not have European friends that I was in touch with*" (Mean=3.47), "*I did not feel and live as a European*" (Mean=3.45), and "*I did not plan to organize or participate in any European projects*" (Mean=3.43) respectively. It is also inferred

from findings that the participants were not so much bias against the dominant religion in Europe. Generally they also accept that they are aware of common European values such as human rights, democracy, peace, tolerance, gender equality etc. According to the results, we can say that the participants regard Europe as an attainable place rather than elusive one.

Furthermore, it is remarkable that to some extent the participants were thinking of being discriminated from other nations when they considered their citizenship, and they had doubt if they got along with the people from different cultural backgrounds or not even if just a drop. They also were not thinking of studying about Europe or the European Union before their participation. Most of them were unable to understand the effort of the candidate countries to be a full member of the EU.

Similarly responders' perceptions about Europe, the EU itself, the EU education policy, European values, culture, belief, and citizenship after they have participated in the Erasmus exchange programme can be seen from Table 5.2.

Table 5.2

Descriptive Statistics Results of Post-Mobility Period

Items	Mean	Std. Dev.
I have enough information about what the European Union is.	4.32	0.78
I feel like learning more about the European social norms, values, policies and culture.	4.22	0.85
Today I feel more as a European than before.	3.87	1.08
The mobility programmes have Europeanized my citizenship, so I feel that I have already been included in European community.	3.72	1.00
I have learned how to acquire the European culture and values by living with Europeans.	4.33	0.83
The number of European friends whom I keep in touch has been dramatically increased.	4.43	0.89
I have learned how to live together with other people who have different religion(s).	3.91	1.05
I can adapt myself easily in any European countries.	4.46	0.83
I really intend to move around other European countries on my own to travel, study, work or settle down.	4.64	0.78
I am planning to search and study about Europe or European Union.	3.93	1.12
I intend to learn new European languages.	3.99	1.02
I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.).	3.83	1.03
I am sure that the mobility programme is not a barrier for recognition of the diploma.	4.24	0.94
I have participated or I want to participate a European project to see Europe or live there.	4.18	1.02
I recognize the reason why the candidate countries have made so much effort to be a full member of the European Union.	4.09	1.05

N=152, minimum value =1 , maximum value=5)

Results indicate obviously that rates of the answers given to our questionnaire have increased after participation to the Erasmus programme. The effect of the Erasmus exchange programme on Europeanization process is so obvious that all the

51

mean values are above average and most of them are above point four, which indicates responders' agreement with the items.

Generally, mean values of responses given to the items hit the top about ability of adaptation tolerance to European culture and values, increase in number of the European friends, adaptation to the any European country, and intention of visiting Europe again. On the other hand, the lowest mean values are related to Europeanization of citizenship and increase in awareness of common European values such as human rights, democracy, peace, tolerance, and gender equality.

To find out if the differences between Erasmus participants' pre-mobility and post-mobility perceptions regarding Europe, the EU itself, the EU education policy, the European values, culture, belief and citizenship are statistically significant or not, we conducted a series of paired sample t-tests. Before conducting the paired sample t-tests, we reversed the pre-mobility items which were negative so that pairs can have the same direction while comparing the mean values. As a result of the analyses, we found significant differences in many of them. The statistically significant results are given below.

In terms of the knowledge about what the EU is, Table 5.3 shows a meaningful significance between pre-mobility and post-mobiltiy periods ($\mu_{\text{pre-mobility}}$ = 3.08; $\mu_{\text{post-mobility}}$ = 4.32; t (151) = -9.56; p= .000). It is explicit that participants' knowledge about what the EU is has risen with the help of Erasmus exchange programme.

Table 5.3

T-Test   Knowledge about What the EU is

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	3.08	1.32	-9.56	151	.000*
Post-mobility	152	4.32	.78			

*p < 0.01

Table 5.4 shows the meaningful difference in the interests about the European issues after the programme ($\mu_{\text{pre-mobility}}$ = 3.03; $\mu_{\text{post-mobility}}$ = 4.21; t (151) = -10.13; p=

.000). The issues that the participants have interest may be a European Union project, master about Europe, searching new opportunities to visit Europe again, following the news about Europe and so on.

Table 5.4

T-Test   Interests about the European Issues

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	3.03	1.28	-10.13	151	.000*
Post-mobility	152	4.21	.85			

*p < 0.01

Table 5.5 indicates the significant differences in the samples' opinions about feeling more European after the excahnge (μ pre-mobility = 2.55; μ post-mobility = 3.86; t (151) = -8.65; p= .000). Staying in a European country for a long time, being treated like a citizen of the host country, speaking or learning their languages, studying with European students from different countries, and even shopping in a market may have affect their feelings to be a European.

Table 5.5

T-Test   Feeling More European

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.55	1.39	-8.65	151	.000*
Post-mobility	152	3.86	1.08			

*p < 0.01

In terms of Europeanization the citizenship, Table 5.6 indicates the meaningful significance between pre- mobility and post-mobility periods (μ pre-mobility = 2.99; μ post-mobility = 3.72; t (151) = -5.01; p= .000). In general the participants believe that their mobility has Europeanized their citizenships, and they feel that they have been included in European community. However, when we look through changing rates of all questions, it is noticed that this issue has one of the lowest changing degree with its 0.73 (from 2.99 to 3.72) rate.

Table 5.6

T-Test   Europeanization of the Citizenship

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.99	1.32	-5.01	151	.000*
Post-mobility	152	3.72	1.00			

*p < 0.01

Table 5.7 indicates the diffrences in adaptation tolerance to the European culture and values before and after the Erasmus excahge progrmme ($\mu_{\text{pre-mobility}}$ = 2.98; $\mu_{\text{post-mobility}}$ = 4.32; t (151) = -9.83; p= .000). It is obvious that the participants' tolerance has risen dramatically after Erasmus programme.

Table 5.7

T-Test   Adaptation Tolerance to the European Culture and Values

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.98	1.30	-9.83	151	.000*
Post-mobility	152	4.32	.83			

*p < 0.01

Table 5.8 shows the dramatic change after the Erasmus programme in the number of the European friends whom the participants still keep in touch ($\mu_{\text{pre-mobility}}$ = 2.53; $\mu_{\text{post-mobility}}$ = 4.43; t (151) = -12.62; p= .000). It is remarkable that the highest changing rate with its 1.79 (from 2.53 to 4.32) rate belongs to this issue. It can be inferred from this result that Erasmus programme is highly effective to establish a network in Europe. It can also be deduced that Erasmus binds the European citizens under the EU umbrella regardless of their national backgrounds.

Table 5.8

T-Test   Number of the European Friends

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.53	1.61			
Post-mobility	152	4.43	.89	-12.62	151	.000*

*p < 0.01

Table 5.9 indicates the slight diffrences in adaptation tolerance to the European dominant religion(s) before and after the Erasmus excahge progrmme ($\mu_{pre-mobility}$ = 3.44; $\mu_{post-mobility}$ = 3.91; t (151) = -3.52; p= .001). It should not be omitted that the changing degree with its 0.47 (from 3.44 to 3.91) rate is the lowest one when we regard the all other changing rates.

Table 5.9

T-Test   Adaptation Tolerance to the European Dominant Religion(s)

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	3.44	1.34			
Post-mobility	152	3.91	1.05	-3.52	151	.001**

**p < 0.05

In terms of adaptation to the any European country after the exchange programme, Table 5.10 indicates a meaningful significance between pre and post mobility periods ($\mu_{pre-mobility}$ = 2.80; $\mu_{post-mobility}$ = 4.46; t (151) = -13.91; p= .000). After Table 5.8, it has the second highest interval between the mean values with 1.66 (from 2.80 to 4.46). Therefore, it proves that Erasmus participants feel more confident or ready to adapt themselves to any European countries after Erasmus exchange programme.

Table 5.10

T-Test   Adaptation to the any European Country

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.80	1.29	-13.91	151	.000*
Post-mobility	152	4.46	.83			

*p < 0.01

Table 5.11 shows drastic rising in intend to visit Europe to travel, study, work or even settle down ($\mu_{\text{pre-mobility}}$ = 2.17; $\mu_{\text{post-mobility}}$ = 4.63; t (151) = -12.19; p= .000). In short, it means that the participants have discovered Europe with their mobility.

Table 5.11

T-Test   Intend to Visit Europe

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.17	1.31	-12.19	151	.000*
Post-mobility	152	4.63	.78			

*p < 0.01

Table 5.12 demonstrates the meaningful significance between the pre-mobility and post-mobility programmes about studying issues on Europe or the EU ($\mu_{\text{pre-mobility}}$ = 2.81; $\mu_{\text{post-mobility}}$ =3.92; t (151) = -7.11; p= .000). Results indicate that Erasmus programme stimulates learning and searching more about the EU.

Table 5.12

T-Test   Studying Issues on Europe or the EU

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.81	1.45	-7.11	151	.000*
Post-mobility	152	3.92	1.12			

*p < 0.01

The meaningful significance between before and after the Erasmus exchange programme about the intention to learn new European languages is indicated in Table 5.13 (μ pre-mobility = 3.29; μ post-mobility =3.98; t (151) = -5.06; p= .000). However, the change rate for intention of learning new European languages after Erasmus is not as sharp as the other rates.

Table 5.13

T-Test   Intention to Learn New European Languages

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	3.29	1.53	-5.06	151	.000*
Post-mobility	152	3.98	1.02			

*p < 0.01

Table 5.14 shows the rising awareness of common European values after the programme (μ pre-mobility = 2.59; μ post-mobility = 3.82; t (151) = -9.13; p= .000). We can declare that Erasmus in general is effective to teach common European values.

Table 5.14

T-Test   Awareness of Common European Values

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.59	1.43	-9.13	151	.000*
Post-mobility	152	3.82	1.03			

*p < 0.01

Table 5.15 shows differences in degree of the credibility to the European education policy implementations such as recognition of diploma after Erasmus (μ pre-mobility = 2.92; μ post-mobility = 4.24; t (151) = -10.23; p= .000). It reveals the uncertainty in minds about transfer of credits before participation in Erasmus programme, and that uncertainty has calmed down at least after.

Table 5.15

T-Test   Credibility to the European Education Policy Implementations

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.92	1.39			
Post-mobility	152	4.24	.94	-10.23	151	.000*

*p < 0.01

In terms of the participation to the European projects to see Europe or live there, the meaningful significance is demonstrated in Table 5.16 ($\mu_{\text{pre-mobility}}$ = 2.56; $\mu_{\text{post-mobility}}$ = 4.18; t (151) = -11.97; p= .000). That is, for Erasmus participants it may be the first but not the last time to visit Europe again by doing European projects.

Table 5.16

T-Test   Participation to the European Projects

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.56	1.42			
Post-mobility	152	4.18	1.02	-11.97	151	.000*

*p < 0.01

For the last paired-sample t- test result, Table 5.17 gives a maningful significance between pre-mobility and post-mobility periods about understanding the effort of the candidate countries to be a full member of the EU ($\mu_{\text{pre-mobility}}$ = 2.86; $\mu_{\text{post-mobility}}$ = 4.08; t (151) = -8.21; p= .000). It can be deduced that the participants have seen the developments in human rights, environment, transportation, life standards, and implementations in social life with Erasmus programme.

Table 5.17

Understanding the Effort of the Candidate Countries to Be a Full

T-Test   Member of the EU

	N	Mean	Std. Dev.	t value	df	p value
Pre-mobility	152	2.86	1.34			
				-8.21	151	.000*
Post-mobility	152	4.08	1.05			

*p < 0.01

5.1.1. Differences between Turkish and European Participants

After analyzing the all responders' answers, we have examined the differences between Turkish and the rest European Erasmus participants' pre-mobility and post-mobility perceptions regarding Europe, the EU itself, the EU education policy, the European values, culture, belief and citizenship. The tables below show the responders' answers to each question in second part (Pre-Mobility) and third part (Post-Mobility) of the questionnaire. It should be regarded that before conducting the paired sample t-tests, we reversed the pre-mobility items which were negative so that pairs can have the same direction while comparing the mean values.

Table 5.18 demonstrates that there is a remarkable increase in the amount of knowledge about what the EU is for Turkish students after they participated the Erasmus programme ($\mu_{\text{pre-mobility}} = 2.95$; $\mu_{\text{post-mobility}} = 4.35$; t (110) = -9.12; p= .000). Similarly, it is seen that Erasmus programme has increased the European Erasmus students' knowledge about the EU ($\mu_{\text{pre-mobility}} = 3.41$; $\mu_{\text{post-mobility}} = 4.24$; t (110) = -3.51; p= .001).

Table 5.18

T-Test   Knowledge about What the EU is

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.95	1.29	-9.12	110	.000*
	Post-mobility	111	4.35	.70			
European Erasmus Participants	Pre-mobility	41	3.41	1.38	-3.51	40	.001*
	Post-mobility	41	4.24	.97			

*p < 0.01

We can infer from Table 5.19 that Erasmus programme is effective for raising the interests about European issues for both Turkish and European Erasmus students. Turkish students have become more interested in European issues after participating the programme ($\mu_{\text{pre-mobility}}$ = 2.77; $\mu_{\text{post-mobility}}$ = 4.18; t (110) = -10.96; p= .000). Likewise, European Erasmus students feel like learning more about European issues, but not as much as Turkish ones ($\mu_{\text{pre-mobility}}$ = 3.70; $\mu_{\text{post-mobility}}$ = 4.31; t (110) = -2.50; p= .017). We think that Europeans have already been familiar with European norms, values, polices, and culture. Because of that Erasmus programme may not have affected them as much as Turks.

Table 5.19

T-Test   Interests about the European Issues

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.77	1.15	-10.96	110	.000*
	Post-mobility	111	4.18	.81			
European Erasmus Participants	Pre-mobility	41	3.70	1.36	-2.50	40	.017**
	Post-mobility	41	4.31	.93			

*p < 0.01

**p < 0.05

Table 5.20 indicates that there is a noticable change in Turkish Erasmus students' perceptions about feeling More Euopean after Erasmus programme (μ pre-mobility = 2.15; μ post-mobility = 3.84; t (110) = -11.11; p= .000). However, there is no meaningful significance for European students (μ pre-mobility = 3.63; μ post-mobility = 3.92; t (110) = -.86; p= .393). It is seen that Erasmus programme has not affeceted European students. That may be because European students had already been feeling European before Erasmus.

Table 5.20

T-Test   Feeling More European

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.15	1.17	-11.11	110	.000*
	Post-mobility	111	3.84	1.06			
European Erasmus Participants	Pre-mobility	41	3.63	1.37	-.86	40	.393
	Post-mobility	41	3.92	1.15			

*p < 0.01

Table 5.21 depicts that Turkish students think that their mobilty has Europeanized their ctizensihps (μ pre-mobility = 2.72; μ post-mobility = 3.72; t (110) = -6.30; p= .000). On the other hand, the difference is not significant for European students about Europeanization of their citizenships (μ pre-mobility = 3.73; μ post-mobility = 3.73; t (110) = .00; p= 1.00).

Table 5.21

T-Test   Europeanization of the Citizenship

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.72	1.21	-6.30	110	.000*
	Post-mobility	111	3.72	.93			
European Erasmus Participants	Pre-mobility	41	3.73	1.32	.00	40	1.00
	Post-mobility	41	3.73	1.20			

*p < 0.01

Table 5.22 depicts that Turkish Erasmus students had doubt about different cultures before, but later they acquired European culture by living with Europeans ($\mu_{\text{pre-mobility}}$ = 2.69; $\mu_{\text{post-mobility}}$ = 4.43; t (110) = -11.41; p= .000). As for Eropean ones, there is no meaningful significance on this issue ($\mu_{\text{pre-mobility}}$ = 3.75; $\mu_{\text{post-mobility}}$ = 4.04; t (110) = -1.28; p= .210).

Table 5.22

T-Test   Adaptation Tolerance to the European Culture and Values

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.69	1.26	-11.41	110	.000*
	Post-mobility	111	4.43	.73			
European Erasmus Participants	Pre-mobility	41	3.75	1.07	-1.28	110	.210
	Post-mobility	41	4.04	1.00			

*p < 0.01

Table 5.23 indicates that Turkish Erasmus students did not have enough European friends before Erasmus programme, but later the number increased dramatically ($\mu_{\text{pre-mobility}}$ = 2.07; $\mu_{\text{post-mobility}}$ = 4.55; t (110) = -16.25; p= .000). It should be emphasized that the highest mean intereval between pre and post mobility periods for Turkish students belongs to number of the Euopean friends with its drastic changing rate 2.48 (from 2.07 to 4.55). On the other hand, this topic has no meaningful significance for Eruopean Erasmus students ($\mu_{\text{pre-mobility}}$ = 3.75; $\mu_{\text{post-mobility}}$ = 4.12; t (110) = -1.43; p= .161).

Table 5.23

T-Test   Number of the European Friends

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.07	1.43	-16.25	110	.000*
	Post-mobility	111	4.55	.78			
European Erasmus Participants	Pre-mobility	41	3.75	1.43	-1.43	40	.161
	Post-mobility	41	4.12	1.08			

*p < 0.01

It is seen obviously in Table 5.24 that Turkish Erasmus students are affected slightly about adaptation tolerance to the European dominant relligion(s) when we consider other questions ($\mu_{\text{pre-mobility}} = 3.25$; $\mu_{\text{post-mobility}} = 3.89$; t (110) = -4.17; p= .000). It is crucial that this issue has the lowest changing interval for Turks. As for European Erasmıs students, it is not significant totally ($\mu_{\text{pre-mobility}} = 3.95$; $\mu_{\text{post-mobility}} = 3.97$; t (110) = -.09; p= .928). However, this is really logical since Europeans mostly pertain to that dominant religion.

Table 5.24

T-Test   Adaptation Tolerance to the European Dominant Religion(s)

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	3.25	1.36	-4.17	110	.000*
	Post-mobility	111	3.89	1.00			
European Erasmus Participants	Pre-mobility	41	3.95	1.14	-.09	40	.928
	Post-mobility	41	3.97	1.19			

*p < 0.01

Table 5.25 revelas that there is a significant differetnce for both Turkish ($\mu_{\text{pre-mobility}} = 2.64$; $\mu_{\text{post-mobility}} = 4.50$; t (110) = -13.19; p= .000) and European students ($\mu_{\text{pre-mobility}} = 3.22$; $\mu_{\text{post-mobility}} = 4.34$; t (110) = -5.49; p= .000). There is a coincidence that the changing rate about adaptation to any European county

after Erasmus programme is the highest one for both groups. Therefore, we can frankly say that Erasmus really helps the students adapt themselves to Europe easily at another time.

Table 5.25

T-Test   Adaptation to the any European Country

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.64	1.30	-13.19	110	.000*
	Post-mobility	111	4.50	.80			
European Erasmus Participants	Pre-mobility	41	3.22	1.15	-5.49	40	.000*
	Post-mobility	41	4.34	.91			

*p < 0.01

Results in Table 5.26 reveal that once they have experienced in Europe, both Turkish (μ pre-mobility = 2.90; μ post-mobility = 4.64; t (110) = -13.03; p= .000) and European (μ pre-mobility = 3.92; μ post-mobility = 4.63; t (110) = -3.19; p= .003) participants intend to move araound Euope to travel, work,study, and settle down.

Table 5.26

T-Test   Intend to Visit Europe

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.90	1.25	-13.03	110	.000*
	Post-mobility	111	4.64	.76			
European Erasmus Participants	Pre-mobility	41	3.92	1.19	-3.19	40	.003*
	Post-mobility	41	4.63	.83			

*p < 0.01

Table 5.27 indicates that Turkish students changed their minds about studying on Euopean Union after Erasmus programme (μ pre-mobility = 2.45; μ post-mobility = 4.01; t (110) = -9.73; p= .000). On the other hand, there is no

meaningful significance about that issue for European Erasmus students (μ pre-mobility = 3.80; μ post-mobility = 3.68; t (110) = .39; p= .697).

Table 5.27

T-Test   Studying Issues on Europe or the EU

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.45	1.28	-9.73	110	.000*
	Post-mobility	111	4.01	1.07			
European Erasmus Participants	Pre-mobility	41	3.80	1.45	.39	40	.697
	Post-mobility	41	3.68	1.21			

*p < 0.01

The next one, Table 5.28, depicts that Turkish studetns are more interested in European languages after the programme (μ pre-mobility = 3.00; μ post-mobility = 3.97; t (110) = -6.26; p= .000). However, there is no significant difference for Euopeans about this issue after Erasmus programme (μ pre-mobility = 4.07; μ post-mobility = 4.02; t (110) = .19; p= .850).

Table 5.28

T-Test   Intention to Learn New European Languages

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	3.00	1.49	-6.26	110	.000*
	Post-mobility	111	3.97	1.02			
European Erasmus Participants	Pre-mobility	41	4.07	1.37	.19	40	.850
	Post-mobility	41	4.02	1.04			

*p < 0.01

Results in Table 5.29 indicate that there is a significant increase in the amount of awareness to common European values for Turksh students after they participated the Erasmus programme (μ pre-mobility = 2.25; μ post-mobility = 3.83; t (110) = -10.72; p= .000). Naturally for European Erasmus students the difference is not so significant (μ pre-mobility = 3.58; μ post-mobility = 3.80; t (110) = -

.95; p= .346). Their awareness of common European values such as human rights, democracy, peace, tolerance, and gender equity, which was above average before the programme, was not affected with Erasmus.

Table 5.29

T-Test   Awareness of Common European Values

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.25	1.25	-10.72	110	.000*
	Post-mobility	111	3.83	1.02			
European Erasmus Participants	Pre-mobility	41	3.58	1.45	-.95	40	.346
	Post-mobility	41	3.80	1.05			

*p < 0.01

It is indicated in Table 5.30 that both Turkish ($\mu_{\text{pre-mobility}} = 2.84$; $\mu_{\text{post-mobility}} = 4.32$; t (110) = -9.83; p= .000) and European students ($\mu_{\text{pre-mobility}} = 3.12$; $\mu_{\text{post-mobility}} = 4.02$; t (110) = -3.70; p= .001) are more sure that Erasmus is not barrier for recognition of diploma or credit transfer when they return their home university.

Table 5.30

T-Test   Credibility to the European Education Policy Implementations

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.84	1.36	-9.83	110	.000*
	Post-mobility	111	4.32	.81			
European Erasmus Participants	Pre-mobility	41	3.12	1.47	-3.70	40	.001**
	Post-mobility	41	4.02	1.21			

*p < 0.01

**p < 0.05

Table 5.31 is crucial because the mean interval between pre and post mobility periods is high for both groups. Turkish students have participated or want to participate a European project or organization after caming back ($\mu_{\text{pre-}}$

$_{\text{mobility}}$ = 2.32; μ $_{\text{post-mobility}}$ = 4.09; t (110) = -11.41; p= .000). Similarly, Europeans are keen on those kinds of European acts after they have come back to their home (μ $_{\text{pre-mobility}}$ = 3.22; μ $_{\text{post-mobility}}$ = 4.41; t (110) = -4.52; p= .000). Consequently, the students generally are pleased to participate in such a European programme, and so they want to do it again.

Table 5.31

T-Test   Participation to the European Projects

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.32	1.28	-11.41	110	.000*
	Post-mobility	111	4.09	1.00			
European Erasmus Participants	Pre-mobility	41	3.22	1.59	-4.52	40	.000*
	Post-mobility	41	4.41	1.02			

*p < 0.01

Lastly, Table 5.32 indicates that Turkish participants recognised the reason why Turkey, for instance, spends so much effort to be a full member of the EU (μ $_{\text{pre-mobility}}$ = 2.74; μ $_{\text{post-mobility}}$ = 4.16; t (110) = -7.93; p= .000). Likewise, Europeans justify effort of the candidate countries to be a full member of the EU (μ $_{\text{pre-mobility}}$ = 3.17; μ $_{\text{post-mobility}}$ = 3.87; t (110) = -2.78; p= .008).

Table 5.32

Understanding the Effort of the Candidate Countries to Be a Full

T-Test   Member of the EU

		N	Mean	Std. Dev.	t value	df	p value
Turkish Erasmus Participants	Pre-mobility	111	2.74	1.32	-7.93	110	.000*
	Post-mobility	111	4.16	1.04			
European Erasmus Participants	Pre-mobility	41	3.17	1.34	-2.78	40	.008
	Post-mobility	41	3.87	1.05			

*p < 0.01

5.1.2. Descriptive Overview on Erasmus and Other Common European Mobility Programmes

The last part of our questionnaire was a general evaluation on the common EU mobility programmes especially Erasmus and their effectiveness for the Europeanization process. The descriptive analysis is given for these questions in Table 5.33:

Table 5.33

Descriptive Statistics: Evaluation of the EU Mobility Programmes

Items	Mean	Std. Dev.
The mobility programme has revealed that European Union is a unity in diversity with different languages, cultures, and religions.	4.39	.84
The image of the European Union in my mind has changed positively through my mobility programme.	4.29	.77
Living as a European citizen in Europe is a privilege.	3.91	1.14
I think acquiring European citizenship does not overshadow my nationality.	3.73	1.21
I believe that being a full member of the European Union will bring many advantages to my life.	4.36	.76
Generally the cultural interaction is more tangible than academic development during mobility programme.	4.14	1.00
The mobility has attracted me to learn more about Europe.	4.55	.72
The European education policy is carried out by the mobility programmes like Erasmus.	4.06	.91
The mobility programmes are necessary to smash all prejudices and stereotypes in minds about Europe or the European Union.	4.36	.77
The mobility programmes let the participants gain the skills of European culture.	4.37	.77
The gap between national and European education systems can be minimized by the help of the mobility programmes.	4.28	.83
The mobility programmes build a bridge between home and host countries.	4.60	.73
When the history of the European continent is considered, it is seen that the mobility programmes have peacekeeping role.	4.20	.90
Without mobility programmes, the meaning of Europe would not be so comprehensive.	3.79	1.07

Items	Mean	Std. Dev.
The mobility programmes are necessary to keep up with the values and prerequisites of the European Union.	4.16	.86
My mobility has revealed the backwardness in my home country.	3.89	1.12
The mobility programmes have played an important role to shape the higher education institutions.	4.22	.93
The mobility programmes support and export the European values such as human rights, democracy, peace, tolerance, gender equality etc.	4.26	.84
It is clearly seem that policy makers in my country have increased the European effect on educational strategies and institutions to build a European education system.	3.82	1.04
The mobility programmes make the participants more receptive for Europe's multi-culturality.	4.49	.70
The mobility programmes should be developed further to understand Europe better.	4.57	.67
The policy makers in my country have increased the European effect on educational strategies and institutions to build a European education system.	3.61	1.13
Today the national educational acts are more European than before.	3.91	.98
The European Credit System (ECTS) has a serious impact on the flow of mobility.	4.12	.94
The Diploma Supplement Label has a serious impact on the flow of mobility.	4.04	1.00

(N=152, minimum value =1 , maximum value=5)

Results demonstrate obviously that mean values of the answers given to our questionnaire are high in general. However, the highest mean values are given to questions: "*The mobility programmes build a bridge between hoe and host countries*" (Mean= 4.60), "*The mobility programmes should be developed further to understand Europe better*" (Mean= 4.57), "*The mobility has attracted me to learn more about Europe*" (Mean= 4.55), and "The *mobility programmes make the participants more receptive for Europe's multi-culturality*" (Mean=

4.49). Consequently, the participants generally evaluate the mobility programmes as an intensifier on the way of Europeanization process.

On the other hand, the lowest mean values are given to questions: *"The policy makers in my country have increased the European effect on educational strategies and institutions to build a European educational system"* (Mean= 3.61), and *"I think acquiring European citizenship does not overshadow my nationality"* (Mean= 3.73). It can be inferred from these results that the participants have a doubt about European citizenship because they believe that *"being a full member of the EU will bring many advantages"* (Mean= 4.36). They may think that European citizenship will overshadow their national citizenship. Therefore, we can infer that citizenship is touchy subject in European Union study area.

5.1.3. Differences Based on Educational Level

In order to test if there is a difference between the perceptions of responders with respect to their educational levels, we have conducted independent samples t-test for all pre-mobility and post-mobility questions. However, we could find significant differences for only four questions. As a result of the analyses, we have found meaningful significance only about the knowledge of what the EU is, degree of credibility to the European education policy implementations such as recognition of diploma, adaptation tolerance to the European dominant religion, and the willingness of participation to the European projects to see Europe and live there.

Table 5.43 depicts differences based on the participants' educational levels:

Table 5.34

T-Test   Educational Level Differences

Question: I did not have enough information about what the EU is						
Educational Level	N	Mean	Std. Dev.	t value	df	p value
Undergraduate	83	3.17	1.23	2.57	150	.011**
Graduate	69	2.62	1.38	2.55	137.36	.012**

Question: I was not certain about recognition of my diploma when I return my home country						
Educational Level	N	Mean	Std. Dev.	t value	df	p value
Undergraduate	83	3.29	1.27	2.07	150	.040**
Graduate	69	2.83	1.48	2.04	134.82	.043**

Question: I have learned how to live together with other people who have different religion(s)						
Educational Level	N	Mean	Std. Dev.	t value	df	p value
Undergraduate	83	3.70	1.13	-2.83	150	.005**
Graduate	69	4.17	.89	-2.89	149.54	.004**

Question: I have participated or I want to participate a European project to see Europe or live there						
Educational Level	N	Mean	Std. Dev.	t value	df	p value
Undergraduate	83	4.04	1.08	-1.98	150	.049**
Graduate	69	4.36	.92	-2.01	149.84	.046**

**p< 0.05

The undergraduates participants did not have enough information what the EU was before their participations ($\mu_{undergraduate}$ = 3.17; t (82) = 2.57; p= .011). The graduates think that they had already been knowledgeable enough about what the EU was before they participated in Erasmus programme ($\mu_{graduate}$ =

2.62; t (68) = 2.55; p= .012). Furthermore, in pre-mobility period the undergraduates were not certain about diploma recognition when they returned their home countries ($\mu_{undergraduate}$ = 3.29; t (82) = 2.07; p= .040). The graduates were respectively certain about the same issue ($\mu_{graduate}$ = 2.83; t (68) = 2.04; p= .043).

When we examine the post-mobility period, there is a meaningful significance about adaptation tolerance to the European dominant religion in terms of participants' educational level. Only graduates became more tolerant after Erasmus ($\mu_{graduate}$ = 4.17; t (68) = -2.89; p= .004). Moreover, the undergraduates became more disposed to participate in European projects to see Europe and live there ($\mu_{undergraduate}$ = 4.04; t (82) = -1.98; p= .049). The graduates did after Erasmus programme as well ($\mu_{graduate}$ = 4.36; t (68) = -2.01; p= .046).

5.1.4. Differences Based on Gender

In order to test if there is a difference between the perceptions of responders with respect to their genders, we have conducted independent samples t-test for pre-mobility and post-mobility questions. However, we did not find any significant differences. Gender does not have an effect on responders' pre and post mobility perceptions to investigate the differences for Europeanization.

As a result of the analyses, we have found meaningful significance only about the necessity of the mobility programmes to keep up with the values and prerequisites of the EU, and being more receptive for European multi-culturality by the help of mobility programmes.

Table 5.35 depicts differences based on the participant gender:

Table 5.35

T-Test   Gender Differences

Question: The mobility programmes are necessary to keep up with the values and prerequisites of the EU						
Gender	**N**	**Mean**	**Std. Dev.**	**t value**	**df**	**p value**
F	76	4.00	.83	-2.29	150	.023**
M	76	4.32	.87	-2.29	149.75	.023**
Question: The mobility programmes make the participants more receptive for Europe's multi-culturality						
Gender	**N**	**Mean**	**Std. Dev.**	**t value**	**df**	**p value**
F	76	4.37	.73	-2.11	150	.037**
M	76	4.61	.65	-2.11	148.37	.037**

**p< 0.05

Results indicate that both females (μ_{female} = 4.00; t (75) = -2.29; p= .023) and males (μ_{male} = 4.32; t (75) = -2.29; p= .023) think that the mobility programmes are necessary to keep up with the values and prerequisites of the EU. Likewise, both females (μ_{female} = 4.37; t (75) = -2.11; p= .037) and males (μ_{male} = 4.61; t (75) = -2.29; p= .037) think that the mobility programmes make the participants more receptive for Europe's multi-culturality.

5.1.5. Differences Based on Nationality

In order to test if there is a difference between the perceptions of responders with respect to their nationality (Turkish and any EU citizen), we have conducted series of independent samples t-tests for each question. As a result of the analyses, we have found meaningful significance only about living as a European citizen in Europe, the force of the mobility programmes about

reveling the development level of the countries, and the effect of the Diploma Supplement Label on the flow of mobility.

Table 5.36 depicts differences based on the participant nationality:

Table 5.36

T-Test   Nationality Differences

Nationality	N	Mean	Std. Dev.	t value	df	p value
Question: Living as a European citizen in Europe is a privilege						
Turkish	111	3.81	1.22	-1.85	150	.066
EU Citizen	41	4.20	.872	-2.15	99.52	.034**
Question: My mobility has revealed the underdevelopment in my home country						
Turkish	111	4.19	.848	6.07	150	.000*
EU Citizen	41	3.07	1.35	4.95	52.12	.000*
Question: The Diploma Supplement Label has a serious impact on the flow of mobility.						
Turkish	111	4.15	.876	2.35	150	.020**
EU Citizen	41	3.73	1.23	2.02	55.80	.048**

*p< 0.01

**p<0.05

According to results, there is a meaningful significance that the EU citizens think that living as a European citizen in Europe is a privilege ($\mu_{EU\ citizen}$= 4.20; t (40) = -1.85; p= .034). It is obvious that Turkish participants think their mobility has revealed the backwardness in Turkey ($\mu_{Turkish}$ = 4.19; t (110) = 6.07; p= .000) and the EU citizens think the same for their own country, too ($\mu_{EU\ citizen}$ = 3.07; t (40) = 4.95; p= .000). Besides them, we acquire that Turkish

participants think that the Diploma Supplement Label has a serious impact on the flow of mobility ($\mu_{Turkish}$ = 4.15; t (110) = 2.35; p= .020). The Europeans agree with Turks even if the average is not as high as theirs ($\mu_{EU\ citizen}$ = 3.73; t (40) = 2.02; p= .048).

5.2. Qualitative Research Findings

In order to reinforce and intensify our study results, we have also applied an interview (See Appendix-II) to the experts who are dealing with the European Union Education and Youth Programmes in Turkish National Agency.

Interview questions are based on the conceptual list given in Table 5.37.

Table 5.37

Conceptual Code List for Expert Responses

I. Europeanization Process

    I. A. The personal views on Europeanization

    I. B. The role of Erasmus exchange programme on Europeanization process

II. European Union Effect on National Policies

    II. A. The effect on national educational policies

    II. B. The rising in the number of institutionalization

III. Closing Gaps inside the European Union

    III. A. Eliminating adaptation problems

    III. B. Eliminating the differences among states

The experts' responses have been examined one by one on the framework of conceptual code list above, and the responses have been added under the titles in Table 4.38.

5.2.1. Expert Views on Europeanization Process and Erasmus Role

As mentioned before, the four experts (E1, E2, E3 and E4) participating in this research are familiar with the European acts and the Europeanization process. In this part of the study, their views on Europeanization process and the Erasmus role in this issue will take place. The first question addressed to the each expert is:

"According to you, what does Europeanization mean? What is the role of Erasmus exchange programme in Europeanization process?"

Their personal answers to the definition of Europeanization are:

"I think Europeanization means becoming a part of set of European values." (E1)

"Europeanization means merging of member states of the European Union under a common European identity as well as their national cultures and self-interests, and it means supporting the EU common interests on the framework of European identity and living in a harmony." (E2)

"When it is heard first, Europeanization is perceived as becoming a part of a county by abandoning the self-identity; it should be perceived merging under the common values concerning humanity, though." (E3)

"In my opinion, Europeanization means having equal life standards under the European label without deidentification, and it means adopting the culture coming with those standards." (E4)

The same experts are going on explaining their views by regarding the role of the Erasmus exchange programme on Europeanization process, which is the main core of this study.

"The more Europe is shared, the better European Union is built. For this reason, Erasmus eliminates the prejudices and xenophobia, and it enables to see Europe in situ." (E1)

"Erasmus is a mobility programme which provides opportunities of living another county, breaking down prejudice, and being familiar with other cultures. Furthermore, the participants of the European mobility programmes may realize

76

that the people in host countries are not enemies. On the other hand, the curriculum adaptation between countries and the academic recognition may give a feeling that the participants are the parts of a constitution." (E2)

"The Erasmus programme is a tool to acquire the values such as the right to life, superiority of law, interreligious tolerance and smashing the all prejudices." (E3)

"All mobility programmes provide us to see the European countries, cities and streets at first hand. By this way, these programmes enable our citizens to label the bad and good sides of the cultural differences which have been excluded and discredited in our country for many years." (E4)

Also the experts (E3 and E4) have called attention to changes in participants after Erasmus programme.

"Rising in self-confidence level is clearly seen after the Erasmus programme. Some remarkable changes in much more inclusion in the society and becoming active citizenship are observed as a result of that. Also I think that rising in participants' knowledge and skills and having a wide network from different cultures are the consequence of this kind of mobility programmes." (E3)

"Changes in social perceptions are certain. As a consequence of human nature, a participant comes back as an unbiased person towards different cultures." (E4)

5.2.2. Expert Views on European Union Effect on National Policies

After a short definition of Europeanization and explanation of Erasmus role on this process, another question about the EU influence on national polices has been addressed to the same experts. These questions seek for the changes in educational implementations coming with the Erasmus exchange programme. The second question is:

"Does the European Union have an influence on the policies of member or candidate countries? If yes, in what way is this influence felt in educational policies? Please, give some examples from Turkey."

The experts' responds to this question are:

"Of course the European Union has an influence on members, and I think that it is also valid for candidate countries. For example, the implementations *in the period between 2007-2013 have revealed the significance of non-formal education, and the belief that the formal learning should be carried out by*

including non-formal learning principles has been aroused. It is the EU's directive to regard the European youth politics while education and youth politics are being conducted. That is totally depends on the capacity and power of institutions. The other example is that many people bound to the National Education Ministry have come to an agreement about where Turkish education system stands for in the EU standards." (E1)

"On the purpose of harmonization of legislations, some missions are being done. However, the final decision is under the initiative of the candidate country, and the governments can define their polies in the direction of their wishes. By the help of some programmes open to candidate countries the EU's vision may be used in defining the policies." (E2)

"As you know, the countries in the process of full membership have to adapt their acquis to acquis-communautaire no matter if they want or not. That makes the influence of the EU polices inevitable. Notwithstanding that the EU does not get involved in education polices because it is national; it supports the joint certification process in order to supply the same knowledge and skills among the people who are dealing with same working area. We can see its reflections mostly in non-formal or vocational education." (E3)

"Certainly the European Union has an influence on national policies. However, it is totally related to how much that country is able to reflect it to its national policies. On the other hand, that the EU maintains the equal life standards in member countries and mandates it to candidate countries makes the influence inevitable. In terms of educational polices, the mobility programmes in education and the innovations in management styles at schools can be seen as a part of reflections in the locals." (E4)

The next question aims to define if there is a change in Turkey after mobility programmes and to investigate the Erasmus role on those changes. By this aim, the third question is:

"What are the changes in Turkish education system after participating mobility programmes? What is the Erasmus role in those changes?"

Each expert has drawn attention to the different points:

"With the mobility programmes like Erasmus, the international cooperation in higher education, vocational education, and non-formal education have gained much more importance." (E1)

"Erasmus as a complementary of Bologna Process has revealed the need of methodological reformation in higher education institutions about calculation of course credits." (E2)

"Before mobility programmes, there were no training module for foreigners except some institutions like Military Academy, Police Academy and some voluntary unions. On the one hand, these mobility programmes provide opportunities for intercultural learning by gathering the people from different cultural backgrounds. On the other hand, this mobility has developed a new educational understanding." (E3)

"After this kind of exchange programmes, the academicians in the field of Erasmus, the teachers in the field of Comenius, and the adults in the field of Grundtvig and Leonardo Da Vinci programmes have caught opportunity to see the differences in their professional fields. Thanks to that, they have been able to look at the different applications in the same fields with the eyes of both a learner and an instructor." (E4)

The institutional changes are the next research point, which may leave some evidences behind for Europeanization. The fourth question is:

"With mobility programmes is there any rising in the number of institutions or agencies serving in educational or cultural partnership? Please, explain."

Because the answer from one expert (E4) was irrelevant to this question, it was not included. The other answers are:

"Recently there has been a rising in the number of institutions depending on grants and supports. In Turkey, the Ministry of Youth and Sport was established, and this institution has been giving supports to the projects for about 3 years." (E1)

"After Turkey had reached the position of a candidate country in 1999, joining some programmes became possible for Turkey. National agencies should be established to introduce and implement these programmes in Turkey." (E2)

"In recent years, the number of non-governmental organizations (NGOs) has been increased dramatically. It is highly important that the NOGs which were responsible for funerals and weddings in 90s have shifted to the organizations following the EU process." (E3)

5.2.3. Expert Views on Closing Gaps inside the European Union

This part of the interview is focusing on the gaps between states in the EU. The roles of Erasmus programme to close the gaps between states and to remove the adaptation problems between Turkey and the EU have been mentioned. The fifth question is:

"Do you think that Erasmus is effective to build a common European culture and value and to close the gaps between states? Please explain briefly."

All experts have tried to answer this question by regarding the mobility programmes like Erasmus:

"The European countries need to create a common European culture. Erasmus serves for this goal." (E1)

"I believe that the exchange programmes are effective to smash the cultural prejudices and to help institutional adaptations." (E2)

"Certainly I find the Erasmus programme effective to build a common European culture and value; however, I also think that it is not sufficient by itself. Attributing the European culture to only Erasmus exchange programme does not reflect the reality." (E3)

"Definitely I believe that it is effective. Thanks to involving in such mobility programmes especially during the university students' young adult times, it is beyond question for them to exhibit much more different and efficient manner in readiness level of the society." (E4)

Finally, the last question is about the adaptation problem between the EU and Turkey:

"Can the mobility programmes be the best method used in eliminating the adaptation problem between the EU and Turkey? Please, tell the reasons."

One expert (E2) has given irrelevant answer, and another one (E3) has overlooked this question. Therefore, their answers are not included below:

"Definitely, the exchange programmes have an adaptation role. When the societies become familiar with each other, the ice is melt between them and the

prejudices disappear. There is a direct influence without any filters like media. I think that each participant is an individual negotiator in Turkey and EU relations." (E1)

"*Is it a best method? I think yes. Because even one day experience in Europe can be effective to see the differences told for many years."* (E4)

CHAPTER VI

6. DISCUSSION ON RESEARCH RESULTS

This study includes much more the logic of sociological institutionalism owing to search Europeanization in societies in terms of whether people internalize European policies, norms, and understandings. Since socialization is the backbone of sociological institutionalism, the dependent and independent variables that lead to socialization have been searched over the perspective of sociological institutionalism, which defines *Europeanization as "domestic change through a socialization and collective learning process resulting in norm internalization and the development of new identities"* (Börzel & Risse, 2000).

In our study, the previous Erasmus students constitute the core of the research because their perceptions were analyzed to search the 'socialization' or 'change' arisen from Erasmus exchange programme. After analyzing the both Turkish and European participants together first, the findings cover the degree of Turkish participants' internalization of European policies norms, and identities. The perceptions of Turks and Europeans were compared to analyze the differences better.

As mentioned before, Europeanization is not a concrete phenomenon. Because of that, we should investigate some variables that lead to Europeanization. We can compare the degree of these variables before and after Erasmus programme in order to see if there is a change or tendency. Certainly the variables can be multiplied; however, while comparing pre and post mobility periods, we tried to scale degree of these independent variables below:

- Knowledge about what the European Union is,
- Degree of interests in European issues,
- Feeling European or not,
- Europeanization of citizenship,
- Degree of adaptation tolerance to the European culture and values,
- The number of European friends or partners,
- Attitudes against European dominant religion(s),
- Mentally readiness to live in another European country,

- Degree of intention to visit Europe to travel, study, work or settle down,

- Studying issues about Europe or the European Union,

- Intention to learn new European languages,

- Degree of awareness to common European values,

- Degree of credibility to the European educational implementations such as recognition of diploma or credit transfer,

- Intention to participate in European projects,

- Spending or approving effort to be full member of the EU.

It should not be overlooked that all these independent variables were defined according to findings from literature reviews on Europeanization and related researches that had been conducted before. The European Commission made a monitoring survey on impact of the Youth in Action programme in 2011[9], which inspired us while preparing questions.

6.1. Discussion on Pre-Mobility and Post-Mobility Periods

The European knowledge has created European community, European economy and European culture (Kış and Konan, 2012). It is important to have knowledge of Europe to create and understand Europe and its components. Findings show the huge difference in knowledge level about what the EU is after Erasmus exchange programme. Actually, participation such a mobility programme makes the participants more conscious about Europe. Being informed about the EU is the first step on Europeanization because it is kind a steering wheel for followings. The more we know about Europe, the more intensive the change will be. Likewise, the interest in European issues highly increased after Erasmus programme. The participants may have had interest about the EU projects, master about the EU, searching new opportunities to visit Europe, and following the news about Europe and so on. That is, the participants who were not thinking of studying about Europe or the EU before Erasmus programme are now willing to learn more about Europe and the EU. Their awareness

---

[9] European Commission: Monitoring Survey on Impact of the Youth in Action Programme. November 2013
http://www.ua.gov.tr/docs/gen%C3%A7lik-program%C4%B1-haber/%C4%B1mpact-2011-leaflet_rf20052011.pdf?sfvrsn=0

about European issues has risen noticeably. In order to discuss in detail, the author of this research was one of the Erasmus students in 2010 and was not interested in European issues actually. However, after the mobility he desired to study about the EU. Also he has started to work at an official Eurodesk office as a volunteer in order to learn more about Europe and the Union and to inform the others about European issues. There is no doubt that it stimulates Europeanization directly. If somebody is keen on learning more about Europe, definitely he or she will show more tolerance to European culture and values and will be more interested in learning new European languages. In addition to that, after joining Erasmus programme, the people smash their prejudices and stereotypes about European dominant religion(s). They have gained the tolerance to live with people who have different religious beliefs. So far it is clear that participating Erasmus programme allow the participants to Europeanize more.

Sociological institutionalism tries to explain Europe effect with the analysis of cognitive and normative structures because this taxonomy discusses that Europe not only affect the formal political structures like institutions and legal structures, but also it affects the values, norms and discourses prevailing in member states (Radaelli , 2000). If the European cognitive and normative structures do not resonate well with domestic ones, they exert adaptational pressure on domestic structures. Erasmus, as it is, defuses this pressure by causing the internalization of European knowledge, norms, values, discourses, identities, and understandings. This internalizing process results in the development of new identity (Börzel & Risse, 2003). That is European identity.

The EU treats that if you are a citizen of a member state, you are automatically an EU citizen (European Commission, 2012c). However, defining identity on legal structure is not enough to feel it. The society should internalize and embrace the refined identity. The results of our analysis indicate that the participants feel more European after the mobility. They also feel that the mobility has made their constitutional citizenships more Europeanized. Therefore, they feel that they have been included European community. The sociological institutionalism explains this situation as the consequence of internalization of European identity. It is revealed that Erasmus

programme has caused a change in the way of being 'more' European. However, the direction of the change can be either absorption or transformation depending on the nationality of the participants. Therefore, we agree to discuss the amount of change later.

Furthermore, it can be deduced from the results that the Erasmus exchange programme provides a wide and new network for participants. How this network brings Europeanization can be a question. It is not too late that the Europe came out of the Second Word War, which eradicated the heritage of all Europe and the amicable human relations. Any European country used to regard its neighbor country as an enemy. However, as long as the exchange programmes like Erasmus exist, the friendship will continue to increase incrementally. Rising in the number of European friends shows that today's youth is speaking the same language and they share the same opinions. They speak different languages, but they want to learn each other's languages. Today, peoples of Europe live in a unique harmony by eliminating the dissimilarities and discrepancies among institutions, societies, values, cultures and most importantly European citizens. Therefore, the change in the number of friends for the construction of European network causes socialization by replacing the previous cognitive perspective towards the people of Europe with the new one. We can talk about a fundamental change of existing understanding, which can be called as transformation to define extent of Europeanization.

Moreover, the findings reveal such a reality that in fact the participants of Erasmus programme are mentally ready to live in a different European country. They have intention to visit Europe to travel, to study, to work or even to settle down. One of the most apparent results from the questionnaire is that after the participants had a chance to live in another European country, they realized that it was not different from each other. It is seen that Erasmus exchange programme motivates the individuals about the appropriateness of the EU conditions to study, to work and to live there, which can facilitate socialization for a better Europeanization.

The education policy of the EU gives confidence to the individuals with its implementations. It is seen that the degree of credibility to the European educational

implementations such as recognition of diploma (Diploma Supplement Label) and credit transfer (Academic Credit Transfer System) accelerate the Europeanization process because they make the participants assured and eager to join such a programme. Therefore, such implementations have a role in changing the students' preferences and expectations about Europe. It is much more related with negative integration by eliminating the prejudices against a European exchange programme.

On the other hand, some striking distinctions were gathered from comparison between Turkish and European participants. It is seen that the capacity of digestion European norms varies in terms of nationality. For instance, the rates depict that Erasmus programme has not fundamentally affected European students about feeling more European. According to us, this is because European students had already been feeling European before Erasmus. Naturally, Europeans do not think that their citizenship Europeanized too much after Erasmus. Therefore, absorption can be discerned in terms of intension of change because it is seen that Europeans maintain their core and there are non-fundamental changes without real modification of their essentials.

In addition to that, Erasmus programme has pulled Turkish anxiety down somehow about European culture, values, and religion(s). However, Europeans were not anxious like Turks. This is natural outcome of Europeans' common values in daily life. Their awareness of common European values such as human rights, democracy, peace, tolerance, and gender equilty were not affected with Erasmus. However, interms of extent of the change we cannot name it as inertia because the European existing structure is not dissimilar with the European model. Therefore, we can mention about an absorption of the EU values, norms and traditions before joining the programme. On the other side, the results explores that Turks' beliefs about European norms have replaced with new ones by alterning their previous understanding fundamentally, which is named as transformation.

The results also reveal that Eramus exchage programme enlarges Trukish studnets' contact bounds dramatically. The number of their Eruopean friends increased

obviously after the programme. However, European students have already had European friends with whom they are in contact.

Briefly, all these findings summarize that Erasmus exchange programme in general has an undeniable role on Europeanization process. In general, it is seen that social cognitive and normative structures have been changing with Erasmus exchange programme in direction of absorption and transformation extents with respect to Turks or Europeans. Namely, European common education policy regarding Erasmus exchange programme is able to persuade the people about appropriateness of the EU principles and polices.

6.2. Discussion on Common European Mobility Programmes

The last part of the conducted questionnaire was only about to get general views of the participants against the mobility programmes especially Erasmus exchange programme. The average scores revel that mobility programmes are a huge supportive of unity in diversity in Europe. It is believed that the mobility programmes build a bridge between home and host countries. People of European countries are talking together rather than pointing guns at each other as used to be at wars time. Therefore, the mobility programmes are seen necessary to understand Europe and Europeans better.

We conclude that citizenship is a buzz word for many people. When compared to the other responds, it is seen that many participants have doubts about acquiring European citizenship. However, they believe that being a member of European Union will bring some advantages to their lives. Their positive thoughts about European Union membership may change the prejudices against the EU citizenship in time.

In order to accelerate Europeanization process, the policy makers should increase European effect on their policies. They should harmonize the institutions and implementations. National education policies should be designed in harmony with European requirements.

6.3. Effects of Control Variables on Quantitative Research Results

According to conducted independent-samples tests results, the education level, gender and nationality of the participants have an impact on results. It is seen that graduates were more familiar with the European Union before their mobility. It means that the reason of rising knowledge of what the EU is may not be mobility programmes. Their interests and study areas may interfere in results. On the other hand, undergraduates did not rely on the recognition of diploma and credit transfer system before joining Erasmus programme. That may set a barrier in front of Europeanization process.

The education level also interferes in the results of the questions about post-mobility. Graduates are more tolerant to European dominant religion(s), so it shows that they are more vulnerable to Europeanize their ideas, or they have already Europeanized their views against European values. Moreover, the education level has a slight significance on the willingness of participation to the European projects, because almost both graduates and undergraduates are willing to participate in projects to see Europe again or live there.

According to the gender results, both males and females find the mobility programmes necessary to keep up with the values and prerequisites of the EU, and both groups are more receptive for the Europe's multi-culturality. Therefore, we cannot interpret Europeanization process by regarding only gender differences.

In addition to that, the participants' nationalities have interfered in results. It is revealed that the Europeans have already been living as a European citizen, and they see it as a privilege. On the other hand, Turkish participants have realized the backwardness in Turkey when it is compared with Europe. That means that the gap between Turkey and the EU has to be closer to talk about Europeanization in Turkey. It is obvious that domestic political structures of Turkey should chime with the EU political systems. Turkey need to redefine its political streams not to allow abrupt and irregular change in order to internalize the EU structure efficiently. Also Europeans do not think that the Diploma Supplement Label has a serious impact on the flow of the

mobility. It shows the integration of the education system in Europe because they do not feel the borders to study in another European country or to work with the diploma that they have gained in their home country. Probably, the European students are familiar with Bologna Process to create EHEA.

6.4. Discussion on Expert Views

In chapter I, the definition of Europeanization was made by referring the scholars studying on this issue. However, as the coordinators of the mobility programmes in Turkey, the experts participating in this study have made noticeable explanation about Europeanization.

According to these experts, Europeanization means merging of the nationals in Europe under a common European identity, value, culture, interest and standard. No matter whether they had heard the name of sociological institutionalism before, we can deduce that the experts believe that Europeanization occurs when European norms are internalized in the society. They also think that Erasmus exchange programme is paving a way for Europeanization in so many ways like eliminating the barriers, fossilized prejudices and stereotypes in front of Europeanization process, xenophobia, the previous hostilities, structural distinctions, cultural differences and borders among themselves. The experts call attention to the changes in participants' knowledge, skills, views, and network after their mobility. These explanations testify Hix and Goetz (2001) who describe European integration "as a source of change", Featherstone (2003) who signifies Europeanization as an understanding of changes in politics and society, Olsen (2002) who defines Europeanization as changes in external territorial boundaries, the Lisbon Treaty according to which the Union aims to "develop exchanges of information and experience on issues common to the education systems of the Member States", and so on.

It is fact that the Europeanization process is also related with policy installation capacity of the EU and the downloading capacity of the states. The experts agree that the EU installs its policies to the member and candidate states in many areas. We believe that the EU interferes in national educational policies by means of European

mobility programmes like Erasmus. The area of education is soft side of nationals for European penetration because the first Europeanized thing is the person. Later this stream spills over other areas in society, and it gets stronger day by day. On the other hand, the member and candidate states download the EU educational policies in order to adapt its educational institutions and implementations to the European ones. The EU's educational policy aims social learning and socialization at domestic level. The Erasmus exchange programme complements Bologna process which has recently caused to reshape higher education system in Europe. According to the interview with experts, the number of NGOs which follows the EU process in Turkey is increasing gradually. They are active to enhance cooperation between institutions, examine the European integration process, inform the public, and warm them for integration. Therefore, the NGOs will definitely facilitate the Europeanization process. They help people absorb 'Europe' without difficulty. The society will digest and metabolize European norms and rules to become a good standing member of the Union.

As Börzel and Risse (2000) declared, the changes occur more strictly when the misfit level between the EU and domestic implications is high. Likewise, the misfit between Turkey and the EU is high, but it does not mean that it will never close. The experts' expiations indicate that by the help of the mobility programmes the changes will be more painless and target-oriented. The willingness of the states for the change bounds to willingness of society. Erasmus and the other mobility programmes are establishing a ground for this change. Because of that, the experts emphasize the need of the mobility programmes for Europeanization.

CONCLUSION

Overall, it appears that the EU was founded on economic cooperation initially, but later its aim spilled over other policy areas like education. The European education system brings the European people closer for a better integration. It helps to sweep the prejudices on human minds and creates a room for a better maneuver on the way of Europeanization. This is explicit that the European legislations, implementations and polices are exported to beyond Europe to create a 'union' in the European lands with again European own tools. Erasmus exchange programme always becomes the most effective and well-known tool to succeed it. The budget separated for the Erasmus programme is increasing every year in spite of economic crisis in Europe nowadays. The popularity and participants of Erasmus programme is increasing constantly. Universities are competing with each other to send their students to Europe via Erasmus. They are spending effort to attract the students from other European countries to their own institutions. All what I have said until now is enough to justify why we select this topic to work on. We could not have been indifferent to such an exchange programme while it is accelerating Europeanization process so remarkably.

This study attempts to explain the role of common education policies of the EU in Europeanization process. Since European education policy area is fruitful to examine the European acts, we prefer to undertake the role of Erasmus exchange programme. It is revealed that Europeanization is the ultimate goal of the EU to create more coherent and cohesive Europe with its members and candidates. For the purpose of scrutinizing Europeanization phase carefully, its concepts are defined and analyzed in the first part of the study. The relation of Europeanization with other concepts like European integration and globalization is put forward at the beginning. The literature reviews indicate that the definition of Europeanization is a challenge to demarcate the border of the survey. This term is very popular in recent academic researches, but it is disputable as well. In order to demarcate our study, we ground it on the idea of sociological institutionalism. We present socialization as the key mechanism of Europeanization of the society. Bearing in mind this taxonomy, we argue that Europeanization goes beyond rationalism which supports the benefits of the different empowerment of actors rather than internalization of norms and principles and development of new identities. Therefore, we add a value to this study by finding out *'what changes'* and *'what happens in*

the end' and by interpreting the survey results with regard to *'how'* and *'how much it changes'*.

After reading this thesis, one would think that Erasmus programme definitely helps Europeanization process in many ways. However, that is not satisfying unlike the reader comprehends its relations with socialization. This thesis debates that Erasmus programme leads to domestic change through social learning process by internalizing European identity, norms, values, cognitive structures, network, preferences, interest, expectations and even culture. It is seen that the regional and national differences can be minimized by means of European mobility programmes like Erasmus. It definitely contributes *'uniting people'* besides *'uniting states'*. The Erasmus exchange programme lessens the adaptational pressure for both individuals and domestic institutions to resonate well with European models. It prescribes the European norms, practices, objectives, and rules to stimulate and prepare the society for a stable and meaningful integration.

This study has been carried out using two different research methods: quantitative and qualitative. The questionnaire for quantitative research reveals the changing rates in participants' perspectives after their mobility. Both paired sample t-tests and independent t-tests display the role of the mobility programmes on Europeanization process. The most striking result is that Erasmus exchange programme motivates the individuals to adapt European cognitive and normative structures in general. Besides that, the interview with experts working at Turkish National Agency -for the purpose of supporting the quantitative research results - unearths the dead, eluded and confusing issues. The experts, for instance, believe that it is easy to digest and metabolize European norms and rules to become a good standing member of the Union with the help of mobility programmes. This study reveals many facts about the different perceptions between Europeans and Turks as well. For instance, it has been noticed that the socialization process proceeds differently according to being a European or Turk. The Turks' cognitive and normative understandings undergo a fundamental change. However, the change in Europeans' perceptions is not as profound as changing the feelings and systems completely. The changes occur without substantially modifying existing cognitive and normative structures. Therefore, we can easily catch the fundamental changes coming with Erasmus exchange programme by considering only Turkish participants.

All in all, this study can inspire and trigger other researches with its profound and sensational results. Therefore, we recommend for further studies that the other influences which may interfere in Turkey' Europeanization process because of its geographical and political situation in the world should be investigated in order not to allow the neutralizers of Europeanization effects.

BIBLOGRAPHY

Aydın, S. (2012). "I am not the same after ERASMUS": A qualitative research. *The Qualitative Report*, *17* (55), 1-23. Retrieved on 02.12.2013 http://www.nova.edu/ssss/QR/QR17/aydin.pdf

Bojan, C. (2007). The European Dimension of Higher Education Between The Lisbon Strategy and The Bologna Process. *4th DRC (Danuble Rectors' Conference) Summer School on Regional Cooperation,* Pécs, Hungary, 39-44. Retrieved on 23.05.2013 http://drcsummerschool.eu/proceedings?order=getlinks&categoryld=6

Börzel, T. A. and Risse, T. (2000). When Europe Hits Home: Europeanization and Domestic Change. *EUI Working Papers*, 56.

Börzel, T.A. and Risse, T. (2003). Conceptualising the Domestic Impact of Europe. In K. Featherstone and C. M. Radaelli (eds). *The Politics of Europeanization,* Oxford University Press, Oxford, 55-78.

Brayman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, *6* (1), 97-113, SAGE Publications, London and New Delhi. Retrieved on 02.05.2014 http://www.sagepub.com/bjohnsonstudy/articles/Bryman.pdf

Bulmer, S and Radaelli, C. (2004). The Europeanisation of National Policy? *Queen's Papers on Europeanisation,* No:1, 1-16.

Commission of The European Communities (1989). Education and Training in The European Community: *Guidelines For The Medium Term: 1989 - 1992.* Retrieved on 18.05.2013 http://aei.pitt.edu/5697/1/5697.pdf

Council of Europe (1997). Convention on The Recognition of Qualifications Concerning Higher Education in The European Region. *European Treaty Series*. No.165. 11 April 1997, Lisbon. Retrieved on 27.12.2013 http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=165&CL=ENG

Cowles, M. G., Caporaso, J. and Risse, T. (2001). *Transforming Europe*. Ithaca London, Cornell University Press.

Çelik, V. and Gömleksiz, M. N. (2000). A Critical Examination of Globalization and its Effects on Education. *Fırat University Journal of Social Sciences Institute, 10* (2), 133-144 as cited in Gömleksiz, M. N. and Kılıç H. H. (2012) Küreselleşmenin Eğitim

Programlari Üzerindeki Etkisine Ilişkin Akademisyen Görüşleri: Nitel Bir Çalişma. *Mustafa Kemal University Journal of Social Sciences Institute, 9* (17), 397-413.

Europa Official Website (2010). *Treaty establishing the European Coal and Steel Community, ECSC Treaty.* Retrieved on 27.11.2013 http://europa.eu/legislation_summaries/institutional_affairs/treaties/treaties_ecsc_en.htm

Europa Official Website (2013). Uniting Europe Step by Step – The Treaties. The founding principles of the Union. Retrieved on 11.12.2013 http://europa.eu/scadplus/constitution/objectives_en.htm#top

European Commission (2001). Education: *Development of educational policies.* Retrieved on 12.04.2012 http://ec.europa.eu/governance/areas/group12/contribution_education_en.pdf ,

European Commission (2007). *Erasmus: Success Stories - Europe creates opportunities.* Luxembourg: Office for Official Publications of the European Communities, 10-17. Retrieved on 24.01.2014 http://bookshop.europa.eu/en/erasmus-success-stories-pbNC7707167/downloads/NC-77-07-167-EN-C/NC7707167ENC_001.pdf;pgid=y8dIS7GUWMdSR0EAlMEUUsWb0000BF1g-dqC;sid=Y2j750X9eGH76AvZ2IJlQCfYLgvllUIuZbs=?FileName=NC7707167ENC_001.pdf&SKU=NC7707167ENC_PDF&CatalogueNumber=NC-77-07-167-EN-C

European Commission (2010a). *Europe 2020 – A European strategy for smart, sustainable and inclusive growth.* Retrieved on 28.12.2013 http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf

European Commission (2010b). *Erasmus: I am one of the two million who did it!.* Luxembourg: Publication Office of The European Union, 4-47.Doi: 10.2766/50494

European Commission (2011a). Education & Training. *The Life Long Learning Programme: education and training opportunities for all.* Retrieved on 02.12.2013 http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

European Commission (2011b). *Proposal for a Regulation of The European Parliament and of The Council: Establishing "ERAMUS FOR ALL" The Union Programme for Education, Training, Youth and Sport.* November 23th. Retrieved on 04.01.2014 http://ec.europa.eu/education/erasmus-for-all/doc/legal_en.pdf

European Commission (2012a). *The EU and the Bologna Process - Shared goals, shared commitments Supporting growth and jobs – An agenda for the modernization of Europe's higher education systems*. Luxembourg: Publication Office of The European Union, 5-32. Doi: 10.2766/30702

European Commission (2012b). *Erasmus-Changing Lives, Opening Minds for 25 Years* Luxembourg: Publication Office of The European Union, 3-75. Doi: 10.2766/18739

European Commission (2012c). *Europeans Have Their Say*. Belgium: Publication Office of The European Union,1-4. Doi:10.2838/90819

European Commission (2013a). Education, Audiovisual & Culture Executive Agency. *About Lifelong Learning Programme*. Retrieved on 15.11.2013 http://eacea.ec.europa.eu/llp/about_llp/about_llp_en.php

European Commission (2013b). Study to examine the impact of the National Teams of Bologna Experts on the implementation of the Bologna Process: Final Report. *Publications Office of the European Union*, p. 14-15. Doi: 10.2766/14066

European Commission (2013c). The Commissioners (2010-2014). Androulla Vassiliou. Retrieved on 18.12.2013 http://ec.europa.eu/commission_2010-2014/vassiliou/index_en.htm

European Commission (2013d). Lifelong Learning Programme: National Agencies. Retrieved on 07.01.2014 http://ec.europa.eu/education/lifelong-learning-programme/national_en.htm#mac

European Commission (2013e). *On The Way to ERASMUS+ A Statistical Overview of the ERASMUS Programme in 2011- 2012*. November. Retrieved on 18.12.2013 http://ec.europa.eu/education/erasmus/doc/stat/1112/report_en.pdf

European Commission (2014). *Erasmus+ Programme Guide*. Retrieved on 01.01.2014 http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

European Higher Education Area Official Website (2010). *History*. Retrieved on 25.11.2013 http://www.ehea.info/article-details.aspx?ArticleId=3

Europedia (2011). *The European Commission*. Retrieved on 02.12.2013 http://www.europedia.moussis.eu/books/Book_2/2/4/1/2/?all=1

Featherstone, K. (2003). Introduction: In the Name of Europe .In K. Featherstone and C. M. Radaelli (eds). *The Politics of Europeanization*, Oxford: Oxford University Press.

Finn, P. and McCann, G. (2006). Identifying the European Dimension in Citizenship Education. *Policy & Practice: A Development Education Review*, *3*, Autumn, 52-63. Retrieved on 15.07.2013 http://www.developmenteducationreview.com/issue3-focus5

Fortujin, J.D. (2012). Rethinking Postgraduate Education in Geography: The Case of the Netherlands. *Journal of Geography in Higher Education*, *3* (1), 43-48. Doi: 10.1080/03098265.2011.641114

Fraenkel, J.R. and Wallen, N.E. (2000). *How to Design and Evaluate Research in Education*. 7th Ed. published by McGraw – Hill Companies, New York, America, 420-426. Retrieved on 30.04.2014 http://doha.ac.mu/ebooks/Research%20Methods/DesigningAndEvaluatingResearchInEducation.pdf

Hix, S. and Goetz, K. H. (2001). Introduction: European Integration and National Political Systems. In K. H. Goetz and S. Hix (eds). *Europeanised Politics? European Integration and National Political Systems*.

İnce, Z., İzci, R., Tüzen, Z., Zengin, S. (2010). Türkiye-AB İlişkilerinin Türkiye'de Akademik Araştırma Gündemlerine Yansımaları: Avrupa Çalışmalarında Yeni Alanlar. In Nas, Ç. & İzci, R. (Ed.). *Değişen Avrupa ve Türkiye: Güncel Tartışmalar*. Marmara University European Union Institute, *14*, 101-12.

İzmir Katip Celebi University (2011). *What is the Bologna Process?* Retrieved on 18.11.2013 http://disiliskiler.ikc.edu.tr/en/sayfa/goster/bologna-sureci-nedir-/26en/sayfa

Joppke, C. (1995). Toward a New Sociology of the State: On Brubaker, Roger. *Archives Europeennes de Sociologie, 36* (1), 168-178.

Kış, A and Konan, N. (2012). İnönü Üniversitesi Öğretim Elemanlarının AB Eğitim Programlarından Erasmus'a İlişkin Bilgi ve Görüşleri. *Ankara Avrupa Açlışmaları Merkezi Dergesi*, *11* (1), 41-60.

Knill, C. and Lehmkuhl, D. (1999). How Europe Matters: Different Mechanisms of Europeanization. *European Integration online Papers, 3* (7), 1-33.

Kumaravadivelu, B. (2008). *Cultural Globalization and Language Education*. New Haven, CT: Yale University Press as cited in Liu, Y. (2012). Exploring the Impacts of Cultural Globalization on Cultural Awareness/Values and English Writing in Chinese Context. *Intercultural Communication Studies, 21* (2), 94-110.

Lackowska, M. (2011). Europeanization – Fashionable Notion or Inspiring Conceptual Frames?. *Miscellanea Geographica*, *15*, 41-61.

Ladi, S. and Tsarouhas, D. (2013). Globalisation and/or Europeanisation?: The Case of Flexicurity. *New Political Economy*, *18* (4), 480-502. Doi: 10.1080/13563467.2012.717612. Retrieved on 15.12.2013 http://dx.doi.org/10.1080/13563467.2012.717612

Ladrech, R. (1994). Europeanization of Domestic Politics and Institutions: The Case of France. *Journal of Common Market Studies*, *32* (1), 69-88.

Merriam, S.B. (2013). *Qualitative Research A Guide to Design and Implementation*. Nobel Akademik Yayıncılık, 167-175.

Olsen, J. P. (2002). The Many Faces of Europeanization. *Arena Working Paper*s, WP 01/2, 1-12. Retrieved on 15.05.2013 http://www.sv.uio.no/arena/english/research/publications/arena-publications/ workingpapers/working-papers2002/wp02_2.htm

Onursal Beşgül, Ö. (2012). Constructing The European Education Space. *Uluslararası İlişkiler, 9* (35), 81-99.

Radaelli, C.M. (2000). Concept Stretching and Substantive Change. *European Integration online Papers (EIoP)*, *4* (8).

Radaelli, C.M. (2003). The Europeanization of Public Policy. In K. Featherstone and C. Radaelli (eds). *The Politics of Europeanization*, Oxford: Oxford University Press. Doi: 10.1093/0199252092.003.0002

Radaelli, C.M. (2004). Europeanization: Solution Problem?. *European Integration Online Papers*, *8* (16).

Radaelli, C.M. and Pasquier, R. (2008). Theory and Methods: Conceptual Issues. In P. Graziano and M. P. Vink. *Europeanization: New Research Agendas,* 35-45.

Sekaran, U. and Bougie, R. (2010) *Research Methods for Business. A Skill Building Approach. 5th Ed.* West Sussex, UK: John Wiley & Sons. Inc.

Sittermann, B. (2006). Europeanisation – A Step Forward in Understanding Europe. *Research Group European Civil Society (NEZ)*. The Department for Political Science at Muenster University, 2-21.

Teichler, U. (2004). The Changing Debate on Internationalisation of Higher Education. *Higher Education, 48* (1), 5-8.

UK HE International Unit (2013). Driving Global opportunities for UK Higher Education. *Policy*. Retrieved on 24.12.2013
http://www.international.ac.uk/policy.aspx

Wang, J. (2008). Toward a critical perspective of culture: Contrast or compare rhetorics. *J. Technical Writing and Communication, 38*(2), 133-148 as cited in Lui, Y. (2012). Exploring the Impacts of Cultural Globalization on Cultural Awareness/Values and English Writing in Chinese Context. *Intercultural Communication Studies, 21* (2), 94-110.

Wit, H. (1995). Education and Globalization in Europe: Current Trends and Future Developments. *Frontiers: The Interdisciplinary Journal of Study Abroad, Fall*, 1-16.

Zehir Topkaya, E. (2006). Eğitimde Kuram ve Uygulama. *Journal of Theory and Practice in Education, 2* (2), 113-118. Retrieved on 01.05.2014
http://eku.comu.edu.tr/eku/index.php/eku/article/view/129/pdf_41

APPENDICES

APENDIX – I: QUESTIONNAIRE

      A: Questionnaire in English

      B: Questionnaire in Turkish

APENDIX – II: INTERVIEW QUESTIONS

      A: Interview Questions in English

      B: Interview Questions in Turkish

APENDIX – III: INTERVIEW APPROVAL FORM

APENDIX – I

A: QUESTIONNAIRE in ENGLISH

ERASMUS EXCHANGE PROGRAMME and EUROPEANIZATION
Dear Participant, The questionnaire below is a part of a survey conducted for the master's thesis by Onur Ertunç Sari (advisor - Assoc. Prof. Dr. E. Serra Yurtkoru), a student at the European Union Institute / Department of European Union Politics and International Relations at Marmara University in Istanbul, Turkey. The aim of this research is to determine the role of common education policies of the European Union in the Europeanization process by examining the Erasmus exchange program, a mobility program of the EU. We kindly ask you to answer our questionnaire form without missing any questions. Please answer the questionnaire only if you participated in an Erasmus exchange program before. Thank you in advance for your participation. **Onur Ertunç Sari**
A. BASIC INFORMATION
A1. Your gender: ⭕ Female   ⭕ Male
A2. Your Age: [   ]
A3. Your Education Level: ⭕ Bachelor – Student ⭕ Bachelor – Graduate ⭕ Master – Student ⭕ Master – Graduate ⭕ Doctorate - Student ⭕ Doctorate -Graduate
A4. Your Nationality: [   ]

A5. Your Host Country:
A6. The Name of the Host University:
A7. Your Department or Program During Your Mobility Programme:

<div align="center">

B. PRE – MOBILITY PERIOD

</div>

Please select one of the five options below by regarding the period **BEFORE** you participated in your mobility programme**.**

<div align="center">

1: Not at all / 2: Not so much / 3: Not sure / 4: To some extent / 5: Definitely

</div>

B1. I did not have enough information about what the European Union was.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B2. I was not so interested in European issues.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B3. I did not feel and live as a European.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B4. I thought that I would be discriminated from other nations when I considered my citizenship.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B5. I had some doubt about whether I get along with European people who have a different cultural background.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B6. I did not have European friends that I was in touch with.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B7. I had some prejudices and stereotypes about the dominant religion(s) in Europe.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B8. I had some doubt about whether I would be able to adapt myself to my host country.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B9. I thought Europe was an elusive place that I would never experience in my life.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B10. I was not thinking of studying on Europe or European Union. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B11. I was not interested in European languages. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B12. I was not aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.). ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B13. I was not certain about recognition of my diploma when I return my home country. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B14. I did not plan to organize or participate in any European projects. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B15. I was unable to understand the effort of the candidate countries to be a full member of the European Union. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C. POST – MOBILITY PERIOD Please select one of the five options below by regarding the period **AFTER** you had participated in your mobility programme.   **1: Not at all / 2: Not so much / 3: Not sure / 4: To some extent / 5: Definitely**
C1. I have enough information about what the European Union is. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C2. I feel like learning more about the European social norms, values, policies and culture. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C3. Today I feel more as a European than before. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C4. The mobility programmes have Europeanized my citizenship, so I feel that I have already been included in European community. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C5. I have learned how to acquire the European culture and values by living with Europeans. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C6. The number of European friends whom I keep in touch has been dramatically increased. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5

C7. I have learned how to live together with other people who have different religion(s). ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C8. I can adapt myself easily in any European countries. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C9. I really intend to move around other European countries on my own to travel, study, work or settle down. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C10. I am planning to search and study about Europe or European Union. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C11. I intend to learn new European languages. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C12. I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.). ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C13. I am sure that the mobility programme is not a barrier for recognition of the diploma. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C14. I have participated or I want to participate a European project to see Europe or live there. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
C15. I recognize the reason why the candidate countries have made so much effort to be a full member of the European Union. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5

D. GENERAL EVALUATION

Please select one of the five options below by regarding your general impressions about Europe, the European Union, the European mobility programmes, your own mobility, and the acts and policies of your national country

1: Not at all / 2: Not so much / 3: Not sure / 4: To some extent / 5: Definitely

D1. The mobility programme has revealed that European Union is a unity in diversity with different languages, cultures, and religions. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5
D2. The image of the European Union in my mind has changed positively through my mobility programme. ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5

D3. Living as a European citizen in Europe is a privilege.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D4. I think acquiring European citizenship does not overshadow my nationality.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D5. I believe that being a full member of the European Union will bring many advantages to my life.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D6. Generally the cultural interaction is more tangible than academic development during mobility programme.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D7. The mobility has attracted me to learn more about Europe.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D8. The European education policy is carried out by the mobility programmes like Erasmus.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D9. The mobility programmes are necessary to smash all prejudices and stereotypes in minds about Europe or the European Union.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D10. The mobility programmes let the participants gain the skills of European culture.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D11. The gap between national and European education systems can be minimized by the help of the mobility programmes.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D12. The mobility programmes build a bridge between home and host countries.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D13. When the history of the European continent is considered, it is seen that the mobility programmes have peacekeeping role.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D14. Without mobility programmes, the meaning of Europe would not be so comprehensive.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D15. The mobility programmes are necessary to keep up with the values and prerequisites of the European Union.   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5

D16. My mobility has revealed the backwardness in my home country. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D17. The mobility programmes have played an important role to shape the higher education institutions. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D18. The mobility programmes support and export the European values such as human rights, democracy, peace, tolerance, gender equality etc. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D19. It is clearly seem that policy makers in my country have increased the European effect on educational strategies and institutions to build a European education system. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D20. The mobility programmes make the participants more receptive for Europe's multi-culturality. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D21. The mobility programmes should be developed further to understand Europe better. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D22. The policy makers in my country have increased the European effect on educational strategies and institutions to build a European education system. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D23. Today the national educational acts are more European than before. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D24. The European Credit System (ECTS) has a serious impact on the flow of mobility. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D25. The Diploma Supplement Label has a serious impact on the flow of mobility. ○ 1   ○ 2   ○ 3   ○ 4   ○ 5
Thank you for your participation! For your questions or any suggestions please contact with us: E-mail address: onurertuncsari@gmail.com Facebook page: https://www.facebook.com/onurertunc.sari The Research Center: Marmara University - European Union Institute

B: QUESTIONNAIRE in TURKISH

ERASMUS DEĞİŞİM PROGRAMI VE AVRUPALILAŞMA
Sayın Katılımcı,   Aşağıda yer alan anket, Marmara Üniversitesi - Avrupa Birliği Enstitüsü / Avrupa Birliği Siyaseti ve Uluslararası İlişkiler Anabilim Dalı bünyesinde Doç. Dr. E. Serra Yurtkoru danışmanlığında yürütülen yüksek lisans tezinde kullanılmak üzere hazırlanmıştır. Anketin amacı, Avrupa Birliği değişim programlarından biri olan Erasmus değişim programını gözeterek Avrupalılaşma sürecinde Avrupa Birliği ortak eğitim politikalarının rolünü belirlemektir. Araştırma, bilimsel bir amaca yönelik olarak tasarlanmış olup, kimlik bilgileriniz kesinlikle talep edilmeyecektir. Soruları eksiksiz olarak cevaplamanızı rica ederiz. Anketi lütfen daha önceden Erasmus değişim programından yararlanmışsanız yanıtlayınız.   Katkılarınızdan dolayı şimdiden teşekkür ederiz.   **Onur Ertunç Sari**
A. ÖN BİLGİLER
A1. Cinsiyetiniz: ⚪ K   ⚪ E
A2. Yaşınız: [　　　　　]
A3. Eğitim Seviyeniz: ⚪ Lisans - Öğrenci   ⚪ Lisans - Mezun   ⚪ Yüksek Lisans - Öğrenci   ⚪ Yüksek Lisans - Mezun   ⚪ Doktora - Öğrenci   ⚪ Doktora - Mezun
A4. Uyruğunuz: [　　　　　　　　]

A5. Değişim programını aldığınız sırada <u>Gönderici Üniversitenin Adı:</u>
A6. Değişim programını aldığınız sırada <u>Misafir Olduğunuz Ülke:</u>
A7. Değişim programını aldığınız sırada <u>Bölümünüz ya da Programınız:</u>

B. DEĞİŞİM PROGRAMINA KATILMADAN ÖNCE:

Lütfen yer aldığınız değişim programına katılmadan **ÖNCE**ki düşüncelerinizi gözeterek, aşağıda yer alan her bir düşünceye katılım oranınızı 1 ile 5 arası değerlendiriniz.

1: Kesinlikle Katılmıyorum / 2: Katılmıyorum/ 3: Kararsızım / 4: Katılıyorum/ 5: Kesinlikle Katılmıyorum

---

B1. Avrupa Birliği'nin ne olduğu hakkında yeterli bilgiye sahip değildim.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B2. Avrupa hakkındaki konularla yakından ilgilenmiyordum.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B3. Bir Avrupalı gibi hissetmemiş ve yaşamamıştım.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B4. Ulusal vatandaşlığımı değerlendirdiğimde, diğer ulusların arasında olumsuz bir ayrımcılığa maruz kalacağımı düşünüyordum.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B5. Farklı kültürel geçmişe sahip Avrupalı kişilerle anlaşıp anlaşamayacağım konusunda endişelerim vardı.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B6. İrtibat halinde olduğum Avrupalı arkadaşım yoktu.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B7. Avrupa'da baskın olan din(ler)e karşı önyargılara ve basmakalıp bilgilere sahiptim.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B8. Misafir olacağım ülkeye uyum sağlayıp sağlayamama konusunda bazı şüphelerim vardı.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B9. Benim için Avrupa, hayatımda ulaşılması ve yaşanması zor bir yerdi.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

B10. Avrupa ya da Avrupa Birliği hakkında çalışma yapmayı düşünmemiştim. ◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5	

B11. Derslerde verilen zorunlu yabancı dillerin dışında Avrupa dilleriyle ilgilenmiyordum. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B12. İnsan hakları, demokrasi, barış, hoşgörü, cinsiyet eşitliği gibi genel Avrupa değerlerinin işlevselliği hakkında bilinçli değildim. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B13. Ülkeme geri döndüğümde değişim programı esnasında alacağım diplomanın tanınması konusunda şüphelerim vardı. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B14. Herhangi bir Avrupa projesini organize etmemiş ya da bu tür projelerde yer almayı düşünmemiştim. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
B15. Türkiye gibi aday ülkelerin Avrupa Birliği'ne tam üye olma yolundaki çabasını anlamakta güçlük çekiyordum. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C. DEĞİŞİM PROGRAMINA KATILDIKTAN SONRA: Lütfen yer aldığınız değişim programına katıldıktan **SONRA**ki düşüncelerinizi gözeterek, aşağıda yer alan her bir düşünceye katılım oranınızı 1 ile 5 arası değerlendiriniz. **1: Kesinlikle Katılmıyorum / 2: Katılmıyorum/ 3: Kararsızım / 4: Katılıyorum/ 5: Kesinlikle Katılmıyorum**
C1. Avrupa Birliği'nin ne olduğu hakkında yeterli bilgiye sahip oldum. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C2. Avrupa sosyal normlarına, değerlerine, kültürüne ve politikalarına daha çok ilgi duymaya başladım. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C3. Kendimi eskisinden daha çok Avrupalı hissediyorum. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5
C4. Ulusal vatandaşlığım değişim programı ile Avrupa değeri kazandı ve böylece Avrupa toplumuna dahil olduğumu hissettim. ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5

C5. Avrupalı kişilerle birlikte yaşayarak Avrupa kültür ve değerlerine uyum sağlamayı öğrendim. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C6. İrtibat halinde olduğum Avrupalı arkadaşlarımın sayısında önemli ölçüde artış oldu. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C7. Farklı din(ler)e sahip diğer insanlarla nasıl yaşanacağını öğrendim ve pek çok önyargımı yıktım. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C8. Herhangi bir Avrupa ülkesine daha kolay uyum sağlayabileceğimi düşünüyorum. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C9. Gezmek, okumak, çalışmak ya da yerleşmek gibi nedenlerle Avrupa'ya tekrar gidebileceğimi düşünüyorum. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C10. Avrupa ya da Avrupa Birliği hakkında çalışma ve araştırma yapıyorum / yapmayı planlıyorum. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C11. Daha önceden öğrendiklerimin dışında, yeni Avrupa dilleri öğrenme ihtiyacı duyuyorum. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C12. İnsan hakları, demokrasi, barış, hoşgörü, cinsiyet eşitliği gibi genel Avrupa değerlerinin işlevselliğinin farkına vardım. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C13. Eminim ki değişim programları, misafir olduğum üniversitede alacağım diplomanın kendi üniversitemde tanınması için bir engel teşkil etmiyor. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C14. Bir Avrupa projesinde yer almak için uğraş gösterdim ve bu tür projelerle daha yakından ilgilendim. ○ 1 ○ 2 ○ 3 ○ 4 ○5
C15. Türkiye gibi aday ülkelerin Avrupa Birliği'ne tam üye olma yolunda harcadığı çabayı daha iyi anlıyor ve gerekli buluyorum. ○ 1 ○ 2 ○ 3 ○ 4 ○5

D. GENEL DEĞERLENDİRME

Lütfen kendi değişim programınızda elde ettiğiniz deneyimlerin yanı sıra; <u>Avrupa, Avrupa Birliği, diğer Avrupa değişim programları ve ülkenizin bu alandaki politika ve faaliyetlerini</u> göz önünde bulundurarak aşağıda yer alan her bir düşünceye katılım oranınızı 1 ile 5 arası değerlendiriniz.

1: Kesinlikle Katılmıyorum / 2: Katılmıyorum/ 3: Kararsızım / 4: Katılıyorum/ 5: Kesinlikle Katılmıyorum

---

D1. Avrupa değişim programları; Avrupa Birliği'nin farklı diller, kültürler ve dinlerin bir araya gelmesinden oluşan farklılıklar içinde bir birliktelik olduğunu ortaya çıkarmıştır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D2. Kafalardaki Avrupa Birliği imajı değişim programları ile olumlu yönde değişmiştir.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D3. Avrupa vatandaşı olmak ayrıcalıktır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D4. Avrupa vatandaşlığına sahip olmanın asli vatandaşlığı gölgede bırakmayacağını düşünüyorum.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D5. Avrupa Birliği'ne tam üyelik hayatımıza pek çok avantajlar sağlayacaktır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D6. Değişim programlarında kültürel etkileşim akademik gelişimden daha baskın durumdadır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D7. Değişim programları Avrupa hakkında pek çok bilgi edinmemizi sağlıyor.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D8. Avrupa eğitim politikaları, Erasmus gibi değişim programları sayesinde yürütülmektedir.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D9. Avrupa ya da Avrupa Birliği hakkında ön yargıları yok etmenin en iyi yollarından biri Avrupa değişim programlarıdır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D10. Değişim programları, katılımcılara Avrupa kültürünün özelliklerini kazanmasını sağlamaktadır.

○ 1 　　○ 2 　　○ 3 　　○ 4 　　○ 5

D11. Ulusal ve Avrupa eğitim politikaları arasındaki fark, değişim programları gibi araçlarla en aza indirgenebilir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D12. Değişim programları misafir ülke ile ev sahibi ülke arasında önemli bir köprü kurmaktadır.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D13. Tüm Avrupa kıtasının tarihi göz önüne alındığında, değişim programlarının barış sağlama gücü ortaya çıkmaktadır.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D14. Değişim programları olmasaydı Avrupalılaşma kavramı bu kadar anlamlı olmazdı.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D15. Değişim programları, Avrupa Birliği'nin ön şartlarını sağlamada ve değerlerine ulaşmada önemli yere sahiptir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D16. Yer aldığım değişim programı ile ülkemin bazı konularda geri kalmış olduğunu fark ettim.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D17. Değişim programları yükseköğretim kurumlarına şekil veren önemli bir etmendir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D18. Değişim programları insan hakları, demokrasi, barış, hoşgörü, cinsiyet eşitliği gibi Avrupa değerlerini desteklemekte ve geliştirmektedir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D19. Ülkemdeki politikacılar bir Avrupa eğitim sistemi inşa etmek için, eğitim alanında kurumsallaşma ve strateji geliştirmede Avrupa etkisini arttırmıştır.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D20. Değişim programları Avrupa'nın çok kültürlü yapısını daha kolay kabul etmeyi sağlamaktadır.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D21. Değişim programları Avrupa'yı daha iyi anlamak için desteklenmeli ve geliştirilmelidir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D22. Ülkemin Avrupa politikaları üzerindeki etkisi gün geçtikçe artacaktır.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5
D23. Günümüzde ulusal eğitim hareketleri geçmişle kıyaslandığında daha Avrupai'dir.
○ 1   ○ 2   ○ 3   ○ 4   ○ 5

D24. Avrupa Kredi Transfer Sistemi (ECTS) hareketliliğin daha akıcı ve sorunsuz olmasında önemli etkiye sahiptir.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

D25. Diploma Eki Etiketi (Diploma Supplement Label) hareketliliğin daha akıcı ve sorunsuz olmasında önemli etkiye sahiptir.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

Anketimize katıldığınız için teşekkür ederiz!

Sorularınız ve görüşleriniz için bizimle iletişime geçebileceğiniz iletişim bilgileri:

E-mail adresi: onurertuncsari@gmail.com

Facebook sayfası: https://www.facebook.com/onurertunc.sari

Araştırma Adres: Marmara Üniversitesi - Avrupa Birliği Enstitüsü

A: INTERVIEW QUESTIONS in ENGLISH

Dear Participant,

The open-ended questions below are prepared for a survey conducted for the master's thesis, which is counseled by Assoc. Prof. Dr. Emine Serra Yurtkoru, at the European Union Institute / Department of European Union Politics and International Relations at Marmara University in Istanbul, Turkey. The aim of this research is to determine the role of common education policies of the European Union in the Europeanization process by examining the Erasmus exchange program, a mobility program of the EU.

Thank you for your contributions in advance.

Onur Ertunç Sari

INTERVIEW QUESTIONS

1- According to you, what does Europeanization mean? What is the role of Erasmus exchange programme in Europeanization process?

2- Does the European Union have an influence on the policies of member or candidate countries? If yes, in what way is this influence felt in educational policies? Please, give some examples from Turkey.

3- What are the changes in Turkish education system after participating mobility programmes? What is the Erasmus role in those changes?

4- With mobility programmes is there any rising in the number of institutions or agencies serving in educational or cultural partnership? Please, explain.

5- Do you think that Erasmus is effective to build a common European culture and value and to close the gaps between states? Please explain briefly.

6- Can the mobility programmes be the best method used in eliminating the adaptation problem between the EU and Turkey? Please, tell the reasons.

APENDIX – II

B: INTERVIEW QUESTIONS in TURKISH

Sayın Katılımcı,

Aşağıda yer alan açık uçlu sorular, Marmara Üniversitesi - Avrupa Birliği Enstitüsü / Avrupa Birliği Siyaseti ve Uluslararası İlişkiler Anabilim Dalı bünyesinde Doç. Dr. Emine Serra Yurtkoru danışmanlığında yürütülen yüksek lisans tezinde kullanılmak üzere hazırlanmıştır. Çalışmanın amacı, Avrupa Birliği değişim programlarından biri olan Erasmus değişim programını gözeterek, Avrupalılaşma sürecinde Avrupa Birliği ortak eğitim politikalarının rolünü belirlemektir. Katkılarınızdan dolayı şimdiden teşekkür ederim.

Onur Ertunç Sari

GÖRÜŞME SORULARI

1- Sizce Avrupalılaşma nedir? Avrupalılaşma sürecinde Erasmus değişim programının rolü nedir?

2- Avrupa Birliği, üye ya da aday ülkelerin politikaları üzerinde bir etkiye sahip midir? Eğer bir etkiye sahipse eğitim politikalarında bu etki nasıl meydana gelmektedir? Türkiye'den örnekler veriniz.

3- Değişim programlarına katıldıktan sonra Türk eğitim sisteminde meydana gelen değişiklikler nelerdir? Bu değişiklerde Erasmus programının rolü nedir?

4- Değişim programları ile birlikte eğitim ya da kültürel ortaklık alanında hizmet veren kurum ya da ajansların sayılarında bir artış söz konusu mudur? Açıklayınız.

5- Ortak bir Avrupa kültürü ve değeri inşa etme ve ülkeler arası farklılıkları kapamada Erasmus programının etkili olduğunu düşünüyor musunuz? Kısaca açıklayınız.

6- Sizce değişim programları Avrupa Birliği ile Türkiye arasında uyum sorunun ortadan kaldırabilmek için en iyi yöntem olabilir mi? Lütfen nedenlerini belirtiniz.

APENDIX – III

INTERVIEW APPROVAL FORM

Açıklama

Ben Onur Ertunç Sari, Marmara Üniversitesi / Avrupa Birliği Enstitüsü, AB Siyaseti ve Uluslararası İlişkiler anabilim dalında yüksek lisans öğrencisiyim.

Tezli yüksek lisans programı kapsamında yaptığım araştırma için uzman görüşlerine başvurmam gerekmektedir. Bu görüşmenin amacı, Avrupa Birliği değişim programlarından biri olan Erasmus değişim programını gözeterek, Avrupalılaşma sürecinde Avrupa Birliği ortak eğitim politikalarının rolünü araştırmaktır. Bu bağlamda gönüllü olarak araştırma sürecine katılmanız durumunda görüşme esnasında araştırma amacıma yönelik olarak soracağım sorulara vereceğiniz cevapların araştırmama değerli katkılar sağlayacağını inanıyorum.

Bu form, sözlü olarak size daha önce vermiş olduğum bilgilere paralel, araştırmamım amacını ve yapacağımız görüşme çalışmasında sizlerin katılımcı olarak haklarınızı bildirmeyi amaçlamaktadır.

Sizinle yapacağımız görüşme sırasında elde edilecek veriler yalnızca bu tez çalışmam için kullanılacaktır. Bunun dışında çalışma sonucunda ortaya çıkan veriler sizin izniniz olmadan herhangi bir bilimsel araştırma vb. amaçlarla kullanılmayacaktır.

Görüşme esnasında sizin isteğiniz ve onayınız doğrultusunda isminiz ve görüşme sırasında adı geçecek diğer isimler yerine kodlar verilecektir ancak uygun görmeniz durumunda doğrudan gerçek isminiz de kullanılabilecektir. Görüşmeye onay verseniz dahi, istemediğiniz durumlarda herhangi bir sebep göstermeksizin görüşmeyi yarıda kesebilirsiniz. Görüşmeden istediğiniz bir zaman çekilme hakkına sahip olduğunuzu belirtmek isterim. Görüşlerinizin yer alacağı tezimin bir örneği isteğiniz durumunda sizinle de paylaşılacaktır.

Yukarıda belirtilen açıklamalar doğrultusunda öncelikle, görüşmenin sizin uygun gördüğünüz şekilde yüz yüze, telefonla ya da e-mail yolu ile yapılacağını belirtmek isterim. Yine yapılacak görüşmenin günü ve saati sizin tarafınızdan belirlenecektir. Herhangi bir konuda şerh koymak isterseniz lütfen açıkça belirtmekten çekinmeyiniz.

Bana zaman ayırdığınız ve görüşmeyi kabul ettiğiniz için çok teşekkür ederim.