

T.C
MARMARA ÜNİVERSİTESİ
AVRUPA BİRLİĞİ ENSTİTÜSÜ
AB SİYASETİ VE ULUSLARARASI İLİŞKİLER ANABİLİM DALI

**ROLE OF EDUCATION AND CULTURAL POLICIES IN THE SOCIAL
CONSTRUCTION OF THE EUROPEAN UNION**

Yüksek Lisans Tezi

Hazırlayan

SERTAN AKBABA

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ABSTRACT

As a dynamic and ongoing process European integration has faced many difficulties so far. Nevertheless through widening and deepening policies the European Union (EU) tries to expand its competence in different policy areas. Two of these areas, namely education and culture have close links within today's highly debated subject of 'integration of the people' within the EU project.

The aim of this thesis is to analyze the role, the effects and the aims of the education and cultural fields in creating the 'peoples of Europe' project. While in the field of education the EU pursues the aims of Bologna Process to establish European Higher Education Area until 2010, closer cooperation and protecting the common cultural heritage that Europe owns are the main concerns of the cultural policy. Besides these aims, these two policy areas also support the efforts to create the 'peoples of Europe' project which was for the first time introduced in the Tindemanns report. The programmes introduced under education and culture such as the student exchange, student mobility and cultural action programmes are opening the way for intercultural dialogue, harmonization of the people, making them feel belonging to the same Community and to spread the 'we' feeling across Europe. That is to say these two policy areas interact with the aim of supporting the social construction of the EU. This thesis has also focused on the external dimension of education and cultural fields such as the cooperation with third countries to highlight the global actorness of the EU. Since the future aim and goals of the Union were stated clearly in the Lisbon European Council as 'creating a knowledge based economy and society'. It seems that education and cultural policy fields will become more and more important for the future of the EU particularly in achieving these goals.

ÖZET

Avrupa bütünleşme süreci bazı zorluklarla karşılaşmasına rağmen gerek genişleme gerekse de derinleşme politikalarıyla yoluna devam etmektedir. Bu bütünleşme süreci içinde parasal birlik ve tek pazar tam başarıya ulaşılmış alanlar olarak öne çıkmaktadır. Ancak bu iki politika alanının gölgesinde kalan pek çok konu da Avrupa Birliği'nin (AB) geleceğini şekillendirmektedir. AB özellikle Maastricht antlaşmasıyla politika alanlarını geniş bir yelpazeye yaymıştır. Bu alanlardan ikisi olan eğitim ve kültür özellikle günümüzde AB ve kamuoyunda tartışılan, insanların veya toplumların bütünleşmesi ya da uyumu nasıl sağlanacaktır sorusuyla yakından ilintilidir. Bu sorun AB Anayasasının referandum süreci ve sonrasında yaşanan başarısızlıkla daha da önem kazanmıştır. Üye ülkelerin toplumları ile AB'nin kurumları arasındaki kopukluk ve uçurum referandumla ilgili tartışmalarla iyice gün yüzüne çıkmıştır.

Eğitim ve kültür politikalarının AB içinde iki önemli amacı olduğu söylenebilir. Bunlardan ilki kendi alanları doğrultusunda hedeflerini gerçekleştirmektir. Bu hedefler kısaca belirtmek gerekirse eğitim alanında Avrupa yüksek öğretim alanı projesini hayata geçirmek, kültür alanında Avrupa'nın sahip olduğu ortak kültür mirasına sahip çıkmak ve bunu yaymaktır. Bunların dışında yukarıda sözü edilen eğitim ve kültür politika alanları ikinci bir amacı üstlenmiştir. Bu görev AB'nin ilk defa Tindemann raporunda açıkça dile getirdiği 'Avrupa Toplumu' yaratma projesidir. Eğitim ve kültür alanları içinde başlatılan öğrenci değişim programları, öğrenci hareketliliği aktiviteleri ya da kültür programları eğitim ve kültürün yanı sıra toplumların birbirleriyle kaynaşmasını, daha yakından tanınmasını ve müşterek bir çatı altında olduklarını sürekli hatırlatma ve 'biz' duygusu içinde hareket etmelerini sağlamaktır. Bu sebeple bu tez de ortaya konan eğitim ve kültürün sadece kendi alanları içinde sınırlandırılmaması gerektiği aksine çok daha geniş ve önemli bir amaca hizmet ettiğinin altı çizilmiştir. Ayrıca eğitim ve kültürün AB içindeki yeri ve öneminin yanı sıra uluslararası boyutu ve AB'nin üçüncü ülkelerle olan işbirliği anlatılmıştır. Öyle görünüyor ki AB'nin özellikle gelecekteki hedef ve beklentileri çerçevesinde ve Lizbon stratejisi gereğince 'dünyadaki en rekabetçi ve dinamik bilgi tabanlı ekonomisi' olma yolundaki hedefi bu iki politika alanını yakın zamanda daha da önemli kılacaktır.

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ABBREVIATIONS

ACP	African Caribbean Pacific Countries
CEDEFOP	European Center for the Development of Vocational Training
CRE	European Rectors Conference
EACEA	Education, Audiovisual and Culture Executive Agency
ECTS	European Credit Transfer System
EEA	European Economic Area
EHEA	European Higher Education Area
ETF	European Training Foundation
EU	European Union
EUA	European University Association
ICT	Information and Communication Technology
JSP	Joint Study Programme Scheme
ODL	Open and Distance Learning
OECD	Organization for Economic Cooperation and Development
OMC	Open Method of Coordination
SEA	Single European Act
UNESCO	United Nations Education, Scientific and Cultural Organization
VET	Vocational Education and Training
WB	World Bank

INTRODUCTION

Throughout the history education lies in the core of human life. Social, economic, political and cultural activities are all closely associated with education. Moreover today's knowledge based economies require high quality of education in various sectors. Therefore the role of education in learning and improving working-skills and in developing personal preferences is unquestionably significant. The point that should be noted here is that education is endless and in today's globalizing world its importance in daily life is being increased due to the new developments in the fields of science and technology. Besides, the below-mentioned definition of education can describe well enough the role of education in creating and conveying knowledge and daily life habits through generations.

Education is one of the most important predictors – usually, in fact, the most important predictor – of many forms of social participation – from voting to associational membership, to chairing a local committee to hosting a dinner party to giving blood. The same basic pattern applies to both men and women and to all races and generations. Education, in short, is an extremely powerful predictor of civic engagement.¹

The aforementioned role of education is also very crucial tool for the European Union (EU). It seems that the EU has been using its education programmes for the last twenty years as an instrument for strengthening both its integration process and worldwide economic competitiveness. Initially education and cultural areas have gained importance at the early 70's within the EU and have developed not just to function in their own fields but have another important function in helping to create 'an ever closer Union among the people of Europe' which was clearly stated in the Maastricht Treaty. Therefore the main argument of this thesis is that education and cultural policy areas of the EU does not only consider activities of teaching, developing skills and a cultural

¹ David E. Campbell, "What is education's impact on civic and social engagement?" in Richard Desjardins and Tom Schuller (Eds) *Measuring the effects of education on health and civic engagement: proceedings of the Copenhagen symposium* – OECD, Copenhagen 23-24 March 2006, p.26 retrieved from; <http://www.oecd.org/dataoecd/14/63/37425694.pdf>, 05.03.2007

life. These areas are also related with creating and enhancing social cohesion within the EU. However it may be better to name them as common education & cultural objectives of the EU or it may be defined as a platform for the EU Member States to share or exchange their ideas in the realm of education or culture.

This thesis also firmly claims that the EU in the field of higher education has offered especially for the young something much more than learning and studying abroad. Certainly this is not only related with education but has to be seen as a whole involving the way or the platform for the EU for exchanging or at least giving the chance to exchange different cultures, languages, social values. To put it briefly, the EU has opened the way for such kind of interaction between the people from different countries. It must be stated here that most important point is where the education policy stands. The programs which the EU holds in the field of higher education are not limited with the Member States of the EU but open to candidate or potential candidate countries for the EU. Such a state of affairs on the one hand provides the EU an excellent opportunity to expound its cultural diversity to the Member States and exchange and share different values outside the EU and on the other to increase its international competitiveness in the field of education.

Education and culture in the context of the EU have important functions to increase the cohesion among the people of Europe. Therefore this thesis searches for the reasons behind creating such policy areas namely education and culture and their invisible role in supporting and backing up the EU in order to create the unity among its citizens. This is a very important task assigned for the education and cultural actions of the EU. Another important function of these policy areas emerge from the fact that they are being designed in such a way to support the EU for transforming itself into a competitive knowledge based society by 2010 as stated in the Lisbon Conclusions in 2000. Therefore in the first chapter after a brief discussion on the education and education systems, the historical evolution of the EU education policy and cultural policy which have gained their legal basis with the Maastricht Treaty will be examined. The defining moment in the historical process of the education policy is the so called Bologna Process which covers several declarations known to open the way for

cooperation among the countries in and out of the EU. Accordingly the second chapter will focus on how the EU interacts with its Member States in the fields of education and culture namely the policy making processes has been laid down. Concerning the role of programmes in achieving the common objectives in both fields, current programmes such as Socrates with including eight sub programmes, Grundtvig, Minerva and Tempus. Besides explaining these student mobility programmes their interaction with cultural objectives of the EU has been another important subject this chapter tries to explore.

Since the aim of this thesis is to explain the importance of both the education and cultural objectives of the EU especially with their role in the social construction of Europe, third chapter will first discuss the interaction between education, cultural diversity and active citizenship within the context of social participation for 'Peoples of Europe' project. Besides laying down their role in the social construction of Europe, this thesis also argues that education and cultural policy areas have impact both within the EU and beyond its boundaries in which these policies have a worldwide impact. This can also be explained as a way to support for harmonizing and for expanding of the EU founding values and norms in and out of the EU. Besides these issues the last chapter of this thesis explains how the education programmes are facilitating the economy of the Union which has the aim of creating a knowledge based economy.

Therefore the rest of the chapter will try to assess the global impact and competitiveness of EU higher education. In this context student mobility programmes and agreements with third countries are the key to understand the role of education and culture for the future projections of the EU.

1. EU EDUCATION AND CULTURAL POLICIES

Education in a very broad context encompasses several meanings and can take place in different forms depending mainly on the target group and time-period. However they all point out certain key features such as development and passing out knowledge from one generation to another. Contemporary understanding of education further necessitates a multifaceted vision. The EU has so far tried to establish such a base for its education policy.

1.1 Education, Education Systems and Education Policies

Education can formally be defined as “The social process by which people are subjected to the influence of a selected and controlled environment so that they may attain social competence and optimum individual development”.² Certainly education can simply be described as learning. The definition of education shows differences upon the area or social level of societies and nations. All in all the word education is strictly related with the terms ‘develop’, ‘knowledge’ and ‘character’ of a student or the students.³ As usual like in the past, education does not merely indicate the learning or studying of students from primary school up to higher education. Contrary to the past understanding nowadays education can be defined in a wider context including different types of education such as ‘lifelong learning’, ‘adult education’ and ‘vocational training’. The EU through its programmes and common objectives shows that it has adopted a similar approach as well.

Education systems vary greatly among the countries from all around the world depending on the subjects, courses and time limits from primary school up to higher education. To illustrate, in Turkey education starts at the age of six and the schools providing this type of education are named as Basic Education School which is

² Turhan Oğuzkan, Educational Systems, *Boğaziçi University Publications*, İstanbul, 1997 p.2.

³ Judith Lloyd Yero, “The Meaning of Education,” *Teachers Mind Resources*, 2001–2002, p.1 retrieved from; <http://www.teachersmind.com/pdfdirectory/Education.PDF>, 09.10.2006

compulsory for all children and lasts 8 years and the diploma awarded is Basic Education Diploma. Basic education is followed by Secondary Education in Turkey in three different types of schools which are named as General, Vocational and Technical High Schools and Anadolu High Schools for a 3 years period and finally awarding a High School Diploma. The General High Schools offer the students at their second year to choose different fields of study according to their interest which either focus mainly on Science or Social Sciences or Arts or Language Teaching etc. and on the other hand Vocational and Technical High Schools give the students a chance to specialize on a certain area such as gaining experience on electronics, machines, computers etc. Finally if the students wish to go on studying for university education they have to enter a general university entrance exam in the field they prefer which varies in length for graduation.⁴

Certainly Turkey is a unitary state and these regulations, laws and procedures about education are the same without any difference in every region in Turkey.⁵ On the other hand these procedures are more complicated and vary greatly in federal states. If we take Germany as an example the state is formed by 15 states called Länder where each have the rights to establish there own education procedures which show difference from one state to another. These differences certainly depend on different political and sociological decisions. According to R. Collins education must be examined or criticized in sociological terms rather than political⁶. He argues that sociologists like E. Durkheim define education as a function of the societies where the society in one region or country has shaped the education or the process of education upon that area.⁷ Besides the word ‘policy’ means carrying out decisions or the act of decisions of a government, private sector or groups for reaching specific goals. In the field of education, states have also their own national education systems and policies where the system, the process,

⁴ Ömer Cem Karacaoğlu, Burcu Çabuk, “İngiltere ve Türkiye Eğitim Sistemlerinin Karşılaştırılması”, *Milli Eğitim Dergisi*, Sayı 155–156, yaz- güz 2002, retrieved from; <http://yayim.meb.gov.tr/dergiler/155–156/karacaoğlu.htm>, 12.11.2006

⁵ Ibid.

⁶ R. Collins, Education: *Structure and Society*, “Education and Politics”, (Ed.) by B.R.Cosin, Harmondsworth, Middlesex.; Penguin, 1972, p.172

⁷ Ibid. p.175.

the mechanisms and institutions are clearly defined in reaching their major goals.⁸ However in the case of the EU the situation is very complex since there is no common EU education policy or EU cultural policy but there are common objectives of the Union in the fields of education and culture.

Certainly this shows differences among education systems all around the world according to their political system, the distribution of political powers and the decision making procedure. Education lays in the core of national development for each state and goes beyond in serving their citizens welfare. As every individual has the right for education which is also one of the fundamental rights which are guaranteed with certain rules and laws. Generally the national education systems and policies are served under Ministry of Education and with the help of certain other institutions working together.

Throughout the history education and cultural policies had generally secondary importance and priority. Not receiving enough attention or importance most of the times led to a slowing down in reforms both at national and international level for the states all around the world. But with the beginning of the 50's an attention towards education especially on international arena started gaining importance with the help of technology and science.⁹ The point here is that education and education policies of the states have been improved and gained importance right after the increasing awareness on international platform. Definitely this change began with the establishment of United Nations Educational, Scientific and Cultural Organization (UNESCO).

The General Assembly of the United Nations in 1948 also stated clearly in Article 26¹⁰ of the Universal Declaration of Human Rights that every single individual

⁸ David V. Edwards, *International Policy Analysis*, New York, (Ed.) by Holt, Rinehart and Winston, 1969, p.65

⁹ Maurice Kogan, *The Politics of Educational Change*, p.23, Fontana/Collins 1978 Glasgow.

¹⁰ Article 26 of the UN Universal Declaration of Human Rights,

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the

had the right to education. Article 26 underlines the importance of education in human rights with a view to strengthen fundamental rights and promote tolerance and respect all over the world. This claim seems particularly more important in today's conflict-ridden international relations.

1.2 The Underlying Factors of EU Education & Cultural Policies

The awareness of creating an education policy within the Union started in the 70's which is known as an era of stagnation within the European Community. The cooperation in education and later followed by the efforts to cooperate in cultural policy was seen as a way of coping with stagnation. The main reasons for establishing such policy areas in the EU rest on the values of the EU which are namely as solidarity, dignity, prosperity and diversity. What the EU aimed during that period was to establish a solid basis for strengthening social cohesion through these policy areas. The term 'social cohesion' is the key word for the development of these policy areas which have been stated in the Commission report in 1997 as;

If Europe is to remain at the driving edge, economic and political progress must be complemented by offering a "European vision" to Europe's young people. All young Europeans must be guaranteed access to education and training culminating in acquisition of a foundation of recognized basic knowledge and skills and access to guidance and counseling at critical moments of transition. Maintaining Europe's social cohesion hinges on the following actions being taken at the EU level: affirm the need for intercultural schools to transmit the common values on which European civilization is founded and help devise disseminate ways of enabling Europe's young people to play a fuller role as European Citizens;...]¹¹

maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.", retrieved from; <http://www.un.org/Overview/rights.html>, 15.10.2006

¹¹ Commission of the European Communities, Directorate- General for Education, Training and Youth, Report on; Accomplishing Europe through education and training, Brussels 1997, retrieved from; http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/ba/67.pdf , 10.10.2006

In order to describe the invisible role of education and in some case culture if we are to regard the key word civilization which can be taken as a reference to culture stated in the Commissions report above which gives us the clues why and how they have an important function in the integration process of the ‘peoples Europe’ project through giving a reference especially to the youth.

There is definitely a close relation between these policy areas within the EU context as education programmes namely the student exchange programmes are used as a tool for spreading the awareness of sharing a common cultural heritage. Such example may be given as the education programmes of the EU are given the names of the symbols of the common heritage within the Europe. For example the Grundtvig programme is named after Nikolai Frederik Severin Grundtvig¹². Another example may be given as the Comenius programme which is named after a Czech philosopher, and pedagogue; Johann Amos Comenius¹³. There are several more examples to be given such as the names of Socrates, Erasmus, and Minerva programmes.

Apparently the term social cohesion carries importance within these policy fields. However according to Jane Jenson a Canadian social theorist it might be better to say a “socially cohesive society” instead of using social cohesion and further states that the elements which strengthen cohesion which are belonging, participation, recognition, inclusion and legitimacy.¹⁴ These elements are also what the Union is willing to fulfill in order to make the peoples of Europe more closely to each other without causing any polarization. Trying to spread the feeling of ‘belonging’ among the citizens of EU. The

¹² Nikolai Frederik Severin Grundtvig: A Danish clergyman and writer who is regarded as the founder of the Nordic tradition of "learning for life". His "folk high school" concept was based on the idea that education must be available to all citizens throughout life and should encompass not only knowledge but also civic responsibility, personal and cultural development. retrieved from; http://ec.europa.eu/education/programmes/llp/grundtvig/index_en.html , 25.06.2007

¹³ A century before the Enlightenment, Comenius (1592- 1670), born in what was today the Czech Republic, was a theologian, philosopher, and pedagogue who believed that only through education could man achieve his full potential and lead a truly harmonious life. He was one of the founding fathers of modern education , but, having lived through the period of the Thirty Years' War (1618-1648), retrieved from; http://ec.europa.eu/education/programmes/llp/comenius/moreabout_en.html , 25.06.2007

¹⁴ Jane Jenson, (1998) Mapping Social Cohesion: *The State of Canadian Research*, CPRN Study F03, Ottawa, cited in Paul Spoonley, Robin Peace, Andrew Butcher, Damian O’Neill, “Social Cohesion: A Policy and Indicator Framework for Assessing Immigrant and Host Outcomes,” *Social Policy Journal of New Zealand*, Issue 24, March 2005, p.88 retrieved from; <http://www.msd.govt.nz/documents/publications/msd/journal/issue24/24-pages85-110.pdf>, 19.10.2006

EU has produced several programmes through which ordinary people could participate in actions carried out under education and cultural policies. The point here which must be underlined is that both education and cultural policy areas being used as tools in building social construction of Europe which was first laid down in the Commissions Report in 1996 “Report on the Consideration of Cultural Aspects in European Community Action”¹⁵ on one hand and the cultural policy using “Education as European Cultural Construction”¹⁶ on the other.

1.3 EU Education Policy through Historical Perspective

In order to illustrate the actions of the EU in education and policy making in this field, first the evolution of the EU education policy, its most important steps, the underlying reasons for such policy, and how it works should be explored.

The EU has started its journey in the field of education with the Rome Treaty in 1957. Article 3 which included “a contribution to education and training of quality and to the flowering of the cultures of the Member States”¹⁷ which was just a simple suggestion for the Member States to cooperate in these areas. Afterwards the EU held a meeting of the Ministers of Education which then was the six¹⁸ and that meeting led to the formation of the Education Committee in 1974 consisting of representatives of the Member States. This Committee gained a permanent status in 1976 and adopted the first action program in 1976 which was the Joint Study Programme Scheme (JSP) and has

¹⁵ The Commission's 1996 report (CEC 1996, 102) part V. p.2, “Cultural policy forms part of the European enterprise and, in this respect, is an integration factor within an “ever-closer union between the peoples of Europe's . . . cultural policy must make a contribution to strengthening and to expanding the influence of the “European model” of society built on a set of values common to all European societies”, retrieved from; http://aei.pitt.edu/1329/01/culture_report_COM_96_160.pdf, 24.11.2006

¹⁶ Martin Lawn, “The ‘Usefulness’ of Learning: the struggle over governance, meaning and the European education space”, *Discourse: studies in the cultural politics of education* Vol. 24, No. 3, December 2003, p.327, retrieved from; <http://www.informaworld.com/smpp/content~content=a713618455~db=all>, 22.12.2006

¹⁷ Consolidated version of the Treaty establishing the European Community, Article 3 (q), retrieved from; http://europa.eu.int/eur-lex/en/treaties/dat/C_2002325EN.003301.html 10.12.2006

¹⁸ The Six is referred to the founding Members of the ECSC which are; Belgium, France, W.Germany, Italy, Luxembourg and the Netherlands.

taken important steps with these action plans until the Maastricht Treaty (1993). The JSP was a scheme programme which prepared the basis Erasmus Programme.¹⁹ With these programmes the EU aims to create a common platform in shaping education policies especially at university level by not making any change of the education systems or mechanisms at national level at a whole.

From the very beginning the EU aims to create a Single European Market where free movement of goods, capital, services and people will be able to circulate; where the EU has been successful to do so thus far. But in policy areas such like education or culture bringing the Member States closer to each other is not so easy such like in economic affairs as the EU does not have a homogeneous structure. There are certain differences in every country in terms of culture, linguistic and even the beliefs and thoughts of every society in Europe. So the principle here is to lay down certain actions or programmes and to achieve the eager participation of the citizens of the EU.

In the field of higher education therefore two meetings were held in 1983 and 1984 with the Stuttgart and Fontainebleau declarations for closer cooperation among the institutions and universities.²⁰ Certainly these showed the willingness of the EU to improve itself in education but it meant no more than a suggestion until to the Single European Act (SEA). The first steps were taken with the SEA in 1987 when the Council adopted the European Community Action Scheme called ERASMUS program to increase the quality in higher education and for university students to study abroad.²¹ The first time education policy entering with its legal basis into the EU took place with the Maastricht Treaty in 1992.

¹⁹ Anders J. Hingel, "Education Policies and European Governance, Contribution to the Interservice Groups on European Governance, Development of Education Policies", *European Commission* March 2001, pp.4–6 retrieved from; http://ec.europa.eu/governance/areas/group12/contribution_education_en.pdf, 11.12.2006

²⁰ Commission of the European Communities, Green Paper on the European Dimension of Education, COM (93) 457 final, Brussels, 29 September 1993. Annex B, p.17 retrieved from; http://aei.pitt.edu/936/01/education_gp_COM_93_457.pdf 15.12.2006

²¹ John Field, *European Dimensions, Education, Training and the EU*, Higher Education Policy Series 39, UK, 1998. Jessica Kingsley Ltd. pp.34–37.

Certainly there was a preparatory stage for the programme as well which may be classified under three stages. Stage 1 cooperation starting in 1951-1972, Stage 2 namely preparatory between 1972-1977 and Stage 3 the implantation of the programme with an intergovernmental cooperation between 1977-1986. This was very important for the community as it increased the level of cooperation among the Member States stage by stage and with the Treaty education became one of the community policy areas stated in Articles 149 and 150²² of the Maastricht Treaty.²³

²² Maastricht Treaty;

Article 149:

1. The Community shall contribute to the development of quality education by encouraging co operation between Member States and, if necessary, by supporting and supplementing their action while fully respecting the responsibilities of the Member States for the content of teaching and the organization of educational systems and their cultural and linguistic diversity.

2. Community action shall be aimed at:

- developing the European dimension in education, particularly through the teaching and
- dissemination of the language of the Member States;
- encouraging mobility of students and teachers, inter alia by encouraging the academic recognition of diplomas and periods of study;
- promoting co-operation 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;
- encouraging the development of distance education.

3. The Community and the Member States shall foster co-operation with third countries and the competent international organizations in the field of education, in particular the Council of Europe.

4. In order to contribute to the achievement of the objectives referred to in this Article, the Council: acting in accordance with the procedure referred to in Article 251, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States;

- acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.

Article 150:

1. The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training.

2. Community action shall aim to:

- facilitate adaptation to industrial changes, in particular through vocational training and retraining;
- improve initial and continuing vocational training in order to facilitate vocational integration and reintegration in to the labor market;
- facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;
- stimulate co-operation on training between educational or training establishments and firms;
- develop exchanges of information and experience on issues common to the training systems of the Member States.

3. The Community and the Member States shall foster co-operation with third countries and the competent international organizations in the sphere of vocational training.

4. The Council, acting in accordance with the procedure referred to in Article 251 and after consulting the Economic and Social Committee and the Committee of Regions, shall adopt measures to contribute to the achievement of the objectives referred to in this Article, excluding any harmonization of the laws and regulations of the Member States, retrieved from; <http://www.eurotreaties.com/maastrichtec.pdf> , 13.12.2006

As mentioned in the Articles 149 and 150 the EU introduced its aims and objectives with the Maastricht Treaty laying down what should be done by locating the Commission in the middle of the steps to be taken in education policy and how it will be shaped upon the Member States. After the Maastricht Treaty subsequent to Erasmus such as Socrates which is the community action program in the field of education covering several sub-actions or Leonardo da Vinci (Community Vocational Training Action Program) and Youth programme which is the EU's mobility and non- formal education program were also adopted.

With the beginning of the late 90's the Member States of the Union started seeking closer cooperation within the education realm explicitly in higher education. The will of the Member States was to develop closer cooperation in the higher education institutions of Europe. The determination of the Member States was declared in several declarations which shaped the innovations they wanted to introduce for the creation of the European Space for higher education. The first well-known step is known to be the Sorbonne Declaration called also as a forefoot signed in 1998 only by the four²⁴.

1.3.1 Sorbonne Declaration (May 25, 1998)

Sorbonne declaration which was also named as the joint declaration on harmonization of the architecture of the European higher education system was signed in Paris, Sorbonne by the four ministers of representing France, Germany, Italy and the United Kingdom. It plainly stated that the EU was not a mere integration in economic and monetary affairs but also working towards for an EU of knowledge which will be gained through improving external recognition of diplomas and studying abroad. Accordingly the need for cultural, social and technical improvements of Europe can be

²³ Anne Corbett, "Universities and the Europe of Knowledge: ideas, institutions and policy entrepreneurship towards a new history of higher education in the European Community", *European Journal of Education*, Vol. 38, No 3, 2003, retrieved from; <http://www.wun.ac.uk/cks/teaching/horizons/documents/dale/corbett.pdf>, 12.03.2007

²⁴ France, Germany, Italy and the United Kingdom.

achieved through a process which mostly depends on universities all around Europe. Therefore university presidents, groups, experts and academics play an important role in this process.²⁵

The Sorbonne declaration is the starting point in closer cooperation in the field of higher education in Europe although limited with only four Member States. Certainly the declaration with a view of Europeanization has led to more attendance in this field and just one year later the Bologna Process has been accepted. The Europeanization here can be defined with a cross loading approach which increased the number of Member States with a sum of 29 Member States signing the Bologna declaration. Cross loading is a mechanism of learning from which is covered by goodness of fit which is known to be a process of positive integration.²⁶ The point here is that Europeanization is mostly known to involve the EU institutions but through the cross loading process the Member States are expected to be pro active in order to achieve the goals by not referring to any EU institution. Certainly the fact here is learning from process between the Member States which affected each other and kept them on pushing in this cooperation in higher education.

1.3.2 Bologna Declaration (June 19, 1999)

The first steps bringing the structural changes more closely in higher education among the Member States started with the Sorbonne declaration. But with the start of the Bologna Process this grew bigger with more participatory countries.

The declaration was signed in Italy, Bologna by 29 countries which have accepted coordination in their education systems in order to provide convergence at the

²⁵ Sorbonne Joint Declaration, Joint Declaration on harmonization of the architecture of the EU Higher education system, Paris, the Sorbonne, 25 May 1998 retrieved from; http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration.pdf, 15.11.2006

²⁶ Kerry E. Howell, “ Developing Conceptualizations of Europeanization: Synthesizing Methodological ”, Queens Paper on Europeanization No.3/2004, pp.2–6 retrieved from; <http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/FileStore/EuropeanisationFiles/Fileupload.38403.en.pdf> 15.11.2006

European level. An action program was also accepted which laid down the common goals, objectives and a deadline such as creating a European space for higher education and increasing the international competitiveness of European Higher Education Area (EHEA). A deadline was also stated in the declaration as to be completed by 2010. Other objectives to be laid down were a common framework of readable and comparable degrees, compatible credit systems, a European dimension in quality assurance and the elimination of remaining obstacles to the free mobility of students and teachers. A follow-up structure with a mandate was also laid down for the preparation for the Prague conference and for the coordination in order to meet the goals of the Bologna declaration.²⁷

The declaration was signed by 29 countries from both EU and European Free Trade Area (EFTA) and European Economic Area (EEA) countries. Afterwards the candidate and partner countries were also included within the Bologna Process. It could be understood that the EU for cooperation in the field of higher education was open for non-member countries from the very beginning which is an important dimension where the EU showed its will against competence in higher education within globalization.

Therefore it can be argued that the aim of the EU through the Bologna Process is to remove the barriers among the Member States namely creating the EHEA with the features of compatibility and comparability.²⁸ Certainly the main fact here was breaking down of the intangible walls between the Member States in the field of higher education and replacing bridges for closer cooperation.

²⁷ Bologna Declaration, Joint Declaration of the Ministers of Education, Bologna, 19 June 1999, retrieved from; http://www.bologna-berlin2003.de/pdf/bologna_declaration.pdf, 15.11.2006

²⁸ Vassiliki, Papatsiba, "Making higher education more European through student mobility? Revisiting EU initiatives in the context of the Bologna Process", *Comparative Education*, Vol. 42, No.1, February 2006, p.95

1.3.3 Florence Declaration (September 30, 1999)

Education ministers of eight Member States namely Austria, Czech Republic, Finland, France, Italy, Portugal, Romania and Spain signed the declaration with the goal of cooperation in school education under the principle of 'Learning in Europe'. The declaration states the importance of cooperation in Basic education and the way defining the standards of knowledge, development and competence. The exchange of ideas in primary and compulsory education has also been stated within the declaration.²⁹

1.3.4 Budapest Declaration (June 24-26, 1999)

At the Conference which took place in Budapest, Hungary the cooperation among the Member States and how to strengthen the relations between education and business sector was discussed. A new slogan was also introduced during that conference which was *The European House of Education*. It was also mentioned that education and the business sector should work closely for serving the best advantages for the young people in employment. Another important perspective the conference introduced was using education as a tool for stabilization in south eastern Europe. It was also stated that a partnership between education and economy should be developed in Europe.³⁰

1.3.5 Lisbon Declaration (March 17-18, 2000)

The declaration was signed in Lisbon, Portugal during the presidency of Portuguese aiming to start the second round of Leonardo da Vinci II, Socrates II and Youth programs which were introduced in 1994 but for a five years period and needed a renovation. It also mentioned about 'lifelong learning' and laid down the strategies for such a program. Lisbon conclusions also introduced the open method of co-ordination

²⁹ Hingel, op. cit., pp. 12-13.

³⁰ Karsten Helnz, (Ed.) "The European House of Education: Education and Economy – A new partnership" *Conference of the European Ministers of Education*, Budapest, 24-26 June 1999 Bonn, retrieved from; http://www.bmbf.de/pub/konf_bme.pdf, 01.10.2006

which defines the decision making procedure in the field of education policies of the Union. Another innovation introduced was establishing the *European Research Area* in order to make researchers move freely and working with networks of research institutions and developing links not limited with Europe but worldwide.³¹

The decisions taken in the Lisbon European Council in 23-24 March also lays down the priority the EU is giving to the education actions which will closely reflect building the knowledge based economy and society for future.

1.3.6 Bucharest Declaration: (June 18-20, 2000)

The Bucharest Conference of education ministers was organized by the Romanian Education Ministry together with the help of EU Portuguese Presidency (Education Ministry) and the European Commission. The strategy for strengthening The European House of Education was laid down pointing out the improvements for social harmonization and quality. The importance of education was stated for active citizenship as well as it affects both on economy and social cohesion emphasizing the role of education as a guarantee of social cohesion. Improving education programmes to different target groups and to all ages and levels was underlined in this strategy.³²

1.3.7 Prague Conference (May 19, 2001)

The Conference was held for the implementation of the decisions taken in the Bologna declaration. Besides the European Presidency, the Commission and the Council of Europe, small working groups were also formed including the Prague conference the European Rectors Conference (CRE) and the organization of the

³¹ European Council 23 and 24 March 2000, LISBON, retrieved from; <http://www.europarl.europa.eu/bulletins/pdf/1s2000en.pdf>, 11.02.2007

³² Fourth Conference of the European Ministers of Education 18-20 June, 2000 Bucharest, Romania, Strengthening the Common European House of Education, “Social Cohesion and Quality- a Challenge for Education”, retrieved from; <http://ec.europa.eu/education/policies/educ/indic/bucarest.pdf>, 15.02.2007

European students. Through the implementation process some workshops and conferences were held between Bologna and Prague, such as a meeting of students in Goteborg, Sweden from where the ‘Student Goteborg’ declaration was announced.³³

Prague conference is also important for Turkey since with this conference in the realm of higher education the EU has started opening its programmes and actions to the students of non- EU member countries as well. Such as Croatia, Turkey and Cyprus were involved in education programmes with the Prague conference where the requirements were laid down for the new countries to implement the objectives taken at Bologna to there own national systems.³⁴

1.3.8 Copenhagen Declaration (November 29-30, 2002)

The Copenhagen Declaration stated by the European Education Ministers through Vocational Education and Training underlined that education would play the most important role in building tomorrow’s European society. The importance was rephrased once again that the changeover towards a knowledge based economy and sustainable economic growth would be achieved through education. The declaration also involved for the first time the definition of education as an instrument for strengthening Europe’s competitiveness worldwide. The enlargement of the EU and its dimension and opportunities was also discussed within this context.³⁵

³³ Prague Communiqué, Meeting of European Ministers in charge of higher education, Towards the European Higher Education Area, Prague, May 19 2001, retrieved from http://www.bologna-bergen2005.no/Docs/00-Main_doc/010519PRAGUE_COMMUNIQUE.PDF ,17.02.2007

³⁴ Ibid.

³⁵ Declaration of the European Ministers of Vocational Education and Training and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European Cooperation in Vocational Education and Training, retrieved from; http://ec.europa.eu/education/copenhagen/copenhagen_declaration_en.pdf ,18.02.2007

1.3.9 Graz Declaration (July 4, 2003)

The declaration is a policy document stated by the European University Association aimed at laying down the role of the universities through the Bologna Process and what the universities expect from process in the field of higher education from the governments of the Member States and how they could take part in this procedure. It states down the following acts to be fulfilled;

- maintaining universities as a public responsibility,
- consolidating research as an integral part of higher education,
- improving academic quality by building strong institutions,
- furthering mobility and the social dimension,
- supporting the development of a policy framework for Europe in quality assurance, and, of course,
- pushing forward the Bologna Process.³⁶

The declaration of Graz is important as it laid down its determination on how the Bologna Process should keep on its way. This was stated by the EUA which has the authority of speaking or acting on behalf of the universities abroad Europe.

1.3.10 Berlin Summit (September 19, 2003)

The summit was held in Germany in 2003 and the Ministers of Education repeated the actions which should be supported to meet the requirements of the EHEA. The Ministers discussed variety of subjects within the higher education objectives of the Union from promotion of mobility to lifelong learning, from quality assurance to promoting the attractiveness of the EHEA. According to quality assurance and improvement in quality in higher education some orders were laid down for national

³⁶ European University Association, “The Role of the Universities”, Graz Declaration 2003 Forward from Berlin, Leuven, 4 July 2003 retrieved from: http://www.eua.be/fileadmin/user_upload/files/EUA1_documents/COM_PUB_Graz_publication_final.1069326105539.pdf, 19.02.2007

quality assurance systems must cover which stated that the institutions involved in higher education must be defined and their responsibilities must be laid down, their participation at international level cooperation and networking to be stated and finally accreditation and certification procedures were stated. In the Summit the acceptance of new countries was stated and Albania, Andorra, Bosnia and Herzegovina, Holy See, Russia, Serbia and Montenegro, the Former Yugoslav Republic of Macedonia were welcomed in participating in the field of higher education.³⁷

1.3.11 Bergen Summit: (May 19-20, 2005)

Ministers of Education met in Bergen Summit (Norway) and decided on the following decisions to be implemented in near future:

- recognition of the joint degrees³⁸ also including doctorate level,
- implementation of national frameworks for requirements,
- laying down the guidelines for quality assurance in higher education and also stating that the EHEA to be open to the other parts of the world and
- making it more attractive to the non EU countries which brought the decision of cooperation with new countries in the field of EHEA which are Armenia, Georgia, Moldova and Azerbaijan.³⁹

³⁷ Berlin Communiqué of the Conference of Ministers responsible for higher education, Berlin, 19 September 2003, retrieved from; <http://www.bologna-berlin2003.de/pdf/Communique1.pdf>, 21.03.2007

³⁸ A joint degree should be understood as referring to a higher education qualification issued jointly by two or more higher education institutions on the basis of a joint study programme.

A joint degree may be issued as

- a joint diploma in addition to one or more national diplomas,
- a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma,
- one or more national diplomas issued officially as the only attestation of the joint qualification in question. retrieved from; http://www.bologna-bergen2005.no/Bergen/050503_General_rep.pdf, p.34, 14.03.2007

³⁹ Bergen Communiqué, Conference of European Ministers responsible for higher education, Bergen, 19-20 2005, retrieved from; http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf, 14.03.2007

The EU has held several declarations and conferences to declare its will, efforts and to lay down its expectations for the future in the field of higher education in and out of the EU. The term 'in and out of EU' here must be underlined as EU objectives in the realm of higher education is not limited with the EU Member States. According to one of the recent developments which is the Sorbonne Declaration the EU has stated the term *Harmonization* which appears to be very important as afterwards in the Bologna declaration the EU also added the candidate countries to be able to participate in the higher education programs. On the other hand different countries from out of Europe were welcomed to participate in the Bologna Process. With the Berlin Summit 2003 countries like Albania, Andorra, Bosnia and Herzegovina, Russia etc. were added for participation. Afterwards with the Bergen Summit 2005 other countries also were included such like Armenia, Azerbaijan, Georgia and Moldova. Certainly it must be also underlined that a country included in the Bologna Process does not mean that the country has full rights and eligibility for participating in the education and cultural action programmes established within the EU. The Table 1 shows the countries included in the Bologna Process year by year.

Table 1: The Bologna Process: signatories and conditions⁴⁰

Sorbonne 1998	Bologna 1999	Prague 2001		Berlin 2003	Bergen 2005
Signatories numbers	4	29	33	40	45
States	France, Germany, Italy, United Kingdom	+Austria, Belgium (Flemish), Belgium (Fr), Czech Rep, Bulgaria, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovak Rep., Slovenia, Spain, Sweden, Swiss Confederation	+Croatia, Cyprus, Turkey	+ Albania, Andorra, Bosnia and Herzegovina, Holy See, Russia, Serbia and Montenegro and 'former Yugoslav Republic of Macedonia'	+ Armenia, Azerbaijan, Georgia, Moldova

After having a brief look at the historical evolution of the EU education policy now there is a need to look into another area related with education which is the culture policy of the Union. There is a different correlation between the education and cultural activities of the Union. On one hand the education activities are used as tools for developing the common cultural values or an area among the Member States and on the other both of them used as tools for supporting the social construction of the Union.

⁴⁰ Anne Corbett, "Higher Education as a form of European Integration: How Novel is the Bologna Process? " *Arena Working Paper* No. 15, December 2006, p.8 retrieved from; http://www.arena.uio.no/publications/working-papers2006/papers/wp06_15.pdf , 05.03.2007

1.4 Culture, Cultural Policy and Cultural Diversity

Certainly the definition of culture must be laid down following by diversity. Culture can be best described as “the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning”.⁴¹ Culture has gained importance especially with the formation of the Nation States and became a policy area for states in protecting and for developing their own heritage. On the other hand the term diversity is defined as “focusing on treating people as individuals, rather than focusing on groups of people. It means recognizing individual differences that are a natural part of society”.⁴² Certainly bringing the two terms together as cultural diversity loads a much more meaning which has been a mission of the EU to respect these values of the Member States but at the same time to create a common platform for sharing them which afterwards became familiar as the goal of the EU to integrate through ‘Unity in Diversity’. Culture within the EU context has an important function which is seen as an element supporting and strengthening the modernization, nationhood and citizenship within the ongoing EU integration process.

1.5 EU Cultural Policy through Historical Perspective

The cultural policy of the Union started with the awareness in the 70’s especially with the 1975 Tindemanns Report which stated the transformation of the technocrats of Europe to the peoples of Europe, and through the Janne Plan and the Adonnino Recommendations laying down the need to for a social construction of the Union. The Treaty of Rome only mentioned about ‘non discrimination’ which can be taken as a step for the area of culture.⁴³

⁴¹Cornwall Compact, “Voluntary and Public Sector Agreement Diversity, including Black and Minority, Ethnic Groups, Code of Good Practice”, June 2006, Appendix 1 Glossary of Terms, p.5 retrieved from; [http://www.restormel.gov.uk/media/adobe/l/b/Diversity Code of Good Practice 1 1.pdf](http://www.restormel.gov.uk/media/adobe/l/b/Diversity%20Code%20of%20Good%20Practice%201%20.pdf), 11.03.2007

⁴² Ibid.

⁴³ Field, op. cit. pp. 30–33

The first step towards cooperation in cultural matters was stated in the Solemn declaration with the objective laid down as “closer cooperation on cultural matters, in order to affirm the awareness of a common cultural heritage as an element in European Identity”.⁴⁴ The declaration mentioned about improvements and knowledge in the Europe’s history and culture through promotion and protecting it. Another important fact is that the declaration made no reference to a common cultural policy and rather stated it as encouragement of action among the Member States.⁴⁵

The cultural policy of the Union found its legal basis with the Maastricht Treaty 1993 in Article 128⁴⁶ including a separate chapter for culture. With the Treaty the culture became one of the policy areas of the EU and started gaining importance as an area to be used in creating awareness of the cultural heritage Europe owns and as a tool in helping the social construction of EU.

⁴⁴ Solemn Declaration on EU, European Council Stuttgart 19 June 1983, Reproduced from the Bulletin of the European Communities, No 6/1983. p.25, retrieved from; http://aei.pitt.edu/1788/01/stuttgart_declaration_1983.pdf , 14.03.2007

⁴⁵ Ibid. p.28

⁴⁶ Maastricht Treaty, Article 128;

1. The Community shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore.
2. Action by the Community shall be aimed at encouraging cooperation between Member States and, if necessary, supporting and supplementing their action in the following areas:
 - improvement of the knowledge and dissemination of the culture and history of the European peoples;
 - conservation and safeguarding of cultural heritage of European significance;
 - non-commercial cultural exchanges;
 - artistic and literary creation, including in the audiovisual sector.
3. The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the sphere of culture, in particular the Council of Europe.
4. The Community shall take cultural aspects into account in its action under other provisions of this Treaty.
5. In order to contribute to the achievement of the objectives referred to in this Article, the Council:
 - acting in accordance with the procedure referred to in Article 189b and after consulting the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States. The Council shall act unanimously throughout the procedures referred to in Article 189b;
 - acting unanimously on a proposal from the Commission, shall adopt recommendations.

The Treaty on EU Article 128, *Official Journal of the EU*, C325/5 24.12.2002, retrieved from; <http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/ce321/ce32120061229en00010331.pdf> , 11.03.2007

Within this chapter both of the policy areas education and culture have been introduced firstly within a general framework and then have been explained in the EU context starting with their evolutions in the EU project. This chapter has tried answering the reasons for such policy fields and the way they have been established within the EU context. Their role supporting the 'peoples of Europe' project has been mentioned which is dealt mostly within the third chapter of this thesis.

2. COOPERATION AMONG THE MEMBER STATES IN THE FIELDS OF EDUCATION & CULTURE

After analyzing the evolution of education and culture policy areas within the EU, in this chapter the decision making process, the institutions included in education and culture policy- making, actions and programmes held by the EU institutions will be explained in detail first to lay down how the EU works in the field of education and culture and then the benefits of the actions held by the institutions to the Member States and as well as the difficulties where the Member States are reluctant in shaping there national education programmes.

2.1 EU Policy Making and its Mechanisms

The EU has different policy making processes in different policy areas according to in which pillar the policy is laid and the competence upon the institutions or Member States such as intergovernmental or supranational methods. Although education and culture lay in the first pillar which is known as the Community Pillar the decision making process holds an intergovernmental view with a new process developed for decision making in Education which is the Open Method of Coordination (OMC). This method increases co operation on one hand and diversity and competition on the other.⁴⁷

The EU has different institutions working together in the field of education and culture which are mainly the Committee on Culture and Education, the Council, the Commission and the European Parliament. Before education becoming a policy area of the Community with the Maastricht Treaty the meetings held were the ‘the Council and the ministers of education meeting within the Council.’ The reason for such an

⁴⁷ Claudio M. Radaelli, “The Open Method of Coordination, A new governance architecture for the EU?”, *Swedish Institute for European Policy Studies*, March 2003. pp.7-9, retrieved from; http://www.eurosfair.pr.fr/7pc/doc/1168434892_cr20031.pdf , 02.03.2007

arrangement was education not being politically or legally laid down in the Treaties for such cooperation. After the Maastricht Treaty the legal basis were laid down for cooperation in the field of Education. According to the education, vocational training and cultural policies there are two ways of the decision making procedure which are the Co decision procedure and the OMC.⁴⁸

The Co decision procedure was introduced with the Maastricht Treaty (1993) in Article 251. In this decision making process the Council and the Parliament share legislative power and have the competence in taking decisions in intensive measures about education actions and policy. The Parliament and the Council are closely related with each other with the co- legislators and the Commission as well. The Commission as usual starts the process by sending its proposal to the both institutions named above to be discussed by each of them. After holding the discussions both of the institutions if accepted can adopt it as law. If they can not agree on a decision then it is left to the ‘conciliation committee’ which contains equal representatives from both institutions. After reaching an agreement the decision is sent back to the Parliament and Council finally for adoption. This decision making procedure covers the areas in the first pillar named as Community Pillar. The Co decision procedure was later improved with the Amsterdam Treaty (1999) under the declaration (No 34)⁴⁹ on respect for time limits under the co decision procedure and the procedure covers mostly the decisions which carry incentive measures for education or culture.⁵⁰

⁴⁸ Kurt de Wit, “Higher Education Policy”, Houndmills: June 2003, Vol.16, Iss. 2, p. 161 retrieved from; <http://proquest.umi.com/pqdweb?did=388489631&sid=2&Fmt=3&clientId=43845&RQT=309&VName=PQD>, 08.03.2007

⁴⁹ Declaration Annexed to the Final Act of Amsterdam Treaty No: 34 on respect for time limits under the co-decision procedure. The Conference calls on the European Parliament, the Council and the Commission to make every effort to ensure that the co-decision procedure operates as expeditiously as possible. It recalls the importance of strict respect for the deadlines set out in Article 251 of the Treaty establishing the European Community and confirms that recourse, provided for in paragraph 7 of that Article, to extension of the periods in question should be considered only when strictly necessary. In no case should the actual period between the second reading by the European Parliament and the outcome of the Conciliation Committee exceed nine months, retrieved from; <http://europa.eu/eur-lex/en/treaties/selected/livre496.html> , 11.03.2007

⁵⁰ European Commission, Secretariat General, Co decision procedure, retrieved from; http://ec.europa.eu/codecision/procedure/index_en.htm , 20.03.2007

Another way of policy making in education and education policies holds down an intergovernmental perspective where the decisions are taken with OMC.⁵¹ OMC can be defined as agreeing on policy issues with voluntary cooperation where it is up to the Member States to be involved or not to the taken decisions as neither there are sanctions nor binding decisions for the Member States. The OMC was developed for the decision making procedure because of the Member States not willing to transform any authority to the EU Institutions in the field of education, if it were to be a full competence of the institutions it would mean supranational bodies seizing the authority over the Member States which is seen as a lack of sovereignty where the Member States not agreeing.⁵²

The Bologna declaration laid down the process of the decision making and the follow up processes. Accordingly these processes are to be taken in Ministerial Summits which are held every two years. This follow up processes and the agenda is also shaped under the Bologna Follow Up Group which meets twice a year and includes the representatives from all the signatories which became a member in 2001 and the Commission and consultative bodies. The chair is held by the EU Presidency. Because of being inter-governmental the taken decisions are not binding and they do not have the aim of reshaping or transforming national higher education systems against the states will.⁵³

The OMC was introduced with the Amsterdam Treaty 1997 and finally named at the Lisbon Summit 2000 for the EU to achieve its common goals. Within the OMC the policies are implemented by the Member States and supervised by the Council of

⁵¹ Open Method of Coordination; while respecting the breakdown of responsibilities envisaged in the treaties, the “open method of coordination” provides a new cooperation framework for the Member States with a view to convergence of national policies and the attainment of certain objectives shared by everyone. It is based essentially on:

- identifying and defining jointly the objectives to be attained;
- commonly-defined yardsticks (statistics, indicators) enabling Member States to know where they stand and to assess progress towards the objectives set;
- comparative cooperation tools to stimulate innovation, the quality and relevance of teaching and training programmes (dissemination of "best practice", pilot projects, etc), retrieved from: http://ec.europa.eu/education/policies/pol/policy_en.html , 25.03.2007

⁵² Luca Barani, “Hard and Soft Law in the EU: The case of Social Policy and the Open Method of Coordination, Constitutionalism” *Web-Papers, ConWEB*, No. 2/2006, p. 5-8 retrieved from: <http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/FileStore/ConWEBFiles/Fileupload.38373.en.pdf> , 07.04.2007

⁵³ Corbett, loc.cit.

the EU where the European Parliament and the European Court of Justice is very weak. There are some steps in the OMC mechanism which can be explained as firstly the agreements are taken by the Ministerial Summits for common goals and then the taken decisions are downloaded to national level for practice and finally for evaluation.⁵⁴

The Commissions power in the field of education has been defined in the Maastricht Treaty Article 149 where both the Committee on Culture and Education and the Commission prepare proposals for discussion and finally they come to the agenda of the Council to be discussed where the final decision is taken. Certainly there are also some other organizations which help these policies to be shaped such as the European University Association, Education, Audiovisual & Culture Executive Agency or European Training Foundation.

2.2 Other Institutions in EU Higher Education

Besides the EU institutions there are also some other institutions which have a key role in the decision making process within the EU higher education policy field. Certainly these institutions are not directly involved in the policy making process but they are more like advisory bodies in shaping this policy area. These are either agencies or centers or associations.

2.2.1 European University Association (EUA)

The EUA was established in Spain on 31 March 2001 with the joining of the Association of European Universities and the Confederation of EU Rectors Conferences.⁵⁵ It became one of the most important organizations in forming European

⁵⁴ Sabrina Regent, ‘‘The Open Method of Co-ordination: A Supranational form of Governance? ’’ *International Institute for Labour studies*, Geneva, , 2002, p.1-5 retrieved from; http://papers.ssrn.com/sol3/papers.cfm?abstract_id=334902#PaperDownload , 05.03.2007

⁵⁵ European University Association, Adopted on 31 March 2001 at the Constituent General Assembly in Salamanca and amended by two postal ballots (following the first General Assembly held in Roskilde on 19 April 2002 and the 4th General Assembly held in Hamburg on 31 March 2006), p.1 retrieved from;

higher education. The structure of the organization is including a board which includes nine current or former rectors and president and two vice presidents, a council seized by presidents of the national rectors conferences and a general assembly of all members. The aims of the EUA are developing policies in the field of higher education and to notice the institutions or policy makers for carrying these policies out, developing partnerships in the field of higher education and to giving support to the members of the association.⁵⁶

2.2.2 Education, Audiovisual & Culture Executive Agency (EACEA)

The Agency was established in 2005 when the Commission adopted the decision 2005/56/EC⁵⁷ setting it up. The Agency is responsible for the management of certain EU programmes which are a number of 15 Community funded programmes in the field of education, audiovisual and culture which is in technical terms for consulting and does not have the authority in making any political decisions. The field of management of the Agency covers project selection, signing these projects, preparing calls for proposals, operating budgets etc.⁵⁸

2.2.3 European Training Foundation (ETF)

The ETF was established in Italy with the Council Regulation No.1360⁵⁹ in 1990 in which the status and the structure of the Foundation was laid down for

http://www.eua.be/fileadmin/user_upload/files/EUA1_documents/Salamanca_Statut_EN_updated_after_Postal_%20Ballot_2006.1161945876256.pdf , 11.04.2007

⁵⁶ European University Association, retrieved from; <http://www.eua.be/index.php?id=24> , 11.04.2007

⁵⁷ Commission decision of 14 January 2005 setting up the Education, Audiovisual and Culture Executive Agency for the management of Community action in the fields of education, audiovisual and culture in application of Council Regulation (EC) No 58/2003, retrieved from; <http://eur-lex.europa.eu/JOIndex.do?year=2003&serie=L&textfield2=11&Submit=Search> , 11.03.2007

⁵⁸ European Commission, Education, Audiovisual & Culture Executive Agency, retrieved from; http://eacea.ec.europa.eu/about/index_en.htm , 14.04.2007

⁵⁹ Council Regulation (EEC) No 1360/90 of 7 May 1990 establishing a European Training Foundation, retrieved from; [http://www.etf.europa.eu/Wpubdocs.nsf/0/b9ce3fb63f1196a6c125719b004c7512/\\$FILE/en_1990R1360.do_001.pdf](http://www.etf.europa.eu/Wpubdocs.nsf/0/b9ce3fb63f1196a6c125719b004c7512/$FILE/en_1990R1360.do_001.pdf) , 13.04.2007

developing the education and training actions of the EU with the partner countries. The responsibilities of the ETF are generally to assist the partner countries of the EU in the field of education, supporting them for developing their education systems, for improving their education by carrying them into practice. The ETF has and works with closer cooperation with partner organizations like European Center for the Development of Vocational Training (CEDEFOP), Organization for Economic Cooperation and Development (OECD), United Nations Education, Scientific and Cultural Organization (UNESCO), WORLD BANK (WB) etc.⁶⁰

2.2.4 European Center for the Development of Vocational Training (CEDEFOP)

Cedefop established in 1975 is one of the oldest agencies responsible for developing vocational education and training in the EU. Cedefop was established as a body for promoting exchanges of ideas between European partners. It supplies advice and information on Vocational Education and Training (VET). Cedefop works closely with institutions such as the European Commission, governments, trade unions etc. It provides information on vocational training and researches.⁶¹

2.3 The Role of the Universities in EU Higher Education

Universities in Europe play an important role in the decision making procedure in the field of research and education. Certainly this decision was laid down at the Lisbon European Council in 2000 when the aim of creating a 'Europe of knowledge' was decided. In this process the Universities were given an important role to participate and with the Bologna Process they were seen as partners to be involved. In order to be more active and sufficient the EUA was introduced at the Bologna declaration for

⁶⁰ European Commission, Education and Training, retrieved from; http://www.etf.europa.eu/web.nsf/pages/AboutETF_EN?OpenDocument , 14.03.2007

⁶¹ European Commission, Education and Training, European Center for the Development of Vocational Training retrieved from; <http://www.cedefop.europa.eu/index.asp?section=2> , 15.04.2007

representing higher education institutions in 46 countries. The members of the EUA are the universities abroad Europe, national associations of rectors and other organizations.⁶²

The first awareness of the importance of the Universities within the EU project dates back to the 70's when the education and training activities were seen as tools for the creation of European citizens for the future. According to this awareness the European University Institute was established in Florence in 1972. It is an institution giving education in postgraduate and postdoctoral level.⁶³

In order to give statistics there are nearly 3 300 associations which serve higher education in EU and almost 4 000 in Europe including the non- EU members and candidate countries. The universities abroad Europe not only serve education and training for the students but also have the mission of fulfilling the requirements of employment and social cohesion as stated in the Lisbon Strategy.⁶⁴

As explained above through the decision making process we can not talk about a common education or cultural policy of the EU as the taken decisions are not binding and every Member State has the right for opt out if it wishes to avoid itself by not attending the Action Programmes of the EU. Because of holding an intergovernmental view like other policy areas covered in second and third pillars of the EU the education policy is suffering in some terms because of the Member States not willing to give away any authority to the institutions of the Union. At the same time if a Member State wishes to participate in any taken decision or action it may also reshape it to fit it in with its national higher education policy.

⁶² Articles of Association for the European University Association, retrieved from: http://www.eua.be/fileadmin/user_upload/files/EUA1_documents/Salamanca_Statut_EN_updated_after_Postal_%20Ballot_2006.1161945876256.pdf , 20.04.2007

⁶³ A. Kreher, 'Forschungsforum zeit zwanzig Jahren', EU magazin 10,28-9, cited in John Field, European Dimensions, Education, Training and the EU, Higher Education Policy Series 39, United Kingdom, 1998, p.28

⁶⁴ Communication from the Commission, "The role of the Universities in the Europe of knowledge", Brussels, 05.02.2003 COM (2003) 58 final, p.5, retrieved from: http://europa.eu/eurlex/en/com/cnc/2003/com2003_0058en01.pdf, 05.01.2007

2.4 EU Governance and the Principle of ‘Subsidiarity’

The education policies of the EU are related with the principle of subsidiarity. This term was introduced with the Maastricht Treaty ‘Article 3b’⁶⁵ which came into force in 1993. The term can be defined as dealing with policy issues should be the duty of the lowest local authority in order to achieve the goals where the Union might not be able to do so. It was again rephrased in the Amsterdam Treaty which came into force in 1999 that subsidiarity is closely related with proportionality which is defined as the way and the degree of the act of the EU institutions in certain fields. Another importance of the principle is strengthening the national institutions through bottom-up governance. Such examples may be given as acting in the fields of education, social or migration policies of the Union.⁶⁶

Certainly for better understanding the terms ‘deconcentration’ and ‘delegation’ must be also explained in this context. The term deconcentration is defined as softening the central authority and transferring the authority of the central organizations to local ones by giving them the decision making process on behalf of them. On the other hand delegation is defined as transferring the decision making process from the central government to the local authorities where still the final decision is up to central government. This definitions explains how and why in certain terms the principle of subsidiarity been developed.⁶⁷

⁶⁵ Maastricht Treaty Article 3b;

The Community shall act within the limit of the powers conferred upon it by this Treaty and of the objectives assigned to it therein. In areas which do not fall within its exclusive competence, the Community shall take action, in accordance with the principle of subsidiarity, only if and in so far as the objectives of the proposed action cannot be sufficiently achieved by the Member States and can therefore, by reason of the scale or effects of the proposed action, be better achieved by the Community. Any action by the Community shall not go beyond what is necessary to achieve the objectives of this Treaty, retrieved from; <http://www.eurotreaties.com/maastrichtec.pdf> , 01.17.2007

⁶⁶ Noralv Veggeland, ‘‘EU Subsidiarity and Distributed Public Governance: Does sub- national democracy work?’’ , *Arena Working Papers*, 28 – 29 August 2003: Centre for European Studies, p.1-3 retrieved from; <http://www.arena.uio.no/ecsa/papers/NoralvVeggeland.pdf> , 02.03.2007

⁶⁷ Gustav E. Karlsen, "Decentralized-Centralism" Governance in Education: Evidence from Norway and British Columbia, Canada, *Canadian Journal of Educational Administration and Policy*, Issue #13, December 6, 1999, retrieved from; <http://www.umanitoba.ca/publications/cjeap/articles/karleson.html> , 15.03.2007

The best examples for this type of governance can be given for the federal states such like Germany or Switzerland etc. where each region or state in a federal republic has authority in decision making in certain fields of policy. Certainly this has a lot of benefits for both the central and local government as firstly it decreases the work of the central government and at the same time the decisions are taken more effective and faster. This is also an important aim for the EU to become closer to the citizens of EU with its institutions and organizations for achieving the best solutions taken as closer as possible for its people.

2.5 Education and Cultural Programmes of the EU

The EU has a wide range of programmes and actions carried out under different types of fields the most important one of them is the Socrates programme in the field of higher education which also covers several sub-actions.

2.5.1 Community Action Programme ‘SOCRATES ’

‘Bringing students to Europe, bringing Europe to all students’⁶⁸

Socrates is the European Community programme which involves the actions held in the field of education. The programme covers a wide range of actions from secondary education to university education in formal or non-formal ways as well as different learning and training types like adult education or distance learning. It was launched for the first time during 1995-1999 as the first phase and giving affirmative results it was continued and even widened with different circumstances in order to meet the best for the community in education. In order to give some statistics in the first phase of the program around 500,000 students took advantage of studying in a different

⁶⁸ European Commission, Education and Training, Socrates Programme, retrieved from; http://ec.europa.eu/education/programmes/socrates/erasmus/what_en.html , 05.04.2007

University and 10,000 students took the chance of involving in cooperation and partnership programmes. The main objectives of the Socrates are to strengthen European dimension in Education, to encourage innovations in this field and to promote cooperation and mobility in Education as it stands on the Articles 149 and 150 of the Maastricht Treaty. Socrates has many types of Actions and sub-Actions and shelters mainly 8 different types of Actions such as Erasmus, Comenius, Grundtvig, Lingua, Minerva, Observation and Innovation etc.⁶⁹

2.5.1.1 Erasmus- Higher Education

The Erasmus program which begun in 1987 with the SEA is a part of the Socrates program which aims mobility between university students and the teaching staff, cooperation between university programs and for supporting European activities in the field of higher education abroad Europe. There are 31 participating countries in the Erasmus program which are the Member States of the Union, the candidate countries and the EEA countries.⁷⁰

In order to explain how the program works, it can be useful to look at different stages in detail. As the first step if a country wishes to attend the European Education and Youth programs and the universities of that country they have to fulfill some requirements such as specifying its sufficiency for Erasmus programs and also must apply to the Erasmus University Charter for approval where this is made by the European Commission. The Universities which gain the Erasmus University Charter have to apply to the European Education and Youth programs for student and teaching staff mobility and to receive ECTS funds. After the application and gaining the right to

⁶⁹ European Commission, Education and Training, Socrates Programme, retrieved from; <http://ec.europa.eu/education/programmes/socrates/shorten.pdf> , 05.03.2007

⁷⁰ European Commission, Education and Training, Erasmus Programme, retrieved from; http://ec.europa.eu/education/programmes/mundus/programme/back_en.html , 05.03.2007

participate in these programs an agreement between that country and the Commission is signed.⁷¹ There are several Actions carried out under the Erasmus Programme.

a. Erasmus Intensive Language Courses – EILC

In the framework of Erasmus, students willing to study abroad are expected having sufficient degree of foreign language. Except the languages like German, French or English the Erasmus program also gives the chance for the students to get prepared for the foreign language according to which Member State they will visit before starting their academic program. There are also funds provided for these students from 3 weeks up to 8 weeks. These language courses are funded by the national agencies of that country.⁷²

b. Student Mobility – SM

Within the Erasmus program all the students studying in university, masters of art or postgraduate have the chance to be an Erasmus student except the students in their first year in university. These student exchanges are made through bilateral relations. The agreement can be signed between Member States or a candidate country named as the Erasmus Bilateral Agreement. One of the parties signing the agreement has to be a MS of the EU. The students of institutions which have the approval for Erasmus activities apply for being an Erasmus student to their own universities international office for the next academic period from that date. Certainly there are some requirements which the students have to fulfill before applying for Erasmus such as their score average must be at least 2.5/4.00 or 75/100. As well as their foreign language must meet the minimum requirements of that country. The students are elected with an interview which affects their score about 15% as well as their average school score 50% and their foreign language 35%. After the interview the selected students are

⁷¹ Guidelines for Applicants, Socrates, and Community action programme in the field of education 2000-2006, June 2000 edition.

⁷² European Commission, Education and Training, Erasmus Intensive Language Courses, retrieved from; http://ec.europa.eu/education/programmes/llp/erasmus/intensive_en.html 05.03.2007

given an Erasmus student charter which guides them through their rights and responsibilities they have.⁷³

The Erasmus programme has achieved the goal of giving the opportunity for students studying abroad and has reached the total sum of over one million students participating in this programme since its establishment in 1987.⁷⁴

The student mobility within the programme is the most important innovation Erasmus has introduced. Serving the students an important opportunity in studying abroad not just in educational affairs but also giving them the opportunity in discovering new countries, different people with a diverse of cultures, languages and societies. Student mobility is gaining more and more attendance year by year and serves a great amount of students studying abroad both in and out of Europe. The Table 2 shows the total sum of students who have attended in Erasmus student mobility in 2005-2006 period.

⁷³ Erasmus: Student Mobility, retrieved from;
<http://www.citizensinformation.ie/categories/education/european-education-programmes/erasmus> ,
11.03.2007

⁷⁴ Education and Training, Erasmus Programme, Total Sum of Participating Students, retrieved from;
http://ec.europa.eu/education/archive/million/million_en.html , 20.03.2007

c. Teaching Staff Mobility – TS

The Erasmus program covers the teacher's mobility which is a program to support the guest teachers to lecture in different universities for a period from 1 week to 6 months upon the agreement between the universities. For such mobility among the teacher's staff a university must hold an Erasmus University Charter. The mobility among teacher staff is managed through the institutions where the teachers are employed.⁷⁶

d. Organization of Mobility – OM

Another area which the Erasmus program is supporting is the works done by the students during their Erasmus program in a foreign country to be recognized reciprocally. Besides these, the taken courses of the students during his or her Erasmus program to be taken into account when they return back to their own university which gives them the chance for not losing a term in their education.⁷⁷

e. European Credit Transfer System – ECTS

ECTS is a part of the Erasmus program which was introduced in 1988. It was tested as a pilot project which only covered 145 institutions from the EU and EEA countries for a six year period only including certain studying areas such like medicine, chemistry, and history etc. The ECTS is the recognition and the guarantee of the study and the work of a student when he or she is studying abroad Europe under the Erasmus program. After testing the ECTS as a pilot project it was seen a successful and important part of studying abroad in Erasmus program's and was added into the Erasmus program.⁷⁸

⁷⁶ European Commission, Education and Training, Teaching Staff Mobility, retrieved from; http://ec.europa.eu/education/programmes/llp/erasmus/teacher_en.html, 11.03.2007

⁷⁷ European Commission, Education and Training, Organization of Mobility, retrieved from; http://ec.europa.eu/education/programmes/llp/structure/fiches/erasmus8_en.pdf 11, 11.03.2007

⁷⁸ Per Gunnar Rosengren, "The ECTS and the EU", *National Agency for Higher Education*, June 23, 2005, retrieved from;

In order to be involved in the ECTS a university must have the ECTS label which gives them the right to participate in this system which gives them the dignity in front of the EU Commission. This is not a must but is the reason why a country participating in Erasmus program is recommended to have the ECTS label.⁷⁹

f. Diploma Supplement – DS

The study under the Erasmus program also includes awarding the students an additional diploma, degree or certificate to declare the Erasmus students who have attended such a program and the students may present this official document for employability at national or international level. On the other hand it also points the recognition of the foreign Institutions by another. The diploma supplement indicates the transcript and the ECTS credits of the student. The diploma supplement is prepared upon the student's request. Certainly in time this will be compulsory like in some EU states it has become a must already.⁸⁰

g. Intensive Programmes – IP

Programmes including a European perspective which are not broadly subjected can receive EU funds for such an organization from 10 days up to 3 months. These programmes are named as Intensive Programmes which can be summer schools, symposiums etc. Financial aid can be given to such programmes if the subject of that program is different according to the previous ones which that University has prepared and the participants should show divergence every time as well. The universities willing to join this program apply to the EU Commission till 1st March. These programmes include both academicians and students working together.

http://www.hsv.se/download/18.539a949110f3d5914ec800079249/internationellaPM_050623_eng.pdf , 10.04.2007

⁷⁹ Ibid.

⁸⁰ European Commission, Education and Training, Diploma Supplement, retrieved from; http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html , 10.04.2007

h. Thematic Networks – TN

Thematic Networks is one of the innovations of the Socrates-Erasmus program which aims the cooperation between academic institutions and professional organizations such like research institutions and to developing tools for solutions. These programmes are introduced for working on basic areas of higher education with a strategic view based on education, technology and science. It was launched by the Commission with the 4th framework program (1994-1998).⁸¹

Erasmus, the higher education programme for university and graduate students is the starting point of building the European Area of Higher Education by 2010 and breaking down the barriers in higher education which was stated in the Bologna Declaration with bringing new dimensions into this process such as Diploma Supplement or ECTS. Certainly not all developments are gained through the EU in the terms of education. There are some successful steps in this process which supports the EU actions such as the Lisbon Recognition Convention.⁸² These innovations are brought to the EU citizens in order for the EU as a whole to compete with the rest of the world in the terms of higher education and on the other hand for creating ‘Europe of knowledge’ for EU citizens where simplifying higher education among the Member States and improving employment abroad Europe. Another vision of the EU aiming to create is moving on with education actions to build the requirements in the terms of culture and cultural diversity for the future of Europe.⁸³

⁸¹ European Commission, Education and Training, Thematic Networks, retrieved from; http://eacea.ec.europa.eu/static/en/overview/ThemNetwks_overview.htm , 21.04.2007

⁸² Lisbon Recognition Convention; Convention on the Recognition of Qualifications concerning Higher Education in the European Region was signed in Lisbon on 11 April 1997, which is a joint initiative of the Council of Europe and of the European Region of Unesco and a multilateral agreement aiming to promote reciprocal academic recognition between contracting parties. Retrieved from; http://www.bologna-berlin2003.de/pdf/Lisbon_convention.pdf

⁸³ Andras Bozoki, Cultural Policy and Politics in the EU, retrieved from; <http://137.204.115.130/activities/download/Bozoki/Cultural%20Policy%20and%20Politics%20in%20the%20European%20Union.pdf> , 10.02.2007

2.5.1.2 Grundtvig- Adult Education

The Grundtvig programme aims to help lifelong learning to develop among European Citizens and to improve adult education. The objectives of the programme can be listed as to promote European cooperation in lifelong learning, improving the training of people in the teaching of adults and to debate on lifelong learning to spread of good practice. The programme consists of four sub-actions which are;⁸⁴

Grundtvig 1: European cooperation projects

Grundtvig 2: Learning partnerships

Grundtvig 3: Individual training grants for adult education staff

Grundtvig 4: Grundtvig Networks

The two sub-Actions 3 and 4 are new actions under Grundtvig. Grundtvig 1 and 4 are directed by the Commission while 2 and 3 can be used by the national agencies by each participating country. These four actions are related with each other and one fulfills the other program and does not have a separate view. The adult education takes place in formal or non- formal ways where it covers different types of learning such as autonomous learning, being involved in community organizations or learning through everyday life. The eligibility criteria for Grundtvig are; age over 25 and all people aged 16-24 who are no longer continuing initial or secondary level formal education. People who would like to increase there capacity in various fields and also to improve there skills upon the subject they are willing to with an intercultural view is able to join the programme.⁸⁵

⁸⁴ European Commission, Education and Training, Grundtvig programme, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/education/2004/grundtvig/grundintsum_en.pdf , 06.02.2007

⁸⁵ European Commission, Education and Training, retrieved from; http://ec.europa.eu/education/programmes/llp/grundtvig/grund1_en.html , 25.04.2007

2.5.1.3 Comenius- School Education

This programme aims cooperation among primary and secondary school education within the EU Member States in a wider context which is not only pupils and teachers but also involving other teaching staff, local authorities and non- governmental organizations. The first stage of the program was between 1995- 1999 and nearly 10,000 schools in Europe was involved in the actions under Comenius. The objective of the program is strengthening European dimension, increasing cooperation and the quality of teaching. On the other hand there is one more important aim of the EU which is to create a multicultural area for the students to make them feel as EU citizens from the very beginning of their education. The most important action under Comenius is the school partnership projects which can be classified into three types which are;⁸⁶

School projects: These kinds of projects are made between schools (at least three schools) on a certain subject. As many classes are able to join the project from each school. The students are encouraged through these projects to work with other students from different countries as well as with different teachers.⁸⁷

Language projects: In order to improve language skills (two schools at least) prepare such a project. Languages which are less taught are given more importance and support.⁸⁸

School development projects: Projects including schools (at least three schools from three participating countries) with the aim of sharing experiences and for helping pupils to integrate with different cultures and societies.⁸⁹

In the field of Initial and in service teacher training two actions are held which are Multilateral Cooperation and Individual Grants which can be subsidized by the European Commission. These are;

⁸⁶ European Commission, Education and Training, Comenius Programme, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/education/2004/comisocii/comlsocIIsum_en.pdf , 02.03.2007

⁸⁷ Ibid.

⁸⁸ Ibid.

⁸⁹ Ibid.

Multilateral Cooperation: These projects are held between different institutions with the aim of preparing courses, strategies and teaching material.⁹⁰

Individual Grants: This provides assistant for teachers (head teachers, inspectors, advisors and mediators etc.) as well as others involved in formal or non-formal education.⁹¹

2.5.1.4 Lingua – Language Teaching and Learning

The objectives of the programme are to support linguistic diversity among EU Member States, encouraging practices among countries in the field of foreign language learning and to developing different language learning materials. The programme seeks to the learning or teaching of the official community languages as well as the languages of the EEA countries and the accession candidate countries. There are two main areas under Lingua where the actions are carried out these are Promotion of Language Learning and Development of Tools and Materials.⁹²

Lingua 1: Promotion of Language Learning

Lingua 1 aims pushing language learning forward with underlining the linguistic diversity the Union holds. The EU with the help of Lingua wants the EU citizens to be aware of there multilingual form and to support them in to learning or at least getting to know the languages which are spoken around Europe. The activities carried out under Lingua 1 must result with a product related with language learning and these activities under classified under three areas. Activities of Area one cover types of competitions, awards, information campaigns, studies etc... This might be organized for public or specific groups. Area two covers pilot projects sharing

⁹⁰ Ibid.

⁹¹ Ibid.

⁹² European Commission, Education and Training, Language Teaching and Learning, retrieved from; <http://ec.europa.eu/education/programmes/socrates/lingua/community/community3.pdf> , 11.03.2007

information and training, opening language learning labs or clubs these are again open for public or specific groups. Area three of Lingua is more like preparing seminars, conferences, meetings to discuss the ways of supporting or developing the needs for language learning which might be carried out by political decision makers, inspectors.⁹³

Lingua 2: Development of Tools or Materials

The aims of Lingua 2 are to increase and improve the ways of learning and developing foreign language skills with different material and tools and also to develop the existing tools in this field. Another aim of Lingua 2 is sharing and exchanging methodologies and curricula in foreign language learning.⁹⁴

2.5.1.5 Minerva - Promotion of Open and Distance Learning

The Minerva action aims to cooperate and improve through European dimension in Open and Distance Learning (ODL) and Information and Communication Technology (ICT) in the field of education. The action aims spreading understanding among the groups involved in this area such as the students, teachers or public. With the developments in technology the EU is willing to take advantage of this by including it into education actions named as Minerva. Minerva programme is open to all institutions and organizations within the area of ICT or ODL such as distance education institutions, resource centers, and open universities. Projects under Minerva programme should include at least one eligible institution or organization in each of at least three participating countries where at least of them must be an institution from an EU Member State. Projects under Minerva are selected by the European Commission and a pool from independent experts where the national agencies might also declare there

⁹³ European Commission, Education and Training, Promotion of Language Learning, retrieved from; http://ec.europa.eu/education/programmes/socrates/lingua/lingua1_en.html , 11.04.2007

⁹⁴ European Commission, Education and Training, Development of Tools or Materials, retrieved from; http://ec.europa.eu/education/programmes/socrates/lingua/lingua2_en.html , 11.04.2007

opinion. There are some activities which can be classified into four groups under Minerva.⁹⁵

a. Understanding Innovation: This field covers mainly the projects of research and observation and bringing new elements for development such as social, pedagogical or economic issues.⁹⁶

b. Designing, Developing and Testing New Methods and Educational Resources: As defined in the title this action of the programme seeks developing new fields or environments in education. The projects carried out under this action have to own a generic nature in order to be transferable to other areas.⁹⁷

c. Providing Access and Supporting Dissemination: Projects under this action aims of spreading the projects in ICT and ODL.⁹⁸

d. Activities to Support the Exchange of Ideas and Experience Relating to ODL and the use of ICT in Education: Actions between producers, managers of education and training systems and there link between themselves must be encouraged. The projects aim the exchange of ideas and experiences.⁹⁹

2.5.1.6 Observation and Innovation

This action carried out under Socrates which is named as Action 6 is more for specifying the common interests of EU higher education and to for bringing innovations with working closer among the participating countries and the Commission. The action seeks improving education and education systems as well as policies and to develop

⁹⁵ European Commission , Education and Culture, The Socrates Action for Information and Communication Technologies in Education, retrieved from;
<http://ec.europa.eu/education/programmes/socrates/minerva/pptpres/siteminerva.pdf> , 11.04.2007

⁹⁶ Ibid.

⁹⁷ Ibid.

⁹⁸ Ibid.

⁹⁹ Ibid.

new methods in education within the EU and to eliminate such problems which might occur during the Actions held under Socrates. It also cooperates with other international organizations such as OECD or Council of Europe.¹⁰⁰

2.5.1.7 Joint Actions

The EU has developed different education actions other than Socrates which are Leonardo da Vinci, Tempus and Youth for developing European level of education and mobility. Certainly for linking these actions with Socrates is the duty and aim of Joint Actions where meeting the best cooperation among these programmes.¹⁰¹

2.5.1.8 Accompanying Measures

This is the last action programme within Socrates aiming to broaden the Actions under Socrates and bringing the projects together under different actions which have the similar theme. It has another aim of drawing attention towards education actions of the Community with organizing seminars, congress or through publications.¹⁰²

2.5.2 Other Community Education Programmes

Besides the Socrates programme there are also some other actions carried out under the EU which are not covered by the Socrates programme and are separate. These programmes will be explained starting from the Vocational Training programme which offers a great opportunity for studying and working at the same time abroad Europe.

¹⁰⁰ European Commission, Education and Training, Observation and Innovation, retrieved from; http://ec.europa.eu/education/programmes/socrates/observation/activ_en.html#61 , 11.04.2007

¹⁰¹ European Commission, Education and Training, Joint Actions, retrieved from; http://ec.europa.eu/education/programmes/socrates/joint/jointactions_en.html , 11.04.2007

¹⁰² European Commission, Education and Training, Accompanying Measures, retrieved from; http://ec.europa.eu/education/programmes/socrates/action8/action8_en.html , 11.04.2007

2.5.2.1 Vocational Education and Training

This program was introduced in 1994 when the EU decided to adopt such kind of activity for vocational training. Certainly the first decision for such kind of activity sets back to the Rome Treaty Article 128 which stated;¹⁰³

[...general principles for implementing a common vocational training policy capable of contributing to the harmonious development both of the national economies and of the common market.¹⁰⁴

The Council of Ministers agreed on the action with the Council Decision of 1963 where the general principles were laid down. With the Maastricht Treaty the Articles related with Vocational Training was amended and improved in Article 127¹⁰⁵.¹⁰⁶

¹⁰³ Bainbridge Steven and Julie Murray, “An Age of Learning: Vocational Training policy at European Level”, *CEDEFOP*, 2000, p.3

¹⁰⁴ Ibid.

¹⁰⁵ Maastricht Treaty Article 127;

1. The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training.

2. Community action shall aim to:

- facilitate adaptation to industrial changes, in particular through vocational training and retraining;
- improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market;
- facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;
- stimulate co-operation on training between educational or training establishments and firms;
- develop exchanges of information and experience on issues common to the training systems of the Member States.

3. The Community and the Member States shall foster co-operation with third countries and the competent international organizations in the sphere of vocational training.

4. The Council, acting in accordance with the procedure referred to in Article 189c and after consulting the Economic and Social Committee, shall adopt measures to contribute to the achievement of the objectives referred to in this Article, excluding any harmonization of the laws and regulations of the Member States.’

The Treaty on EU Article 127, *Official Journal of the EU*, C325/5 24.12.2002, retrieved from; <http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/ce321/ce32120061229en00010331.pdf> , 15.04.2007

¹⁰⁶ An age of learning, op cit. p. 5–6.

Afterwards the Leonardo da Vinci program took into force under Vocational Training with its first stage for a five years period (1995- 1999). The aim of the program is especially for young people to develop their working skills, abilities, to encourage competitiveness and to widen employment. The program also underlines two important cases in which special attention must be paid. These are giving the access for disabled people in these programs and equality between men and women. The current stage of the programme has also come to an end which lasted between 2000- 2006. The programme has four activities which are Mobility, Pilot Projects, Language Competences, Transnational Networks and Reference Material. The program is open to all Member States of the EU, the EEA countries and the candidate countries for the EU.¹⁰⁷

Mobility: This action aims supporting the people through mobility and vocational training and education and also increasing the attractiveness of the programme. The mobility includes the persons training or work experience as an individual in a company, cooperation or organization in the participating countries.¹⁰⁸

Pilot Projects: Projects carried out under this action are mainly for improving working skills and experience and introducing innovations, development, testing the results and spreading them among other fields which are assisted by Community financial aid.¹⁰⁹

Language Competence: The Projects in this field also covers the language skills in the areas mentioned where the linguistic and cultural diversity of the Community does also

¹⁰⁷ European Commission, Education and Culture, Vocational Education and Training, Directorate General, p. 1-7, retrieved from;
http://ec.europa.eu/dgs/education_culture/evalreports/training/2000/leoi_expost/leoiXpsum_en.pdf ,
13.03.2007

¹⁰⁸ Commission of the European Communities, Report from the Commission, Final Report on the implementation of the first phase of the Community Action Programme Leonardo da Vinci (1995-1999), Brussels, 22.12.2000, COM(2000) 863 final.p.6-8. retrieved from;
http://ec.europa.eu/dgs/education_culture/evalreports/training/2000/leoi_expost/leoiXpCOM_en.pdf ,
15.04.2007

¹⁰⁹ Ibid.

need special attention for improvements for the projects to be held out by the participating countries.¹¹⁰

Transnational Networks: With the Leonardo da Vinci programme the community also is willing to create networks among the countries and institutions for a European dimension where European experience and innovative approaches to be gathered and to be filtered for building such a creation and finally for the countries to achieve the required outputs and information in the fastest and easiest way.¹¹¹

Reference Material: For keeping the data aftermath of the successful projects for analyzing and comparison as well as for exchanging information among the institutions this action was created for statistical requirements.¹¹²

2.5.2.2 The Tempus Programme

Trans- European Mobility Scheme for University studies is an extensive programme for not only the EU member states and the candidate countries but also is open to a variety of countries named as partner regions from the Balkans, central Asia, Middle East and North Africa. It assists programs and projects between institutions of higher education for modernization, mutual learning and understanding of cultures.¹¹³

The programme has been established in 1990 and has been reshaped four times from its beginning which were Tempus II, Tempus II bis and Tempus III – 2000- 2006. When the programme started in 1990 it was aimed for cooperation with the central and eastern European countries making progress parallel with the enlargement of the EU and external cooperation. The fourth stage of the programme is now continuing and developing. There are three instruments of the Tempus which are funded by the EU

¹¹⁰ Ibid.

¹¹¹ Ibid.

¹¹² Ibid.

¹¹³ European Commission, Education and Training, The Tempus Programme, retrieved from; http://ec.europa.eu/education/programmes/tempus/back_en.html#1 , 16.04.2007

which are Instrument for pre accession Assistance mainly for Western Balkans. European Neighborhood and Partnership Instrument for Eastern Europe, North Africa and Middle East and development and cooperation Instrument for central Asian countries. The Tempus programmes are implemented by a Consortium¹¹⁴. Universities and associations are the members of project consortia. Companies both private and public, business organizations, public authorities can also be a member of this project consortia. On the other hand the institutions which participate in Tempus in partner countries can be university decision- making bodies, university administrative staff, teachers, ministerial officials, student organizations, and Non Governmental Organizations.¹¹⁵

The European Commission Directorate General is responsible for the Tempus actions and the technical assistance is given by the ETF. The actions carried out under Tempus are Joint European Projects, Structural and Complementary Measures and Individual Mobility Grants. The applications for the Tempus projects and actions are approved by independent experts from EU and partner countries who have an academic and technical background.

2.5.2.3 Youth in Action Programme

Youth action programme is created for mobility and non- formal education of the European youth aged between 15-25 years. It was established in 2000 as Youth Community Action Programme lying on the legal basis of Decision No 1031/2000/EC of the European Parliament and the Council on 13 April 2000.¹¹⁶ It covers forms of

¹¹⁴ Consortium: The group of partners involved in a Tempus Joint European Project or in structural and complementary measures, Tempus Glossary, Part II, p.1, retrieved from; http://ec.europa.eu/education/programmes/tempus/doc/glossary_en.pdf , 16.03.2007

¹¹⁵ European Commission, Education and Training, Directorate General, The tempus programme, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/education/2003/tempusiixp/tempusIIxpsum_en.pdf , 16.04.2007

¹¹⁶ Official Journal of the EU L327/30 Decision No. 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the 'Youth in Action' programme for the period 2007-2013

projects like group exchanges, individual voluntary work and support activities. The aim of the activity was laid down as bringing the young people to the European dimension and European institutions as closer possible and to inform them that Europe holds the freedoms where people may live, work, study or travel as they wish. In 2001 the Youth programme gained a new dimension on the basis of the White Paper which the Commission prepared and was endorsed by the Council and Parliament and renamed as 'Youth in Action' programme. It included the harmonization of the young people among the Member States, promoting cultural diversity and supporting the youth to participate in EU activities and policies which it is clearly defined in the Constitutional Treaty of the Union in Article III 282, paragraph 2) e.¹¹⁷ The activities are implemented through the national agencies created in all 31 participating countries. There are also partner countries for the programme from the Mediterranean, Caucasus and Latin America.¹¹⁸

The Youth in Action programme has now focused on helping to promote the European citizenship of the young people by making them more integrated with EU and with its developments and enlargement. Becoming more multicultural and for the youth to become more harmonized with the new Member States entering the EU the programme has the deal to involve more youth into European projects as much as possible.

retrieved from; http://eurlex.europa.eu/LexUriServ/site/en/oj/2006/l_327/l_32720061124en00300044.pdf, 16.03.2007

¹¹⁷ The Treaty establishing a Constitution for EU Article III- 282 paragraph 2), "Union action shall be aimed at 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", retrieved from; http://www.fco.gov.uk/Files/kfile/CM6429_Treaty.pdf, 15.03.2007

¹¹⁸ European Commission, Commission staff Working Paper, Impact Assessment Integrating Ex-Ante Evaluation of the 'Youth in Action programme', Brussels, 14.07.2004, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/youth/2004/youth2007_exante/youth2007xant_en.pdf, 15.04.2007

2.5.3 Cultural Action Programmes

2.5.3.1 Culture 2000 Programme

Besides the action programmes carried out under education there are some projects under culture policy of EU named as the 'Culture 2000' programme established for a seven years period between years 2000-2006 on Decision No 1903/2006/EC¹¹⁹ of the European Parliament and of the Council. The action aims improving cultural creation and mobility among European people in various fields such as performing arts, plastic and visual arts, literature, heritage and cultural history. The action is exercised by the Commission with the help of a Committee. The projects are accepted by a board of independent experts.¹²⁰

Another term the Commission has declared in the field of culture is 'Intercultural Dialogue' which is the actions to be taken in the field of culture and the objectives the Union is seeking to promote such as improving cultural diversity, improving the Unions will with solidarity for better cohesion and change of experiences and practice. The EU has declared 2008 as the year of Intercultural Dialogue¹²¹ which is another action programme in the field of Culture.¹²²

¹¹⁹ Official Journal of the EU, Decision of the European Parliament and of the Council amending Decision No 508/ 2000/ EC of 14 February 2000 establishing the "Culture 2000" programme, retrieved from; http://ec.europa.eu/culture/eac/sources_info/pdf-word/decision_en.pdf , 18.04.2007

¹²⁰ European Commission, Education and Culture, Directorate General, Second External Interim Evaluation of the Culture 2000 Framework Programme, June 2006, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/culture/2006/culture2000int2/culture2000int2sum_en.pdf , 04.05.2007.

¹²¹ Official Journal of the EU, Decision No 1983/2006/EC of the European Parliament and of the Council of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008), retrieved from; http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_412/l_41220061230en00440050.pdf , 18.04.2007

¹²² European Commission, Education and Culture, Directorate General , Intercultural dialogue, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/culture/2003/culture2000int1/culture2000int1sum_en.pdf, 18.04.2007

2.5.3.2 European Capitals of Culture

This action was established in 1985 by the Council of Ministers with the aim of bringing the people of Europe together. Until 2004 which was then named as 'European Cities of Culture' the process was through the Member States selecting the cities unanimously and the Commission awarding a grant each year to the selected city. But after 2004 with some difference the action became as 'European Capitals of Culture' and the process became as the Council of Ministers appointing the cities and the selection made by a group of independent experts on culture. The new programme for European Capitals of Culture is laid down in Decision 1622/2006/EC¹²³ ¹²⁴.

¹²³ Official Journal of the EU, Decision No 1622/2006/EC of the European Parliament and of the Council of 24 October 2006 establishing a Community action for the European Capital of Culture event for the years 2007 to 2019, retrieved from;

<http://europa.eu.int/eur-lex/lex/JOhtml.do?uri=OJ:L:2006:304:SOM:EN:HTML>, 18.04.2007

¹²⁴ European Commission, Education and Culture, Directorate General, European capitals of culture, retrieved from; http://ec.europa.eu/culture/eac/other_actions/cap_europ/cap_eu_en.html, 18.04.2007

3. INTERNAL AND EXTERNAL IMPLICATIONS OF THE EU EDUCATION AND CULTURAL POLICIES

It has been fifty years since the signing of the Treaty of Rome and the ongoing EU project of the integration of states but the question is where the integration of the people within the EU context through achieving the goal of harmonization is standing. This chapter aims to analyze the questions of what is the meaning of being a European citizen and how it could be achieved in creating a European society or ‘Peoples Europe’ project and how education and cultural policy areas are shaping this harmonization process. Before analyzing how the education and cultural objectives of the EU help creating the social cohesion between the Member States of the Union or with another definition the ‘peoples Europe’ with the values of freedom, peace, law, prosperity, diversity and solidarity there is a need to look at the close history of Europe through a historical perspective.

3.1 Cultural Diversity, Education and Citizenship in the EU

Europe as a continent has been a forerunner through many decades which has witnessed several innovations in one hand and disasters on the other. Europe is defined as a cradle of civilization from the very beginning of the Middle Age when it has started a reformation process in many fields. On one hand the Enlightenment with the principle of freedom for thought and speech and on the other hand the Industrial Revolution has introduced economic and technological innovations to both Europe and the world. Europe as a continent has made its way ahead showing rapid progress. All these developments created a common sense among the states in Europe in social and cultural terms with the common heritage from spreading out of Greece, The Roman Empire and Christianity. Besides these developments Europe also witnessed some disasters such as the first and second World Wars. All these developments shaped Europe not only in economic, social and political terms but also it affected the European states in cultural terms.

With the rise of the Nation State from the beginning of the 19th century a clear distinction has appeared between the states abroad Europe with each state drawing its own sovereign territory and nationality by fulfilling it with its politic and economic view, language, religion, common culture and history and lifestyles or the ways of social day to day lives under one nation one state term.¹²⁵ Certainly there are some differences in federal states in the terms mentioned above such as in Germany which is divided in 16 States called as Länder each having differences especially in education or as in Belgium divided in to 3 regions mostly known as 3 different linguistic communities.

Although having differences from one to another the states among Europe under the shelter of the EU have managed in some terms meeting in a common platform. Certainly it was the WWII the starting point that Europe realized the need of cooperation between the western European countries in order to settle peace in Europe which brought the idea of the European Coal and Steel Community especially between France and W. Germany, established by the six (Germany, France, Italy and the Benelux countries) in 1951 with the Treaty of Paris which later became the European Economic Community in 1957 with the Treaty of Rome.

The EU can not be seen just as an economic or strategic organization and on the other hand it is not an ordinary organization as well. Since its establishment in 1951 it carries a different character defined as *sui generis* and not similar to any other organization around the world. It is continuously expanding itself both through widening and deepening. The idea of widening EU policies and activities mainly took place at the beginning of the 90's with the Maastricht Treaty where the EU started involving different policy areas one of which was cultural policies of the EU under the Community Pillar Article 128.

¹²⁵ Johan P. Olsen, Unity and Diversity- European Style, *Arena Working Paper* No. 24, September 2005, *Centre for European Studies*, University of Oslo, retrieved from; http://www.arena.uio.no/publications/working-papers2005/papers/wp05_24.pdf , 15.04.2007

There were great skeptics through the enlargement perspective about how it would occur since every single Member State had its own cultural heritage and differences upon one to another also including linguistic diversity. On the other hand the Europe had a common heritage in terms of culture, politics and society which should be emerged by bringing it one step further to a common platform.¹²⁶

Bringing different cultures to the same platform for sharing different values, traditions, languages would even serve better for Europe as this new dimension was introduced under the term 'cultural diversity' within the EU stated in the Treaty on the EU Article 128. This term is based on the exchange of people, ideas and cultural goods and services.¹²⁷ Europe has a common cultural heritage and this cultural heritage is seen as a vehicle of creating cultural identity. Accordingly under the title of 'Reducing linguistic and cultural obstacles' which was stated in the Green Paper 1996 from the Commission that Europe was a continent sharing the same cultural aspects on the same platform and at the same time developing them with no discrimination¹²⁸.

The education and cultural activities of the Union are used as tools in order to strengthen the EU citizenship and the harmonization of the societies, especially after the recent enlargements in 2004. With the accession of 10 new Member States a great increase of cultural, social and linguistic diversity with a total population of 455 million¹²⁹ became obvious. Furthermore accessions of Romania and Bulgaria in 2007

¹²⁶ Interaction Council, Future Evolution of the EU, 11-12 April 2002, Paris, France, p.7 retrieved from; <http://www.interactioncouncil.org/meetings/report/m021.pdf>

¹²⁷ Diversity, including Black and Minority, Ethnic Groups, loc cit.

¹²⁸ European Commission, The obstacles to transnational mobility, Green Paper, 1996,

- Learning at least two Community languages has become a precondition if citizens of the EU are to benefit from occupational and personal opportunities open to them in the Single Market.
- All mobility actions should be preceded by a period of linguistic preparation.
- Any training should be accompanied by cultural preparation and an initiation to living and working practices in the host country.
- Pilot actions should be developed in Member States to make young people in particular aware of 'European citizenship' and to increase their respect for cultural and social differences.
- The national bodies in charge of activities under Community programmes should provide still more help for people wishing to undertake transnational training in a Member State whose language is "less widely used and taught", retrieved from; http://old.certh.gr/libfiles/PDF/MOBIL-67-education_mobility_obstacles_gp_COM_96_462.pdf, 11.04.2007

¹²⁹ Alain Monnier, The EU at the Time of Enlargement, translated by Godfrey I. Rogers, Paris, Population- E 2004, retrieved from;

increased the population even more. Therefore there are two important dimensions to be analyzed within this context that are the importance and mean to strengthen cultural diversity within the EU.

The thought of developing and strengthening cultural diversity in the field of EU dates back to the 80's right after the European Council meeting in Fontainebleau where an ad-hoc working group was created under Pietro Adonnino to improve free movement of persons with regard to student exchanges programmes, mutual recognition of diplomas and also to start the use of Vocational Training certificates for all qualified workers. These decisions later became known as the 'Adonnino Recommendations' for the creation of 'peoples Europe'. The working group submitted its first report to the European Council in 1985.¹³⁰

The context here was to prepare a paper on what to be done upon the fields of education and culture for bringing the citizens of Europe closer to each other and to the institutions of EU. Certainly this was not the first time the EU attempted for such kind of activities or policies to be developed. Before the Adonnino working group the Janne Report underlined the need to improve such approaches in certain fields though gaining not much attention in those days. What the Janne Plan included was the goal of harmonization of the educational policies of the Member States creating an Education and Cultural Council and specifying the responsibilities of the Commission in this strategy which would be a model of lifelong learning named as 'Education Permanente'¹³¹ and the promotion of foreign languages, staff and student exchanges¹³².

http://www.ined.fr/fichier/t_telechargement/7189/telechargement_fichier_en_publication_monniere.pdf , 10.06.2007

¹³⁰ Bulletin of the European Communities, A Peoples Europe, Reports from the ad hoc Committee, Supplement 7/85, Office for Official Publications of the European Communities, pp.12-14, Luxembourg 1985.

¹³¹ The Department of Further Education (*Direction de l'Education Permanente – D.E.P.*), founded in 1974, is part of the Université de Picardie Jules Verne (U.P.J.V.) which deals with organizing, coordinating and overseeing adults in further education, retrieved from; http://www.dep.u-picardie.fr/accueil/english_version/missions.php , 15.06.2007

¹³² Field, loc. cit.

Another point which should be underlined in the field of culture and cultural activities of the Union as in the case of education are that these activities are being held under the common means of Europe. There are certainly main reasons for specifying Europe rather than the EU in these policy areas. The first reason is the education and cultural actions also include non-EU Member States such as the EEA countries or the EU candidates and even countries which do not seek an EU membership. The second reason for such a use of 'Europe' is that a continent sharing many cultural values in common can not be limited with the EU. The awareness of the cultural heritage and sharing of it was first mentioned in the Council of Europe which dated back to 1954 of the European Cultural Convention¹³³ laying down both the importance of the cultural heritage which the countries of Europe share and the way to develop, protect and foster it.

The culture policy of the EU was created with all these developments. Certainly culture in the context of EU can not be observed alone, both culture and education are strictly connected with each other where the education action programmes of the EU are used as tools in order to share the common cultural heritage and develop it in certain fields for further cooperation. This was also stated in the decision of the Parliament and the Council on establishing the Culture 2000 Programme; "Culture has an important intrinsic value to all people in Europe, is an essential element of European integration and contributes to the affirmation and vitality of the European model of society and to the Community's influence on the international scene."¹³⁴ As indicated in

¹³³ European Cultural Convention; Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purpose, among others, of safeguarding and realizing the ideals and principles which are their common heritage;
Considering that the achievement of this aim would be furthered by a greater understanding of one another among the peoples of Europe;
Considering that for these purposes it is desirable not only to conclude bilateral cultural conventions between members of the Council but also to pursue a policy of common action designed to safeguard and encourage the development of European culture;
Having resolved to conclude a general European Cultural Convention designed to foster among the nationals of all members, and of such other European States as may accede thereto, the study of the languages, history and civilization of the others and of the civilization which is common to them all,
European Cultural Convention Paris, 19.XII.1954, retrieved from;
<http://conventions.coe.int/Treaty/en/Treaties/Word/018.doc> , 15.04.2007

¹³⁴ Official Journal of the European Communities, Decision No 508/2000/EC of The European Parliament and of The Council of 14 February 2000 establishing the Culture 2000 programme,(1). Retrieved from;
http://ec.europa.eu/culture/eac/sources_info/pdf-word/decision_en.pdf , 25.04.2007

this decision culture is regarded as an element for further integration of the Union and for bringing a European societal model across Europe.

3.2 Role of the Education and Cultural Actions in the Social Construction of the European Integration

At this point a concise theoretical framework may help to understand what the EU is trying to achieve with all these action and measures. The actions carried out under both education and culture policies of the Union may be explained through Constructivist theory. According to this theory integration can be achieved by creating a common platform between states and that can be realized by giving importance to social elements such as ideas, knowledge, cultural values and in fewer cases identity such like the EU aiming to do so in the field of its social policies which are education or culture. As one of the main assumptions of the theory is that world politics occurs in an international society and not just in an international system. Certainly these are the methods for improving the citizenship of the Union which was included in the Maastricht Treaty which underlines the emergence for developing European culture and diversity and the areas covered under ‘‘Citizens for Europe’’¹³⁵ programme.

Basically constructivism argues that the theory through Cognitivism which is derived from constructivism lays on the roles of subjective factors such like culture, knowledge, ideas norms, values which should base on mutual understanding and with a value of sharing.¹³⁶ Simply the education and culture activities of the Union besides serving developments in there own field they also serve improvements in creating the

¹³⁵ European Commission, Commission Staff Working Paper, New Programme for the period 2007–2013 to promote active European citizenship: ‘‘Citizens for Europe’’, Brussels, 6.4.2005 SEC (2005) 442, retrieved from; http://ec.europa.eu/dgs/education_culture/evalreports/civilsociety/2005/active_cit2007/activeCit2007xant_en.pdf , 25.04.2007

¹³⁶ Wang Yizhou, Western International Politics: History and Theories, *Shanghai Peoples Publishing House*, 1998. p.417, cited in Men Honghua, Critiques of the Theory of International Regimes: The Viewpoints of Main Western Schools of thought, retrieved from; <http://www.irchina.org/en/pdf/mhh1.pdf> , 01.04.2007

cultural identity which will lead to the People's Europe project although the theory may be assertive.

Certainly as mentioned above Constructivism might be seen as a heavy term in order to place it within the EU context since its aim of deeper integration with the goals of re construction of the identity and formation of a political community sharing the same interests comes out difficult to reach in today's EU especially after the ratification process of the Constitutional Treaty in several Member States. But it is a must for further steps to be taken by the EU. And this can be done with the help of different policy areas serving this goal particularly with the education policy. This shift is described as "The Changing Role of EU Education Policy"¹³⁷.

Essentially the EU has developed programmes in order to improve the relation between the peoples of Europe and to close the gap between the people and the institutions of EU as in the case of the 'Citizens for Europe' programme which has settled with the aim of;

Giving citizens the opportunity to interact and participate in constructing a more united Europe. Forging a European identity, based on recognized common values, history and culture. Enhancing mutual understanding between European citizens respecting and celebrating cultural diversity, while contributing to intercultural dialogue. Bring people from local communities across Europe together to share and exchange experience, opinions and values, to learn from history and to build for the future. Foster action, debate and reflection related to European citizenship through cooperation between civil society organizations at European level, Make the idea of Europe more tangible for its citizens by promoting and celebrating Europe's values and achievements, while preserving the memory of its past, Encourage the balanced integration of citizens and civil society organizations from all Member States, contributing to intercultural dialogue and bringing both Europe's diversity and unity to the fore, with particular

¹³⁷ Heiko Walkenhorst, The Changing Role of the EU Education Policy- a critical assessment, 2005, p.7, retrieved from; http://aei.pitt.edu/3177/01/Walkenhorst_EUSA_2005_final.pdf , 07.04.2007

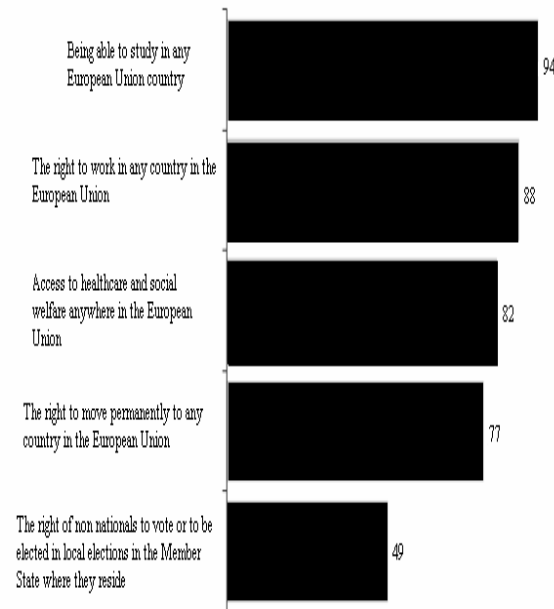
attention to the activities with Member States which joined the EU recently.¹³⁸

As aforementioned statement clearly puts forward the Citizens for Europe programme which aims the harmonization of the societies abroad Europe through intercultural dialogue. The objective of social construction of the EU is laid down how achieving this goal among the societies to interact with each other.

In a recent opinion poll the young people among EU Member States were asked to answer such questions: what is the meaning of EU Citizenship and how or which field serves the most for them to feel themselves belonging to a common community. Table 3 shows the results of this poll.

¹³⁸ Ibid. pp.12-14.

Table 3: Meaning of “being a citizen of the EU”,¹³⁹



Q7. Which of the following, do you think "being a citizen of the European Union" means?

Base: all respondents
% of "mentioned"

As the table 3 shows, to elect the members of the Parliament or to have information about the political life or EU institutions are not satisfying conditions for the youth to feel as a European Citizen. Rather participation or having the chance to studying in any Member State of the Union through action programmes and voluntary working makes the youth feeling themselves belonging to a community and being a citizen of the EU. In fact the point here which must be criticized is that there is a huge gap between the citizens and the EU with its institutions. There is no doubt that the EU is successful in its integration process but insufficient in integrating its citizens both

¹³⁹ European Commission, Flash Euro barometer Series by the Gallup Organization, Young Europeans, A survey among young people aged between 15-30 in the EU No: 202 , Analytical Report February 2007, p.29 retrieved from; http://ec.europa.eu/public_opinion/flash/fl_202_en.pdf , 13.06.2007

with each other and with the EU institutions. That is why the education and cultural programmes should be used as tools for improving active citizenship within the EU context.

The interest of people in both the EU project and for the future of this integration is decreasing day by day. Certainly being an active citizen should not only mean electing the European Parliament members which could also be criticized as the attendance is decreasing for the European Parliament elections every time in order to give a short statistic in 1979 when the EP elections were held for the first time the percentage of attendance was 63%, in 1994 this decreased to 56.8% and the elections held in 2004 the attendance was 45.6% not even half of the total population¹⁴⁰. That is why the EU should work towards closing the gap between itself and the people of the Union. There are some attempts towards achieving this goal such as the Plan D referring to democracy, dialogue and debate abroad EU to put ahead the ideas, expectations of the citizens of the Union. Another attempt can be taken as the White Paper of the Commission which was introduced in 2006 laying down the need for an EU communication policy. The scope laid in the White Paper is to create a dialogue between the ongoing EU project and the citizens.¹⁴¹

Certainly there are different scenarios about how the social construction of EU or with a wider term Europe might be achieved. According to Ifversen the central theme of the project must be first put forward. He therefore articulated that concepts such as “national culture” or “a civilization” or a “construction” or a “deconstruction” of European culture could be used to define today’s Europe.¹⁴² Certainly these concepts are strictly related with each other. However it seems that the concept of Europe as a construction can provide the best explanation for the importance of education in higher education and cultural policy. This concept can indeed pave the way for the common goal of creating a wider Europe.

¹⁴⁰ Turnout Trends at European Elections, retrieved from;
http://www.europarl.europa.eu/elections2004/ep-election/sites/en/results1306/turnout_ep/turnout_table.html 05.04.2007

¹⁴¹ Commission of the European Communities, White Paper on a European Communication Policy, Brussels, 1.2.2006 COM (2006) 35 final, p.2-3 retrieved from;

http://ec.europa.eu/communication_white_paper/doc/white_paper_en.pdf 04.05.2007

¹⁴² Jan Ifversen, “Europe and European Culture – A Conceptual Analysis”, 2002, p.8

What the EU aims to create can be examined in two interrelated objectives the first of which is bringing the people of Europe closer to each other. The second objective is bringing the people more closely to the EU institutions for a deeper integration. The EU is trying to realize the first objective through actions and programmes with a view to make people getting to know each other better. Bringing citizens of EU closer to the institutions as the second objective is to be accomplished through information and creating awareness among the public. This objective was stated for the first time in the Treaty on the EU under the chapter of ‘‘Citizenship of the union’’¹⁴³. This was also the

¹⁴³ Maastricht Treaty, Citizenship of the Union;

Article 8

1. Citizenship of the Union is hereby established.

Every person holding the nationality of a Member State shall be a citizen of the Union.

2. Citizens of the Union shall enjoy the rights conferred by this Treaty and shall be subject to the duties imposed thereby.

Article 8 a

1. Every citizen of the Union shall have the right to move and reside freely within the territory of the Member States, subject to the limitations and conditions laid down in this Treaty and by the measures adopted to give it effect.

2. The Council may adopt provisions with a view to facilitating the exercise of the rights referred to in paragraph 1; save as otherwise provided in this Treaty, the Council shall act unanimously on a proposal from the Commission and after obtaining the assent of the European Parliament.

Article 8 b

1. Every citizen of the Union residing in a Member State of which he is not a national shall have the right to vote and to stand as a candidate at municipal elections in the Member State in which he resides, under the same conditions as nationals of that State. This right shall be exercised subject to detailed arrangements to be adopted before 31 December 1994 by the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament; these arrangements may provide for derogations where warranted by problems specific to a Member State.

2. Without prejudice to Article 138(3) and to the provisions adopted for its implementation, every citizen of the Union residing in a Member State of which he is not a national shall have the right to vote and to stand as a candidate in elections to the European Parliament in the Member State in which he resides, under the same conditions as nationals of that State. This right shall be exercised subject to detailed arrangements to be adopted before 31 December 1993 by the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament; these arrangements may provide for derogations where warranted by problems specific to a Member State.

Article 8 c

Every citizen of the Union shall, in the territory of a third country in which the Member State of which he is a national is not represented, be entitled to protection by the diplomatic or consular authorities of any Member State, on the same conditions as the nationals of that State. Before 31 December 1993, Member States shall establish the necessary rules among themselves and start the international negotiations required to secure this protection.

Article 8 d

Every citizen of the Union shall have the right to petition the European Parliament in accordance with Article 138d.

Every citizen of the Union may apply to the Ombudsman established in accordance with Article 138e.

Article 8 e

first time citizenship entering into the Treaty basis. The citizenship of EU entering the Treaty was a great step towards achieving the goal of an ‘ever closer union among the people of Europe’. The citizenship of the EU aimed at protecting the rights and interests of the nationals of the Member States through EU citizenship. After the Treaty on EU, the Treaties Amsterdam and Nice did not bring significant amendments regarding to the citizenship. But there were indirect references in the Treaty of Amsterdam with regard to the citizenship of EU such as in combating discrimination which was stated in Article 6a¹⁴⁴ and promoting consumer rights mentioned in Article 129a¹⁴⁵. It is obvious that the pace of developments with regard to Treaty basis did slow down after the Maastricht Treaty.

The point here to be underlined is the use of citizenship rather than identity by the EU. Although there are heated debates on ‘European identity’ or ‘EU identity’ especially in the academic community, the EU itself avoids from using the term ‘identity’ in order not to cause a harsh meaning and rather replaces it with ‘citizenship’. There have been many attempts in defining or at least bringing out the term identity in a way of a common sense in a historical perspective. This was stated in the “Declaration on European Identity” which was mainly about the institutional identity of the EU.¹⁴⁶

The Commission shall report to the European Parliament, to the Council and to the Economic and Social Committee before 31 December 1993 and then every three years on the application of the provisions of this Part. This report shall take account of the development of the Union.

On this basis, and without prejudice to the other provisions of this Treaty, the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may adopt provisions to strengthen or to add to the rights laid down in this Part, which it shall recommend to the Member States for adoption in accordance with their respective constitutional requirements. retrieved from; <http://www.eurotreaties.com/maastrichtec.pdf> , 18.04.2007

¹⁴⁴ The Treaty of Amsterdam, Article 6a;

Without prejudice to the other provisions of this Treaty and within the limits of the powers conferred by it upon the Community, the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may take appropriate action to combat discrimination based on sex, racial, or ethnic origin, religion or belief, disability, age or sexual orientation, retrieved from; <http://www.eurotreaties.com/amsterdamtreaty.pdf> , 20.04.2007

¹⁴⁵ The Treaty of Amsterdam, Article 129a;

In order to promote the interests of consumers and to ensure a high level of consumer protection, the Community shall contribute to protecting the health, safety and economic interests of consumers, as well as to promoting their right to information, education and to organize themselves in order to safeguard their interests, retrieved from; <http://www.eurotreaties.com/amsterdamtreaty.pdf> , 20.04.2007

¹⁴⁶ Meeting in Copenhagen on 14 and 15 December 1973, the Heads of State or Government of the nine Member States of the enlarged European Community, ‘Declaration on European Identity’, Annex 11, pp. 8-10 retrieved from; http://aei.pitt.edu/1439/01/copenhagen_1973.pdf , 20.04.2007

However it also included some elements of social identity. Nevertheless it did not mark a great success to increase awareness on the issue in the EU.

Besides the ongoing debates on identity or with a limited term cultural identity there are other terms of use in describing the interaction among the Member States. The aim of the social construction has also been laid down under different terms such as 'social cohesion', 'cultural pluralism', 'amalgamation' or 'cultural mosaics' so far. These terms should be defined in the context of EU under multiculturalism in order to explain how and why the EU is developing its actions in this field

The term amalgamation is another key word in explaining what today's Europe is or not. According to Prodi it is specified as "transcultural amalgam" also loading a universal meaning within the EU context defining it as made up of elements from the different national and regional cultures.¹⁴⁷ In this definition it might seem as both widening the term on one hand through conferring it to a western bloc not limiting to only Europe and on the other hand limiting it only through cultural terms in defining the construction.

The only term 'social cohesion' here has a fit meaning which the EU has presented under the principle of solidarity which covers a system of dialogue where minimizing the disparities and avoiding polarization in creating a European society. According to Gerard Delanty "Cultural integration without a social integration view will not be able to give any results"¹⁴⁸. So the question here which must be answered is how and where these education and cultural policies and activities of the Union are related with the aforementioned terms and concepts. As indicated in the first chapter the will of creating a socially cohesive society dates back to the Maastricht Treaty (with the new policy areas being introduced and laid down with their legal basis) for the first time.

¹⁴⁷ Romano Prodi, *Europe As I See It*, Cambridge: Polity Press, 2000, cited in Jan Ifversen, "Europe and European Culture – A Conceptual Analysis", 2002, p.11

¹⁴⁸ Gerard Delanty, "Cultural Pluralism, Social Justice and the Idea of a European Commonwealth", *ISPI Working Papers*, WP-8, 2006.p.13, retrieved from; http://www.ispionline.it/it/documents/wp_8_2006.pdf, 15.04.2007

The term 'socially cohesive society' is a term introduced by a Canadian social theorist who listed the elements which need to be fulfilled for reaching such kind of Unity. These elements of creating a harmonization among societies are belonging, participation, inclusion, legitimacy and recognition¹⁴⁹. In order for spreading the feeling of belonging the EU is willing to break down the intangible barriers between the Member States and instead of 'us and them' spreading the 'we' feeling among the societies across Europe. The way for achieving this goal is basically the participation. However it is clear that participation can be best gained through the education and cultural actions and programmes of the EU which were defined first in the White Paper of the Commission in 1995¹⁵⁰.

Education and training provide the reference points needed to affirm collective identity, while at the same time permitting further advances in science and technology. The independence they give, if shared by everyone, strengthens the sense of cohesion and anchors the feeling of belonging. Europe's cultural diversity, its long existence and the mobility between different cultures are invaluable assets for adapting to the new world on the horizon. Education and training will increasingly become the main vehicles for self-awareness, belonging, advancement and self-fulfillment. Education and training whether acquired in the formal education system, on the job or in a more informal way, is the key for everyone to controlling their future and their personal development. The position of everyone in relation to their fellow citizens in the context of knowledge and skills therefore will be decisive. This relative position which could be called the "learning relationship" will become an increasingly dominant feature in the structure of our societies.¹⁵¹

As mentioned above the thought and feeling of belonging to a community will lead to the social inclusion and cohesion among the people where the Commission has

¹⁴⁹ Spoonley, loc cit.

¹⁵⁰ White Paper on Education and Training, Teaching and Learning, Towards the Learning Society, COM(95) 590, November 1995, retrieved from; http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf , 21.04.2007

¹⁵¹ Ibid.

laid down the Unions goal to achieve through the help of education and cultural actions that were stated as in the Lisbon 2000 under the title of promotion of social inclusion;

The number of people living below the poverty line and in social exclusion in the Union is unacceptable. Steps must be taken to make a decisive impact on the eradication of poverty by setting adequate targets to be agreed by the Council by the end of the year. The High Level Working Party on Social Protection will be involved in this work. The new knowledge-based society offers tremendous potential for reducing social exclusion, both by creating the economic conditions for greater prosperity through higher levels of growth and employment, and by opening up new ways of participating in society. At the same time, it brings a risk of an ever-widening gap between those who have access to the new knowledge, and those who are excluded. To avoid this risk and maximize this new potential, efforts must be made to improve skills, promote wider access to knowledge and opportunity and fight unemployment: the best safeguard against social exclusion is a job. Policies for combating social exclusion should be based on an open method of coordination combining national action plans and a Commission initiative for cooperation in this field to be presented by June 2000.¹⁵²

The education policy or objectives of the EU has obviously an important dimension with regard to socialization and employment which are however great obstacles for EU in the future to overcome for further and deeper integration. The key word which must be emphasized within this context is the creation of a knowledge based society being able to cope with both the obstacles the EU is facing inside and on one hand and to cope with the affects of globalization on the other. In the 1997 Commission report 'knowledge', 'citizenship' and 'competence' were stated as three elements of fulfilling the lifelong learning programme pointing out the intersection

¹⁵² Presidency Conclusions Lisbon European Council 23 and 24 March 2000, retrieved from; http://www.bologna-berlin2003.de/pdf/PRESIDENCY_CONCLUSIONS_Lissabon.pdf , 11.05.2007

between education, society and economy.¹⁵³ Certainly these areas are closely related with each other where the education programmes are directly maintaining productive, high skilled employers for EU through exchanging knowledge between the Member States people.

3.3 Active Citizenship through Student Mobility

‘Student mobility’ programmes are the most important tools of education and cultural actions to enhance cultural diversity and to create EU cultural identity. The student mobility is basically seen as an instrument for development which serves both the economy and the society. The active citizenship term therefore does not only refer to individual actions but also covers communication and participation between groups, networks among the Member States. These were stated in the Lisbon European Council 2000 as;

Europe's education and training systems need to adapt both to the demands of the knowledge society and to the need for an improved level and quality of employment. They will have to offer learning and training opportunities tailored to target groups at different stages of their lives: young people, unemployed adults and those in employment who are at risk of seeing their skills overtaken by rapid change. This new approach should have three main components: the development of local learning centres, the promotion of new basic skills, in particular in the information technologies, and increased transparency of qualifications.¹⁵⁴

As understood from the above mentioned Council conclusion education and training have effects on employment and are seen as a part of it since strengthens Europe’s worldwide competitiveness. This objective was first defined in Lisbon 2000

¹⁵³ Commission of the European Communities, Brussels, 21.11.01 (COM) 2001 678 final, Making a European Area of lifelong Learning a reality, p.6, retrieved from; http://ec.europa.eu/education/policies/lll/life/communication/com_en.pdf , 14.05.2007

¹⁵⁴ Ibid.

with the aim of creating a knowledge based economy and reinforcing social bonds. Thus the EU aims at deepening integration through economic and social sustainability.

According to Walkenhorst the education and cultural policies of the Union have always carried both economic and political aims for instance during the 60's they were seen as tools for improving awareness and competing with stagnation, while in the 80's supporting the integration. However in the 90's they were regarded as tools for developing European identity and finally with the beginning of 2000 they appear as a support for citizenship in order to competing with globalization.¹⁵⁵

The first awareness of improving mobility was stated in the White Paper in 1995 under the title of 'Mobility'¹⁵⁶ and followed by the Prague Communiqué in 2001 under the title of 'Promoting Mobility'¹⁵⁷ which was later repeated in the Berlin 2003 and London 2006 Summits. The conference is regarded as one of the first steps referring for the social dimension of the mobility among the Member States which is an important component for the social integration of the Union. The EU by developing the

¹⁵⁵ Walkenhorst, loc cit. Table 1.

¹⁵⁶ White Paper, 1995, Mobility; Student mobility will be made easier. In line with the Resolution of the European Parliament and the Conclusions of the Council of Ministers (1993), any students obtaining a grant in their own country must be able, if they wish, to use it in any higher education establishment in another Member State prepared to accept them. The Commission will submit a proposal to this effect. New "masters" level courses will be devised, in cooperation with several higher education institutions through pooling human and material resources; these will lead to mutually recognized qualifications responding to the skill needs of the single market. Mutual academic and vocational recognition will be developed by the generation of the system of "credit" transfers (European Credit Transfer System - ECTS) and the application of equivalent methods to vocational training. The aim is to obtain mutual recognition of training modules, giving preference to agreements between education and training establishments and between economic sectors. The obstacles (administrative, legal and those connected with social protection) acting as a brake on exchanges of students, trainees, teachers and researchers must be removed; the Commission will work out specific proposals on the basis of guidelines in a Green Paper on these matters included in its work programme. Commission White Paper on Education and Training, Teaching and Learning, Towards the Learning Society, 1995. retrieved from; http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf , 16.06.2007

¹⁵⁷ Prague Communiqué of the meeting of European Ministers in charge of Higher Education, Prague, 2001, Promotion of mobility;

Ministers reaffirmed that the objective of improving the mobility of students, teachers, researchers and administrative staff as set out in the Bologna Declaration is of the utmost importance. Therefore, they confirmed their commitment to pursue the removal of all obstacles to the free movement of students, teachers, researchers and administrative staff and emphasized the social dimension of mobility. They took note of the possibilities for mobility offered by the European Community programmes and the progress achieved in this field, e.g. in launching the Mobility Action Plan endorsed by the European Council in Nice in 2000. retrieved from; http://www.bologna-bergen2005.no/Docs/00-Main_doc/010519PRAGUE_COMMUNIQUE.PDF , 19.06.2007

actions carried out under certain programmes which promote mobility, on one hand and by improving the quality of education and attracting the foreign students on the other hand serves for the integration of the Union with encouraging the mobility of people as well provides a platform for cultural exchange. This latter aspect can also be used to as a tool to increase tolerance and understanding among different cultures as well as to improve the image of Europe through the world.

Certainly the aims of the EU in higher education are also affected by the globalization which has forced the EU to shape its common objectives in this field so far. The process of the higher education in Europe started with an Europeanization among the countries in Europe with the aim of ‘the Europe of Universities’ and continued with internationalization involving different states around the world under the terms of ‘global universities’ or ‘transnational higher education’¹⁵⁸.

3.4 Global Competitiveness and EU Higher Education Policy

Globalization by means of science, technology and networks has become an important term which is related with every area of our lives. The term globalization is defined as; rapid pace of interconnectedness through technological innovations for information and goods to travel faster and easier.¹⁵⁹ Especially with the end of the cold war the spread of liberalization served globalization to spread effectively around the world.¹⁶⁰

Education is one of the fields mostly affected by this new development which has brought the universities and higher education institutions more closely to each other all around the world. The EU improves itself in order to cope with the effects

¹⁵⁸ Margarita Kol' Chugina, International Integration in Higher Education, *Russian Politics and Law*, Vol. 44, No. 4, July–August 2006, p. 23–44, retrieved from, <http://mesharpe.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,3,6;journal,4,19;linkingpublicationresults,1:110919,1> , 22.05.2007

¹⁵⁹ David Pascal Dion, The Lisbon Process: a European Odyssey, *European Journal of Education*, Vol.40, No.3, 2005, p.296

¹⁶⁰ Ibid.

globalization has spread around the world. These are firstly openness in the field of education and multilateral agreements with 3rd countries and bringing innovations within itself such as the establishment of the Eurydice.¹⁶¹

Higher education within the EU also offers opportunities to other students from countries around the world with signing agreements with countries like U.S, Canada, Japan, and Australia. The EU shares its goals of student exchange and mobility with these states. Certainly the higher education actions when first were established in 1987 - namely the Erasmus- was only seeking cooperation and mobility within the Community. But step by step these actions and programmes started covering the EEA countries and candidates for the EU and continued with signing agreements with 3rd countries and with opening to the world especially with the changing environment in higher education.

3.4.1 Agreements with 3rd countries

The EU has established cooperation with United States of America in 1995 which named as the Atlantis programme for cooperation in higher education and vocational training. The agreement has been renewed in 2006 for an eight years period. There are several actions carried out under this agreement which are Transatlantic degree action, Excellence Mobility Projects, Policy oriented measures and Schuman-Fulbright Action. The cooperation with 3rd countries was mainly developed for supporting partnerships to start joint study programmes and double degrees between the countries.¹⁶²

¹⁶¹ Eurydice; established by the European Commission and Member States to boost cooperation, by improving understanding of systems and policies. Since 1995, Eurydice has also been an integral part of Socrates, the Community action programme in education. It is an institutional network for gathering, monitoring, processing and circulating reliable and readily comparable information on education systems and policies throughout Europe, retrieved from; <http://www.eurydice.org/portal/page/portal/Eurydice/AboutEurydice> , 16.06.2007

¹⁶² European Commission, Education and Training, EU US Cooperation in Higher Education and Vocational Training, retrieved from; http://ec.europa.eu/education/programmes/eu-usa/index_en.html , 20.06.2007

The EU has also established cooperation with Canada when the Transatlantic Declaration was stated between two sides in 1990 and signed in 1995 again with the aim of student mobility, fund projects and development. The agreement with Canada was renewed in 2006 with an eight year period.¹⁶³

Another country the EU having close relations with is Japan in this field. A joint declaration established the relations between two sides in 1991 and in 2002 this gained a new momentum towards creating an Action Plan defined as ‘Shaping our common future’ EU-Japan Agenda for co-operation’. The main objectives of the action plan are to increase interaction among the people of EU and Japan through student exchange programmes.¹⁶⁴

The EU has agreements with Australia as well. The agreement with this country was signed in 1997 which was the EU Australia Joint declaration and renewed in 2003 with the goal of creating international understanding between two sides by increasing interaction. The agreement signed with this country covers activities which are Joint Consortia Projects aiming of student mobility and developing consortium between higher education institutions from both sides for closer cooperation and Complementary Activities for supporting further cooperation between the institutions through organizing seminars, conferences.¹⁶⁵

¹⁶³ European Commission, Education and Training, The new EU-Canada co operation Programme in Higher Education, Training and Youth, retrieved from; http://ec.europa.eu/education/programmes/eu-canada/index_en.html , 20.06.2007

¹⁶⁴ European Commission, Education and Training, EU Japan Pilot co operation in Higher Education, retrieved from; http://ec.europa.eu/education/programmes/eu_others/japan/index_en.html , 20.06.2007

¹⁶⁵ European Commission, Education and Training, EU-Australia co operation in Higher Education and Vocational Training, retrieved from; http://ec.europa.eu/education/programmes/eu_others/australia/index_en.html , 20.06.2007

3.4.2 Other Higher Education Actions for 3rd Countries

3.4.2.1 Edulink

Edulink is a cooperation programme between the EU and African, Caribbean and Pacific (ACP) countries for cooperation in the higher education field. The programme is funded by the European Commission and is executed by the Commission and the ACP Secretariat. The programme is open to all ACP countries and 15 MS of the EU which have signed the 9th European Development Fund. The aim of the programme is to support the higher education institutions from the ACP countries in administrative, academic, research and technology areas.¹⁶⁶

3.4.2.2 Alfa & Alban Programmes

The Alfa programme has been established in 2002 between the EU MS and the following Latin American countries Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela. The programme is carried out under networks of higher education institutions which are the only entities who may apply in projects. Certainly there are some conditions to be fulfilled. To illustrate there must be at least six participating higher education institutions 3 from EU Member States and 3 from Latin American countries and the network project has to be co coordinated by a higher education institute which has been chosen to be able to coordinating a network project. Other countries than listed above may also participate in these programmes as observers but will not receive funds from the European Commission.¹⁶⁷

The Alban programme is also for the Latin American countries willing to cooperate with the EU. It is a high level scholarship programme for the students from

¹⁶⁶ European Commission, Education and Training, Edulink Programme, retrieved from; <http://www.acp-edulink.eu/Documents/ENG%20FACTSHEET.pdf> , 20.06.2007

¹⁶⁷ European Commission, Education and Training, Alfa and Alban Programmes, retrieved from; http://ec.europa.eu/europeaid/projects/alfa/information_en.htm , 20.06.2007

Latin American countries to have a chance in studying in one of the EU Member State universities or higher education institutions.¹⁶⁸

¹⁶⁸ Ibid.

CONCLUSION

In 2007 the EU celebrated its 50th anniversary which the integration process has developed through a rather difficult path but has managed to overcome the obstacles that it has faced during this vocation. The EU managed to establish its institutions as well as its successes in several policy areas namely in economic and monetary affairs. But the challenge or problem that the EU aims to cope with and overcome is the difficulty of bringing the people or societies closer to each other on one hand and of bringing the people closer to the EU itself on the other. This difficulty was strongly observed during the ratification procedure of the Constitutional Treaty which resulted with almost a catastrophe. One of the strong reasons for such a result was stated as a huge gap between the EU and the people namely 'the man on the street'. Although this deficiency was stated and a clear requirement on transforming the 'Technocrats of Europe' into 'People's of Europe' was put forward by the Tindemans report for the first time, it appears that the EU has made no significant progress in this field to date. However it does not necessarily mean that this is the end of a far reaching project. Recent developments in the fields of education and culture have indicated that 'bringing together' was a difficult task but not impossible.

Education and culture gained importance with the Maastricht Treaty. But the so called Bologna Process was a turning point in these areas which shaped the cooperation in higher education and introduced several innovations such as readability of diplomas, transferable credits and European dimension in higher education. The importance of the Bologna Process is that it lies on the basis of co operation rather than regulation. That is why the role of Europeanization in the integration process of the EU is important as the co operation in higher education started with Europeanization which was a cross loading based on benchmarking and learning from process between the Member States which directly effected other Member States including themselves in the process.

There is an important intersection between the education and cultural policy areas within the EU where the culture uses the education programmes and actions as a

vehicle to improve and develop its own objectives. The process may be defined as a function of EU higher education which supports student mobility through its programmes so that people can explore different social and cultural heritages. This certainly will open a way for intercultural dialogue and finally serve the cultural objectives of the EU. Another impact is that both of the areas, education and culture are seen as tools for the social construction of the EU which was stated for the first time in the Tindemans Report and later rephrased in the Janne Plan and White Paper of 1995. These are known to be the first progressive efforts opening the way for cooperation or at least starting the awareness among the Member States which date back to the 70's.

This thesis hence presents how the EU aims to achieve its goals of accomplishing social construction of the Union with the help of education and culture objectives. However it should be noted that the impact of these policies is not limited within the EU. These programmes are also open to third countries all over the world. The best example could be the Erasmus programme which is the European action scheme for the mobility of university students which was the first action programme introduced by the EU which was then called as the European Community.

After recent developments namely within the Bologna Process and finally with the Bergen Summit the total sum of participating countries has reached the number of 45. Therefore it can be argued that education and culture have a much broader meaning within the EU project. This thesis hence also aimed to explore in which ways these policy fields could support the social construction of the EU.

At first it must be stated that there is no common EU higher education policy or common cultural policy and it might be better to define them as the common EU objectives in these fields. Accordingly the aim and reasons behind creating such policy areas with the common objectives that the Member States share are the central themes of this thesis to begin with. Nevertheless development in these areas also are signs of a long desired objective of the EU; to realize EU citizenship or at least the social construction of Europe by bringing people together and make them feel belonging to the same community under the peoples of Europe project. Therefore this Thesis has

underlined the importance of experiencing the European dimension, socialization within a European project and for a better understanding of today's Europe as a whole.

Certainly the latter role of these policy areas can be divided into two spheres. In the first sphere they function to reinforce the idea of being a European while in the second sphere they act to support economic terms in such a way to improve the quality of labour employment and create knowledge based economy as stated in the Lisbon European Council. In other words the EU tries to maintain its social and economic sustainability within its borders. However coping with the effects of globalization obviously necessitates the high level of competitiveness in all fields. Since increasing global competitiveness is also one of the most important goals that the EU wants to achieve, the final chapter of this thesis has dealt with the questions arising from this function and questioned the future prospects for the EU in this context.

The action programmes carried out under education and cultural fields should not be seen as accomplishments only in higher education or as exchanges of cultural experiences but should also be seen as tools promoting active citizenship. It should be underlined with great importance that improvements to be gained within these areas are directly affecting the EU's strategic interests through strengthening supranational view within the EU project. The student mobility which is offered by these education and cultural programmes can therefore be seen as a tool serving both the economy and society through providing participation for the people and at the same time combating with social exclusion. The objective within these programmes is in essence to support the social cohesion among the Member States which is though not an easy process within the EU project.

Hence the Union faced and still faces some difficulties due to its *sui generis* structure. However it has taken crucial steps for such kind of cohesion through Europeanization in which the Bologna Process which shaped today's EU higher education policy when the four Member States namely France, Germany, Italy and UK signed the Sorbonne Declaration which was a defining moment. Consequently this thesis tried to explore where and how these student mobility or student exchange programmes could affect the EU.

Although education and cultural policy areas are considered as low politic areas, within the EU project they can not be regarded as less important as they should not be seen as fields covering only education and cultural matters. It is obvious and important that for further and deeper integration of the EU, there has to be cohesion among the people of the Member States if the EU is to be or willing to be a global actor. This, however can only be reached both by enhancing the harmonization of the societies and people and by working towards closing the gap between the institutions and the citizens of the EU. This situation has even become more important with the recent two enlargements of the EU. Including most of the central and eastern countries, social and economic diversity within the EU has been considerably increased.

To achieve the goal of integrating these societies within each other under the principle of unity in diversity the education and cultural policy areas are gaining more and more importance parallel with the further enlargement plans of the EU regardless of deepening versus widening question as well as its new digestion criteria. To put it simply, at present it seems that both education and cultural policies lie at the heart of the discussions for the future of the EU.

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