EUROPEAN UNION'S INTEGRATED EDUCATIONAL POLICY BACKGROUND AND INVOLVED POLITICAL INSTITUTIONS

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It is responsibility of the author to abide by the publishing ethics
rules.

"Education begins the gentleman, but reading, good company and reflection must finish him."

John Locke

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Prolog

The role of education and training in integration has encouraged the Union to take concrete steps in the field of education. In this sense, its greatest aim is to place the existing Union and its foundations in the consciousness of individuals on the basis of European citizenship. Aware of the importance of education in raising awareness and shaping societies, the Union has designed various programs for cooperation in education and training in order to provide a climate of cooperation by reducing the differences in the educational systems of the member countries and reducing the negative effects of diversity. The European Union Programs expand the cooperation between the member states and form a network of mutual information exchange. Thanks to the conscious use of this network, it has led the member countries, candidate countries and third countries, whose candidacy is out of the question, to work together under the umbrella of the Union and to follow common policies on many issues. Along with this book, the steps taken towards integrated education as well as the educational regimes of European

Union countries and the qualifications of political institutions will be questioned..

Chapter 1

What is an integrated education system?

Integrated education and management in the European Union, for example, planning, finance, small-scale learning / teaching / training materials, approaches, etc., which require coordination and communication between partners, etc. it is an approach that requires the coordination of elements. Through virtual collaboration and local project activities such as project work in the classroom, youth work activities, organization and guidance of integrated learning / teaching activities, etc. information, promotion and dissemination activities such as brochures, booklets, internet information, etc. is provided with the responsible institutions today in EU (Barajas and Owen, 200:43)

The integration process of the countries with the West has accelerated especially with the attempts to become a member of the European Union. The content that each candidate country undertakes to comply with in the

process of accession to the European Union provides a broad framework in education as in many other areas.

European Union countries cooperate and cooperate with each other on educational programs and support efforts to protect, share, and, most importantly, lifelong use of information in all environments, unlike traditional education. A sustainable integrated education not only refers to inter-country participation but also the involvement of new processes. Today, for example, the concept of Life Long Learning is becoming increasingly important with the action plan E-Europe plus and the use of information technologies in education (Servaes, 2003).

A new era of construction has begun with the education and the rising values of the locomotive of our century. The European Union could not remain indifferent to this process and continued its integration efforts in the fields of industrial, commercial, political, security and fundamental rights which are the priorities of being a Union with education.

The European Union has different educational systems and policies for economic and cultural reasons. Because of sociocultural differences, the Union does not seek to turn education systems into uniform. Each country

can adopt a system that is appropriate to its structure. The main approach of the Union to education is to regulate the education systems of the member states in such a way that they do not contradict the general principles and measures determined. In this context, instead of a uniform education system / policy in terms of content and structure, it is aimed to integrate the policies formed according to the socio-cultural and socioeconomic characteristics of the member states with the education policies of the Union and to ensure cooperation.

Improving pre-service and continuous vocational education in terms of quality and quantity, and ensuring professional integrity in the labor market is the first step of integration. Secondly, the integration of youth into society, supporting the activities towards the development of personality, European identity and sense of responsibility are perceived as another step. Thirdly, the approaches to vocational training in the founding treaties can be regarded as an indication of countries' desire for free movement of labor. The free movement of workers is one of the most important objectives from the very beginning of the Union. In this context, vocational training

has been seen by taking a tool that improves economic integration (Macura-Milovanovic et. al, 2010).

Equal opportunities are required to ensure full access to all types of education. This principle has been addressed in the context of European integration, and although it first appeared in the 1973 Janne Report, the European Dimension was not specifically specified (Hansen, 1998: 7). Improving basic vocational training and continuing vocational training with the aim of facilitating reintegration into the occupational integration and employment market remains the principle that comes to mind. Making the learning more attractive with the open learning environment in the EU can be achieved by supporting active citizenship, equal opportunities and social integration. European Union Programs are specialized financial instruments aimed at developing inter-institutional cooperation and partnership areas in a specific field in line with the EU's policy priorities and thus at the widest sense of European integration at various levels. Articles 149 and 150 of the Amsterdam Treaty form the legal basis for the educational policy of the EU (Bell, 1999: 17).

What is an integrated education system?

The term "European integration" refers to the voluntary transfer by a State of part of its national sovereignty to the institutions of the European Communities and then to the European Union or other major supranational European institutions such as the Council of Europe. The federalist approach is one of the original theories aimed at explaining the integration process, especially integration within the framework of the European Union. The theory had been supplanted by the neo-functionalism but experiencing a revival since the 2000s. Federalism is defined as the parallel existence of an autonomous governance and a shared governance: thus, it suggests that the groups composing the federal union retain powers and exclusive tasks in certain domains, while voluntarily submitting to a joint control in others.

The federalist approach has different angles of analysis, including the cooperative federalism approach which focuses on the functional allocation of decision-making powers between states and the federal government in multi-level political systems. Dual federalism is based on a formal division of powers between the different levels.

The idea of European integration, which has a long history, has been the product of the rules, norms and cultural values of European societies. Under the influence of long European history, these values, which emerged as a result of socio-political events, changed and developed, were brought together especially in the EU treaties and the different values of the member countries were blended and thus European societies formed the basis of the EU integration project. The second main characteristic of the European integration process is the issue of deepening, which is the existence of a strong institutional structure. Accordingly, the existence of a strong institutional structure has been one of the most important instruments enabling cooperation between member countries and enabling the continuation of relations. In fact, in international politics, it is extremely important to adapt to changing economic and political situations and thus to keep the member states together. Therefore, the institutional structure of the EU is revised from time to time and rearranged against changing situations, for example, enabling member states to participate in the decision-making process more easily and producing new policies that can solve the problems that may arise or are

likely to arise. In this sense, institutional revisions have always been necessary and therefore useful to bear the burdens of newcomers or to reduce the weight placed on the shoulders of the Union. This deepening dynamics of the integration process is an effective feature, especially in cases where the Union accepts new members.

The EU's enlargement movements, which are a strong example of institutionalization among international organizations, have also been included in the research field of New Institutionalism. Before moving on to enlargement, New Institutionalism includes Sociological Institutionalists, Historical Institutionalists and Rational Preferred Institutionalists. The theoretical approaches to European integration and the last approach to be discussed in this study within the context of EU enlargement are Social Constructivism. The rational ground on which the theoretical approaches examined up to this point are based then shifts to the irrational basis. The theories and approaches that focus heavily on EU integration, the consequences of integration and the political system of the Union, and which do not address the relations between the Union and third countries in depth, eliminate the possibility of explaining EU enlargement through a theory

or approach. Explainability of enlargement will only be possible by evaluating different theories and approaches together. Rational and constructive arguments, whose approaches differ from each other, alone explain the EU enlargement to a limited extent, and the issues that they cannot explain constitute open points for criticism. is a foreign policy instrument. In addition, it is a wide-ranging issue aimed at bringing the cost of stability and prosperity of the countries with different political, economic and social characteristics together under the same roof and sharing cultural and regional differences in a common life and policy area. In this study, to the extent to which the enlargement can be referred to integration theories in terms of its significance for the EU, in other words, the gaps of integration theories in the face of enlargement movements are mostly emphasized, today. It can be said that the theoretical developments related to the studies of European integration are in good condition. However, in order to shed light on the different aspects of integration and the expansions it requires for third countries, the need for further development and continuation of the theoretical debates is becoming increasingly felt. In this context, the question of how the rules and norms determining the

regulations required by the enlargement process on institutionalized countries and how they shape the actions and interactions of the relevant actors become the main issues to be examined. The federal regulation, in which the sovereign rights of the member states are limited, is an integration approach that provides for the articulation of the nation-states to be attached to the authority of the central management apparatus, with the policy-making rights at certain levels of authority.

The new functionalists, who approach the enlargements in functional tasks positively, approach the accession of new countries negatively. According to the assumptions of the new functionalists, Switzerland should have been a member of the Union, while Greece had to remain outside the EU, according to its prediction that who would join the EU's regional integration and who would be left out. Because Switzerland was not a member of the European Union in the functional sense, it was not part of the European Union. The multi-level governance approach, which claims that the limited number of actors within the European Union administration is increasing and diversifying, and thus the explanatory effect of the state-centered integration understanding has diminished,

has not examined the decisions between governments regarding the size and timing of enlargement.

Unlike rationalist institutionalists, the social constructivist approach provides sociological explanations for enlargement. While rationalists base their choice of expansion on the basis of the expected costs and benefits of the member state and candidate country, social constructors argue that enlargement policies will be shaped by intellectual and cultural factors. The degree to which common actors within and outside the Union share common identities, norms and fundamental beliefs is the main determinant of enlargement. In other words, enlargement takes place according to the degree to which common values and norms are shared between the international organization and the external state. The more values and norms are shared, the stronger the institutional norms and the more willing the member states are to integrate horizontally with the foreign country. The European continent has been the scene of two large-scale wars in the name of world war for the power struggle of European states. For Europe, both wars have caused severe destruction. Along with these wars, the continent has experienced deep tremors, breaks and serious crises in

social, economic, military, political and even psychological aspects. It was understood that a large part of the national powers of the states constituting the Union structure was preserved. However, regulating the internal markets of the states made it compulsory to comply with EU norms by giving up many national powers in the fields of foreign trade, agriculture, environment, fisheries. The constitution aimed at developing a common foreign policy of the EU and regulating the methods to be applied for this and the institutional structure that would make it possible.

EUROPEAN UNION'S INTEGRATED EDUCATIONAL POLICY
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Chapter 2

European Union education system

Along with the help of information technologies, the use of self-learning or autonomous learning methods and systems instead of traditional learning in education is becoming widespread. Scientific and technological developments force both individual and mass education to use technology and information systems instead of traditional education methods and systems. The education system in Europe is seen as a wide spectrum with different applications and opportunities. A lot of education opportunities have been put forward within the framework of EU Education and Youth Programs in order to see the developments in other countries and develop themselves in a positive way while protecting each country's own values and cultures.

Creating transparency in education systems in Europe was the first wish. In 1976, the Standing Education Committee was established and Community Action Programs in the field of education were initiated. The

content of the Program of Action is very similar to that of the 1974 Ministerial Decision, but includes more details (Mourlon-Druol, 2010: 320). This Action Program aims to develop links between the education systems in the EC. In the mid-1980s, five new programs were launched across the Community. Basically, within these programs, mutual recognition of professional qualifications and qualifications has been established. To ensure the functioning of the system, the European Center for the Development of Vocational Training (CEDEFOP) has initiated studies and more than two hundred occupations have been registered (Descy and Tessaring, 2005)

While the Union fully respects the responsibility of member states in the field of the content of educational materials and the organization of the educational system and cultural and linguistic diversity, on the other hand, it has had to contribute to the improvement of the quality of education by encouraging cooperation between the member states, where necessary, by supporting and complementing their actions. In line with the vocational education reform, large changes have been observed in societies. This change, independent of the market economies, has occurred spontaneously in the west as well

as in the eastern and central European countries. New trends in vocational training have led to the achievement of a new set of rights for individuals within the vocational system. It is seen that individuals in the vocational education system are tried to be more productive and prioritized with the subjects that are frequently mentioned today such as the quality of education, employment and restructuring.

It is clearly foreseen that the organization and teaching contents of the educational systems of the member states of the Union should be respected. This means that the Union has the cultural autonomy of the countries and accepts them to apply it in education. Although the Maastricht Treaty does not include the blending of national education systems, the Council requested further convergence in the field of vocational and general education within the Union. But member states do not want to give up their autonomy in this field. Almost all member states have rejected the Commission's authority to regulate education. In particular, Denmark, Germany and the United Kingdom strongly opposed the subsidiarity rule for this area. The joint declaration for the Harmonization of the European Higher Education System Structure was

reported to be integrated, by 4 ministers on behalf of France, Germany, Italy and the United Kingdom, via Sorbonne Declaration in 1998 (Van der Wende, 2000: 5). This declaration emphasized the importance of establishing the European knowledge base, emphasizing the importance of continuing vocational training, the importance of mobility and circulation, mutual recognition of diplomas and qualifications, and the establishment of a two-stage higher education and credit transfer system. The Lisbon Strategy aims to ensure that the Union has a knowledge-based, competitive, advanced labor force and an economy based on sustainable development, strengthening innovative activities and modernizing social security and education systems (Zeitlin, 2007). Indeed, within the scope of the strategy, the objectives that the member states should achieve in the fields of employment, education and information technologies within a period of 10 years have been determined. Accordingly, by 2010, Europe should become the world's leader in education system and quality of education, which requires a fundamental reform of the education system throughout Europe. As to this, improving the quality and effectiveness of teaching and training systems in the EU includes

improving the teaching and training of teachers and trainers, developing skills for the information society, ensuring access to information technologies for all, increasing the number of participants in scientific and technical collections, and making maximum use of resources. The same report includes strengthening ties with business, research and society in general, improving entrepreneurial spirit, improving foreign language learning, improving circulation and exchange, and strengthening European co-operation to expand education and training systems to the wider world.

In Denmark, Finland, Spain and several other countries, serious steps have been taken to establish a quality assessment system. This increasing demand for quality can be explained for a number of reasons. One of these is expanding higher education systems. The rapid growth of the student community and the increase in the number of learning areas, departments and even institutions in parallel with this increase have caused questions about the amount and direction of public expenditures for higher education. In some countries, new quality assessment systems and quality control have been developed. The year 2003 is one of the important stages of

the process that started with the Bologna Declaration. The number of countries that signed the decisions taken as a result of the conference was 40 (Ahola and Mesikammen, 2003). During the interviews, three main priorities were identified. The first of these; is the introduction of a three-stage system (bachelor, master and doctorate) in higher education. Other priority issues; the preparation of diplomas in European languages for all university degrees. The third priority is the establishment and development of national quality assurance systems.

The EU sees education as one of the preconditions for development and progress. Therefore; is constantly striving to improve and develop education and training systems both by its structure, by the methods used and by its expenditures in the field of education. Higher education systems have started to spread to a more universal field together with the information society. In this context, quality and accreditation processes are only considered as reaching the specific standards within the framework of international integrity and harmony by leaving the understanding of institutional effectiveness and national transparency. The European Higher Education Area (EHEA) has been established in order to establish such a

union among the higher education institutions of the European Union. When students are placed in the center of higher education, all the processes related to research, teaching and learning operate as a part of this cycle. The idea of bringing the student to the center is an issue that is carefully considered by the European Commission (Díaz-Méndez and Gummesson, 2012:582).

The Council of Europe stated that information was an important commodity for growth and economic prosperity in Lisbon in March 2000, and that in March 2002 the European education and training system in 3% of the research and development activities. The Bologna Process is basically a process established separately from the European Union.

Adapting an easily understandable and comparable system of degrees, it is aimed that the application of an easily understandable and comparable system of degrees allows the comparison and recognition of the lessons and features of the institutions that are educated in the European Higher Education Area by other educational institutions, thus increasing the mobility. The adaptation of a system based on two main stages (undergraduate / graduate) is discussed. The Bologna process requires the

adoption of a system consisting of two basic stages. While it is stated that the undergraduate stage should be at least 3 years, the period for the second stage graduate is not specified. Countries were asked to define their own frameworks.

Establishment of the credit system (i.e. ECTS), known as the European Credit System has been realized to remove obstacles to academic mobility and facilitate mutual recognition of school time and features at the beginning of the Bologna process (Larsen, 2000: 65). The European Transfer Credit System (ECTS), adopted in 2003, was introduced by the European Commission to facilitate exchange programs within the Socrates-Erasmus program and was adopted by the Bologna Process countries as well.

Chapter 3

European Union countries' national education regimes

In Germany, preschool includes children aged 3-6 years and is not compulsory. In Germany, the education system has a five-tier structure in all states: pre-primary, primary, secondary, secondary, secondary, and tertiary. Students who reach the appropriate standards at the end of the first cycle of secondary education receive graduation certificate. The duration of compulsory education is determined as 10 years between the ages of 6-16. 4 years of full-time general education is given at primary level and 6 years at the first level secondary education. The second cycle of the three-year (multi-program) school prepares students for general education maturity diploma compulsory for admission to tertiary education in the second cycle of secondary education. Secondary Education II. These are the universities and colleges where students who have completed the level and who have a German or German diploma is accepted without

examination. In Germany, children who have reached the age of 6 as of 30 June are obliged to start "compulsory education in the school year starting on 1 August of the same year. An important part of vocational education is given as dual system (apprenticeship training) in school and workplace. In vocational education, schools are organized as full-time and part-time institutions. The dual system is open to all graduates of primary school, regardless of their consequences. There are 392 universities and higher education institutions throughout Germany, which are equally distributed across the country. Among these universities, 242 are state universities, 112 are private universities and 38 are churches or foundations supported higher education institutions. All elite universities in Germany are public universities (Mayer et. al, 2007)

In France, national education is by principle a social state. Although preschool education is not compulsory, all children go to kindergarten from the age of 3 years. Compulsory basic education has been increased to 10 years. Five years of compulsory education covering children between the ages of 6-16 is given in primary education, and four years are given in the first stage of

secondary education. The students who have completed the first stage of secondary education are able to complete the compulsory basic education. In general level, technical education or vocational education, one year of full-time education is compulsory for one more year. In primary school, which constitutes the first step of compulsory education, education lasts five years. Every child who is six years old has to start primary school. General and technology high school is 3 years and is called second, first and last. The studies are divided into two circuits. The first circuit is the decision-making circuit. Following the completion of college education, students are offered 3 education options: general education, which results in a general baccalaureate (maturity exam) after three years of education (second, first and final grades). Technological training, which lasts for three years and results in technological baccalaureate, two-year vocational training, resulting in a vocational qualification certificate or vocational training diploma, followed by a two-year additional training to achieve the degree of vocational baccalaureate. In vocational selection, vocational education is divided into three categories: general courses, technology courses and apprenticeship program. The

second level of education is the final level, which is called 11 and 12 classes and prepares students for the maturity exam. France has 87 state universities, 20 of them in Paris, 64 outside Paris and 3 overseas. Each university is divided into departments or UFR (Unités de formation et de recherche), which covers all disciplines, from the sciences to the humanities (Lewis, 2018).

In Denmark, education is taken very seriously. Preschool education is not compulsory. Children begin compulsory education in August of the year in which they turn 7. The Danish education system includes one-year optional pre-primary preparatory class, 9-10 years of primary and lower secondary education, high school and 2-year preparatory programs with academic education (Hojere Forberedelseseksamen-HF), vocational education and training schools and university or non-university level institutions. In basic education, the elementary school covers the ages of 7-13 and constitutes the first period of 6 years. The second cycle, covering the ages of 14-16, covers a period of 3 years. There are three types of basic education schools. These are preschool and 1st grade to 7th grade schools, preschool and 1st grade to 10th grade schools, covering 3 or more educational levels and

managed by another school if the number of students is less than 100. Students who complete 7 years of primary school must attend another school to complete compulsory education. Basic training and continuing education is similar to the primary application being implemented in candidate states, too. In Danish vocational education, 90 different programs offer 210 specialization programs. Vocational education and training programs are divided into 4 parts. Vocational education and training programs, social and health services program, agricultural programs and maritime education program can be seen in these 4 groups. In Denmark, the university education period is 3 years. Total credits in a program is 180 credits. In addition, foreign students are encouraged to take a 2-year or 1.5-year separate education. It is possible to finish the 3-year period in 2 years or even in 1.5 years by going to vocational universities or colleges. Among the universities in Denmark, three universities have achieved international success. These universities are Aarhus, Aalborg and Copenhagen (Høeg et. al., 2018).

Finland has a well-structured regime for education. In addition to pre-primary education, compulsory education is provided for 9 years of primary education. High school

education is 3 years. After high school and vocational education, they take the national exam and can settle in the university accordingly. All Finnish citizens are obliged to receive 10 years of education from the age of seven. This obligation lasts until the age of 17 or until the completion of the multipurpose school. In compulsory education, attendance is not compulsory. Students are free to acquire similar knowledge and skills from some other sources. In practice, however, almost all Finns attend a 9-year multi-purpose school. The multi-purpose school is divided into two groups as first stage (1-6 years) and second stage (7-9 years). The multi-purpose school also provides 10-year education to those who complete preschool education and compulsory education at age six. Students who complete compulsory education either leave school or move to upper secondary education. In Finland, there is no first cycle of upper secondary education. They go directly to upper secondary education. Secondary education is divided into two parts as general and vocational. Those who complete high school are placed in universities as a result of national exam. The program of general secondary education is determined as three years, but students can complete this education in 2 or 4 years.

Vocational education and training covers 52 vocational qualifications, including seven different fields of education and 112 different study programs. The scope of the studies is three years. So you need 120 credits. The age of the students attending vocational education generally starts at 16 and over. Student applies to national system for vocational school (Aho et. al, 2006).

Although United Kingdom is in the process of leaving the EU, education is very important as a requirement of liberalism. Formal education system, preschool education of 3-5 years old children, 6-11 years old children between 5-11 years old primary school, 11-16 age group continues the primary and 16-18 age group continues general and vocational education The second stage of the upper secondary education includes higher education including academic and vocational education. In the UK, compulsory education is 11 years, covering the age group of 5-16. Vocational education, pupils completing compulsory education and at the age of sixteen, attend either a general education program that prepares them for higher education, or a full-time or part-time vocational education program, either in their school or in another school. UK has always been one of the best universities in

the world and has a long history of education and traditions. Each year, over 100 universities in the UK host tens of thousands of students from all over the world, from all cultures and colors. As in the rest of the world, the duration of study in the UK varies according to the department you will study. While some lower degrees offer 2-year undergraduate education, departments such as architecture can last for at least 6 years. However, in general, most undergraduate departments are 3 years old. In addition to these 3 years, this period can be up to 4 years since some departments have 1 year internships (De Vita and Case, 2003).

The Netherlands is a meticulous country in education policy as well as in agricultural policy. It applies the principle of raising individuals who are extremely egalitarian and respectful of human rights. Preschool education covers the ages of 4-6 years. Most children over the age of 4 attend pre-school education. Each child starts full-time education on the primary day following the month in which he turns 5 years old. However, all children start school at almost 4 years of age. The duration of compulsory education is 12 years. Compulsory education begins at age 5 and ends at age 17. The compulsory

education includes 8 years of primary and 4 years of secondary education. The universities, colleges and vocational colleges where the students over 18 who have completed secondary education have academic or professional education. The first stage includes 4 years of pre-vocational secondary education and the first 3 years of general secondary education (normally 5 years) and 6 years of pre-university education. These schools are normally 3 years and are implemented in 4-year or 2-year programs. Although the native language is not English, it is the first European country to start teaching English. More than 2100 programs are provided entirely in English. University equivalent institutions are 4-year colleges providing vocational education (Mooyaart and Liefbroer, 2016).

Italy has a well-planned education regime. Preschool education includes 3-6 age group. From the age of 3, children can attend kindergartens, the first stage of the school system. The duration of compulsory education is 10 years. It starts at the age of 6 and continues until the age of 14, including 5 years of primary school and 3 years of primary education. At the end of the 5-year primary school education, students are given primary school

diploma. In order to receive this diploma, a final exam is required. Vocational training in Italy is a 3-year program for students aged 14-17. When this program is given in practice, it lasts for a period of 5 years until the age of 19. One of the best advantages of studying university in Italy is that university prices can be adjusted to the income level of the students. Students pay an average annual fee of between EUR 200 and EUR 3,500 by submitting family income documents (D'Alessio, 2012).

The language of instruction in Romania is Romanian and English. It is not wrong to say that Romanian is not a difficult language to learn, but basically it resembles Italian in origin. In Romania, the education system is managed at the national level by the Ministry of Education, Research, Youth and Sports. Education is compulsory between the ages of 6-16 (Wodak and Fairclough, 2010:25).

In Poland, preschool education covers the age group 3-6 and is optional. The aim of this training is to support the development of students' relations with their natural and socio-cultural environments and to contribute to their potential development. All tests and examinations are organized by the eight Regional Examination

Commissions, which are supervised and supervised by the Polish Central Examination Commission. At the end of six years of primary school, an individual who reaches the age of 13 is subjected to a general, compulsory test without a selection function. Being able to take this exam allows students to start training in a gymnasium, a high school-like institution. At the end of the first semester of 3-year upper secondary education, a general, compulsory examination is held at the gymnasium (reaching the age of 16. The results of this examination are also included in the gymnasium graduation certificate. The exam is considered like a university exam. In Poland, being one of the fastest growing economies in Europe and one of the youngest populations, getting university education is becoming more and more popular every year. Education and living expenses are very economical in Poland, where many universities offer English. The high quality of education leads international students from many different countries to study in Poland. Although the official language spoken in Poland is Polish, many universities in the country offer courses in English such as medicine, engineering, business administration and pharmacy (Sojkin et al.,2012: 572)

The duration of compulsory education in Austria is 9 years. This includes the 6-15 age range of human life. In summary, preschool education includes students in the 3-6 age group, elementary school students in the 6-10 age group, secondary school students in the 10-14 age group. The transition from primary to secondary education depends on the decision of the class council or the school council. One year after secondary education, one year before high school or one year before primary education. University diploma education consists of 2 or 3 education levels and each level is completed with diploma exam. There are branches of abstract sciences, cultural sciences, engineering sciences, fine arts, teacher education, medical education, science education, law, social and economic sciences and religious sciences in high schools and equivalent schools (Wodak and Fairclough, 2010:31)..

In Bulgaria, which comes from the planned economic tradition, primary and lower secondary education is continuous. It begins at the age of 6 or 7 at the discretion of the parent and covers 8 years of compulsory schooling. The participation rate in the non-compulsory part is still high. Higher education is generally provided by autonomous universities. Bulgaria is a country that

attaches great importance to education. The literacy rate is extremely high. University education is of utmost importance and universities are rooted and qualified. Bulgarian universities are higher education institutions within the scope of the European Union and graduates receive a blue diploma. The blue diploma is called Europass. This diploma is valid in all EU countries and the diploma of the graduating students is valid in all EU countries. Graduates have the opportunity to work with their diplomas in European Union countries (Dobbins and Leišyte, 2014: 993)

Looking at Belgium, the duration of compulsory education is 9 years. 6-15 age range. Preschool education is for children between 2 / 2.5 and 6 years and lasts 3 / 3.5 years and is not compulsory. The 6-12 age range includes primary education and a certificate is issued at the end of the program. Secondary education consists of three levels of 2 years. In the first two years, general education is provided. Those who cannot get a certificate at the end of primary education are required to obtain a certificate at this stage. There are four different secondary schools. These are general secondary education, vocational secondary education, and technical secondary education

and arts secondary education institutions. Almost every city in Belgium has at least one or more higher education and training institutions. In general, it has two different educational institutions. These are universities and academies of applied sciences, the only difference being the education and training approach. Universities offer theoretical education and training with a more traditional academic approach. On the other hand, academies of applied sciences have a more practical education and training approach. Depending on the region and the city, education and training is available in French, Dutch, and English or in two or three languages together. The federal government does not have a minister of education, and all work related to education is determined by the French and Flemish governments. Different languages are spoken in different regions in Belgium (Hambye and Richards, 2012). The language of instruction is Flemish in the Flemish region while Flemish is the language of instruction in the Flemish region. In Brussels, there are two bilingual schools. In Belgium, schools are divided into classes as public schools, municipal schools and Catholic (religious) schools. The state controls the schools and all expenses are covered by the state. University

education in Belgium is easy and induced, in this respect. Education in Belgium is divided into associate degree, bachelors and master's degree. Those who have a bachelor's degree can be seen qualified for postgraduate programs (Donckels, 1991)

The duration of compulsory education in Ireland is 10 years and is valid for ages 6-16. The duration of preschool education is one year and it is not compulsory. The duration of primary education is 8 years and covers 4-12 age range. Although primary education includes the age range of 4-12, compulsory education starts at age 6. The duration of secondary education consists of two levels. The first level is 3 or 4 years and is general. After the first level, the exam is given and the certificate is given. The duration of the second level of secondary education is two years. Between these two levels there is a one-year transition class, which is compulsory in some schools and not compulsory in others. The fact that living expenses in the country as well as school allowances are more reasonable to other countries and the right to work for students increases the interest in Ireland every year. Students have the right to work 20 hours a week during their university life together with a student visa. The

working student has the opportunity to both get pocket money and socialize by speaking one-to-one with people whose native language is English. Irish universities are among the best in the world. All universities have adopted the British education system and are distinguished by their high quality education (Kirby et. al., 2002).

Portugal is economically one of the most backward countries in the EU. The duration of compulsory education is 12 years. Education between the ages of 6-18 is compulsory. Preschool education is from 3 to 6 years old and is not compulsory. Basic education consists of three levels. The first level is 4 years, the second level is 2 years and the third level is 3 years. A certificate is issued after the third level. The duration of secondary education is 3 years. There are two types of secondary education: general and vocational-technical. One of the reasons why many international students choose Portugal to study abroad is that Portugal is one of the oldest universities in the world, adorned with history and culture. Portugal is the 16th most visited country in the world and a truly wonderful holiday country. The Portuguese higher education system can't be said to be relatively complex. Higher education system; university, technical university

and higher education institutions. They all have public and private schools. While both universities and technical universities offer more practical courses such as engineering, education and humanities, some universities offer theoretical and research-based courses such as medicine, law and economics. Nursing and accountancy departments are available only in technical schools. No institution can work without the accreditation system set by the Ministry of Education. In Portugal, it is possible to switch between technical universities, universities or government or private institutions. There are 15 technical universities and a large number of higher education institutions and organizations (Veira, 1999)

The duration of compulsory education in Spain is 10 years. Education between the ages of 6-16 is compulsory. Preschool education is for children aged 3-6 years and is not compulsory. The duration of primary education is 6 years and covers the ages of 6-12. Primary education consists of three levels of 2 years. The duration of secondary education is 4 years and is for students aged 12-16. In Spain, universities generally offer Spanish education, while some private universities also offer education in English. In Spain, undergraduate education

lasts 4 years. The majority of Spanish universities are state universities and the annual fees of Spanish universities range from 1,000 to 3,000 euros. The program fees of private universities vary between 6,000 and 20,000 Euros. Spain has recently revised its higher education system to align it with the European Higher Education Area, also known as the Bologna Process, which aims to standardize all European higher education systems and education (Regidor et.al., 2016: 140)

The duration of compulsory education in Greece is 10 years. For young people aged 5-15 years, education is compulsory. Preschool education is for children aged 4-6 years. The duration of primary education is 6 years and covers the ages of 6-12. In the transition from primary to secondary education, a certificate is required. The duration of secondary education is 3 years and covers students between the ages of 12-15. Education in Greece is completely free, books are covered by the state and there is no university fee. 5 universities from Greece entered the top 200 in the world ranking (Pantisides and Vlachou, 2018).

Although Southern Cyprus is one of the EU countries that allocate the most to education, the quality of the

education system remains inadequate. It can be emphasized that there is a decrease in the rates of early dropout and an increase in the rates of completion of university education. The duration of compulsory education in Southern Cyprus is 10 years and 4 months (1 year, 4 months in pre-school, 6 years in primary school, 3 years in upper secondary education) and covers 4 years from 8 months to 15 years (Tsangaridou, 2016: 639)

Since Malta is a former British colony, the education system is based on the British education system. Every child between the ages of 4 and 16; the right to free education in public schools regardless of gender, age or religious belief. Malta has a very high level of education and the examination system is vaccinated to students at an early age. Some schools offer separate education for girls and boys, while others offer mixed education. In Malta, schools fall into two categories, indeed, they are public schools and private schools. Students at the age of 16 can move on to the next level of education, which will last for 2 years. This stage is a preparation for students' University studies, and students are trained for A-level courses required for entry into the University. Upon successful completion of A-level courses, students can continue their

studies at the University of Malta or MCAST (The Malta College of Arts, Science & Technology). The age at which students wanted to start university is usually 18 and the age at graduation may vary depending on the program they receive. University education is the highest authority in the Malta education system. The University of Malta is also the oldest university in Europe with a 400-year history. The University offers undergraduate and graduate programs and is fully funded by the Maltese government. The school offers a doctorate option and can last from 1 to 6 years (Bartolo, 2001: 70)

Compulsory education in Czechia is between 6-15 years old. In the Czechia, there are 3 stages of education and are concentrated before the university. Mateřská škola, kindergartens, are for education from 2 to 5 years old. The second level, Základní škola, is known as Primary Education and is a type of compulsory education between 6 and 15 years of age. Thirdly, Středních školai, for example, is a type of high school called gymnasium or vocational schools. University education in the Czechia, one of the fastest developing countries in Europe, the former Czech Republic and the new Czechia, has attracted the attention of its international students. Charles Prague

University is one of the main reasons why the Czech universities are preferred. The departments where students mostly apply are the departments such as medicine, pharmacy and dentistry, while the demand for departments related to business and economics is high (Kouba, 2018).

In Croatia, when a child reaches the age of six or seven, he / she starts school to learn and be educated and to continue his education in eighth grade and primary school. This is free education provided by the state. Secondary education is not, however, compulsory. Students can continue their secondary education at this age from 18 years of age. At this second level, students are usually enrolled in vocational schools. There are a large number of art and music schools available here. There is a chance to study at selected universities in the country's cities, particularly Zagreb, the capital city. There are 8 universities in the country. The quality and educational level of the universities are also noteworthy. The country's history goes back to many years. Croatian Universities, all of which are well-established and elite universities, offer academic services in accordance with European Union criteria and Bologna criteria. Young people who graduate from universities that give blue

diplomas leave their schools with the opportunity to work in many countries (Obadić and Aristovnik, 2011).

Latvia has 9 year-compulsory education, before university. Most of the Latvian higher education institutions are located in Riga, and the streets of Riga are full of local and foreign students. In this respect, Riga has always been the cradle of new ideas and development. When a student in EU decide to study in Latvia, he or she can easily choose the capital Riga or other cities that are as beautiful and close to nature. Students in the country can relax in the warm and friendly environment of the small cities while enjoying the magnificent view. Latvia is one of the safest and greenest countries in the world. In addition to these features, you can be assured that Latvian universities offer a highly developed education system. The main advantage of Latvian higher education institutions is their individual approach to education. Since institutions are designed to work relatively small and effectively, each student is cared for individually, and students make significant progress in a shorter time with this individual approach. In Latvia, each university has an independent Student Administration. The aim of these organizations, which accept students from every country

and ethnic group, is to protect the academic, financial, cultural and social interests of the students studying at the university, as well as to the university administration and the mediation of the students (Silova, 2006).

In Lithuania, the compulsory education period is 9 years. Training starts at the age of 7 and continues free of charge and compulsory until the age of 16. Lithuania is a member of the European Union and NATO and one of the most linguistic and educated nations in Europe. Lithuania offers lower tuition rates and a lower cost of living than other countries in the region, making it the perfect place for students to experience studying abroad at a lower cost (Hogan-Brun and Ramonienė, 2003: 33)

Luxembourg has a mixed basic education system. This system consists of pre-school and primary school. Mandatory from 4 years and 4 cycles. The first cycle starts with 3–5 years (age of onset). The second cycle continues for the group of 6-7 years. The third cycle is for 8–9 years. Finally, the fourth cycle is for 10–11 years. In secondary education, students are offered 2 options after completing basic education. First, normal education, namely literature, mathematics, science, etc. consists of. Secondly, if the student wants to get technical education, he goes to

institutions such as vocational high schools and tries to become an expert in his field. There is no examination for university here. Ten different universities exist in Luxembourg (Hoffmann, 1998)

In Sweden, education is governed by a management system in line with the objectives. The government is fully responsible for education and provides the framework for education at all levels. However, it is the duty of the municipalities to provide education at basic, secondary and adult education levels and to run schools. Universities and university colleges are responsible for teaching and operating tertiary education. The national framework consists of laws and rules on schools, curricula, objectives and curricula. There is no national curriculum in tertiary education, but an additional degree to the rules commits to tertiary education at the undergraduate level and their requirements. In particular, some responsibilities for monitoring and evaluation of the system have been delegated to government agencies (Göransson et. al., 2011: 550

In Hungary, the history of the education system is based on royal institutions. The country's academic infrastructure is extremely robust. In this tiny country,

there are 29 high-quality universities and around 400,000 students scattered across a number of colleges. In Hungary, education is compulsory for children aged 5-16 years. Young students go to kindergarten before primary school. The primary school period is 8 years in general. After primary school, students may choose to attend general high schools or vocational schools. In the system, Vocational Schools are divided into two. Some of the graduates have the right to pursue their studies at the University if they wish, while others who complete them directly start working. As it is evident in its name, the aim of the vocational schools is to make the students professional and to bring them to the society as soon as possible. The general high schools, which are called Gimnazium, equip their students with various information and prepare them for university. This includes teaching each student two foreign languages (Campos and Jolliffe, 2003: 385)

The duration of compulsory education in Estonia is (9) years between 7-16 years. In Estonia, it is known that pre-primary education is of great importance, although it is not covered by compulsory education. Of the 620 schools in Estonia, 519 provide training to Estonians who speak

Estonian, 81 speak Russian, and 20 speak Russian and Estonian. The education system is divided into three main groups: basic education, secondary education and higher education. There are Bachelor, Master and Doctoral programs in 13 universities, 6 of which are private ones (Michaels and Stevick, 2009:230).

Until the 1990s, the Slovak Education System had a centralized management structure. After the 1990s, laws were prepared to ensure that the education system was local oriented and some of the powers were transferred to local units. Basic education covers the age group of 6–15 years and is compulsory. It is possible to get higher education in medicine, pharmacy and technical sciences in 13 well-known universities in Slovakia (Michaels and Stevick, 2009:231).

University education in Slovenia is simple, and Ljubljana and Maribor universities are the best options for students who want to study in Europe within Slovenia, with their economic fees. Slovenia has the 4th best education system in the European Union and 99.6% of its population is literate. The language of instruction is Slovenian and there is a chance to study English in certain

departments. Compulsory education covers the age group of 6–15 years (Bawden, 2005).

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Chapter 4

The effect of upcoming political needs

After the Second World War, especially in the 1980s, the winds of change that emerged in many fields, especially in the fields of economy, politics and social, gave the beginning signs of a new world order. The 21st century is the era of information society. Education is one of the conditions of existence for the people of this age who constantly develops by learning. Aware of this necessity, the EU has established a policy for the member states to act together on education and training. EU education and training policy is intended to encourage the integration of member countries and the creation of cooperation opportunities, given the cultural and social value of education. Education policies are important for EU integration and intercultural dialogue. For a long time, discussed and developed to the work of the EU education policy is the subject of a candidate country'

s accession promise (Walkenhorst, 2008: 581).

The establishment of the European Single Market has led to the development of a common social policy setting with the addition of competencies in the fields of economic and social cohesion, environment, technological research and development in European political cooperation and social policies. In the face of the rise of the United States as the only military and political force in the post-cold war environment, it was necessary for the community, which had risen economically to be the greatest competitor to the United States, to become a rival to the US in political integration and in particular its foreign policy. For this reason, the idea that cooperation should be made in foreign policy increased especially after the cold war. Vocational education is considered as a fundamental element of economic recovery. In this period, economic concerns led to the connection of general education and vocational education. This has enabled vocational training to be addressed at the Commission level and at the level of educational policies (Mulder, 2007: 70)

In the EU, social policies in general and education policies in particular are seen as tools for achieving economic goals. In order to achieve a partnership that

preserves the cultural values and traditions of each country, education policies need to be balanced. In this respect, the realization of educational cooperation between the member states is an important part of the European Union movement (Nicaise, 2012: 330).

Along with this cooperation, it is aimed to achieve rapprochement between nations and to provide better living and working conditions for nations. Education policies ensure the transformation of the education systems of the member or candidate countries. Educational policies of the European Union can be stated as learning society, high quality, and continuity, equality of opportunity, cooperation, and exchange of experiences (Cansever, 2009).

Through the establishment of modern states, education and training became the main duty of the state. Starting from the 19th century, certain age groups were compulsorily involved in the education and learning process in schools. However, from the middle of the last century onwards, opinions have been expressed about the inadequacy of education, which is seen as transferring what is known to new generations. Because with the rapid development of science and technology, innovations have

emerged that cause enormous changes in the average life of a person. Under this circumstance, what people learn in their childhood will not be valid and useful for the rest of their lives (Vandenbroucke, 2011).

Effective crisis and demand management that can be supported by a rightful awareness are vital to the efficient functioning of the energy market. What is needed in crisis management is to have stock-keeping systems for emergencies against a possible power failure. The Union of oil and gas stock-keeping systems developed by the EU protects against a supply problem.

The definition of youth varies from country to country depending on cultural, institutional and political factors. Although the upper limit of this age has changed frequently in industrialized countries, the lower limit generally corresponds to the age at which the age of compulsory education ends. There are basically two opinions regarding the reasons for the high level of youth unemployment. According to the latter, the main reason for the high unemployment rate among young people is the lack of quality of the young labor force. When employers need to make a choice in layoffs, young workers take the first place. There are several reasons for

this: First; the opportunity cost of layoffs for employers will be lower than for adult workers. Their inexperience and the low level of investment in vocational training in general will play an important role in this. High unemployment among young people can lead to political violence and even rebellion in society. The danger is not only related to the uneducated unemployed. It also applies to educated young people with great goals. In this respect, no society can ignore the serious reaction of youth to unemployment. Different policies reflecting the educational systems, labor market institutions and socio-cultural characteristics of the member states of the European Union will be pursued. Demand-oriented policies are mostly aimed at directing employers to youth employment and encouraging youth employment. Many member states apply such practices, such as social insurance benefits or tax reductions, by the state taking on some indirect labor costs in youth employment or keeping the starting fees low. The German Labor Market is known for its low rate of youth unemployment. Therefore, it is often cited as an example of youth employment policy. In Germany, the basis of the youth employment policy is based on vocational training. When we look at the

literature, it is seen that the German vocational education system is identical with the apprenticeship system. Denmark is making adjustments to the tax system by making tax cuts, especially targeting low-income groups. Similar practices are observed in countries such as Ireland and Sweden. Facilitation of entrepreneurship and the completion of the formal procedure required to establish a new business in a shorter period is an important application in this field. France, is a country which has declared in the national action plan that these formalities will be completed in one day. Since the beginning of the European Union, the phenomenon of enlargement has been a constant and recurring feature of integration. Just as in the integration and deepening of the EU, it is not possible to explain its enlargement with a single theory. Although theories and approaches that try to explain European integration are sometimes perceived as competing in themselves, they actually complement each other and evaluate the change and development in the EU from different perspectives. In order for the EU to advance the integration process and to establish a perfectly functioning market structure, external factors need common policies to control and direct the elements of the

external factors that may harm or adversely affect the economic, social and cultural texture. One of them is the efforts to form a common policy in the Union's migration policies. In addition to the economic integration process of the EU, such as transition to a single currency in a single market, forming a common central bank and implementing fiscal policies, as well as other instruments of this kind, the common political deepening needs to be included in this process. The need to create common domestic and foreign policies arising from security policies and to implement them jointly against non-EU countries emerges as a natural result of ongoing integration and harmonization practices. It is understood that the regulations made in the field of migration policies in the EU have made progress based on the aim of preserving and improving the economic, internal security, social and political structure of the Union, provided that human rights are reserved. It is considered that further steps to be taken in this direction can be achieved by the further development of the common values of the Union. Although the EU's strategy of formation and development is the ideal of creating a "Common Europe", and it is seen that the idea of competing superiority of the member

states compared to other member states and the idea of acting independently on some issues are still preserved. This is mainly due to the fact that countries are seeking and expecting flexibility in supplying the labor power needed by the labor market in order to stabilize their labor markets.

Chapter 5

Ties of political institutions in Europe with education

Being bound to European Council attempts, the Council of Education Ministers have started meeting in regular sessions. Following this, the European Parliament and Commission created education divisions. In EU, today, education received a unique budget and EU education policy could be reviewed by the executions from Court of Justice of the European Union (CJEU). In addition to this, European Commission can support the process with funds. There have been successful EU programs for the usage of those funds. The training activities carried out within the Council of Europe Directorate of Education are among the main political institution efforts. The European Union began to recognize the importance of education after the 1970s. Meetings of the Council of Europe Ministers of Education are held every three years and the 25th was held on 11

April 2016 with the hosting of Belgium. The next meeting is planned to be held in 2020 (Kokott and Sobotta, 2013)

The Council of Europe Monitoring Committee on Education Policies and Practices (CDPPE) is the executive body of the Council of Europe in the field of education and policy-making and decision-making are also monitored by the political bodies and actors of the member states. In line with the decision taken by the Council of Europe (EC) Executive Committee on Education Policies and Practices (CDPPE) held in December 2017, the Network of Education Policy Advisors (EPAN), which includes a representative of each state from each Member State, to contribute to the harmonization process of the Member States of the Democratic Cultural Competences Framework, having been established before (Hutchinson, 2017).

Ethics, Transparency and Integrity in Education Platform (ETINED), Council of Europe and member states' education ministries, education boards, higher education institutions, international non-governmental organizations, educators and students gathered together on the principles of ethics, transparency and honesty in education is a political working team aiming to contribute

to the development of teaching (Ispas, 2015). Council of Europe Education Committee, European Language Portfolio, Council of Europe Democratic Citizenship and Human Rights Education, Awareness and Act of Human Rights Team, Higher Education and Scientific Research Group, Language Policy Group, History Teaching Group, Roma Children Education Group in Europe, The European Language Portfolio Working Group and the Council of Europe Training Personnel In-Service Training Programs (PESTALOZZI) are other well-known organizations and groups (McKenna, 2010).

Looking at one of the political groups in EU parliament, and following the European People's Party Basic Program in the 2004 - 2009 action plan announced by the EP for the new legislative period at the beginning of 2004, and it was also seen, the European integration project mentions that the European integration project is not yet complete and provides an individual with dignity, support for the family institution, social market economy and localized federal European It sets out four main topics of international cooperation and multilateralism. In line with these priorities, creating a dynamic, competitive, solidarity-oriented, business-producing economy; Meet

the growing confidence and peace needs of European citizens; to ensure sustainable development; The content of this action program is to develop policies for the education and employment of European young people and to develop policies that place Europe in a globalizing world, including common external, security and defense issues, and finally to produce policies that will ensure good governance in Europe.

In the European integration process, being another political group as GUE / NGL is fighting for more and better employment and education opportunities, social security and social solidarity, reasonable assessment of the world and its resources, cultural exchange and diversity, sustainable economic development, sustained and stable peace. The GUE / NGL, which seeks to transform the European Union from an elite project into a people's project through more direct democracy and more active participation of citizens, is among the aims of the GUE / NGL to promote equality between the sexes, strengthen human rights and maintain the traditional anti-fascist and anti-racist views of the leftist movements.

Along with all internal factors, the development of these union-wide supranational parties is also related to

the effectiveness of the EU. The position of the EU in world politics, the level of the implementation of common policies within the union, and even the future of the idea of unity come to the forefront as developments that directly affect these political groups at the European level. Especially the recent crises in Europe can threaten the idea of unity as well as the institutionalization of the parties at the European level. Europeanization and education is a formula to overcome these threats.

Article 4 of the Treaty establishing the European Atomic Energy Community authorizes the European Commission to promote nuclear research in the member states, and within this framework, the research programs of the member states are required to align with the Commission's research and training program. Within the framework of EURATOM, scientific researches on the use of nuclear energy in industry have been supported under various contracting methods and annual programs. The Group also aims to create R & D multi-annual framework programs that promote the education and mobility of researchers in cooperation with third countries and international organizations. In order to eliminate social inequalities between regions and to ensure social and

economic harmony, it is foreseen that the structural funds provided to the member countries by the Community will be used to modernize the research, education and production structures at the local level and to strengthen the technical and scientific foundations of the least developed regions. Another issue that should be mentioned within the framework of the EU Framework Programs is the role in the policy transfer processes of the Coordination and Coordination Projects supported by the Program and supported by the National Contact Points (NCPs) of the Program working in EU member and candidate countries. The UINs participating in the training meetings organized within the scope of such projects aiming to share and jointly share the best practices in the EU have knowledge about the common good practices in the EU and feed on both administrative and academic knowledge and contribute to the change and transformation of national practices in this direction (Şeker, et. al, 2015).

In the definition of European identity, the function of the citizenship of the Union gained under the condition of the member state has gained importance. The sharing of a European identity is about whether a person's age,

religion, religiosity, class belonging, educational level, foreign language skills, visits to another European country, whether they live there or not. Restrictions on minorities in the EU are more visible in the linguistic field (restrictions on education in mother tongue). The most prominent aspect of discrimination is the unequal treatment of minority groups by dominant groups and the creation of conditions for these groups to express themselves and to advance their ethnic characteristics and values. Cultural norms and social practices in a country are referred to as dominant group norms, while minority norms are depreciated and marginalized. The language that forms the boundary between minority and majority creates certain restrictions on the use of languages of minorities in education, social or political life to maintain the status quo with states. It framed reforms such as the economy, management, retirement, education and health care, and the debate on the depth of the European integration process. Employment policies in the state, non-governmental organizations and trade sectors have been stated in various academic papers that are strictly based on professional qualifications, not ethnic or religious elements. However, while using this statement, it is not

ignored that there is a certain inequality in the business world and in the NGO's sectors (Sirin, 2009).

Elites can also be mediums for political institutions in the same respect. In the 1960s, Dahrendorf spoke of functional elites in various fields such as economics, politics, education, religion, culture, the military and law. In the 1970s, there was a distinction between elites with official political power positions, elites in administrative positions, other elites with political power (such as associations), elites in political influence positions (such as large business and trade union presidents) (Erkilet, 2007). Depending on the interaction of EU-origin and internal dynamics, the weights of these logical foundations may change in the approaches and discourses of the political elites. The external incentive created by the status of candidacy following the Helsinki decision and the expectation of starting accession negotiations has led to a weakening of the approach that previously viewed EU conditionality as an intervention in the internal affairs of candidate states.

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Chapter 6

Foresight for European education

Thanks to its long history, innovative education system, successful universities and economic education fees, Europe is home to the most preferred countries by young people. In Europe, students choose education in Europe to shape their future through world-class education and to advance in business. The most beautiful part of Europe is that it can offer you many options. Hundreds of thousands of undergraduate and graduate programs, as well as many short-term exchange programs offer world-class universities, higher education institutions and research institutes within the students can choose the experience that suits them with a full freedom in movement (Deem, 2008: 88)

The biggest problem in the current European education debate is the integration of immigrants. Because by 2020 immigrants in Europe are expected to account for about 25 percent of the population under the age of 15, and such a

large portion of the population is at a disadvantage in education, with serious risks of loss of skilled labor, social polarization, radicalization and social security problems (Robertson, 2010: 28)

Designing pedagogical approaches and content according to the conditions of the 21st century provides great opportunities for the education of immigrants today. Along with the change in the labor market and the fact that automation replaces manpower to a great extent, the need for low skilled labor force decreases the risk of future employment and segregation of children from migrant or immigrant backgrounds who are disadvantaged in terms of education. However, it is possible to avoid this danger by adopting current pedagogical approaches such as technological developments, entrepreneurship, creativity, critical thinking and media literacy. Applications such as the creation of online learning environments and the determination of personal training methods by pedagogues may also contribute to the solution (Coulby and Jones, 2017).

According to regional experts, the future international role of Europe will depend to a large extent on whether it will be able to achieve changes in the social and economic

structure to solve the problem of bereaved labor, which can only be succeeded with rightful educational policies. Europe is unable to compete with the US in terms of innovation and economic dynamism, lagging behind the US in productivity increases and job creation. What appears is that Europe cannot be a major international player commensurate with its size in the future. In addition to the growing need for economic development, social and security reforms, many experts say the EU will have to simplify the complex decision-making process that prevents collective action.

In the next decade, the enlargement process of the European Union will continue, albeit slowly, with the support of the rich countries of the Union. However, without a strong government and visionary leadership, Great Europe cannot be built. The strategy has three elements. These are the resources, the method, the path to the goal, the methods and the strategic goal. These elements do not exist in the European Union today. Training will be included in the set of resources here.

It is clear that the concept of Europeanization provides an important opportunity for the EU effect to be understood within the educational system of the countries.

However, the investigation of the impact of the concept requires a very careful analysis, as both the EU and the member / candidate states are affected by many different dimensions. It should be stressed here that the effect of the EU will not be automatically reflected on the member / candidate country. The fact that Europeanization studies conceptualize the Europeanization action may give the impression that the EU influence is very direct and clear. However, the unique characteristics of EU legislation and the existence of different factors for different policy areas are important factors that affect the directness of Europeanization.

On the basis of EU economic integration there is a free-to-peer understanding of competition. However, the human dimension and social dimension of the issue were not neglected. Together, development and increasing the welfare of the underdeveloped regions of the EU were also seen as an important complement to the common policies. The implementation of this policy is carried out in the form of assistance to rich countries and poor countries and regions. The amount of aid is determined by countries and regions; economic development, population, unemployment rate.

Although the Copenhagen Criteria, which are EU membership criteria, do not explicitly state strengthening civilian control over the military, civilization of military-state relations is a prerequisite for membership. Recent evaluations of Europeanization have made the concept usable for both EU member states and other countries. Cultural changes, the emergence of new identities, changes in the policies followed, innovations in the field of management and even modernization are combined with the concept of Europeanization. In this context, Europeanization has moved beyond the borders of the EU, shifted from west to east and gained an eastward perspective. The dimension in which Europeanization is considered as the transformation process in the candidate countries within the framework of EU accession is a developing field of research. The use of Europeanization in terms of EU accession is evaluated within the framework of the EU's enlargement policy and refers to the transformation process in the framework of modernization and democratization in line with the integration of candidate countries with the EU. Since the candidate countries cannot participate in the EU decision-making mechanism, they cannot jointly determine the

scope of their Europeanization together with the member states. Instead, they shape their institutional structures and policies in line with EU directives, norms and rules and the decisions taken by the EU. EU financial assistance and trade agreements also encourage candidate countries to change their domestic policies, but none of them can have as conclusive and direct results as the accession process. However, the EU may not be the only actor in the transformation process of the candidate countries, and external and internal factors have an impact. Nevertheless, the EU has been the main focus of the transformation of these countries. The harmonization of EU rules, norms and policies with the existing national rules, norms and policies, the adoption of the reform process in the direction of harmonization by a strong and broad political base, the support of civil society and public opinion, the lack of political culture, other alternatives, the existing international connections and cooperation conditionality with other factors that affect success and productivity.

In order for the monetary union to function properly, a full convertibility within the union must be ensured. Without full convertibility, it is not possible for a common foreign exchange reserve fund and debt liquidation system

to function within the union. Also, there should be no exchange rate restrictions. It is not a long-term solution in the Union that one or more of the countries give a deficit of the balance of payments and that this deficit is financed by other members. In order to eliminate the imbalances of the unbalanced members, there must be a coordination between the monetary and fiscal policies they pursue. The same process applies to training in similar tools and roles.

Research on European social policy often focuses on a minimalist understanding that the impact of the European Community on social policy is trivial. The "European welfare state" as an independent "regime" to restructure the living conditions of the European citizen is not yet on the horizon. European social policy actually follows economic integration and is functionally linked to it. This is due to the market freedoms that the economic citizen has.

There are close to a dozen theories aiming at explaining European integration as a whole or in some specific areas. The most important of these are neo-functionalism, liberal inter-governmentalism, supranational governance, rational choice, historical institutionalism, sociological institutionalism, multilevel

governance, social con- structivism and neo-Marxism. There is no doubt that enlargement fatigue cannot be analyzed without considering the historical background. The intellectual foundations of the integration movement embodied in the European Union go back to the Middle Ages. To date, many European philosophers, political scientists, clergymen and soldiers have put forward the idea of the European peoples to put their conflicts between themselves and come together around Christianity or European values. However, these ideas could not be transferred to practice and the integration of Europe remained a utopia for centuries. During the Cold War enlargements, considerable commercial support, economic and technical assistance was provided to the countries that joined the EU, while the recent efforts in this area lost their appeal completely. The perception in the EU public opinion is that politicians use resources irrationally within the framework of their own ideological understanding. It is not possible to put forward scientifically certain expressions how the European Union will take shape in the future. Another current problem of the EU is the disappearance of the future perspective, the strengthening of fanatic nationalist and xenophobic currents, and doubts

about EU values and identity become apparent. Indeed, the findings that emerged in both political elections and public opinion polls suggest that ultranationalist tendencies, xenophobia and Islamophobia are strengthening across EU countries. In the Multi-Gear European model, member states have to achieve common levels of integration. States will be able to achieve the prescribed objectives on different dates. It is not possible for slow-moving states to avoid being involved in some policies of integration. Provision of temporary exemptions to certain countries in the arrangements for the common market envisaged by the Single European Act, and the provision of transit time and protection measures in some areas for new accession countries are other examples of the Multi-European approach. What is important in this model is that not all member states adopt the same policies and objectives, but they are not able to implement them at the same time. The conditions for transition to monetary union brought by the Maastricht Criteria are also in line with the Multi-Gear European approach. Although countries such as England and Denmark have registered that they will not participate in integration in this area, it is

possible that this may change depending on the conjuncture.

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Chapter 7

Europeanization and education

Europeanization acts differently in EU member states and candidate states. When Europeanization is defined as a reciprocal process in the context of the effect of the EU on the member or candidate state and the effect of the member or candidate state on the EU level, certain prerequisites are necessary for the interaction to take place.

Welfare is a criterion in EU's roof. It is an area where the segments that can be discriminated against are more equal. It is a society with the rule of law. The Lisbon Treaty is based on European values, the Union, respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of minorities. These values can only be given by training. In Europe, these values are common to member states in a society where pluralism, non-discrimination, tolerance, justice, solidarity and gender equality prevail.

Adopting the ideas and lifestyle of Europeans is the first thing that comes to mind in this cause. Europeanization is also used as westernization. Indeed, it has advanced in science and technique in European time, it also expresses an advanced thinking with its beliefs, morals, philosophies and lifestyle.

The broad definition of the concept, which includes values and identities, actually raises many controversial concepts of Europe and the EU. In this context, Europe points to a political and cultural partnership. The fact that this partnership manifests itself clearly raises the issue of cultural and geographical boundaries. Indeed, under the influence of the EU, bureaucratic structures are reorganized, new units dealing with EU affairs can be formed, and employees receive specific training to conduct relations with the EU, thus forming an EU bureaucracy. Indeed, public opinion remains an important factor in Europeanization. The public's positive approach to the EU can prevent problems in the implementation of costly EU policies.

As a result of this bird's eye view on the theories of European integration, it is seen that the observation-based phenomenon, which focuses on each maturing generation,

is differentiated in parallel with the characteristics of the phases of the EU's transformation. As a result, it should be stated that the concept of Europeanization is a useful and necessary concept for explaining the changes in the political, institutional structures and other political fields in the member / candidate countries, in short, as a conceptual framework for the changes in the countries. However, the concept has some limitations and, since it is influenced by many different variables, it requires a comprehensive and educational based multidimensional analysis (Dobbins and Khachatryan, 2015, 200)

The emergence of different results in the evaluation of Europeanization in terms of countries clearly shows that the structure of the countries and their domestic political developments are an important factor affecting the EU process. Consequently, the institutions that form the understanding, choice and policies at the national level are the main units that interpret and implement EU policies. The explanation of the change achieved through Europeanization from these two different perspectives does not develop in an exclusive manner. In other words, the rationalist institutionalist and sociological institutionalist approach can be used to explain the process

of Europeanisation of a state simultaneously or consecutively. Within the definition of Europeanization, the effects of member states, which are another dimension, to the EU level (bottom up), institutional effects, agenda formation and policy-making effects can be examined. This is the point where the educational reasons and needs come into play. The field of content on informal European norms as well as formal EU norms, which is described as Europeanization of Identities-societal Europeanization and which the EU is considered as a reference in the formation of social identities, is constructed through education. Therefore, it should be remembered in every title from labor law to citizenship.

A strong democracy and economic stability can be achieved if a strong social demand for democratization and economic stability within the framework of EU membership can be turned into an effective political desire for more effective, accountable and transparent restructuring of the state, and a more democratic, pluralist and multicultural restructuring of the political system. In this process, a community-centered modernization movement based on the participation of civil society, scientific organizations, universities and all non-

governmental actors and strong public support can break the resistance of the veto points in the country and break the resistance of the veto points within the framework of Europeanization if it can meet with a political power advancing with firm steps and stable policies in the process of EU membership process.

Indeed, within the framework of the conditionality strategy, Europeanization takes place at the administrative, institutional and political level and is based on intergovernmental material bargaining. Non-governmental actors are eliminated in the first stage. Different actors were involved in the process of socialization and social learning and Europeanization was reduced to the social and discursive level. In addition to the role of social actors in this process, EU-funded projects, education and exchange programs and especially twinning projects are very important in terms of increasing social impact. Twinning is very important for the socialization of national actors. When the characteristics of public support for EU membership are analyzed, a demographically diverse picture emerges from different age and occupational groups, with different educational levels and political views. The EU accession process has succeeded

in bringing together many different groups and views with the glue nature and mobilizing them for the common purpose, leaving aside their interests in the reform process. The EU has organized courses and seminars to support the education and training of public employees and the public, in particular on the EU acquis, norms and rules, human rights and freedoms. In addition, once any country has gained candidate status, both EU financial assistance has become more meaningful and has been able to apply for some grants, exchange programs and training. Political elites and NGOs have begun to establish links with their counterparts in EU countries and carry out many joint projects. EU-funded projects, education and exchange programs, and in particular twinning projects, which are rapidly increasing in number, are very important in terms of increasing social impact. Besides these, some politicians within the EU. They have become important points of support for candidate countries' EU membership.

In the mechanisms of 'EU funding support' and 'implementation of the EU acquis', businessmen organizations have the opportunity to strategically and instrumentally increase their strength and welfare. In this process, business organizations focus primarily on the

opportunities created by the EU for themselves, aimed at national change. Therefore, the EU is considered primarily as a gateway to political and economic opportunities for these actors. Finally, the social learning processes in the national field should enable the actors in the candidate country to learn and internalize EU procedures, norms and culture; it expresses the change in comprehension, discourses and identities and the realization of the essence of Europeanization. As a result of social learning processes, Europeanization is expected to be more robust. The increase in the popularity of Europeanization in the 1990s was not only because it was a useful concept expressing a process, but also because of the positive and negative multi-faceted discussions about the process. It is beyond the scope of this article to address all positive or critical approaches to Europeanization. However, each of the reasons explained above has become the focus of discussions with both positive and negative aspects. What we want to emphasize is that these discussions take place in a way that almost completely accepts the concept from top to bottom. For example, those who advocate nationalist approaches to the EU's common political and economic policies, criticize the Union's legitimacy and

democracy deficit, or oppose the recipes for the transformation of Central and Eastern European countries, often argue that Europeanization is a top-down process. Lastly, the concept of Europeanization has become more prevalent in the top-down sense and has increased in popularity. The enrichment of the content of the concept itself and the differentiation of the usage areas have been an important factor. In fact, parallel to the Union's deepening and enlargement strategies, it has become a concept used to monitor the change of the issues that can be called as detail in the EU integration process.

Europeanization can help to overcome multiple veto elements within national policy by redistributing and re-authorizing power and resources among actors. The fact that national actors avail themselves of these new opportunity structures and / or avoid threats is also directly related to the actors' good use of the opportunity structures offered by Europeanization. The EU aims to increase the support for the process by informing public employees and civil society organizations about the EU acquis, norms and values, human rights and freedoms by enabling the increase of social interaction and learning between candidate countries and member countries

through education, cultural and political cooperation projects. Thus, by changing the expectations and beliefs of the actors, it was attempted to create the mental ground for the EU needs and policies that will emerge from the following periods more indirectly. The mismatch between the European and the national level and the presence of factors that can respond to the pressure it creates, facilitate change in national policies and institutional structure, and eliminate the potential resistance of veto elements within the political system are of secondary importance. These institutions have led them to explore European opportunity structures for change to national actors. To illustrate this, the effectiveness of these institutions in the process of the exchange of EU equal pay and equal treatment directives in Britain and France has played an important role in the implementation of reforms in these countries (Schneider, 2001). The concept of Europeanization is regarded as the growth and deepening of the institutional arrangements created by European integration at the European level. In the context of this assessment, Europeanization is the formation and development of significant governance structures and levels at European level

In the field of education and culture, westernization attempts in connection with the military and civil bureaucracy coincide with this period. To develop vocational education, knowledge and culture, the tradition of sending students or young professionals to Europe in order to see and learn the latest changes in the West and Europe has been started with this process. The EU's financial assistance is provided in the form of loans and grants. While the supports given in the form of loans are made on the basis of the projects by the European Investment Bank resources, public institutions and private sector, the grant aids are provided to public institutions and organizations to be used in social purposes such as education, health and culture, for the purposes of human rights, rule of law and raising democratic standards. It is given to NGOs through projects. Policy areas such as justice and home affairs, information society and media, agriculture, environment, foreign policy, political issues, interest groups, political parties, local organizations and their impact on NGOs; institutional structure areas include institutional structures restructured under the influence of the EU, national bureaucracies reorganized under the influence of the EU, and their impact on national

managers who receive certain training within the scope of EU legislation.

Both the program beneficiaries and the grant beneficiaries stated that in the interviews, the trainings given on project preparation, the competition in the grant programs increased due to the fact that more people gained experience in the preparation and implementation of the projects, and the quality applications were made in terms of content. In order to be able to talk about the process of Europeanization in identities with the effect of the grant programs and projects implemented in the field of media, Europeanization needs to be sufficiently spoken in other areas of influence, and the process of internalization of norms needs to be started. Lifelong learning is a comprehensive approach to education that is of interest not only to the European Union but also to the world. It has been on the agenda of educators since 1970s (Field, 2001). Although criticized in many respects, the concept, which has not lost much of its timeliness, is often associated with educational activities carried out outside formal education processes, but there is still no consensus on its meaning and content. Taking into account the recent statistics emphasizing the aging population, lifelong

learning in the European Union, despite the criticism that it is an approach that serves the economy in general, has been used by the Union to popularize its values and policies not only in education but also in other fields. It is also a slogan chosen to extract and summarize.

For instance, in Sweden, local authorities are obliged to provide preschool education to children whose parents work at the age of 1 (Fabian, et. al, 2005). The government provides funds to local governments to increase participation in education at this level. In most European Union member countries, there is no direct legal text to support this concept. However, in the process of countries' membership to the Union, the phenomenon of lifelong learning is tried to be placed on the educational steps. This can be observed by application examples, although not directly in the form of identification. Formal / informal vocational education, public education courses, adult education etc. lifelong learning applications.

Conclusion

The field of education, which has gained an international character through the globalization process, is an area of importance and priority in the EU. The contemporary appearance and developed position of the EU in today's world stems from its use of education as a trigger in its development process, in addition to its economic and political success. It is aimed to establish partnerships covering member and candidate countries by preserving the differences of member countries in the EU. In this respect, the EU aims at a common education in its member countries by developing educational policies and takes into account the educational problems of the EU candidate countries. Increased access to modern communication technologies makes it important for citizens in a community to learn to think critically and to participate in shaping and decision-making. The education system is also a powerful tool for educating young people as active, critical thinkers by promoting democratic

learning especially through participatory teaching approaches to young people. They can make meaningful and sustainable changes as well-educated teachers with the necessary competences in preparing young people for active citizenship. In recent years, the EU has been advocating the concept of multilingual and multicultural European citizenship against the dominance of English as a single language in many areas. In this context, the foreign language education policy of the European Union has been shaped as European citizens' learning at least two different languages in addition to their native language during the compulsory education period in order to prevent the sovereignty of one language. The basis of the studies carried out in the field of education in the EU is to reveal general education policies. Although it does not use and promote a common education model among the Member States, the EU has several requirements in its education policies, such as a common vocational education policy, the extension of vocational education, increasing the duration of compulsory education and teaching at least two languages during the compulsory education phase (Cox, 2001).

One of the most important aspects of the European Union's Lisbon Competitiveness Strategy on human development and investment in human beings is education. The common objectives and policies of the European Union in the field of education and culture are to develop a policy in line with these policies from each country to create a common line in the European Union in this sense (Toprak, 2006). These objectives and policies can be summarized under the Lisbon Strategy: increasing the resources spent on education; increasing the proportion of women in education; use of information technologies; developing skills in various fields; these are important educational issues such as increasing the female population in labor force participation. All of these goals are shared by the fact that a candidate state has adopted. In this context, the EU process of each member or candidate country emerges as a window of opportunity and driving force for educational reform. In order to be a developed society in the globalizing world and to survive, every country that has approached the EU has to carry out these educational reforms first. Thus, both the region and the world can become a more integrated and more humane place with more advanced knowledge.

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