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## The educational policy of European Union

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### Abstract

Since its foundation EU aims to increase the number of members, to make the collaboration among its members. EU having the economic characteristics at this point has focuses its politic in some areas such as agriculture, social politics and economics. In order to arrive to its economical targets the education has been considered as instrument. In the field of education EU education cooperation initiatives carried out in accordance with economic objectives of the community. After the Second War, the knowledge, the developments in the communication technologies and the globalisation fact have played great role in the education approach of EU. According to respond the growing expectation of individuals, EU has been forced to develop education policy with quality and efficient.

Education is one of the fundamental rights of individuals. Therefore All member states perceive a need to increase the quality of their education, develop accessed to learning at all stages of life. Its clear that Life-long learning has become the basic point in EU's educational strategy. This concept includes in itself all the stages and forms of education and besides combines them.

The aim of this study was to focus on the educational policy of European Union which has the goal of maintaining collaboration and integration among the members of the union within the framework of common cultural values. And also with this study was stressed historical perspective of EU education programmes.

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### 1. The Formation of Educational Policy and the Historical Development Process of European Union

European Union was established by the six leader European countries (Germany, France, Italy, Belgium, Netherlands, and Luxembourg) after WWII firstly in order to set an economic union among them (Fontaine, 2007). EU educational policy emerges essentially by the aim of carrying out internal market obligations, depending on economic justifications (Besgul, 2013). EU started to attach importance to educational policies by noticing that it had to provide a cultural and social integration for achieving the aim of politic and cultural integration (Besgul, 2013). In this point, EU educational policy emerged from social and economic factors, and it was considered as an instrument to fulfill the demands of equality and justice in society to realize social

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justice and contribute to economic growth (Fontaine, 2007). EU sees its educational policy as both a national area of activity and goal to facilitate the applications of other community activities thanks to its educational policies at the same time. On the one hand while it consolidates the harmony among the citizens of union by supporting foreign education and exchange of students and teachers and empowering EU's integration, it successfully contributes to apply the policies like community, unemployment, research, technological development, environment etc. on the other hand (Horvath, 2007).

Different cultural, historical, and political identities which the twenty-eight members have in EU bring some differences in its education systems (Kihitir, 2004). In spite of these differences among EU's member countries, while education is seen as an advantage for countries to put their own experiences forwards, knowledge appears as an advantage in terms of the development of new viewpoints by experiences and innovations are exchanged (Kihitir, 2004). That is to say, it is accepted their own differences of every member country to bring new ideas in the Union to boost the education system into a better level. EU in this way does not try to standardize its education system ignoring these differences in its education system and insist a unique educational policy; it sets the member countries free in applying a system suitable for their own national structures on the contrary. The harmonization of education systems more than the integration is deemed significantly with regards to the future of the Union. In this point, the basic approach of the Union in the field of education is to regulate the education systems of the member countries without contradicting each other (Tuzcu, 2006). The way of minimizing the negative states that can be emerged from the present differences is to develop policies inclined towards cooperating with EU's member countries in the field of education (Charlier and Croshe, 2005).

Despite EU supports the members countries to be applied their own national systems in the general education, the policies like broadening of vocational education, forming a common policy in vocational education, passing from vertical models of education to horizontal models of education, and teaching of two foreign languages at least before completing the compulsory education are accepted as sine qua non conditions (Aslan, 2010).

The historical course of EU educational policies has been assessed in different intervals by different authors. We are going to evaluate it in three phases as it was discussed by Charlier and Croshe (Charlier and Croshe, 2005).

### ***1.1. Towards a Common Policy (1957-1985)***

The first official assessment about EU educational policies was made in the Article 128 of the Roma Treaty in 1957. In the Roma Treaty, emphasizing on the importance of professional education for the free movements of services and persons, it was offered to provide the nostrification of diplomas abroad to raise free movements and encourage foreign language education (Besgul, 2013). However, these assessments could not have gone beyond the idea about emphasizing on the importance of education can develop the partnership (Duman, 2002).

The politic and economic factors leading European Economic Community (EEC) to be established since 1960's necessitated to cooperate in the other areas, too. However the Community foresaw the harmonization of educational area and its discussion in the eye of the Community, several members of the Community, France in the first, kept on defending that the education systems were to be treated also in the national platforms. As a result of this dichotomy experienced, it was accepted the educational policy to be continued under the intergovernmental cooperation out of the Community (Palayret, 1994).

Because EU had no an adequate experience and technique elements on developing an educational project special and specific to the Union in 1970's, the educational policy was not interested by the members as a field (Cakir, 2010). In that period, it was usually made some suggestions by recommendations on education.

Some problems, such feeling the effects of the oil shock in 1973 closely, the stagnation in the Community, and the unemployment of young generation, consolidated a belief in the field of education could be a solution way, and it was set about the studies on the way of realizing a closer cooperation also in the area of education (Ertl, 2003; Kilic, 2009). For these reasons, as the Community had not a leading educational policy containing all its members until 1980, the studies done showed to be attached importance to education by the perception on education would be an exit way for carrying out economic goals.

The decision taken by the Commission in 1974 for the vocational education is the foundation of vocational education system. By this decision, it was highlighted the education was a national system firstly and then reached a consensus on establishing a committee consisting of the representatives of the member states to harmonize the national systems of the member countries in the integration process rather than standardizing and coordinate the educational programmes (Karaman, 2013). With the effect of these developments, it was made the first "Education Action Plan" by the decisions of EU Commission in 1976. Under this Action Plan, it was determined as the basic aims to facilitate the transition of young people from education to business life, improve the educational possibilities of migrant employees, develop the language education, and boost the cooperation in the higher education (Karluk, 2005). On the way of carrying out these aims, the importance attached to education started to increase because both some politicians saw education as a tool for forming a European Citizenship and the Union met with an economic mistrust during this period (Ertl, 2003).

In 1980, it was established Eurydice as a network of education and information to collect and spread reliable information in Europe about education systems and policies, put it into the service of those making educational policies, and contribute to constitute common policies based on the cooperation in the Community in this way (Kilic, 2009).

Consequently, the efforts of this period were limited only with statements of opinion because both the founding treaties had not any open authority on educational policies, the member countries considered education system as their own national issue, and they wanted to keep it in their own fields. The statements of opinion about the education were seen as an instrument on the way of carrying the economic goals out as parallel to the conjuncture of that period. The problems of unemployment and economic crisis at that time led to be focused mostly on vocational education. Regarding the educational policies of higher education, there was not any statement or information because the founding treaties did not mention any authorization in these fields.

### 1.2. *The Weakening of Legal and Political Limitations (1985-2000)*

In the period 1985-2000, it was started to mention about the higher education as a part of educational policies. These educational policies in the higher education went into the field of intervention of EU Commission because vocational education is considered as a phase of preparation for professional life. The political initiatives in the area of higher education were brought in a legal status in this manner, (Kilic, 1998, cited from Lonbay).

A prominent milestone about education in the history of the Community was realized by Single European Act (1986), which stipulated the completion of a single European internal market. It was accepted the completion of Single Market, which means free movements of goods, persons, capital, and services, to be dependent on human resources of the Community and development of these people's skills. In this way, education became a new priority to the Community members. After this development, the member states started to develop educational opportunities to establish a single market, and it was started the exchange of students and lecturers in 1987 by the EU programmes like Erasmus Programme (European Commission, 1985).

The end of the Cold War refers to a period when EU experienced a transformation into the educational policies. By the members of the Eastern Bloc contributed to the Union, it was made some regulations on the educational policies. In this manner, it was started a reform process to provide the harmonization of new members, which were attended to the Union by 1990, in the Union (Cakir, 2010).

By the Maastricht Treaty that was signed in 1992, the education officially became one of the fields of EU educational policies and achieved a legal dimension (Coorparete and Public Strategy Advisory Group, 2009). In the Treaty, it was decided to constitute an EU formation to integration for every field among the member countries of EU. By this Treaty, Education, Vocational Education, and Youth Policies were firstly brought to agenda, and the aims of EU were fixed again in this way (Horvath, 2007). With the effect of acceleration brought with the Maastricht Treaty, EU accepted "*White Paper*" in the Brussels Summit in 1993 (Cakir, 2010).

EU published "*Green Paper*" in 1993 to provide young people improve their own skills for technological and social changes and contribute to the process of production more actively, and it accepted European Youth Programme III, too. In this Paper, it was brought in agenda to suit the labor force in parallel to technological developments and systematically develop the vocational-technical education emphasizing on its importance (Tuzcu, 2006).

In 1994, the Union prepared "*White Paper*" to form a social model in Europe as a continuation of "*Green Paper*." In this Paper, there are some subjects like freedom of employees and equality of labor force (male or female). Because considered that it has not any effect apart from reducing quality of education, it does not give a place to any kinds of discrimination like race, religion, language, and sex; sexual apartheid in the first. In this point, it is aimed at constituting a systemic educational policy setting a direct link between removal of unemployment and formation of educational policy (Tuzcu, 2006).

EU has some problems needed to overcome while constituting its vocational and technical policy of education. One of the most important of them is the problem of unemployment ruling across EU. This state, which leads young people completing their education live problems to find a job, causes that EU needs to solve this problem firstly because of the importance attached to vocational and technical education by EU. Another matter is the sustainability of lifelong education (European Commission, 1993). EU, with its vocational and technical policy of education, which it tries to constitute, tries to form a multinational structure against problems it will possibly meet in the future. Namely, generally it is not considered the period when the vocational and technical education system is provided, but assessed as a system for students to renew their knowledge continuously when they start in business life (Tuzcu, 2006).

In this point, when the national educational structures of each member country are considered from a general perspective, diversity appears as an advantage, but it is aimed at providing an increasing cooperation and harmonization in the vocational and technical education.

Some changes foreseen by EU for the higher education systems came in on the Sorbonne Declaration, which was accepted in 1998. Under the Declaration, it was aimed at providing international exchanges of students, teachers, and academicians, keeping national and international cooperation increasingly, achieving the nostrification of diplomas, and improving the language skills. In the Declaration, it was additionally offered that the higher education programmes were regulated as *graduate* and *postgraduate* (master's degree and doctorate) at the same time (Eurydice, 2010).

The EU's studies on the educational policy gained speed by the Bologna Process started in 1999 and the Lisbon Summit made in 2000 (TEPAV, 2006). The Bologna Declaration was prepared under the framework of the Sorbonne Declaration. The process following the Declaration was assessed as "*Bologna Process*." Despite the Bologna Process is a process designed

separately from EU, EU has more effects on the process because most of its members are the member of EU and it was given a special status to EU Commission in the decision-making process. By the Bologna Process, the countries began to share their experiences in comparing their higher education systems with ones in the other countries and form regional cooperation to develop solutions against similar problems in which they live collectively. The objective is to form an Area for European Higher Education with different higher education systems of Europe and provide a harmony towards establishing a competitive system for European Higher Education System (European Commission, 2006).

As a result, this time became a period of time when the educational policies got a legal dimension more separately and the founding treaties were mentioned more than the previous period. The education in this period started to be used more on the way of realizing the aims of the Union. For the scope and content of the vocational education, which was considerable emphasized on education, some steps that are more concrete were taken. “Europeanness dimension” and “Europeanness conscious” among the basic philosophies of the Community began to come into prominence besides.

### 1.3. The Period of Consolidation After 2000

The developments under the field of education by the end of 1990’s were observed to increase. In the Lisbon Strategy, which became a milestone for EU education, it was aimed at bringing EU economy in a competitive, knowledge-based, and living state in a sustainable capacity of growth. Additionally, it was highlighted that common culture to be empowered in EU enlargement process and the diversity in language necessitated cooperating in education (Tuzcu, 2006). By this Strategy, it was fixed as a basic aim to bring Europe in a dynamic, competitive, and knowledge-based economy by 2010. In order to reach this foundational objective, EU tried to put some educational possibilities forwards in the fields of education, vocational education, and lifelong education for all citizens to benefit, after EU revealed the perspective on “*Education 2010*” for arriving at this goal (TEPAV, 2006).

It can be expressed that several EU principles on educational policies as a basis such as formation of multiculturalism, movement, education for all, profession information, and openness to the world (Topsakal and Hesapcioglu, 2001, cited from Freund, 1994). These principles offered the member countries to need to work on five basic areas in the following as the Commission emphasized in the Lisbon Summit:

*Quality:* All member countries should work for increasing quality in every phase of education and vocational education systems. It includes quality in general, quality of learning process, quality of teaching process for both the young and old the adult, quality of materials for helping people’s learning, and quality of present teaching materials.

*Accessed:* All member countries should work for developing the accessed to learn and improving the lifelong learning for every phase of life. Here, it was emphasized on the role played by the member countries to develop the social harmony of education systems and on being sensitive to the conditions of learners for carrying out a more responsible and attractive learning at the same time.

*Contents:* All member countries should work for reviewing the basic skills of young people who left from primary school or education, and completely integrating them into information and communication technologies. Most of the member countries underline the role of education on transferring some social values of the Community like democracy and citizenship. This is at the same time the reason under all the interpretations made by the member countries about the role of education as a whole.

*Openness:* Most countries highlight to need schools, educational centers, and universities, which are opened to the world, for guarantying the spirit of openness (transparency) for member countries, other foreign countries, Europe, and a wider space, and in this manner the activities in this matter should be increased.

*Efficiency:* Despite the member countries mention about the increments in the expenditures of human resource, they emphasize on the need of making the quality assurance in the education systems more useful and convenient and on the efficiency of things introduced. Therefore, it should be worked for the suited resources to be used at best, and investments should be rightly directed to humane and financial conditions and processes (Commission of the European Communities, 2001).

As seen in these five basic elements, it is planned to be an important phase that the member countries adapt a common system (bachelor, master’s degree, and doctorate) in their own national systems to reach the determined aims in the education system by aiming at constituting a more transparent education system in Europe. In this point, in order to establish European Higher Area via the Bologna Process, it has been achieved a consensus since 2010.

In 3 March of 2010, the report on “*Europe 2020: A European Strategy for Smart, Sustainable, and Inclusive Growth*” was published. Under the report, it is emphasized the initiatives in the field of *education, vocational education, and lifelong learning* under the smart growth need to be increased and aimed at boosting the quality of education and vocational education in every level and the employment opportunities of young population. In order to decrease the unemployment of young people, it is envisioned to benefit from young people’s experiences, include them in the labor market, and increase the labor possibilities (Akas and Apar, 2010).

## 2. Educational Programmes of European Union

EU tries to carry out its educational policies by its educational programmes. Thanks to these programmes, it is planned to develop both corporate and personal cooperation among the member countries of EU. When we express it in a general perspective, we see that the educational programmes operate for providing the donation support towards activities and projects to be performed in education and youth personally and corporately for the European people. By these programmes, while individuals increase their self-confidence within responsibilities that they take, they consolidate their conscious as citizens on the other hand. It is enabled to share different experiences with people in different culture who join to the programmes in an environment of understanding and cooperation. In this way, the aims of development and integration of EU, which it tries to reach by its educational policies, will be performed by people who have a European conscious and attend to the programme activities. The efficiency and sustainability of educational programmes are tried to provide by the education is carried out in every phase of life and in the strategy called “*Lifelong Learning*.”

EU states that the educational system will generally provide three basic aims to be performed in this context. Firstly, it will be provided for a person to notice his own potentiality within education and contributed to his development for achieving a happy and productive life; secondly, differences and inequalities between individuals and groups will be reduced, and the development of community will be provided; finally, the (life satisfaction) level of employees will be pushed up to a level for fulfilling the needs of business life and entrepreneurs, and the improvement of economy will be gotten in this manner (Commission of the European Communities, 2001).

EU has various educational programmes that it has put into practice since 1987. These programmes have changed and showed sustainability on the way of reaching the expectations from the educational programme and achieving more applicable examples as to periods of time.

The first educational programme of EU is the programme called “*COMETT*”, which was accepted in 1987. This programme was designed for encouraging consultancies and contacts between the industry and the university in EU. As for Erasmus Programme, which follows this policy, both promotes the cooperative contacts among universities and aims at student mobility (Corporate and Public Strategy Advisory Group, 2009).

The other programmes applied since 1995 are *SOCRATES I-II* (1995-2006), *LIFELONG LEARNING* (2007-2013), and *ERASMUS+* (2014-2020).

### **2.1. Socrates I-II (1995-2006)**

EU conducted its educational activities for long years under “Socrates” Programme as EU General Programme of Education with the idea that education would be a very important factor in the future of Europe (Kihtir, 2004). The first period of Socrates Programme was performed in between 1995 and 1999 for five years. The total budget for the first period of Socrates Programme in 1995-1999 was fixed as 933 million Euros (European Commission, 2001).

Socrates Programme was conducted in the fifteen countries and the other countries including in *European Economic Area* (Iceland, Liechtenstein, and Norway) in between 1995 and 1999. Since 1997, the programme was opened to Hungary, Romania, Czech Republic, and Greek Cypriot State. In the beginnings of 1998, Poland and Slovakia included in the programme. In the ends of 1998, while the three Baltic countries –Lithuania, Latvia, and Estonia– attended to the programme, and in the April of 1999, firstly Bulgaria and then Slovenia joined to the programme, too. Turkey included in Socrates Programme by the decision of European Parliament and Council, which was issued in Official Journal of the European Communities (24.01.2000), and its full participation occurred in the first April of 2004 (Rencber, 2005).

The Programme contains education of all age and tries to rise up the quality of education across Europe, encouraging cooperation among countries contributing to the programme. In this point, it is managed with some reasons like improving the information about European languages, being opened to innovation in education, and supporting mobility and cooperation during education. Additionally, it is tried to do studies, benefitting from experiences of different educational systems and respecting for linguistic variety of all countries contributing to the Programme. This Programme aims at all the actors in the educational life (Karluk, 2005).

Socrates II Programme was established, assessing the experiences obtained from the first period of the Programme to be conducted in between 2000 and 2006. It was tried to increase the efficiency of Socrates Programme in this manner (European Commission, 2006). The Programme encourages studying abroad, exchanging programmes for students and teachers, learning language, exchanging information, and the best practices in all grades of education (Horvath, 2007). The total budget left for the second period of the Program for 2000-2006 is 1,850 million Euros.

Socrates II Programme consists of several sub-action programmes and activities that enable teachers and students to have an experience about more different scientific, educational, and social situations than what they have in their own country and regions (European Commission, 2004). These fields of studies under the scope of the Programme are Erasmus (Higher Education), Comenius (School Training), Grundtving (Adult Education), Minevra (Open and Distance Education), Lingua (Encouraging Learning Language), Leonardo Da Vinci (Vocational Education) Youth Programme, Tempus Programme, and Erasmus-Mundus Programmes.

When looked at the general framework of these programmes, we see that it is opened to the benefits of young and adult people almost in all grades of education. The budget of mobility and the number of people benefitting may be indicated as a

success of the programme. As a matter of fact, experiencing different cultures and educational systems mutually thanks to the mobility is a significant opportunity to contribute to both individual and social development

## 2.2. Lifelong Learning Programme (2007-2013)

In this Programme started since 2007, it is aimed at the Union to have sustainable economic development, more and better works, and develop itself as an information society for lifelong learning. It includes doing studies for exchange and cooperation to provide quality in consolidating as an important reference point. The Programme supports the activities of the member countries and respects for their differences in the educational systems.

This Programme, which covers the years between 2007 and 2013 and has about 3 billion Euros in budgeted, includes 27 EU members with Liechtenstein, Iceland, and Norway. By the Lifelong Learning Programme, it is aimed at realizing a social integration, providing better opportunities of business, and forming an information society under the roof of European Union (Toygur, 2012).

The sub-actions under the Programme are the programmes of Erasmus (Higher Education), Comenius (School Training), Leonardo Da Vinci (Vocational Education), and Grundtvig (Adult Education) (Turkish National Agency Website, 2006). These programmes are established on Socrates Programme. As it has the same scope and objectives, it is aimed at developing the Programme in being benefitted from experiences and reaching a wider mass. When we look at the Programme in a general perspective, we see that thousands of people benefit from the programme and contribute to both individual and social developments. Nevertheless, it can be criticized because there are many activities in the name of lifelong learning, each of them has separate procedures, and people have difficulty in accessing. Moreover, because it has changeable grants from country to country, the contributors see the Programme as inadequate. In this point, EU should contribute to minimize the problems in the practice of programmes at least and make the programmes more simple and flexible.

## 2.3. Erasmus Plus (+) Programme (2014-2020)

Erasmus+ Programme is an educational programme of EU that is going to be conducted between 2014 and 2020 and to take the place of Lifelong Learning and Youth Programmes. Erasmus, Leonardo da Vinci, Comenius, Grundtvig, and Youth Programmes, which were performed in 2007-2013 under the framework of *Lifelong Learning Programmes* before, are united under an umbrella programme called “*ERASMUS PLUS*.” This Programme aims at bringing people in new skills without paying attention to their ages and educational experiences, consolidating personal development, and increasing employment possibilities (Turkish National Agency Website, 2013).

EU, with Erasmus+ Programme, plans to offer solutions for the unemployment problem, which increases among young people day by day and is one of the most urgent works of European countries especially. Because the number of people dropout from primary school raises, the risk of unemployment rises up for the adults having lower skills, too. In this manner, it is considered to offer solutions against these problems by the systems of education, business and youth that show a strong and good performance, the capabilities needed to a competitive economy, and a labor market are introduced to citizens. With another word, it is aimed at developing social capital among young people, motivating young people, and encouraging them for contribution to the democratic life in Europe (European Commission, 2013).

Androulla Vassiliou, who is a member of EU Commission and responsible for education, culture, multilingualism, and youth, informs about Erasmus+ Programme, expressing, “Erasmus+ Programme enables young people to increase their knowledge and skills abroad. Despite the large part of the budgeted is going to be spent for individual mobility, Erasmus+ is going to establish partnerships to people’s transition from educational life to business life, modernize the education in the member countries, and support the reforms to improve quality of education” (Euroaktiv, 2013). As we see from this expression, the basic activity field of the Programme is determined as providing exchange of individuals in mutual and increasing quality of education systems.

By this Programme, it is firstly given an opportunity of low interest loan (12.000-18.000 Euros) for students who want to study in Europe for their master’s degree education. Especially, importance attached by employers to master’s degrees has become a significant factor for EU to go into action in this matter (Euroaktiv, 2013).

The Programme is opened to the benefits of 28 member countries of EU, the programme countries, which are not a member of EU (Norway, Iceland, Liechtenstein, Switzerland, Macedonia, and Turkey), the third countries (Albania, Bosnia-Herzegovina, Kosovo, Montenegro, Serbia, Armenia, Azerbaijan, Belarus, Georgia, Moldavia, Ukraine, Russian Federation, Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunis).

It is important for us to understand the changes in the educational policy of EU why EU needs a new educational programme. EU, via its educational programmes, keeps on its educational policies. One of reasons for a new attempt of programme is the end of operating period of the Lifelong Learning Programme, which was planned to apply between 2007 and 2013. EU has put a new umbrella programme forwards for this programme of which expiration date was definite in the beginning. Another or the most important factor is interested in the strategy of growth and employment, which EU determined in its 2020 Strategy due to economic conditions. The exit point of EU in the 2020 Strategy is concerned with some structural

problems and developments like globalization and climate changes in the world and the population aging in Europe. A structural transformation is aimed by the effects of these problems on EU are discussed (Akas and Apar, 2010).

One of the important concepts in the strategy is education. It was considered that the consolidation of education system would be one of the most effective ways to struggle with inequality and poverty. The most significant educational aims in the strategy were determined as realizing the lifelong learning and mobility, increasing the quality and efficiency of educational and training system, encouraging equality, social harmony, and active citizenship, and urging the efforts toward ingenuity and innovativeness in every grade of education, including entrepreneurship (Official Web Site of TR Ministry of EU, 2013). In this point, it is planned to raise the accessed of higher education up to 40% from 32% in according with the determined aims and reduce the dropout rate (before graduation) down 10% from 18%. This rate is 40% in USA, and 50% in Japan. It is among EU's indispensable aims to increase the number of student who study in the university (IKV Bulletin, 2013). Consequently, Erasmus+ Programme aims at helping people to have more and better skills with its opportunities of studying and working abroad in conformity with the 2020 Strategy of EU (Commission of European Community, 2009).

It is expressed that Erasmus+ Programme will differ from the programmes that were applied in the previous periods because it is more flexible and more accessible to programmes. It can be seen only in the future years to what extent the flexibility and accessibility will occur in practice. Nevertheless, overcoming the problems in the previous periods will increase the fertility and the efficiency of this programme that will be applied yet.

### Conclusion And Suggestions

Social and economic changes coming with globalization, and economic and politic aims that EU has since its foundation necessitate EU to cooperate with the member countries also in the field of education and to develop policies in this area. Here, the studies of EU in the field of education occur at the heart of economy, and this approach is criticized because there is not any change in practice despite a different interpretation is put in the developing process. In the same way, the idea about vocational education policies are usually expressed when EU educational policies are in question, education is introduced to the problem of unemployment as a solution, and well-learned people are more resistant on struggling with economic crisis does support this critique.

Different styles of culture, language, belief, and life, which EU has, bring the variety of educational systems with it. However, EU tries to develop its educational policies in respect for these differences. In this point, this variety is perceived as an advantage especially when looked at the general education, and EU sees as an opportunity to benefit from different kinds of culture, language, belief, and life instead of trying to make a monotype educational policy. Nevertheless, the main target in the vocational education becomes cooperation and harmonization increasingly.

It will not be a mistake to express that the reason of importance attached to the educational policies by EU is related to its problems of economic crisis and unemployment. In this context, EU tries to increase the number of individual who starts to study in higher education because EU thinks graduates from higher education are more resistant to struggle with economic crisis and more advantageous to find a job.

When we look at the EU educational programmes in general, we can say there are some deficiencies in practice despite the number of people benefitting from the programme shows that people are successful in the programme. In addition, because there are programmes more than one under the roof of a single programme and each of them has a different complex application process, the accessed of individuals to the programme becomes difficult. The inadequacy of budget, left for the beneficiaries of programme, appears as another problem. That's why, the budget left for the programmes should be increased and provided an adequate support. While the economic conditions in which EU is today do not allow to the grant increment, EU may not possibly want to make these arrangements to reach more beneficiaries. However, it can be reached the wanted targets by solving these problems and increasing the fertility and efficiency of the educational programmes in special and the educational policies in general.

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