Dear Friends,

Welcome to the ninth Newsletter of the European Institute of İstanbul Bilgi University. It is a great honour for me to reach out to you this time as the Director of the European Institute, as my esteemed colleague Prof. Dr. Ayhan Kaya is on sabbatical leave at the European University Institute as a Jean Monnet Fellow until September 2017. Together with Deputy Director Özge Onursal we will do our best to fill in for Ayhan.

The current issue of our Newsletter contains, as always, information on the latest EU Institute related research projects, publications, conferences, social outreach projects and of course opinions of our students. The European Institute has completed its project entitled “European Values at School - EUDucate”. Becoming the fourth university to be nominated as the “Jean Monnet Centre of Excellence” in Turkey with this project, many activities have been carried out during the 2015-16 academic year. You may find an overview in this issue.

As of April 2016 our Institute has become a partner of two prestigious consortiums leading two new Horizon 2020 projects which will, each in their different field, have considerable impact on research in social sciences. In the first “Critical Heritages Project (CoHERE)” researchers from 12 universities led by Newcastle University will be looking at how heritage brings people from countries across the continent together as ‘Europeans’ – and how it can drive them apart. The second project “Future of EU-Turkey Relations (FEUTURE)” will focus on the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. Both projects will have a duration of 3 years.

As always, some colleagues are leaving and new ones are joining us: Our Marie Curie Fellow Dr. Cristiano Bee will be finishing his project on the “Europeanisation of the Organised Civil Society in Turkey: The Case of the Youth Organisations in the Prospect of the European Integration” at the end of this year. A brief overview of the outputs and a detailed interview with Cristiano conducted by our intern Ms Elvin Cetin are available below.

The Institute is happy to announce that Ms. Meltem Sancak Finke has joined us as a Tübitak (Scientific and Technological Research Council of Turkey) fellow focusing on “Living with Indeterminacy: Not Deported but Abandoned, Being an Undocumented Migrant in İstanbul”. The project is conducted in collaboration with the Max Planck Institute for Social Anthropology Halle/Saale, Germany, and the Department of Social Anthropology and Cultural Studies, University of Zurich, Switzerland.

While our dear colleague and DAAD fellow Dr. Peter Widmann has come to the end of his working period, our valued collaboration with the DAAD continues with Dr. Malte Fuhrmann. Within the framework of the agreement between Istanbul Bilgi University and the DAAD, he will lecture in the International Relations program, advance the institute’s relations with German academic institutions, advise on DAAD scholarship opportunities, and pursue original research.

As a special topic of this newsletter you may find a contribution by Professor Kaya on the “Vulnerability Assessment of Syrian Refugees in İstanbul”. According to the latest figures, İstanbul is at the top of the list of Turkish cities hosting the highest number of Syrian refugees. The Support to Life Association (HDD, Hayata Destek Derneği) conducted a field research in late 2015 and early 2016 to find out about the needs of Syrian refugees residing in Istanbul. The research team was composed of experts working for the HDD as well as the Syrian-origin field researchers supervised by Professor Kaya and Aysu Kıraç (HDD).

We wish you a pleasant read!

Aslı Aydın
Jean Monnet Center of Excellence Events
European Values at School

The European Institute has completed its project entitled “European Values at School - E EDUCATE”. Becoming the fourth university to be nominated as the “Jean Monnet Centre of Excellence” in Turkey with the project, many activities have been carried out during the 2015-16 academic year.

The “Jean Monnet Center of Excellence”, within the framework of the Life-Long Learning Programme, provides enhanced support for interdisciplinary academic studies and research on European Integration as well as for public activities on Europe and the EU.

Short Summary:
The Jean Monnet Centre of Excellence, European Values at School Project aims at reaching out to teachers and students in Turkey. The main rationale of the project is to discover the sources of Euroskepticism among teachers and students in secondary schools in Turkey; to give objective information to the students about the EU; to provide students and teachers with scientific material about the EU; to organise seminars for the students about active citizenship, intercultural communication, equality, justice, gender, respect, human rights, democracy, fundamental freedoms, European citizenship and tolerance. Together with the other partners, Istanbul Directorate General of National Education, Beyoğlu Municipality Youth Centre and Teachers Academy Foundation, the Jean Monnet Centre of Excellence of Istanbul Bilgi University will be continuing to work and provide online and print teaching material with regard to the European integration process of Turkey.

Looking back at our 3 years of the Jean Monnet Centre of Excellence, European Values at School Project....

Looking back at the three-year period of our Jean Monnet Centre of Excellence Project “European Values at School” the European Institute Team feels a deep feeling of satisfaction and fulfillment. Despite growing political and social challenges reflected in daily life in Turkey, all the aims and objectives of the project have been attained and in some cases additional results have been also achieved and everyone who took part in the project (both in the project team and the students and teachers) ended up with a feeling of positive achievement.

All the main objectives stated in our Project Application were successfully achieved within the duration of the project.

These objectives mainly were:
• Quantifying and analysing for the first time the growing Euroskepticism among primary, secondary and vocational school teachers (against a similar global trend in the Turkish public opinion) by a survey exploring the sources of Scepticism/Euroscepticism among the school teachers by means of both quantitative and qualitative methods;
• Promoting EU and European Values among teachers and students of primary, high schools and vocational schools; reinforcing the role of lifelong learning in creating a sense of active citizenship, intercultural dialogue, gender equality and respect for human rights; encouraging tolerance and respect for other peoples/cultures and promoting active citizenship;
• Designing and giving a course on “Islam and the West: Bridging the Gap” to university students (BA) mapping out the general framework of the issues related to Islam and the EU member states. This course examined, among other topics, the relationship between Islam on one hand, and multiculturalism, orientalism, occidentalism, modernization, post-colonialism, post-communism, globalisation, mysticism, the Ottoman Empire, the Balkans and the Middle East on the other. The course was very successful and was evaluated very highly by the students;
• Designing and organising, as a follow up to the Quantitative Survey and in connection with the Teacher’s Workshops, Focus Group Meetings and Pre/Post – Workshop Surveys with the teachers. This objective was designed to reveal and analyse the impact of the workshops on the teacher’s attitudes, perceptions and interests on European values. The pre-workshop short survey and the post-workshop focus groups revealed an unexpected interest and attachment to universal and European values and led to very rich debates. The processed results of the surveys and focus groups led to the preparation of a report and policy recommendations to provide relevant public (teachers, NGOs, education experts) and private institutions with material for use while developing tools and contents contributing to the transmission of those values for teachers of primary, secondary and vocational schools. The very positive results in this activity were attained thanks to the very active and positive support of our partner ORAV with whom we developed a very solid collaboration.
• All the events planned took place within the indicated timeframe and attained the planned targets, and all the deliverables foreseen in the project application were published and disseminated even more widely than planned.
• The project team was also very meticulous on dissemination and the Centre of Excellence Project was a good opportunity to reach a very important segment of civil society (teachers, educators, trainers, NGOs, students) having a high multiplier effect as well as to the wider general public.
MODULES/ COURSES

EU 222: Introduction to European Culture
This course gives a broad outline of the basic structures and topics of Europeanization, European culture and identity as they have been constructed throughout history. It is an introduction to the different historical constructions of ‘Europe’ with their ramifications for the global order from the early Middle Ages to our times. The course also sheds light on the notions of feudalism, democratization and enlightenment, which are essential components of the European political culture.

EUR 510: Politics of Cultural Diversity in the European Union
Politics of Cultural Diversity in the European Union aims to provide the students with a comprehensive explanation of the political theories concerning the ways in which cultural, ethnic and national diversities are managed inside and outside the European Union. The main concern of the module is to try to find some answers to the questions, “Can we live together? If so, how?” Thus, the course will concentrate on the inclusionary and exclusionary forms of governmentality developed and initiated by nation-states, employing some prominent liberal ideologies such as libertarianism, communitarianism, multiculturality, interculturality, patriotism, universalism and cosmopolitanism. The students are also expected to generate an awareness of the merits of intercultural dialogue within the European space.

IR 472: Europe and Migration
This course aims to extend the understanding of the key notions of migration, globalization, diasporas, colonization, integration and assimilation in the contemporary world. International migration as a module also aims at equipping the students with the tools to compare different forms of migration since antiquity as well as alternative forms of regimes of migrations implemented by different states such as Germany, France, Turkey, USA and Britain. Students are asked to write two working papers.

IR 479: Islam and the West: Bridging the Gap
The course, “Islam and the West: Bridging the Gap”, is concerned with mapping out the general framework of the issues related to Islam and the European Union members. This course examines, among other topics, the relationship between Islam on the one hand and multiculturalism, orientalism, occidentalism, modernization, post-colonialism, post-communism, globalization, mysticism, the Ottoman Empire, the Balkans and the Middle East on the other. The course also aims at giving students a comparative perspective on the issues from Andalusia to the Ottoman Empire. An historical account of the early encounters between Islam and the Judeo-Christian West will be provided by examining some fields of interaction in philosophy, science and education. This will be followed by an analysis of the European perceptions of Islam during the Renaissance and the Enlightenment, paving the way for the modern conceptions of Islam and the Islamic world in the Western hemisphere. Special attention will be paid to the rise of the European civilization as the superior power of the modern world and its impact on the relation of the two civilizations in negotiating various forms and patterns of encounter, challenge, rejection, reaction and adaptation.

EU 411: External Relations of the European Union
The objective of this course is to offer an all-round introduction to the nature of EU external relations, the actors, instruments and the interaction within the wider international context. The course will cover basic terminology, history, the institutional framework and foreign policy issue areas. In addition, the topics of the EU’s identity as an international actor and of the Europeanisation of foreign policies are addressed. Students learn to apply this knowledge through an in-depth analysis of EU relations with a third country.

EUR 505: Selected Topics in EU-Turkey Relations
This course is a core interdisciplinary MA module which focuses on the various dimensions of the relations between Turkey and the EU, including democracy, foreign policy, economy, the customs union, immigration, public opinion and identity through the lens of contemporary theoretical debates on European integration.
EU 315: EU-Turkey Relations
This undergraduate course analyses and studies the political and economic relations between Turkey and the EU dating back to the Association Agreement of 1963. Particular attention is paid to democratisation, foreign and security policy, the Cyprus conflict, customs union, immigration and public opinion.

EU 311: Conceptualizing the EU: Institutions, Policies and Political Debates
The course is designed to provide an understanding of the political institutions and political processes of the member countries of the European Union and of how the accession process has transformed the governmental institutions, central-local relations, political parties, NGOs and political life in these countries.

EU 321 EU-Turkey Relations
This course provides an overview of EU-Turkey relations since the early days of the integration process. It explores the impact of the international context and domestic considerations on the depth and pace of Turkey’s alignment with the EU. Special emphasis will be placed on Turkey’s recent attempts at political and economic transformation in pursuit of EU membership. The course structure is designed to reflect both the legal framework and the changing political dynamics of this uneasy relationship.

MARIE CURIE PROJECTS

The Europeanisation of the Organised Civil Society in Turkey: The Case of the Youth Organisations in the Prospect of the European Integration (EUROCS) - Cristiano Bee

EUROCS (1/01/2015-31/12/2016): brief overview of outputs
EUROCS has focused on the analysis of active citizenship in Turkey, by looking at different internal political dynamics, such as the events linked with the Gezi protests, and the impact of external processes, such as Europeanisation. Both pose new challenges, but also create new opportunities for the investigation of issues such as political participation and civic and political engagement. The project has produced a number of research outputs with high impact peer-reviewed journals or international publishers that have just been published or are in course of imminent publication.

A first relevant article where the typology of active citizenship that Cristiano Bee and Ayhan Kaya developed as part of the project has been published by Southeast European and Black Sea Studies and is titled “Between practices and demands: ambiguities, controversies and constraints in the emergence of active citizenship in Turkey”. The article looks at the challenges, but also at the opportunities that can enrich the investigation of the different components of active citizenship in Turkey.

Besides this, as a result of the workshop “Active citizenship and young people in Turkey: organised and non-organised forms of participation”, that took place at BILGI University in January 2016, we have successfully planned two special issues that are now in publication.

The first, to be published in print by Southeast European and Black Sea Studies in March 2017 but the articles are already available online at the website of the journal, focuses on the determinants of civic and political participation, at the patterns of political and civic mobilisation and at the orientations of political behaviour of Turkish youth.

Besides a research article by Cristiano and Ayhan, it includes contributions by Volkan Yilmaz, Emre Erdoğan & Pınar Uyan-Semerci, Stavroura Chrona & Tereza Capeños, Suna Gökçe-Kızılkaya & Özge Onursal-Beşgül and Didem Çakmaklı. The second, to be published by Turkish Studies, aims at reflecting upon the emergence of various demands of active citizenship in Turkey, focusing on the specific case of occupygezi. The special issue, whose articles are now in the final stage of the peer review process, is planned for publication at the beginning of 2017.

In addition to these, part of the qualitative data collected through interviews, has been used by Cristiano in order to include a chapter on the Turkish case for his comparative volume titled: Active Citizenship in Europe. Demands and Practices in the EU, Italy, Turkey and the UK, that will be published by Palgrave in 2017. The book offers an evaluation of the impact of top-down policies of active citizenship as a consequence of the promotion of the EU civil society policy, with a specific focus on the effects of the permanent state of euro-crisis in challenging and re-framing both practices and demands of active citizenship.

Part of the research of EUROCS has regarded the analysis of processes of mobilisation in Turkey, by taking the example of occupygezi as a key case study. In this regard, together with Stavroura Chrona (University of Surrey), two research outputs have been published: the article “Right to public space and right to democracy: the role of social media in Gezi Park” that appears in the Research and Policy of Turkey (Issue 2, n.1) as part of a special issue edited by Ayhan Kaya, and the article “The Gezi Movement Under A Connective Action Framework: Enhancing New Forms Of Active Citizenship Via Social Media Platforms” to be published by Palgrave in a volume edited by Oscar Hemer & Hans-Åke Persson and titled “In the Aftermath of Gezi: From Social Movement to Social Change?”

Future publications that will be submitted to international peer reviewed journals are first of all an article on the positioning of young people in respect to various components of active citizenship and secondly an article on the narratives on democratisation and Europeanization by civil society activists. Besides, as an outcome of the second phase of the research, which consists of a large-scale survey, Cristiano is now planning the submission of a proposal to the Palgrave Pivot series for a monograph on ‘Turkish Youth and Europe’.

Further information on EUROCS can be found at: www.actineurope.com
EUROCS: an interview with Marie Curie Fellow Dr. Cristiano Bee

Dr. Cristiano Bee’s Marie Curie Project is ending on 31 December 2016. Our Intern Elvin Cetin, a student of International Relations at Sabanci University, conducted an interview with him focusing on the latest findings of his Project.

1. What are the main objectives of your project and why is this issue of high relevance for you?

The project is about active citizenship in Turkey. The aim is to understand how, through empirical means of course, this concept is developing in the country by looking at two issues that are linked with each other. The first one is the process of Europeanization, which means that I am looking at the impact that for example EU funding has had in Turkey in order to stimulate active citizenship. The second aim is to look at internal processes; this is something that emerged after the first draft of the project. In the beginning, my project was mostly about Europeanization, but then when I was writing the grant proposal, the Gezi Park protests started, so I decided to focus on the internal dynamics as well. In my opinion, there are two layers that intervene in terms of defining and determining the shape of active citizenship in Turkey.

I have been working on the issue of active citizenship for a few years now, so my conceptualization derives from the previous work that I did when I was at the University of Surrey in the UK. I was working on a project called PIDOP (Processes influencing Democratic Ownership and Participation). In this project, among other things, we looked at active citizenship in eight different countries, Turkey included. My methodological framework is very much influenced by this work. I developed a model for understanding different components of active citizenship. For me these are civic and political engagement and participation, so I am looking at active citizenship through different dimensions.

2. Your project is ongoing; nonetheless, can you summarize the preliminary results for us?

Political participation in particular is a very complex issue, when it comes to Turkey. Complex, because of quite a few problems in the design of the European Union civil society policy. This is a result that is also coming from other research, so it is a result that other scholars have found as well. There is a political dimension that is highly contested, at the same time, there are a lot of experiences and practices of civic participation through volunteering, thanks to organizations that work on the issues of discrimination, gender, equality, etc. So there are pre-political elements of political participation that are well developed. This circumstance clashes against a situation where, because of the Turkish state traditions, political participation takes different connotations in respect to other countries.

3. How would you describe the effects of current EU-Turkey relations on the organized civil society in Turkey?

The effects on the organized civil society in Turkey are quite important in the sense that through funding, the EU is providing opportunities. For my interviewees, this is an element that emerges quite prominently I would say. Young people in particular see EU funding as an important opportunity, at the same time, we have to say that different patterns influencing Turkish-EU relations are coming out from the interviews such as the migration crisis, which has met a lot of criticism from civil society activists. So there are also patterns of contestation in Turkey.

4. In your research, you are particularly focusing on organizations working in the youth sector. In terms of the Europeanization process, how do these differ from organizations in other sectors?

This I cannot answer very well, because I am focusing on youth organizations in my research, so consequently I do not have empirical data to compare with other kinds of organizations. Nonetheless, this is definitely in line with my research. I recently completed a book on active citizenship in Europe, in which I am comparing data collected in Turkey to data collected in the UK and in Italy. I would say that to a certain extent, young people constitute a group that is overall in a better position than other marginalized groups, such as women and minorities for example. But this is a common trend at the EU level as well as in those countries. Besides that, I do not have more empirical data to answer explicitly.

5. How would you assess the importance of youth organizations with respect to the accession of Turkey to the EU?

Extremely important. Young people are the new generation. They are the future Europeans. In my interviews and my research, I am looking at both organized civil society, but also at informal groups of people, which means groups that are a bit more loose and less structured. I would say that informal groups of people, which I have selected through the building of a database of organizations throughout Turkey, are groups that express a strong interest towards EU funding. I am finding out that there is a cosmopolitan set of social groups, which is starting to internalize more democratic values. This is a quite important effect of the Europeanization process of those organizations. There is a new generation that is willing to go abroad and be exposed to other experiences through contacts with young people in different countries within a wider public space. They want to get to know others and learn about different experiences as well as join projects and establish partnerships. This has a strong effect on transnationalization. It is an interesting point that is emerging from my results.

6. Your project is based on an interdisciplinary methodological approach including a quantitative as well as a qualitative framework. To what extent, has this been a challenge for you?

This has been an extreme challenge for me, since I am a qualitative researcher and most of my previous work experience is based on qualitative techniques like semi-structured interviews, discourse analysis, focus groups etc. In order to add more value to the project in itself, I decided to add a quantitative element. This implied training in quantitative methods, so I attended summer school at the London School of Economics on quantitative research methods. This was very challenging, since I had not studied quantitative methods since I was an undergraduate student. In the present time, I had to put myself through a process of learning. It has been interesting and yes, at the same time very challenging.
In terms of my future research plans, I am thinking of going a step further and developing policy evaluations of more established practices of engagement of young people in Turkey. This would, for example, mean to look at the role of city councils in different cities in Turkey and see how they are working. The aim is to understand the short-comings of this approach, since it is very interesting. This would imply a further understanding of public policy. I want to see whether the participatory principles of these programs are put into practice and find evidence for this in different parts of Turkey. The second idea is to elaborate a wider comparative research on active citizenship in Southern European countries like Spain, Portugal, Greece and Turkey. These countries are quite important to look at, because lately they have experienced a new wave of protest and mobilization and expression of active citizenship. I hope it is going to be a successful idea.

Reminder:
The project focused on the analysis of active citizenship in Turkey, by looking at different internal political dynamics, such as the events linked with the Gezi protest, and the impact of external processes, such as Europeanisation. Both pose new challenges, but also create new opportunities for the investigation of issues such as political participation and civic and political engagement. As part of the work programme, the first phase of the Marie Curie project has been focused on establishing the indicators to study this issue in the Turkish context. In particular, Dr. Bee took inspiration from his previous involvement in the 7FP PIDOP, based on the comparative analysis of political participation and civic engagement in 8 different European countries (Turkey included) that resulted in the publication of a special issue with the Journal of Civil Society recently republished as an edited volume by Routledge. In the Marie Curie project that is hosted by the European Institute of Istanbul Bilgi University and supervised by Prof. Ayhan Kaya, he decided that it was important to bring things a step forward and to reflect more specifically on the different components of active citizenship. His argument is that, in order to gather a profound understanding of active citizenship in Turkey, more information regarding the theoretical and methodological underpinnings of its different components are needed. Up to now most studies looked disjointedly at patterns of civic and political engagement and political participation without providing data on the actual significance of active citizenship.

As a destination Turkey accommodates different types of migrants (long-term/permanent, transit or refugee). For understandable reasons, recent works on Syrian refugees have been the focus of scholarly studies. Other groups and types of migration are still relatively less studied, such as Central Asians or Africans although they arrived in Turkey before Syrians and have different motivations to stay. The situation is thus different to what was assumed in the past regarding their temporality. They see a future for themselves and for their families, hoping to become documented and ultimately to achieve Turkish citizenship.
It is important to note that Turkey is not merely a temporary destination for gendered migration for certain jobs in the domestic sphere but also imagined as a place to stay, establish a family, to contribute and participate in different spheres of life. Life without having proper residence and working permits is a serious obstacle that hampers the development of future plans and perspectives; and thus creates additional uncertainty. In fact, uncertainty has pushed them to migrate in the first place and also accompanies them in the new setting in different forms. Illegality fuels uncertainty. Turkey is perceived as a land with possibilities and opportunities, small or big, especially since Europe has been considered “full” for many years. “This is their America”, I was told by a young Turkish man in one of Istanbul’s neighbourhoods densely populated by migrants. Contradictorily, the also existing “comfort of illegality” is partially disturbed by the introduction of new laws and new procedural rules on employment and residence in recent years. In addition, new political developments in the region have pushed migrants, at least in the last couple of months, into a more prudent and thoughtful attitude. Despite that, even migrants who left Turkey and moved to Europe keep their Turkish networks and use them to continue in business there while residing in Germany. This aspect has opened a new branch to follow and study within my project, namely that leaving Turkey does not mean forgetting Turkey as a resource that one can revert to. Former migrants, who became recently Balkan route refugees in summer 2015, are kind of sad that they have to leave Turkey since there was no other choice left except travelling further because of their uncertain illegal status. Their Turkish proficiency was in Turkey not only their economic capital but also in Germany it is their social capital that helps them to survive in a new environment. A fluent Turkish-speaking African community in Germany is not a surprise at all in that respect. The freedom and opportunities experienced in Turkey are positive aspects within the limits of illegality. Interestingly both Central Asians and migrants from Africa have more or less similar experiences, even if the latter are looked after in a form of charity (like the Africa Football Cup) by state institutions like Fatih Belediyesi. This reveals also the engagement of the state as a formal institution in the welfare of undocumented or illegal migrants whose status is defined by state passed laws, which shows also a kind of contradiction.

Since this project focuses on mobility, recent local and global developments have a significant impact on the movement and the decision-making process of individuals but also on the attitude of the sending countries towards the mobility-destinations of their citizens. Especially migrants from Central Asia see themselves confronted with restrictions when they are leaving their countries as well as when they return. The reason behind this is the possibility that Turkey can be used as a transit country to travel further to Syria. Especially young men willing to come and work in Turkey, as a means to economic deprivation, are kept at home and not allowed to leave their respective countries.

The immobility within illegality pushes many migrants to seek solutions. Involuntarily going back home becomes also an option in some cases, or to move further to another place and start from the beginning with the hope for a better life with less constraints. Future plans are also made under these circumstances and opportunity structures are considered. It is also observed that “hope” is the inevitable company of migrants when they decide to stay or to move. This project focuses not only on this aspect but also as a matter of course takes into account the recent local and global developments. Migrants and especially undocumented migrants who live under precarious conditions can be more sensible and responsive to circumstances that for the locals or some others are not an issue at all. Situations of uncertainty thus limit not only the mobility, but also shape how the future is planned and produced. Hopefulness, or more precisely the idea that “there is always hope”, is the engine as well as the break of mobility but it shows the openness and the fact that the future is always in the making. So the migration is packed with bounteous hope, which migrants carry with themselves. As one migrant expressed it “without hope you cannot start and endure the whole thing”.

HORIZON 2020 PROJECTS

HORIZON 2020 Cultural Heritage Project (CoHERE)

Researchers explore what makes us feel “European”

The things that make us feel European will come under the spotlight in new research led by Newcastle University. Istanbul Bilgi University’s European Institute also joins the consortium. The CoHERE Project started on 1 April 2016.

Investigators will be looking at how heritage brings people from countries across the continent together as ‘European’ - and how it can drive them apart.

The 2.5 million Critical Heritages (CoHERE) project is the largest and most comprehensive study to date to explore the differences in how people, groups and institutions across Europe use the past to create a sense of belonging or non-belonging.

Museums:

The three-year study will cover a broad range of topics including how museums present the past and how ‘non-official’ portrayals of the past such as historical re-enactments contribute to our cultural identity.

Music, Dance, Languages and Tourism:

It will also look at music and dance as well as language and tourism. Researchers will investigate how the past and particular identities are used by politicians and the media, and how these influence attitudes to Islam and to minority groups across Europe.

Food Heritage:

Another part of the project will explore food as heritage. From traditional specialities that have protected designation of origin status such as Feta cheese or Melton Mowbray pork pies to differences in eating or cooking practices, the study will investigate how different cuisines shape perceptions of the past and identity throughout Europe.

European Institute:

Funded by the European Union, the cross-cutting study involves 12 partners across nine European countries,
including the European Institute of Istanbul Bilgi University. The research team will look at heritage and identity across diverse European territories to see how different aspects of cultural heritage influences contemporary identities across Europe and if a coherent European identity really exists.

**The School of Arts and Cultures, Newcastle University:**

Project leader, Professor Christopher Whitehead, from the School of Arts and Cultures, Newcastle University, said: “Our cultural heritage can give us both a distinct identity and common ground in terms of shared values with other people. “But in the current climate of anti-austerity protests, increased religious tensions and the growth of far right across Europe and EU exit politics, it’s also something that can be used in a reactionary, negative way, so it is especially timely for this research project to take place. “At a time of apparent crisis, the question we are essentially asking is whether and how diverse cultural heritages can help to create a more coherent Europe.”

The CoHERE project will uncover how different perspectives on heritage and cultural politics across Europe relate to each other. From this, the research team will develop a series of policy recommendations for ways in which these various perspectives may be used to promote greater cohesion.

**Participants**

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**HORIZON 2020 FUTURE OF EU-TURKEY RELATIONS (FEUTURE)**

FEUTURE (Future of EU-Turkey Relations) which started on 1 April 2016, reveals the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. In forward-looking terms, FEUTURE contributes to the knowledge base of the external environment the EU operates in, providing a strong, evidence-based foundation from which the future trajectory of EU-Turkey relations may be drawn. The project identifies six prevalent thematic dimensions of EU-Turkey relations that structure our research across four levels of analysis: the EU, Turkey, the neighbourhood and the global scene.

The political dimension is most closely related with the overall pace of EU-Turkey relations. Research will take into consideration that progress in Turkey’s political performance has often been related to and has justified progress in Turkey’s European integration and vice versa. At the same time, setbacks in Turkey’s democratization has been linked to stagnation in its European integration path. The economics dimension will focus on the economic ties between Turkey and the EU and the way these are conditioned both by the economic performances of the two sides and by relations with the neighbourhood and global markets.

In the security dimension, Turkey’s membership in NATO (as the second largest armed force in the alliance) critically shapes EU-Turkey relations (as well as EU-NATO relations). Likewise, Turkish ambitions to become an independent regional power affect security ties with the EU. At the same time, Turkey’s relations with the EU condition both the EU and Turkey’s relations with the neighbourhood as well as with key global actors such as Russia and the United States. In light of Turkey’s growing importance for the EU’s quest for energy security through the diversification of energy sources and routes, the energy dimension will focus on whether Turkey will end up representing an energy hub for Europe at the heart of the Southern Corridor and thus contribute to the EU’s energy security.

Concerning the migration dimension, the research will analyse the flows of skilled migrants between Turkey and the EU, the transit of irregular migrants from Turkey into the EU and the evolution of Turkish and EU asylum policies, and the way these have affected the broader scope of the EU-Turkey relationship. The identity dimension will focus on the diverse perception of identity of both Turkey and Europe by Turkish and EU actors.

The consortium includes 14 partner institutions including IAI in Italy; University of Cologne in Germany (coordinator); CIDOB in Spain; ELIAMEP in Greece; METU, EDAM, Koç University, Sabanci University and Istanbul Bilgi University European Institute from Turkey; DIIS in Denmark; ACPSS in Egypt, CIFE in France and MERI from Erbil, Northern Iraq. The project identifies six prevalent thematic dimensions of EU-Turkey relations that structure our research across four levels of analysis: the EU, Turkey, the neighbourhood and the global scene.

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It is reported that the number of Syrian refugees in Istanbul since the eruption of the civil war in Syria in March 2011. This report provides an overview of Syrian migration to Istanbul, offering various services to the Syrian refugees. Kaya and Aysu Kıraç later prepared an extensive report, which was also used by the HDD as a guide to establish a list of Turkish cities hosting the highest number of Syrian refugees in Istanbul. According to the latest figures, Istanbul is at the top of the Syrian-origin field researchers supervised by Prof. Ayhan Kaya (İstanbul Bilgi University) and Aysu Kıraç (HDD). Ayhan Kaya and Aysu Kıraç later prepared an extensive report, which was also used by the HDD as a guide to establish a Community Centre in the Küçükçekmece district of Istanbul, offering various services to the Syrian refugees. This report provides an overview of Syrian migration to Istanbul since the eruption of the civil war in Syria in March 2011. It is reported that the number of Syrian refugees residing in Istanbul is almost 500,000. According to the United Nations Refugee Agency, 182,621 Syrian refugees were living in Turkey in mid-February 2013. Today, it is reported that there are more than 3,000,000 displaced Syrians living in Turkey. With the migration of greater numbers of Syrians into Turkey, anti-immigrant, anti-Arab, racist and xenophobic discourses have surfaced among the Turkish public. Furthermore, due to the Turkish government’s openly hostile position to the Syrian regime, and sometimes due to the oppositional political parties’ discriminatory discourses, Syrian migration became closely linked with Turkish domestic politics and foreign policy.

The field research conducted with locals in six districts of Istanbul (Küçükçekmece, Başçılars, Başakşehir, Fatih, Sultanbeyli and Ümraniye) depict that many individuals have already begun scapegoating the displaced Syrians for the ills of the contemporary urban space. This study utilized qualitative and quantitative research methods, conducting structured surveys with the Syrian households in these six districts through open-ended interviews with local populations, muhtars, NGO representatives, school administrators, hospital administrators, as well as the representatives of the Syrian associations established in Istanbul. Focus group discussions were also held with members of the Syrian communities residing in these districts. The surveys, interviews and focus group discussions were structured to make a needs assessment of the Syrians in Istanbul.

The major problems of the Syrian refugees in Turkey are as follows: Exploitation in the labour market, the lack of Turkish language, discrimination in everyday life, lack of empathy among the locals towards their sufferings, stereotypes and prejudices generated by the locals, the lack of education facilities for the children, the lack of a proper legal status, the lack of the right to work legally, the lack of the right to health services, the lack of the right to housing, the lack of future prospects in this country, the lack of integration policies at the central and local level, the lack of social and political recognition, respect and acceptance, and the ways in which they are framed by the central state as “guests” are some of the problems they face in everyday life. It is exactly these problems which in the end prompt some refugees to leave Turkey at the expense of risking their lives at the border. Framing of the refugee reality by the state actors as an act of benevolence and tolerance has also shaped the public opinion in a way that has led to the exposure of some racist and xenophobic attitudes vis-a-vis the refugees. This is why it is not a surprise that Turkish society witnessed several lynching attempts, stereotypes, prejudices, communal conflicts and other forms of harassments performed against the Syrians. The massive increase in the number of refugees outside camps and the lack of adequate assistance policies toward them has aggravated a range of social problems. Refugees experience problems of adaptation in big cities and the language barrier seriously has complicated their ability to integrate into Turkish society. There are several problems the Syrians have been facing in everyday life. There is growing concern about underage Syrian girls being forced into marriage as well as fears that a recent constitutional court ruling decriminalizing religious weddings without civil marriage will lead to a spread of polygamy involving Syrian women and girls. The sight of Syrians begging in the streets is causing particular resentment among local people, especially in the western cities of Turkey. There have also been reports of occasional violence between refugees and the local population. In turn, this reinforces a growing public perception that Syrian refugees are associated with criminality, violence and corruption. These attitudes contrast
with local authorities’ and security officials’ observations that in reality, criminality is surprisingly low and that Syrian community leaders are very effective in preventing crime and defusing tensions between refugees and locals.

Recommendations

1. Global governance:
   There seems to be a lack of coordination between different state actors such as AFAD, the Directorate General of Migration Management, the Ministry of Education, Ministry of Health, and Ministry of Labour and Social Security. These actors should be coordinated more efficiently. The efforts of the Turkish Prime Minister’s Office to act as a coordinating body is appreciated.

2. Legal surveillance in the Labour Market:
   Turkish authorities should increase the level of legal surveillance in the labour market to control if the employers employing Syrian refugees are complying with the legal regulations. Granting the Syrian refugees, the right to work may also prevent them from being exploited by their employers in the labour market.

3. Collaboration with INGOs and NGOs:
   Turkey should move from a completely government-controlled process to a better partnership with UN agencies and NGOs. The Turkish state has been very generous and very effective in providing protection and assistance to the refugee camps. However, as part of formalizing its temporary protection program under the new law, it should give more space to humanitarian agencies to expand their service delivery and broaden the availability of protection and assistance to non-camp refugees.

4. Integrating Refugees:
   The Turkish state should prompt the central and local state actors to spend time and energy on preparing the legal frameworks for better integration of the refugees to social, economic and even political spheres of life in the urban space. Such an attempt to integrate the refugees may also contribute to the creation of a positive atmosphere in the public sphere with regard to the disapproval of prejudices, stereotypes and xenophobic acts performed against the refugees.

5. Geographical Limitation:
   Turkey should lift the geographical limitation clause inserted in the 1951 Geneva Convention on Protection of Refugees, and should be ready to grant the refugees all the rights deriving from international law. Then, the refugees may be freed from the limitations of the “guest” status, or temporary protection status, which makes them subject to the benevolence of the receiving state and society.

6. Engaging Municipalities:
   Local municipalities often neglect the refugees as they are not considered to have electoral power in local elections. However, they are key actors for the resolution of the problems of the refugees. Local municipalities should be more engaged in dealing with the problems of refugees in everyday life.

7. Collaborative action:
   International organizations and local and/or national NGOs should collaborate more efficiently with the central and local state authorities in order to serve better the needs of the refugees. In doing so, best practices may be transmitted to other municipal regions so that refugees and local communities can benefit better from such practices.

8. Engage Private sector:
   The private sector remains unattached to the problems of the refugees. There should be ways of engaging them in the process of resolving refugees’ everyday problems such as unemployment, housing, health, education and psychological support.

9. Providing refugees with venues to speak out:
   Academic institutions and relevant NGOs concentrating on migration-related matters should engage migrants in their conferences, workshops and other scientific activities to let them express themselves openly to the outside world. The refugees should always be given venues to speak out in order to express their concerns better, if possible through their own language. Academia has such a potential, and should act as a mediator between the life worlds of the refugees and that of the local communities.

10. Some are likely to stay:
    Agenda setters should prepare the public for the reality that at least some Syrian refugees are likely to stay in Turkey. This could decrease the potentiality of conflict between the refugees and the local communities.

11. Launching Information Campaigns:
    The central state and local municipalities should launch an information campaign to better inform Syrian refugees about their rights, services and available assistance.

12. Embarking on a comprehensive needs assessment work:
    The central state actors as well as the local municipalities should urgently embark on a comprehensive needs assessment with special focus on the education of Syrian refugee children and recognize the importance of education as an important step to assist the integration of refugees into Turkish society.

13. Learning the mother tongue:
    Best practices of integration of migrant and refugee origin people in the Scandinavian countries reveal that one of the preconditions of successful integration is that the refugees should be given the possibility to prosper in their mother-tongue from a very early age. Hence, the Ministry of National education should be prompted to find ways to provide the Syrian children with the possibilities of learning their native language.

14. Health services:
    The Turkish state should revisit and strengthen circulars concerning the provision of health services for Syrian refugees and seek avenues for burden-sharing with the international community.

15. Formal economy and vocational training:
    Official efforts should be expanded by the central state to draw Syrian refugee labour into the formal economy and encourage vocational training.

16. Recognition of diplomas and certificates:
    Primary and secondary school diplomas as well as higher education diplomas, and occupational certificates should
be recognized to help the refugees integrate easily to the relevant sectors of life in Turkey.

17. Political parties’ discourses should be more refugee-friendly:
All the political parties should be more receptive towards the refugees and their problems as they are very decisive in setting the tone for the public.

18. Potential power of the refugees:
The receiving society and state should be aware of the fact that refugees have the potential to resolve their problems if they are given the right and opportunities to organize themselves along with political and civil collectivities. Community centres may be instrumental for the materialization of such a constructive capacity among the Syrian refugees.

19. Integration policies:
Most importantly, it is now the time to come up with a comprehensive set of integration policies for regular migrants as well as for those who are subject to the Temporary Protection Scheme. It is appreciated that the Directorate General of Migration Management is now working with the International Organization for Migration to prepare a draft on integration policies.

For the full English version of the Report click the following link: http://eu.bilgi.edu.tr/media/files/160621_Ist_NA_Report.pdf

Jean Monnet Centre of Excellence EU Boat-6 with Beyoğlu and Şişli Municipality

The final Conference of the Jean Monnet Centre of Excellence Project “European Values at School” was held at İstanbul Şişli Municipalities Nazim Hikmet Cultural Centre. The event brought together the principal stakeholders of the project (academics from İstanbul Bilgi University, researchers, teachers, students, parents, trainers, experts and representatives of the İstanbul Directorate General National Education as well as the mayor and public officials of the Şişli Municipality).

The “EU Boat” in the framework of the European Values at School Project reached about 3600 high school students between 2013 and 2016 and more than 6000 students overall (2010-2016) thanks to the contributions of BİLGİ academics and expert trainers. As this is the last year of the project, academics held seminars on different subjects involving European Values and Europeanness at the high schools within the Beyoğlu and Şişli municipalities.
Jean Monnet Centre of Excellence EU Boat-6 Roundtable Discussion

The “EU Boat” seminars organised within the framework of the Jean Monnet Centre of Excellence “European Values at School” project reached more than 3600 9th grade students from high schools and vocational schools within the municipalities of Istanbul. The seminars, which were taught by Istanbul Bilgi University lecturers and trainers over three years (2013-2016), made a considerable impact and received positive feedback from teachers, students and local authorities.

This year’s “EU Boat Final Event” was organised with the collaboration of the Şişli Municipality at the municipality’s Nazım Hikmet Cultural Centre on 10 May 2016.

At this final event, the 30 most active seminar students participated in a round table meeting chaired by Prof. Dr. Ayhan Kaya and had a lively discussion on themes such as the EU, Human Rights, Migration, Equal opportunities, EU education programmes and the environment. After a nice group lunch, the students proceeded with the poster presentations they had prepared for this occasion.

At the end of the day, 15 of the most succesful students were selected and will visit Brussels and the EU Institutions, as a prize funded by the Şişli Municipality’s EU Centre.

Jean Monnet Centre of Excellence Teacher’s Workshop III

The second “European Values Workshop for Primary, Secondary and High School Teachers” was held on 20-23 June 2016 and 27-30 June 2016 at the Santral Campus, organised by the European Institute of Istanbul Bilgi University in cooperation with the Istanbul Directorate for National Education and Teachers Academy Foundation (ÖRAV).

The workshops started with intensive seminars in the morning and continued with indoor and outdoor interactive activities in the afternoon. As a result of the first workshop’s success in 2014 and 2015, interest in the third workshop increased, and more applications were received than expected.

At the end of both workshops, the participants congratulated each other and gave certificates to their peers.

This year’s workshop programs were as follows:

1st Day: Monday
09.45 - 10.00 Opening: Targets of the Training Prof. Dr. Ayhan Kaya (İstanbul Bilgi University)
10.00 - 10.30 Short Survey about EU Perception
10.30 - 12.30 Awareness / Differentness in School Environment Prof. Dr. Ayhan Kaya (İstanbul Bilgi University)
14.00 - 17.00 Effective Communication I (ÖRAV)

2nd Day: Tuesday
10.00 - 12.30 Seminar: Participation of Children at School Gözde Durmuş (İstanbul Bilgi University)
14.00 - 17.00 Effective Communication II (ÖRAV)

3rd Day: Wednesday
10.00 - 12.30 Universality in Curriculums and European Narratives Assoc. Prof. Dr. Kenan Çayır (İstanbul Bilgi University)
14.00 - 17.00 Unlabeled Education I (ÖRAV)

4th Day: Thursday
10.00 - 10.30 Short Survey about EU Perception
In terms of the structure and timing of the program, I came across different perspectives. The time frame of the workshops in the morning was very educational. The information that I have acquired during the four days turned out to be of high importance for me. Everything went well and I enjoyed it a lot, especially the lectures in the morning. That is perhaps due to the fact that I have worked with ÖRAV before. The topics that were being taught in those sessions, like for example not discriminating students, are factors that should already be more than clear to not only good teachers, but each and every teacher in general.

The sessions in the afternoon were energetic and fun, but I did not learn many new things. That is perhaps due to the fact that I have worked with ÖRAV before. The topics that were being taught in those sessions, like for example not discriminating students, are factors that should already be more than clear to not only good teachers, but each and every teacher in general.

Overall, the participants gave the impression that the workshop was not only limited to theory, that is one reason why I think I definitely benefited from this project. It is not only important to know something, but also to know how to use this knowledge and I learned how I can further integrate and make use of my knowledge in the classroom. This workshop certainly helped me to combine theory and practice. Thank you for organizing this workshop and giving us this opportunity!

Jean Monnet Chair Conference, “Europe after the Crisis: Governance, Foreign Policy and Identity”

30 May 2016 Santral Campus, Energy Museum
09:30-11:00 Identity and Foreign Policy
Chair: Dr. Senem Aydın-Düzgit, Jean Monnet Chair, İstanbul Bilgi University

• ‘Islamisation of Radicalism in the EU’
  Prof. Ayhan Kaya, Jean Monnet Chair and Director of the European Institute, Istanbul Bilgi University.

• ‘Changing Sources of European Foreign Policy’
  Prof. Knud Erik Jørgensen, Aarhus University and Yaşar University.
• ‘European Foreign Policy Challenges: Much Ado About Nothing?’
  Prof. Meltem Müftüler-Baç, Jean Monnet Chair, Sabancı University.a

• ‘Kilis, Diyarbakır, İzmir – Three Turkish Constraints on European Foreign and Security Policy’
  Dr. Jakob Lindgaard

11:15-12:30 Governance
Chair: Emre Gönen, Vice Rector for Studies, Istanbul Bilgi University

• ‘The Ultimate Decision Maker: The European Council as Crisis Manager’
  Prof. Wolfgang Wessels, Jean Monnet Chair, University of Cologne.

• ‘System Crisis in Greece and Beyond: The Interactions of Market Economy with Domestic Politics’
  Dr. Yaprak Gürsoy, Istanbul Bilgi University

• ‘Governing the EU United in Diversity: Internal and External Differentiation in European Integration’
  Dr. Funda Tekin, Centre for Turkey and European Union Studies (CETEUS), University of Cologne.

Jean Monnet Chair, Seminars in the EU Certificate Programme in Collaboration with TUSES III”

The second two-day EU Certificate Programme in collaboration with the Turkish Social, Economic and Political Research Foundation (TUSES) was held by the Jean Monnet Chair at Istanbul Bilgi University in December 2015. The topics covered by the Jean Monnet Chair included EU governance, EU-Turkey relations and EU foreign policy.

Jean Monnet Chair, Speaker Series III - DEMOCRACY AND IDENTITY IN THE EU”

The Jean Monnet Chair of the Department of International Relations at Istanbul Bilgi University, Assoc. Prof. Senem Aydin-Düzgit, opened the Jean Monnet Speaker Series on July 14, 2016 in Santral Campus with an interesting panel held upon ‘Democracy and Identity in the EU’. Three discussants with different scientific and professional backgrounds spoke and presented their positions.

Marie Curie - The Europeanisation of the Organisations in the Prospect of the European Integration (EUROCS) Conference: “Active citizenship and young people in Turkey: organised and non-organised forms of participation”

Convenors: Dr. Cristiano Bee (Marie Curie Fellow, European Institute, Istanbul Bilgi University), and Prof. Dr. Ayhan Kaya (European Institute, Istanbul Bilgi University)
This workshop was preceded by invites for paper proposals focused around the establishment of the concept of active citizenship in Turkey, and aims at gathering new insights regarding the transformation of political participation and civic and political engagement, with a specific focus on young people. The aim of the workshop was to scrutinize both organised (civil society and non-state actors) and non-organised (social movements, public opinion, etc.) forms of participation. More specifically we aim at discussing papers that look at the various formulations that civic and political engagement and political participation take by focusing on patterns driving political behaviour and civic activism. We were interested in perspectives that look at both conventional—such as electoral politics—and non-conventional means of participation and mobilisation—such as social media. In addition, we welcomed papers that deal with the complexity of the notion of active citizenship from different methodological and disciplinary perspectives and that explore different components inherent to political participation and the civic and political engagement of young people.

The Turkish context is an extremely important one for fostering this discussion for a number of different reasons. On the one side, it can be argued that the process of the development of Turkish civil society in the last 15 years has gone in hand with the Europeanisation process, and is critically enhanced by the support of the EU. The key financing of projects in different areas has been an essential factor that has facilitated the internationalisation of civil society organisations. This process has enhanced the structuring of an organized form of civil society groups in a way similar to what has been happening in many other European countries. On the other side, bottom up processes of participation have been key to bring about new challenges for the understanding of active citizenship. Recent events show that non-institutionalised forms of participation bring in new elements to the analysis of active citizenship. The experiences of the Gezi movement are in fact central for re-orienting current research on civic and political participation in Turkey as well as offering important insights about the emergence of active citizenship. Last but not least, when looking at traditional channels of political participation, it can be argued that public opinion’s political behaviour is highly affected by a sound attachment to the traditional ideological orientations that dominate the socio-political arena of the country. To this effect, some of the key questions that the panel seek to answer are:

How can we evaluate the impact of Europeanisation in changing patterns of civic and political engagement and the political participation of young people?
What are the key determinants and motivational factors underlying political participation, engagement and active citizenship?
How can we explain the new power assumed by social media in structuring political mobilisation?
How successful are recent protests in achieving their aims?
What are the key social and public problems that motivate civil society to engage in social movements?
What are the institutional policy responses to growing protests in Turkey?
How do ideological orientations affect youngsters’ political behaviour?
What is the role of emotions in shaping political participation, engagement and interest into politics?
the need to extend this dialogue and cooperation to other layers of Turkey-EU relations. At the end of her speech Assoc. Prof. Nas touched upon the future of Turkey-EU relations in connection with the refugee crisis and touched upon alternative integration models discussed among the EU circles.

**Presentation of the Project Report of “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” and the Future of Turkey – EU Relations**

The Turkish Economic and Social Studies Foundation, Young Friends of Turkey and İstanbul Bilgi University’s European Institute, held the presentation of the project report of “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” on 3 November 2015 in santralistanbul.

TESEV and YFoT have recently concluded their joint project “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” through which a significant number of legislators from a diverse selection of European parliaments were interviewed about their perceptions with regard to Turkey and its accession to the Union. With the objective of advancing dialogue and mutual understanding between Turkey and members of the European Union, this study fills a significant gap in the literature by focusing on the possible discrimination against Turkey’s accession into the EU from the perspective of legislators in member states and their decision making patterns. In addition to the presentation of the project report, the event also included an evaluation of the recent developments and the future of EU-Turkey relations by Murat Yetkin (Editor in Chief, Hürriyet Daily News), Professor Ayhan Kaya (Director of the European Institute, Department of International Relations, İstanbul Bilgi University) and Associate Professor Senem Aydın Düzgit (Department of International Relations, İstanbul Bilgi University).

**Program:**

10.45 - 10.15  
**Opening Remarks**  
Prof. Aydın Uğur, Dean of the Faculty of Arts and Sciences, İstanbul Bilgi University, Chairman of the Board, TESEV

10.15 - 10.45  
**Turkey-EU Relations in light of Recent Political Developments**  
Murat Yetkin, Editor-in-chief of Hürriyet Daily News.

10.45 - 11.15  
**The Past, Present and Future of EU-Turkey Relations**  
Prof. Dr. Ayhan Kaya, Director of the European Institute, Department of International Relations İstanbul Bilgi University & Assoc. Prof. Senem Aydin Düzgit, Department of International Relations, İstanbul Bilgi University.

11.15 - 12.00  
Presentation of the Project Report  
Zerrin Cengiz, TESEV & Samuel Doveri Vesterbye, Young Friends of Turkey.

12.00 - 12.30  
Q & A / Open Discussion

12.30 - 12.45  
Closing Remarks


The kick-off conference of the new Horizon 2020 research project FEUTURE: The Future of EU-Turkey Relations: Mapping Dynamics and Testing Scenarios, which is jointly organized with and hosted by Istanbul Bilgi University, was held on 26 May 2016 at BİLGİ.

FEUTURE is the largest research project on EU-Turkey relations the European Commission has funded so far, the relevance of which has once again been highlighted by current affairs. Hence, the aim of FEUTURE’s research is to reveal the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future, and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. FEUTURE is coordinated by Dr. Nathalie Tocci, Deputy Director of Istituto Affari Internazionali and Special Adviser to EU HRVP Federica Mogherini and Prof. Dr. Wolfgang Wessels, Director of the Centre for Turkey and European Union Studies at the University of Cologne. The FEUTURE consortium consists of 13 renowned universities and think tanks from the EU, Turkey and the neighbourhood.

The conference aimed to debate FEUTURE’s research design as well as related current developments of EU-Turkey relations from different perspectives. Following the Welcome and Introduction, the FEUTURE scenarios and narratives were discussed with renowned experts and members of the project’s Advisory Board.

**Program:**

15.00 – 15.30  
Welcome and Introduction  
Prof. Mehmet Durman, Rector of İstanbul Bilgi University, Nathalie Tocci, Scientific Coordinator, Wolfgang Wessels, Project Coordinator
16.45 – 18.00
FEUTURE Scenarios Chair:
Funda Tekin, Project Director (CETEUS, University of Cologne, CIFE)
Speaker:
Nathalie Tocci, Scientific Coordinator and Co-Leader of Work Package 1, (IAI)

Comments from the FEUTURE Advisory Board:
Andrew Duff, Visiting Fellow, European Policy Centre; Liberal MEP 1999-2014
Nilgün Arisan Eralp, EU Director, Economic Policy Research Foundation of Turkey (TEPAV)
Prof. Dr. Ronald H. Linden, University of Pittsburgh

18.15 – 19.30
History of EU-Turkey relations / Narratives Chair:
Senem Aydin-Düzgit (İstanbul Bilgi University)
Speaker:
Wolfgang Wessels, Project Coordinator and Co-Leader of Work Package 1 (University of Colgone);
Atila Eralp (METU)

Comments from the FEUTURE Advisory Board:
Ofra Bengio, Senior Research Fellow, Moshe Dayan Center for Middle Eastern and African Studies
Prof. Dr. Meltem Müftüler-Bac, Jean Monnet Chair at Sabancı University, Faculty of Arts and Social Sciences, European Studies, İstanbul
Albert Rohan, Rapporteur of the Independent Commission on Turkey

DEĞERLER EĞİTİMİ: Eğitimde Farklılık ve Katılım Hakki
The edited book on perception of the European Union by teachers and high school students focusing on European Values was published in May 2016 by Istanbul Bilgi University Press under the title “Teaching Values-diversity and participation in education” (http://eu.bilgi.edu.tr/media/files/DEGERLER_150616.pdf).

The edited book gathered articles from 14 academics and experts, and was edited by Prof. Ayhan Kaya, Gülperi Vural and Aslı Aydin. The articles contained in the edited book were closely linked to the materials used in the Teachers Workshops and the Focus Groups of the “European Values at School” project. The Book: Ayhan Kaya, Gülperi Vural, and Aslı Aydin, eds. (2016). Degerler Egitimi, Egitimde Farkliklik ve Katilim Hakki (Values and Education: Right to Difference and Participation in Education) İstanbul: İstanbul Bilgi Universitesi Yayınları, ISBN 978-605-399-447-3.

Working Paper 9

European Financial Assistance in Turkey: a very small World, March 2016 (Claire Visier, Marie Curie Fellowship).

This working paper sums up the findings of the EUTUR Project (September 2013-September 2015) which was the Marie Curie Fellow Dr. Claire Visier who led her project in BİLGİ’s European Institute.

The first objective of the project was to assess the role played by EU Financial Assistance within the EU-Turkey enlargement framework and to target specially the disconnection between Financial Assistance and Enlargement framework, and the autonomy of Financial Assistance.

The second objective of EUTUR was to highlight the effects of the EU Financial Assistance on Turkish governance and to show how Financial Assistance first reinforces the Turkish administrative centralization. The project also demonstrated that even if a large number of actors are involved in the implementation of the Financial Assistance, they are not much affected by it.

Other Publications 2015-16


• Bee C. and Chrona S. (2017). ‘Right to public space and right to democracy: the role of social media in Gezi Park’. Research and Policy on Turkey 2 (1). (Forthcoming)


• Bee C. and Chrona S. (2017). ‘Youth activists and occupygezi: patterns of social change in public policy and in civic and political activism in Turkey’. Turkish Studies 18 (1). (Forthcoming)

• Bee C. and Chrona S. (2017) (eds.), ‘Determinants of young people’s civic and political participation in Turkey’. Special Section. Southeast European and Black Sea Studies 17 (1). (Forthcoming)


• Finke, Peter, Meltem Sancak. (Forthcoming). “¿Ser un uzbeko o no ser un tayiko? Ethnicidad y localidad en el oasis de Bujará”, (“To be an Uzbek or Not to be a Tajik. Ethnicity and Locality in the Bukhara Oasis”) in: S. Jiménez Tovar (ed.) Pertemendas Múltiples, identidades cruzadas. Nuevas perspectivas sobre Asia central. Mexico, El Colegio de México.

• Fuhrmann, M. “Taksim Square and the Struggle to Rule Istanbul’s Past” in Critique & Humanism 44 (2016; updated and much expanded version of “Istanbul’s Past: Raw Material for Constructing the City’s Future”, see Chapters)

• Fuhrmann, M. “Bursa und die Deutschen” / Tarihte Bursa ve Almanlar (Bursa and the Germans in History), Bursa: Kültür A.Ş. 2016, together with Raoul Motika

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MA PROGRAMMES ON EUROPEAN STUDIES

BİLGİ MA in European Studies
The MA Program, launched in 2000 and run by the Social Sciences Institute, is designed to provide a thorough knowledge of the European Union, its historic development, its institutions, systems and policies. Turkey’s longstanding EU integration process, which started in 1963, continued with the Customs Union (1996) that made Turkey part of the European Single Market. Within the framework of the program, Turkey’s EU accession period is analyzed and researched with a focus on recent developments. The Program, concentrating on themes such as enlargement and the societal transformations it brings to the countries involved (peace, stability, democratization, regional cooperation, human rights, rule of law, etc.) and European Neighborhood Policy, also offers a wider perspective of European Studies with emphasis on issues such as migration, environmental issues and intercultural dialogue.

For further information please visit:
http://eustudies.bilgi.edu.tr/

Viadrina Double Degree MA Program
As one of the core countries of European integration since the early days of the European Coal and Steel Community, Germany with its political, social and economic structure deserves special attention in studies regarding the European Union. To this end, the European Institute of Istanbul Bilgi University has developed close relations with many universities and institutes in Germany. The academic cooperation with the European University Viadrina is an exemplary relationship, which started as a two-way exchange of students and academics, leading finally to an enhanced collaboration agreement between the two universities funded by the German Foreign Academic Exchange Service (DAAD). Graduates not only gain an insight into life in two very different European cities, but also prepare themselves for a rapidly changing world of work across the European continent. The program is run by the Social Sciences Institute.

With 30% of foreign students from over 70 countries and an extensive network of partner universities, European University Viadrina is one of the most international universities worldwide. The study courses and university degrees are internationally acknowledged. Its atmosphere is personal and warm, and with excellent student support and guidance European University Viadrina is able to offer outstanding study conditions. Viadrina is located at the German-Polish border, only one hour by train from Germany’s capital, Berlin.

The University’s proximity to Poland and to Eastern Europe is clearly a distinctive feature of the degree program. Students are able to both learn about the expansion of Europe to the east whilst actively experiencing life on both sides of the German-Polish border. In addition, extensive supervision is offered, along with small seminar groups and outstanding technical facilities. Should Frankfurt be too small, then there is always Berlin, only an hour away by train.

For further information please visit:
http://maesdd.bilgi.edu.tr/

Master in Advanced European and International Studies – MAEIS (İstanbul – Nice – Berlin)

Applications for the “Master in Advanced European and International Studies” (MAEIS) at CIFE’s Institut européen•European Institute (IE•EI) (Nice/France) in cooperation with İstanbul Bilgi University’s European Institute are open. The Master’s programme offers the unique opportunity to learn about the challenges and chances of Europe and develop perspectives for its future by learning and living in different European countries over the year. The MAEIS is a one-year-programme that takes place in three different study locations. The programme includes semesters in Istanbul, Nice and Berlin, complemented by a study trip to the European and international organisations in Strasbourg, Brussels and Geneva.

For further information please visit: www.ie-ei.eu

Elvin Çetin – International Relations (Intern, Sabancı University)
I am a junior student of International Relations at Sabancı University. As part of my degree requirements, I decided to fulfill my mandatory internship at the European Institute. I interned for four weeks and was very pleased by the joyful and friendly working environment. In the first week of my internship, I had the chance to revive
my French reading skills that I had acquired in high school by translating a French academic article on the rise and success of the right-wing party Front National in France into English.

In the following weeks, I was involved in preparations for the workshop on European values for primary, secondary and high school teachers within the scope of the Jean Monnet Lifelong Learning Project. It was very interesting for me to see how the idea of the European Union and its values are being communicated to teachers. In my opinion the participation in the workshops is of fundamental importance for teachers and the content should be reflected in curricula nation-wide.

Overall, my four weeks at the European Institute were an interesting experience and I would like to thank the whole EI team for making this possible.

Betül Kayalı – MA Double Degree European Studies (İstanbul Bilgi University/ Viadrina University Frankfurt Oder)

I started my Double Degree Master’s Programme in European Studies at Istanbul Bilgi University in September 2015. It was one of the best decisions I have ever made. Aside from the impressive metropolitan city Istanbul, with its different cultures and its unique position between the ‘European’ and Asian continents, studying abroad at one of Istanbul’s prestigious universities was a big experience for me. BİLGİ is an open minded university with its free thoughts and awareness of social responsibility. The highly interesting and qualitative education in my Master’s Programme broadened my horizon about different cultures and happenings all around the world, we discussed a lot of about current news and problems. Beside that the main campus at Istanbul Bilgi University is a gorgeous place full of green areas and several opportunities, where you can enjoy your free time between lectures. And the decision to have a meal can be difficult, where do you have your meal, ‘Lokma’, ‘Friends’ ‘Papaz’ or some other tasty place. After your hunger is satisfied you can start studying at the library or in the student’s hall. Or you can extend your connections, with a chat over coffee at ‘espresso Lab’ or ‘Starbucks’, with students from all around the world or also with students from Istanbul from several different study programmes be it Cinema Television, Architecture, Business Administration, Law or others.

Apart from that, being a Double Degree Student means you have to study at least 6 months abroad. So my year at BİLGİ ended in June. I moved from Istanbul to Germany, to Frankfurt Oder. Here I started my second year of my MES programme at the University of Viadrina. Frankfurt Oder is really close to the next metropolitan city Berlin. You can travel by train to Frankfurt Oder, it’s about 1½ hour, it depends on the district where you board the train. What is so special about Frankfurt Oder? Frankfurt Oder is on the border with Poland, it means you can cross the border by walking over the bridge. From the University of Viadrina it’s a 15-minute cross to both sides. And sometimes your lectures are at the ‘partner-university’ in Poland. Of course, you also have a highly professional education at the University of Viadrina, where docents facilitate the contents at a high level. MES is a widespread study programme where you can focus on your main branch, in the fields of politics, economics, culture or law. That means MES is an interdisciplinary programme which gives you the opportunity to focus on a central branch.

What I can say at last, it is a great chance studying MES in two different countries and at two great universities. Where you have the option to discover different cultures, countries because of its unique position on the one hand Istanbul with its great location and on the other Frankfurt Oder from where you can easily discover Central Europe.

Gözde Yudum Durakoğlu - MA Double Degree European Studies (İstanbul Bilgi University/ Viadrina University Frankfurt Oder)

The thing that I like most about Istanbul Bilgi University might be the fact that they are doing very well at cutting through the red tape. For instance, even if your Bachelor study is not related to European Studies, Political Sciences etc; you have a chance to be enrolled in the MA Double Degree European Studies BİLGİ/Viadrina just like me. Accordingly, here, you do not have to deal with so many bureaucratic procedures that you encounter in other ordinary universities. Moreover, ranging from professors to the student administration office, everyone is very helpful and understanding at this university.
During the time at the BİLGİ European Institute, unsurprisingly you get very interesting lectures which broaden your horizon deeply. Since each course is very impressive and attractive at this Institute, you might be literally undecided about the course selection. I vividly remember how sad I felt about not being able to attend every course given by the experts in their fields. In short I generally esteem the good quality of teaching at İstanbul Bilgi University!

As a part of this double degree program, my time in Germany was also very enjoyable and beneficial in many ways. Thanks to Viadrina European University, I learned German from scratch. Nowadays everyone knows that the road towards an international career is an arduous journey. First of all, you need an internationally accredited diploma and for sure this program has been a good starter pack for my journey. This Double Degree Program has definitely had a great impact on my personal and academic perspective that is not possible to mention them all here. According to the researches, people who have international experience are better problem solvers; they display more creativity and make unexpected links among concepts. I believe this is one of the things that the BİLGİ/Viadrina Double Degree Program will provide you. It will give you a lot more - international and multilingual real life experience and, of course, lifelong friendships - than even your Erasmus days granted to you. In short I will forever be grateful to this BİLGİ/Viadrina cooperation!

EU Student Club Dilara Yıldız (Club Chair, BA Student in International Relations)

My name is Dilara Yildiz. I am a senior year student at İstanbul Bilgi University. My major is European Union Studies. Specifically, I am focused on active citizenship, women’s and children’s rights, active politics and Europeanization. I have been a member of the European Union Student Club since my first year in university. In my senior year I became the President of the EU Student Club. Our Student Club focuses on the European Union, global issues, human rights and active citizenship as does our world views. My personal interests are travelling, reading and watching movies. I lived in the United States and Portugal for awhile. My travels have taught me that life is about trying and learning.

What is the EU Student Club?
The İstanbul Bilgi Universty European Union Club is a student club which was established in 2013. Our student club focuses on the European Union and international issues. We are organizing seminars, conferences, competitions to understand the European Union and its current issues. When we look at Turkey as a candidate member, and examine its educational, political and social situation, we found that raising awareness is the key to understanding European standards that can affect Turkey’s potential membership. We also promote youth activities in culture, art and education. Another important goal of our group is to get our members to have a broader understanding of European citizenship and encourage them to participate in multinational activities so that they can learn more about other cultures and also introduce our culture to other countries.

All members of our club are students studying in European Union Studies and the International Relations departments at the undergraduate level (years 1, 2, 3, 4). Therefore, our team has advanced knowledge about the European Union, politics, global issues, human rights, active citizenship etc. Some of our events:

- Ankara Political and Diplomatic Visitations
- European Union Project Management Training
- Intermeeting new era in EU-Turkey Relations
- Plans for the future
- Next generation meetings
- Turkey Transformed? Power, History, Culture
- Children of our neighbours grow with BİLGİ
- Media Freedom in the Digital Age
- Climate Change and Turkey
- Mobilizations and Revolts in a Globalizing World
- European Values in Schools
- Turkey’s European Union Scoreboard

Some photos of our events:
Prof. Ayhan Kaya on Sabbatical Leave
The European Institute’s former Director Prof. Dr. Ayhan Kaya has taken a one-year sabbatical leave to join the European University Institute-EUI (Florence -Italy) as a Jean Monnet Fellow at Robert Schuman Centre for Advanced Studies in August 2016. The European Institute wishes an academically and personally fruitful year to Prof. Dr. Kaya.

New Academic and Executive Board of EU Institute
Given that Professor Kaya will be away for the 2016-2017 academic year, Prof. Dr. Yeşim M. Atamer has taken over as the Director of the Institute and Assist. Prof. Dr. Özge Onursal-Beşgül as the Deputy Director. Prof. Dr. Nihal İncioğlu (Dept. Of International Relations), Prof. Dr. Kübra Doğan Yenisey (Faculty of Law) and Prof. Dr. Nurhan Yentürk (Dept. Of Economics) are members of the Academic Board and Prof. Dr. Alan Duben (Dept. Of Sociology), Prof. Dr. Aslı Tunç (Dept. Of Media and Communication Systems) and Prof. Dr. Cem Başlevent (Dept. Of Economy) of the Executive Board.

A New Jean Monnet Module: A ‘Flipped Course’ on EU/FlipEU
The European Institute of Istanbul Bilgi University is pleased to announce the launch of the first blended course on the EU that utilizes the flipped classroom approach that promotes innovation in teaching. This system allows the students to learn in their own time and the instructors to deploy an instructional strategy and resources that places a higher order cognitive demand on the students, since it engages the students with more creative, evaluative and analytical exercises. The course was awarded the title of Jean Monnet
Focus on Central Asia and Turkey, looking at migration, gender and identity. Her current research projects on Central Asia, in particular Uzbekistan, Kazakhstan and Tajikistan. She studied Sociology in Ankara at the Middle East Technical University and got her MA in Sociology and Anthropology from the University of Cologne. In 2012 she received her PhD in Social Anthropology (on leave) and was lecturer at the University of Zurich before she joined Istanbul Bilgi University in February 2016.

Erasmus Plus Seminar by Prof. Ayhan Kaya
Prof. Kaya gave a seminar at Arel University in Istanbul to the faculty about the research and network opportunities in Erasmus Plus and Jean Monnet Scheme. The seminar was held on the Büyük Cekmece Campus of Arel University on 13 July 2016.

Assoc. Prof. Dr. Senem Aydin-Düzgit joins Sabancı University and IPC (İstanbul Policy Centre)
Assoc. Prof. Dr. Senem Aydin-Düzgit (BİLGİ European Institute and International Relations Department) joined Sabancı University’s Department of International Relations and IPC (İstanbul Policy Centre) in September 2016. The European Institute wishes Senem Aydin-Düzgit, a very energetic academic and a person of many projects, all the best in her personal and academic life and thanks her for all the contributions to the European Institute during her years here.

Meltem Sancak, new Tübitak Fellow at European Institute TÜBİTAK
Dr. Meltem Sancak-Finke has joined BİLGİ’s European Institute in February 2016 on a two-year Tübitak Fellowship which will focus on “Living with indeterminacy: not deported but abandoned, being an undocumented migrant in Istanbul”.

Meltem Sancak is a social anthropologist regionally specialized on Central Asia, in particular Uzbekistan, Kazakhstan and Tajikistan. She studied Sociology in Ankara at the Middle East Technical University and got her MA in Sociology and Anthropology from the University of Cologne. In 2012 she received her PhD in Social Anthropology from the University of Zurich. Before and for her dissertation project she conducted intensive fieldwork in post-Soviet Central Asia on economic and social transformation processes, migration, gender and identity. Her current research projects focus on Central Asia and Turkey, looking at the migration processes between the two regions. Meltem Sancak is a post-doctoral researcher at the Max Planck Institute for Social Anthropology (on leave) and was lecturer at the University of Zurich before she joined Istanbul Bilgi University in February 2016.

Assoc. Prof. Dr. Senem Aydın-Düzgit joins Sabancı University and IPC (İstanbul Policy Centre)
proficiency in English. Students whose level of English is not sufficient to begin undergraduate study will have to enroll in the English Preparatory Program.

BİLGİ has three innovative campuses on the European side of Istanbul, the 2010 European Capital of Culture. Located in central neighborhoods, the three BİLGİ campuses - santralistanbul, Kuştepe and Dolapdere - offer easy access to social and cultural activities in Istanbul. Kuştepe Campus is located in Şişli, the center of Istanbul's business life, and Dolapdere Campus, an award-winning campus for its architectural design, is only ten minutes away from Taksim, the heart of the art scene, social activities and city life. santralistanbul Campus is an arts and culture complex located along the Golden Horn, hosting more than 700 conferences, festivals and other scientific and social events a year and includes the Energy Museum, Main Gallery, as well as educational buildings.

ACADEMIC PROGRAMMES

FACULTIES
Faculty of Architecture
Architecture
Industrial Design
Interior Design

Faculty of Business
Business Administration
Business Administration (BİLGİ-University of Liverpool / Dual Degree) *
Business Informatics
Business-Economics
Business-Economics (BİLGİ-University of Liverpool / Dual Degree) *
Economics
Economics and Finance (Honors)
Economics and Management (Honors)
International Finance
International Trade and Business
Marketing
Political Economy and Social Philosophy*

Faculty of Communication
Advertising
Communication Design and Management
Arts and Cultural Management
Media and Communication Systems
Cultural Management*
Media and Communication Systems (BİLGİ-University of Liverpool / Dual Degree) *
Film and Television
Management of Performing Arts
Photography and Video*
Public Relations
Television Reporting and Programming
Visual Communication Design

Faculty of Engineering and Natural Sciences
Genetics and Bioengineering
Civil Engineering
Mechanical Engineering
Mechatronics Engineering
Computer Sciences*

Computer Engineering
Computer Engineering (BİLGİ-University of Liverpool / Dual Degree) *
Electrical and Electronics Engineering
Electrical and Electronics Engineering (BİLGİ-University of Liverpool / Dual Degree) *
Energy Systems Engineering
Financial Mathematics*
Industrial Engineering
Mathematics

Faculty of Law
Law

Faculty of Social Sciences and Humanities
Comparative Literature
Political Science (BİLGİ-University of Liverpool / Dual Degree) *
English Language Teacher Education
History
European Union Studies
Music
Psychology
Psychology (BİLGİ-University of Liverpool / Dual Degree) *
International Relations
Sociology
Political Science

Schools
School of Applied Sciences
Banking and Finance
Digital Game Design
Fashion Design
International Logistics and Transportation
International Retail Management

School of Aviation
Aviation Management

School of Health Sciences
Child Development
Health Management
Nursing
Nutrition and Dietetics
Occupational Therapy
Perfusion
Physiotherapy and Rehabilitation

School of Sports Sciences and Technology
Sports Management

School of Tourism and Hotel Management
Gastronomy and Culinary Arts
Tourism and Hotel Management

Associate Degree Programs
School of Advanced Vocational Studies
Accounting and Tax Applications
Accounting and Tax Applications (Evening Education)
Aircraft Technology
Aircraft Technology (Evening Education)
Architectural Restoration
Architectural Restoration (Evening Education)
Banking and Insurance (English)
Banking and Insurance (Evening Education)
Banking and Insurance (Turkish)
Business Administration
Business Administration (Distance Learning) **
Civil Air Transportation Management
Civil Air Transportation Management (Evening Education)
Civil Aviation Cabin Services
Civil Aviation Cabin Services (Evening Education)
Computer Programming
Construction Inspection
Construction Technology
Construction Technology (Evening Education)
Cooking
Cooking (Evening Education)
Cyber Security
Fashion Design
Fashion Design (Evening Education)
Finance
Graphic Design
Graphic Design (Evening Education)
Health Services Management
Human Resource Management*
Interior Space Design
International Trade
Logistics
Marina and Yacht Management
Maritime Transportation and Management
Maritime Transportation and Management (Evening Education)
Photography and Videography
Printing and Publishing Technologies
Public Relations and Advertising
Radio and Television Programming
Sports Management*

Vocational School of Health Services
Anesthesia
Anesthesia (Evening Education)
Audiometry
Audiometry (Evening Education)
Child Development
Child Development (Evening Education)
Dental Prosthetics Technology
Dental Prosthetics Technology (Evening Education)
Dialysis
Dialysis (Evening Education)
Electroneurophysiology
Electroneurophysiology (Evening Education)
Emergency and Disaster Management
First and Emergency Aid
First and Emergency Aid (Evening Education)
Medical Imaging Techniques
Medical Imaging Techniques (Evening Education)
Medical Laboratory Techniques
Medical Laboratory Techniques (Evening Education)
Occupational Health and Safety
Occupational Health and Safety (Evening Education)
Operating Room Services
Operating Room Services (Evening Education)
Opticianry
Opticianry (Evening Education)
Oral and Dental Health
Oral and Dental Health (Evening Education)
Pathology Laboratory Techniques
Pathology Laboratory Techniques (Evening Education)
Perfusion Techniques (Evening Education)**
Perfusion Techniques*
Physiotherapy
Physiotherapy (Evening Education)
Radiotherapy
Radiotherapy (Evening Education)
Social Services

Vocational School of Justice
Justice

MASTER PROGRAMS
Graduate School of Sciences Programs
Double Degree MA in European Studies (İstanbul Bilgi University and Europa-Universität Viadrina Frankfurt-Oder)
e-MBA English
e-MBA Turkish
Joint LL.M in Turkish-German Business Law (İstanbul Bilgi University-Cologne University)
LL.M / MA in Information and Technology Law
LL.M / MA in Law (Business Law/Human Rights Law)
MA in Banking and Finance
MA in Banking and Finance Online
MA in Clinical Psychology
MA in Comparative Literature
MA in Cultural Management
MA in Cultural Studies
MA in European Studies
MA in Film and Television
MA in History
MA in Human Resource Management
MA in Human Resource Management Online
MA in International Political Economy
MA in International Relations
MA in Islamic Finance Online*
MA in Management Information Systems
MA in Management Information Systems Online
MA in Marketing
MA in Marketing / Next Academy
MA in Marketing Communication
MA in Media and Communication Systems
MA in Organizational Psychology
MA in Philosophy and Social Thought
MA in Public Relations and Corporate Communication
MA in Sociology
MBA
MFA in Visual Communication Design
MSc in Accounting and Auditing
MSc in Economics
MSc in Energy Systems Engineering
MSc in Financial Economics
MSc in International Finance

Institute of Health Sciences Programs
MSc in Dietary
MSc in Health Services Management
MSc in Health Services Management Online
MSc in Physiotherapy and Rehabilitation

Graduate School of Natural and Applied Sciences Programs
MArch in Architectural Design
March in History, Theory and Criticism in Architecture
MSc in Energy Systems Engineering
MSc in Construction Management
MSc in Electrical-Electronics Engineering
MSc in Intelligent Systems Engineering
MSc in Mathematics

Doctoral Programs
Graduate School of Sciences Programs
PhD in Business Administration
PhD in Communication
PhD in Economics
PhD in Political Science
PhD in Public Law
Private Law
Graduate School of Natural and Applied Sciences Programs
PhD in Mathematics

* Waiting for approval.
** No new students will be accepted.