



Creating a space for lifelong learning



NATIONAL STATE OF PLAY

TURKEY

DEFINITIONS AND STRATEGIES IN LLL



Lifelong
Learning
Programme

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Introduction

Throughout our life, changes occur that are large and small. Small changes provoke incremental changes in behaviour. They force us to adapt to something. Indeed, we learn to adapt to these small changes almost unconsciously. We develop routines that work and apply them as coping mechanisms for managing change. Usually, behaviours that work in one setting apply equally well in another setting or a different situation, perhaps with minor adaptations. However, when we are thrust into totally new situations—transitions that are unfamiliar and uncomfortable, we learn new behaviours and skills that lead to transformational changes. If we fail to learn and fail to make the transformational change, we are likely to be mired in the past, perhaps stuck alone on a plateau while others move away and ahead of us, or worse yet, we face loss and a life of self-doubt or unhappiness.

Changes occur in our work and career. Indeed, we spend our early lives in educational settings that give us life skills, but ultimately prepare us for a career. The question is whether we also learn how to learn so that we are prepared to face change, and create positive change for ourselves and others. Adaptive learners are prepared to make incremental changes. Generative learners are ready for transformational change. They seek new ideas and skills, experiment with new behaviours, and set challenging goals for themselves that bring them to new ideal states. Transformative learners have the skills to confront and create frame-breaking change. For them, change is the process of recognizing gaps, setting goals, establishing a learning plan, and maintaining motivation for carrying out the plan to achieve the goals.

We can define lifelong learning as the development after formal education: the continuing development of knowledge and skills that people experience after formal education and throughout their lives. Lifelong learning builds on prior learning as it expands our knowledge and skills in depth. Learning is a way in which individuals or groups acquire, interpret, reorganize, change or assimilate a related cluster of information, skills, and feelings. It is also primary for humans to the way in which people construct meaning in their lives.

The basic premise of lifelong learning is that it is not feasible to equip learners at school, college, or university with all the knowledge and skills they need to prosper throughout their lifetimes. Therefore, people will need continually to enhance their knowledge and skills, in order to address immediate problems and to participate in a process of continuous vocational and professional development. The new educational imperative is to empower people to manage their own learning throughout their lifetimes.

A traditional definition of lifelong learning is described as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective by Jarvis P. Garret and she offered a more detailed definition: “The combination of processes throughout a life time whereby the whole person—body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses)—experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person’s biography resulting in a continually changing (or more experienced) person.”

When we check analysis over lifelong learning: London and Smither ([1999a](#)) conceptualized career-related continuous learning as a pattern of formal and informal activities that people sustain over time for the benefit of their career development.¹ Claxton², examining the challenge of lifelong learning, focuses on resilience, resourcefulness, and reflectiveness and the learner's toolkit of learning strategies including immersion in experiences. Candy ([1991](#)) examined the concept of self-direction for lifelong learning, exploring four principle domains of self-direction: personal autonomy, willingness and ability to manage one's overall learning endeavors, independent pursuit of learning without formal institutional support or affiliation, and learner-control of instruction. Ways of increasing learners' self-directedness is a challenge for adult educators.

Edwards ([1997](#)) examined different notions of a learning society and the changes in adult education theory and practice that will be required to create a learning society. He addressed issues of government policy pertaining to knowledge development, economic growth, technology, and learning. The focus should be less on ways of providing adult education in a formal sense and more on understanding outputs, that is, learning and learners' capabilities. As such, adult education should support access and participation, open and distance learning, and assessment and accreditation of outcomes in an increasing number of learning settings.

Field ([2006](#)) considered lifelong learning as a new educational order. Noting that governments are actively encouraging citizens to learn and to apply their learning across their lifespan, he explored policy measures that governments are taking to encourage adult participation in learning across the life span to achieve a viable learning society.

As can be seen from the above analysis, we live every moment of life without realizing lifelong learning process and committed to every aspect of our lives in our daily lives. We learn consciously sometimes unconsciously but everyday lifelong learning occurs.

1. LIFELONG LEARNING

1.1. Process of Lifelong Learning

Lifelong learning has appeared in our life for more than two decades and has become an important issue for the EU as well as other organizations such as World Bank and OECD. The European Commission initiative for about a decade tries to place all its educational programs in line with the idea for lifelong learning (European Commission, 2006). The idea to replace education or training with lifelong learning is that the development of the individual's knowledge, skills, and identity does not rest primarily only on the educational institutions. It requires that individuals must see learning in the contexts of whole life course, and they should not be rooted only in one area of learning. Educational institutions and teachers need use their professional knowledge and experience in new and more versatile ways through interactions in educational institutions and workplaces so that they not only teach, but also

¹ Adekunle, O. E. (1999). Web-based Lifelong Education: *The Issue of Access and Quality*, www.eaea.org.1999.52-119, accessed on January 2012. p.5

² Putnam, R. D. (2000). Social Capital: *Bowling Alone, The Collapse of American Community*, New York: Simon and Schuster.

supervise, coach, plan, mediate or coordinate.³ Lifelong learning encompasses learning for personal and social studies as well as for education and located in many areas related to the formal education system. Lifelong learning, and to invest more in human knowledge, encouraging the acquisition of basic knowledge and writing skills, including digital reading etc., which means expansion flexible and innovative learning opportunities. The early traces of official policy on lifelong education in Turkey have been set in 1973 through the Basic Education Law 1739 (Ministry of National Education-MONE, 1985). This legislation indicates that lifelong educational opportunities will be organized by various public and private bodies to help adults adapt to scientific, technological, economic, social and cultural development, to improve their technical and professional skills, to fill in the educational gaps such as literacy, health and nutrition. Lifelong education has been provided by a variety of institutions ranging from the universities to ministries.

1.2. Lifelong Learning in Turkey

When we checked LLL in European society, Lifelong Learning (LLL), to develop mechanisms of is the half-century European society, education and professional development policies to embody and to invent with a focus on human resources is a fact that they work. On the other hand in Turkey, Turkey has initiated the regulatory initiatives for lifelong learning project in the EU accession process. Primary, secondary and higher education institutions in the accreditation and recognition will be recorded in terms of distance, the success of lifelong learning is an important project facilitator and promoter. Unfortunately, our country is already in a structured mechanism for accreditation and quality assurance standards in education institutions in the EU has not yet been established. Whereas integration of the world, especially Turkey's EU membership, it is clear the quality of human resources will play a key role in improving policies and practices. In this context, however, the regulatory body for education and training if they are coordinated, the successful execution of the project in terms of resource efficiency of lifelong learning seems to be possible.

In Turkey, for LLL term, we can also say that the term of “lifelong learning” has been regarded as the natural offspring of globalization in a knowledge economy that was generated through competition, innovation, and rapid change. The idea is that through lifelong learning, adults are provided with more opportunities to learn and to enhance educational institutions in different forms. First, some basic legislation released under the name of lifelong learning are provided, next some statistical figures are shared and finally a critical analysis is provided to discuss the available applications.

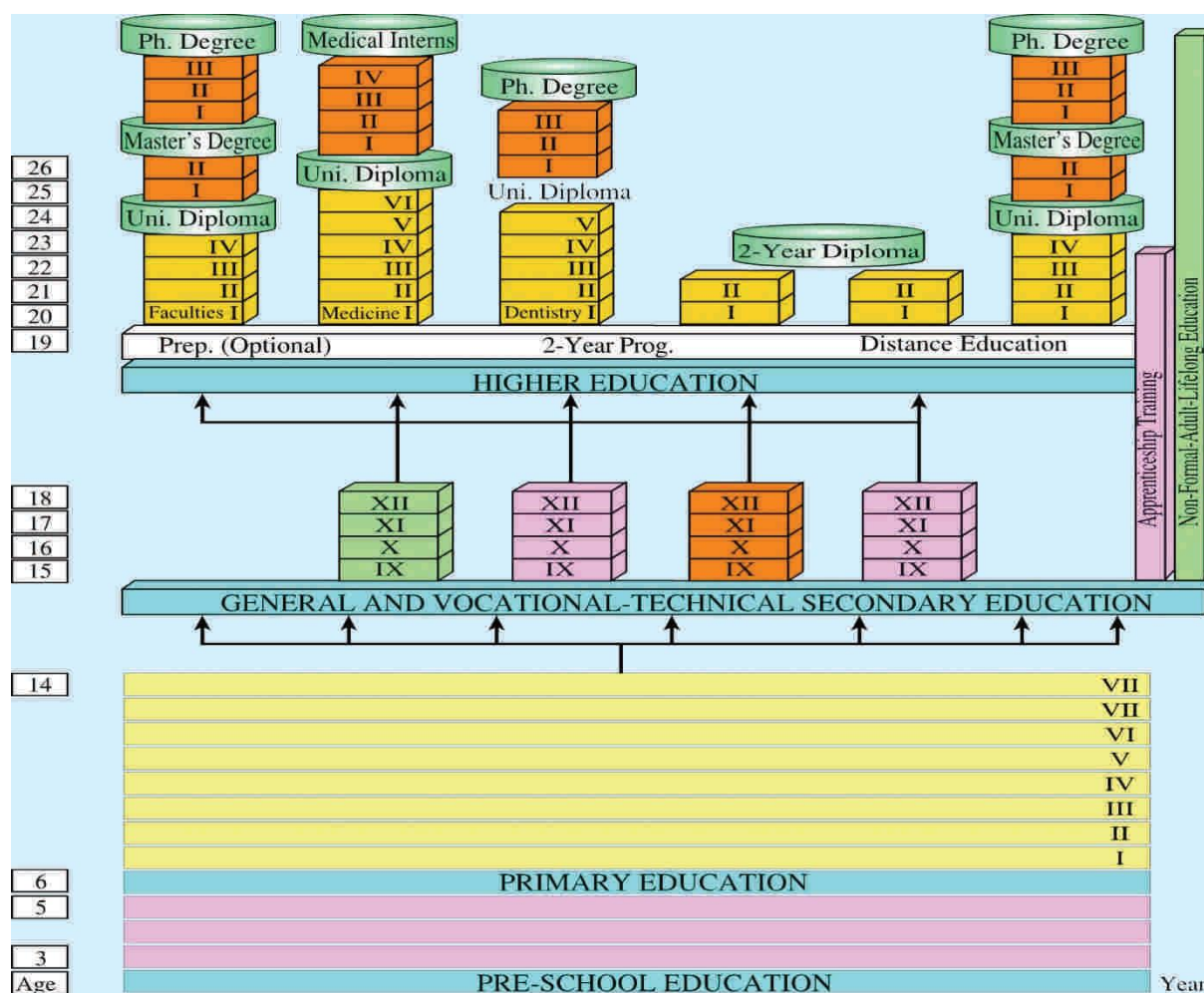
2. CONCEPT of LIFELONG LEARNING

2.1. Stages of Lifelong Learning in Turkey

First of all, it is important to mention about the Turkish education system. The Turkish National Education System is determined by National Education Basic Act No. 1739, consists of two main parts, namely “formal education” and “non-formal education”. The initial stage of education system is the pre-school education level, which is optional. Pre-school education is the level of non – compulsory education for children of ages 36 - 72 months and is offered in nurseries, kindergartens and preschool classes in primary schools. The primary education lasts 8 years and encloses age category of 6-14. Within the framework of studies

³ Rasmussen, P. (2009) *Globalization and Europeanisation in education*. Oxford: Cambridge University Press, P.86-88

on restructuring the secondary education, the duration of high school education is gradually increased to 4 years beginning from at the 2005 – 2006 academic year. In this context, the secondary education level is a level to enclose ages 14 – 17. As an outcome of the foregoing arrangement realized for secondary education level, the tertiary education level shall theoretically enclose after the age of 18 and lasts 2 years for associate degree level (Vocational tertiary education schools), 4 years for undergraduate level (some disciplines may last longer (5 to 6 years) like medicine, dentistry and veterinary) and minimum 2 years for masters and 3 to 4 years for doctorate.



Related to lifelong learning non-formal learning is also important. Non-formal education is delivered through short courses, public training, apprenticeship training and distance learning in public and private schools which operate under the coordination of Ministry of National Education. In accordance with the general objectives and basic principles of national education, non-formal education covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education or be independent of it. The main objectives of non-formal education are to teach citizens to read and write and to provide them with the possibility of continuous education so that they may complete their deficient education, to provide them with the opportunity of education that shall help them in adjusting to scientific, technological, economic, social and cultural developments and to provide an education that serves to protect, develop and promote the values of our national culture.

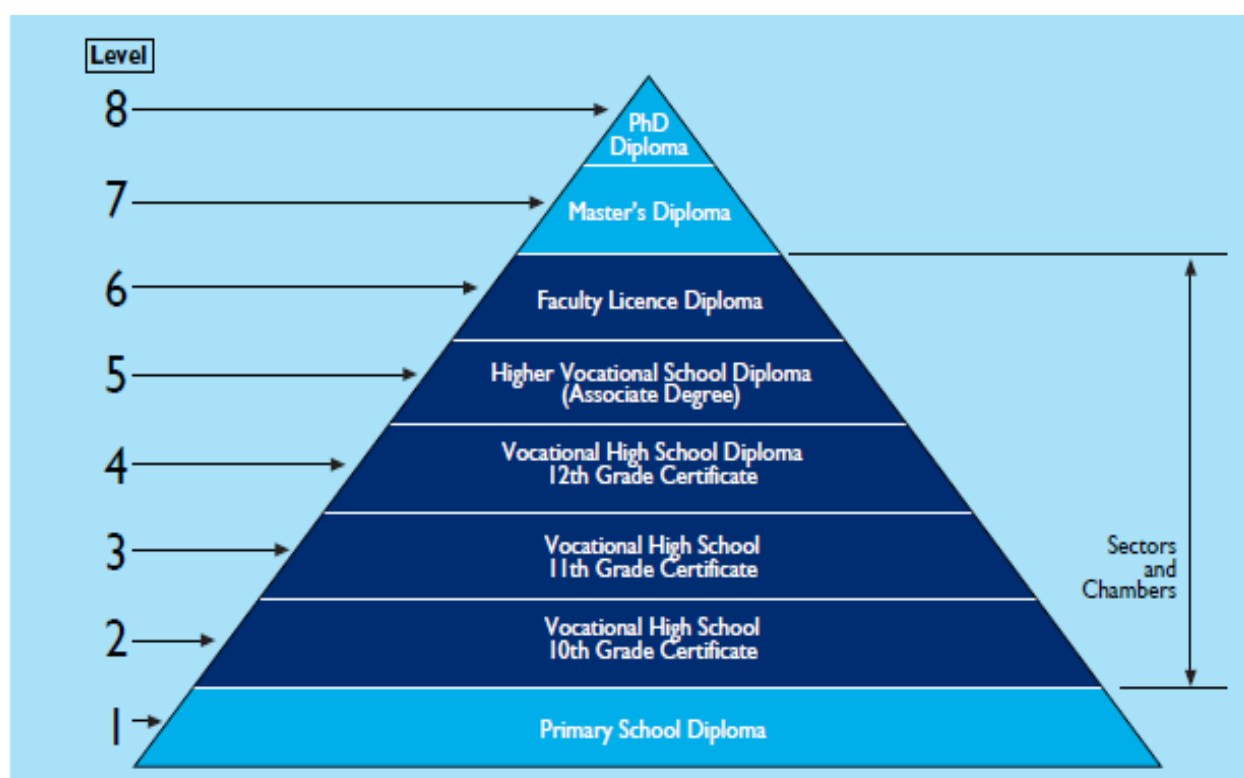
In recent years, there have been reforms in Turkish Vocational Education and Training. Turkish Ministry of National Education, which is the responsible body for administering the overall education system, has been implementing a comprehensive reform process in all aspects of vocational education and training (VET) since 2004. The process is based on new global understanding of VET. It particularly refers to the priorities of the Copenhagen Process of November 2002 along with national decisions set out in development plans, government programs and declarations of the Education Assembly. The overall objectives of VET reform in Turkey are;

- Raising the quality of Turkish VET system to the level of EU and other developed countries.
- Improving/updating the provision of VET in line with socio-economic requirements and principles of Lifelong Learning.
- Paving way to 12 year compulsory and uninterrupted basic education. Key elements being addressed during the reform process are as follows;
 - Linking VET provision with labour market needs
 - Developing occupational standards and respective training standards
 - Development of competency based and modular VET curricula and learning outcomes
 - Strengthening social partner involvement in VET
 - Increasing VET teachers' and managers' quality
 - Complying with European Qualifications Framework and bringing in lifelong learning concept
- Supporting the establishment of Vocational Qualification Authority

In this respect, there has been set up links between VET and labour market. Labour market analysis, both quantitative and qualitative, is considered to be of utmost importance for the reform of the VET system in Turkey. A Labour Market and Skill Needs Analysis was conducted among about 5800 employers (companies with more than 10 registered employees) in 31 pilot provinces, implemented in a joint effort of İSKUR and MONE. Statistical analysis of developments in the Turkish labour market as well as the educational sector was carried out. The aim was to provide VET institutions and policy makers with a background document containing well-analysed data on the long term developments in the labour market in relation to developments in educational output. Special focus was given to the identification of gaps in labour market information in Turkey. A comparison between the developments in the labour market and the educational sector in Turkey and the developments of the EU in view of the Lisbon targets was carried out. A local labour market handbook was finalised in March 2007 on Labour Market Information systems introducing the objectives and methodology of local labour market analysis for periodic monitoring of the labour market. Currently İŞKUR (State Employment Agency) has been conducting similar studies in the area of labour market analysis in order to keep the work updated.

In addition to this, there is also developing occupational and training standards. In the sectorial and work analysis conducted in 2004-2005, total of 576 occupations within 2nd, 3rd and 4th levels are covered and have been transformed to be appropriate as an occupational standard format (first draft occupational standard) and according to the methodology that is developed, 65 occupational standards have been put to use as final drafts. Also, seminars on

preparation of occupational standards were implemented for the interested sectors. Deriving from Occupational Standards and Vocational analysis, qualifications for occupations have been identified and training standards for 192 occupations at level 4 have been developed within the curricula. In all countries, the most important challenge faced by VET systems is to ensure that training standards (curriculum) are in line with occupational standards (competences) required by the labour market. In Turkey, the recent creation of Vocational Qualification Authority (VQA), a public entity responsible for establishing a system of vocational qualifications on the basis of occupational standards, is a welcome institutional development that will provide competence based objectives to VET curricula and ensure the sustainability of SVET achievements in this area.



Ministry of National Education has been developing modular VET curricula since the year 1993. In particular, through EU funded SVET projects, competency based modular VET curricula development studies have been intensified since 2002. In this context the programmes of grades 9-10-11-12 in 17 job families and 64 branches have been developed within the context of the Project and approved by the Board of Education. First they were implemented in the 105 pilot schools of the SVET Project. Later, thanks to the further development works, total of 42 job families and 192 branches which are in line with the educational fields mentioned in ISCED'97 and according to the results of sector survey, have been accepted by 2006 and have been implemented in Vocational and Technical Schools and Institutions throughout Turkey within the 2006-2007 education and training period. At the moment, based on the feedback and changing needs of the labour market, approximately

7000 module booklets covering 58 job families and 224 branches representing all sectors in Turkey are being utilised for VET teaching. European Qualification Framework (EQF) which consists of 8 reference levels has been adopted by the Turkish Ministry of National Education and competency based modular VET curricula have been developed in accordance with the 8 reference levels of the EQF. First 4 reference levels (1, 2, 3 and 4. levels) of the EQF have been handled by the MONE and the rest (5, 6, 7 and 8. levels) were under the responsibility

Lifelong learning is defined as any learning activity to which an individual attends during his / her whole life with a personal, social and employment related approach for the purposes of developing his / her knowledge, skills, interests and qualifications. The aim of lifelong learning is to grant opportunity to individuals to participate actively in all stages of economic and social life in order to let individuals adapt to information society and better control their lives in this society.

Lifelong learning also includes learning, which lead the individual to gain knowledge and skills through of education, and training institutions besides general and vocational education given under formal and non – formal education system. Within this context, lifelong learning may take place at work, home or anywhere else in addition to schools and universities. It is not subject to any restriction with respect to age, gender, socio – economic status and educational level. Lifelong learning should be seen as a continuous and planned activity which supports acquisition of knowledge, understanding and skills in a manner that leads to professional and social achievements of individuals, communities and the society as a whole.

Rapid and comprehensive developments in science and technology create a continuous change in every field and reveal new demands. Since adaptation to such developments and changes is not possible only by using the knowledge gained during school period, continuous renewal and improvement of one's self may only be possible through lifelong learning. In this respect, the education system will reach beyond the limits of traditional approach to education and handle the needs of society under a lifelong learning approach. The education system shall educate qualified labour which shall cover the expectations of economical market and strengthen the relation between employment and education with the execution of such system.

Lifelong learning, with its current meaning, has entered into the agenda of developing and underdeveloped countries in recent years while such concept used to be perceived as only an issue concerning developed countries. Within this context, lifelong learning has gained a wider meaning, which contains the transformation to information society besides economic and social development, for countries like Turkey progressing on the way to complete its industrialisation process rapidly. At the same time, the meaning of such concept has been expanded from social and human development up to gaining skills necessary for business life.

The concepts, values and principles related with education which is formed in accordance with the values of industrial society necessitates a re-definition in line with lifelong learning approach and the needs of information society which is under the effect of globalisation.

Lifelong learning in Turkey has a very long past. The arguments that no limitation may be brought for learning with respect to time and place, that learning may take place

at any moment of human life, at any place where the human being lives or communicates, that a never-ending respect should be shown even to one who teaches a single letter, that what has been learned is the most important guide has existed, been accepted as valuable and applied in some manner in Turkish culture for many years and even centuries. However, lifelong concept is recently being regarded in Turkey as well as in other countries as an approach model within education and training.

Many changes emerge with relation to employment problem along with changes and developments in the world. For instance, in today's world, the frequency of changing jobs is increasing, short term jobs instead of continuous employment are becoming widespread, some occupations are losing their importance, new professions are emerging and job continuity is decreasing. For such reasons, due to instability experienced at labour market, concentration of labour mobility at national and international levels and most important of all, in order to benefit from and to cope with the problems caused by developments and changes from technological revolution being stirred up by new computer technologies, lifelong learning approach is gaining more importance day by day for establishing economic and social policies.

Lifelong learning comprises domestic learning in early childhood period, preschool learning and all stages of formal education, non – formal education, and learning acquired in business life, knowledge and skills gained in any period of life. Within this context, lifelong learning policies should cover all stages of life. Learning at early childhood and formal education program should be designed and applied by taking into consideration business life and subsequent stages of life. Learning to learn and acquiring all daily life skills are as important as three basic skills (reading, writing, numeracy) of modern primary education. Lifelong learning contains formal education and individual learning besides non – formal education, updating education and second chance education for adults.

It is a common tendency to consider life in three periods as (1) early childhood and formal education period, (2) business life period and (3) retirement or old age period. However, the idea that life is divided into three periods as school, business and retirement has started to change in the twenty first century. Changing demographic structure (longer life and more elder population) and work systems in today's world has brought advanced age life period into the agenda. Turkey should consider its own demographic and economic features in the light of such new tendencies.

In order to develop lifelong learning, there is a need for flexible systems that take into account all previous acquisitions of the individual, regardless of where and how, and which facilitate two-way transitions between school and business life. Within this context, establishing National Vocational Qualifications System in Turkey will be one of the most important tools to respond to such need.

Every individual in today's world faces continuous learning in order to adapt to developments and changes; to improve his / her personal talents, job-related skills and qualifications. Efforts in this direction in competitive societies where globalisation has accelerated are gaining more importance; lifelong learning is becoming the most important tool for enhancing quality of life.

Implementation of lifelong learning policies necessitates multi – dimensional cooperation and coordination. Rearrangement of particularly business life rules which constitute a burden to learn for the individual as well as measures and arrangements to be adopted for

the education system are of great importance. For instance, while ensuring that educational opportunities are easily accessible by individuals, the cost of waiver for the individual to pass from business life to school should be made bearable. Lifelong learning policies should be executed not only with point of view of the Ministry of National Education but at the same time along with the joint perspectives of other public agencies and institutions and also employee and employer professional organisations and non-governmental organisations. Such cooperation is also indispensable to receive a high level of return from the investment on lifelong learning by establishing a practical and mobile balance between supply and demand. Of course, gaining positive results from lifelong learning policies first necessitates maintaining a long and decisive perspective as well as determination of priorities by considering feasibility.

3. LIFELONG LEARNING IN TURKEY

3.1. Why lifelong learning is important

Turkey recently has showed economic growth; but it is important that population skills must be developed to cover labour market so the growth will be sustainable. Compulsory education is not enough to reach the needed skills. So, it is important that adults must learn in their all life process. When Turkey's changing demographic and economic structure is taken into account, lifelong learning has particular importance. Working age population increases, and it offers a development opportunity if there is enough work. However, the labor market is not yet enough to create jobs and some traditional employment sectors such as agriculture quickly decreases. The majority of young people are unemployed in Turkey and the human resource capacity of the workforce remains at very low levels. Recent data obtained indicates that 68.9% of adults over the age of 25 high schools has not graduation from (general and vocational) high school. Non-formal adult education is going to contribute to training and labor market reforms and support to Turkey's demographic advantage of opportunities and development of skills needed for a growing economy. Lifelong learning is not only a matter related to economic needs. In the context of globalization and rapidly changing societies, access to lifelong learning is essential for social integration. Basic literacy and basic skills are not enough to find a job and no longer as a result of this, it only increases the risk of social exclusion of people with basic skills. In education and training systems within the lifetime of the most vulnerable groups by strengthening the lifelong learning (for example, the population in rural areas, individuals who have not got literacy skills, young people who could not find opportunities in general and vocational upper secondary education, children with special educational needs, adults and unemployed), it can be supported to achieve the skills needed to live efficient and satisfactory life for them.

Universities have an important role in lifelong education. Traditionally, universities used to be cited for two basic missions: research and teaching. They were regarded as the producers of scientific knowledge and providers of university education at different levels. However, the contemporary university also observes a third mission: sharing scientific knowledge with the society and contribute to social and economic development in the society. The mission for the 21st Century universities includes that universities are centers for continuous learning, for technological transfer and research and development (R&D) process, and carry with them the mission to educate the learning society⁴. The latter component that deals

⁴ Eurydice (2011). *Modernisation of Higher Education Funding and the Social Dimension in*

with the social dimension has been very crucial, especially, with the Council Resolution on modernization of universities for Europe's competitiveness and adopted a benchmark for tertiary attainment indicating that by 2020 the share of 30-40 year olds are at least 40%, and already some countries like Czech Republic and Slovakia have established Third Age Universities. Turkish universities are no exception in this mission. Rather than samples as third age education, earlier dropouts have been provided with opportunities. For instance, Law 6111 released in 25 February 2011, enables provision for students who dropped, left or failed during their tertiary education are provided with a continuous chance to become students in the higher education institution they used to be. Since the term, "continuous education" is mostly used in legislations and by universities themselves, the following section is reported under that subtitle.

3.2. Continuous Education in Turkish Universities

Higher Education Law number 2547 that deals with continuous education was released in 4 December, 1981⁵. Under this Law Act 5 h underlines that higher education institutions are organized as such so that they responsible with the provision of formal, non-formal and continuous and open-education, and Act 3J highlights that Applications and Research centers within higher education institutions are responsible for the provision of application and research needs of diverse vocational areas, and be supportive for professional services through offering education and sustainable research in the area studied⁶. They plan and offer courses, seminars and training programs for university students, public and private organizations, international institutions. Some these activities are determined based on the needs indicated by the receiver organizations and others are determined by the continuing education centers based on the common interest areas. The courses may be offered both on campus and out of campus, and there is a growing interest in providing continuing education through internet as well. In addition to services provided through continuing education centers, the universities also contribute to lifelong learning theory the consultancies they provide to various private and public organizations and NGOs. As a result of all these activities a close cooperation and interaction is established between the university community and the receiving organizations⁷.

Europe. Brussels.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/131en.pdf

⁵ The Gazette (1981), *Law of Higher Education*. Publication Number 17506. Ankara.

⁶ YOK (2007a) *Bologna Process Template for National Reports: 2005-2007*, Retrieved 22 February, 2012,
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/Nationalreports-2007/National_Report_Turkey2007.pdf

⁷ Arslan, M.M. (2008). Structure and Functions of the Continuing Education Centers at Turkish Universities. *Turkish Online Journal of Distance Education*, 9(3), 138-148.

3.3. Learning and Guidance in the framework of Lifelong Learning

Qualifications for non-formal or informal competences is not yet applicable in Turkey for access to first cycle degrees due to the lack of a favourable legal framework. It is not in the strategic agenda of HE in a foreseeable future. The qualifications framework for lifelong learning is stated as follows:

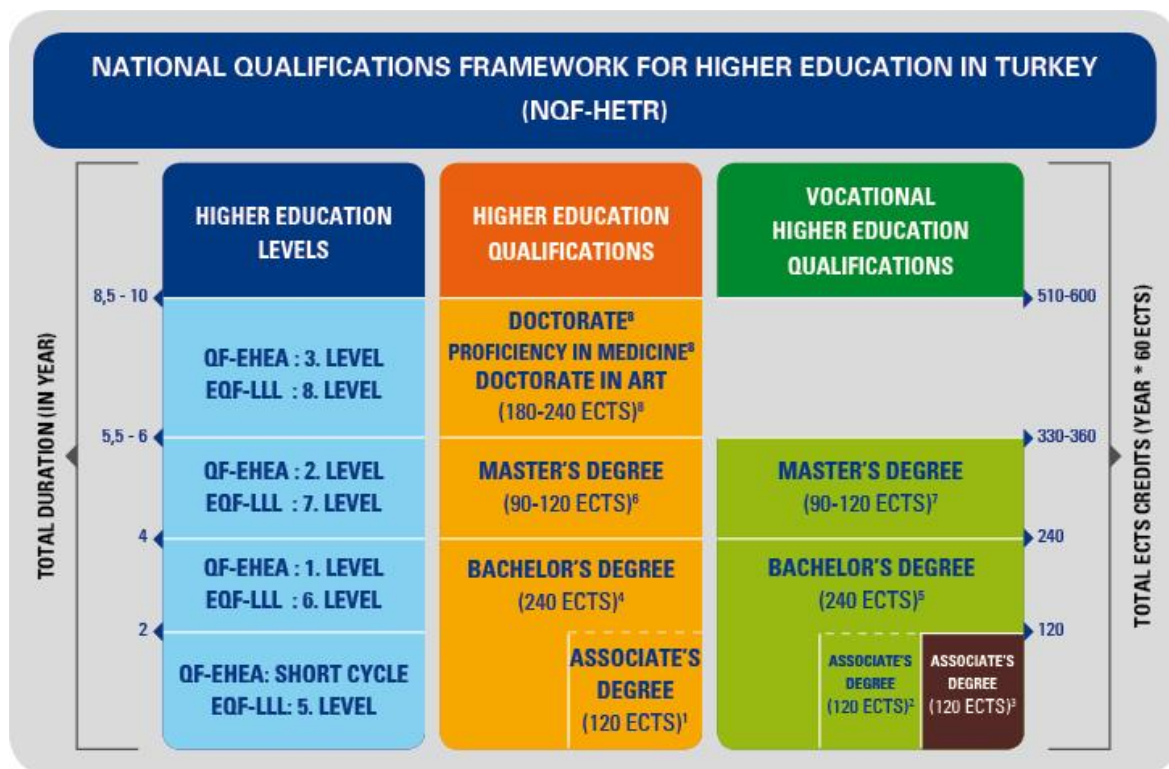
NATIONAL QUALIFICATIONS FRAMEWORK National qualifications framework is a system, which includes definitions and approaches that are closest to countries' societal, cultural and economic realities. It is also a system in which degrees are given which are recognized by both national and international stakeholders and are also reachable and comparable.

European Qualifications Framework for Lifelong Learning (EQF-LLL) In the EQF-LLL system, learning outcomes for each level of education taking into account the lifelong learning principle are designed in terms of knowledge, skills and competences at eight levels.

Comparison of QF-EHEA and EQF-LLL QF-EHEA and EQF-LLL differs in terms of geographical regions, aims and areas of implementation. EQF-LLL is designed for 27 EU member states, whereas QF-EHEA is designed for 45 member states of Bologna Process. Because EQF-LLL covers all cycles of lifelong learning, the working groups are in a wider context. In these working groups, representatives of ministries from all levels, representatives from national authorities of higher education institutions and sectorial representatives participate. Descriptions and concepts in the EQF-LLL system differs from that of QF-EHEA because the former aims to develop a common framework for very different levels throughout lifelong learning and the latter being designed only for higher education. Level descriptors in each system are designed towards different implementations. In the EQF-LLL system, descriptors are more general and they may apply to all learning types in the context of lifelong learning. On the other hand, descriptors for QF-EHEA is designed only and as a whole for higher education.⁸

As it can be deduced, the trends in formal education are in line with the European Commission frameworks. Although some of those mentioned above may not be reflected in the descriptions of non-formal education at university level, the author predicts that university lifelong learning programs will be constructed similarly under the national qualifications framework for university lifelong learning with regard to the degrees offered in Turkey:

⁸ YOK (2009c) *Bologna Process Template for National Reports: 2007-2009*. Retrieved, 23 February, 2011 from http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/National-reports-2009/National_Report_Turkey_2009.pdf



1. Academic-oriented associate's degree educational programs which are related to or within undergraduate programs.
2. Vocational-oriented associate's degree educational programs which are related to or within undergraduate programs.
3. Vocational-oriented associate's degree educational programs of Vocational Higher Schools
4. Academic-oriented programs
5. Vocational-oriented bachelor's degree programs
6. Academic-oriented master's degree programs with or without thesis
7. Vocational-oriented master's degree programs with thesis or without thesis
8. Doctoral programs

4. LIFELONG LEARNING IN EUROPEAN UNION AND IN TURKEY

4.1. The stage of lifelong Learning in EU and Monitored Turkey

The European Commission (EC), in 2010, issued general European Lifelong Learning Circular related to the implementation of lifelong learning strategies that provide information about the talks.⁹ In 2001, an action plan has been published titled "To be Converted of a European Area of Lifelong Learning to Real". Resources at European level with this action plan, have been mobilized to provide the make country of LLL systems contemporary.

Primarily on the development of lifelong learning system by the EC are as follows:

-Ensuring access to lifelong learning opportunities for all, on the facilitation of social integration,
for immigrants as well as those who don't participate in education and training, regardless of their age.

⁹ uropa (2010). *On lifelong-learning policy*, http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm. accessed on September 2010.

-Providing the acquisition of basic skills and / or opportunities for the updating, such as IT skills, foreign languages, technology, culture, including new skills, entrepreneurship and social skills.

-Training of teachers and trainers, employment and self-renewing of them for developing lifelong learning.

- Recognition and validation widespread and free (non-school) effective learning qualifications increasing transparency and through the development of quality assurance of the country as well as qualifications gained through formal education in the education sector.

- Informing about the opportunities and benefits of Lifelong Learning, the provision of high-quality guidance and counselling services and their accessibility in terms of a wide audience.

- Promotion of related sectors as well as youth sector in existing or future networks and structures.

EC's 2001 action plan was revised in 2009 and the Strategic Framework for European Cooperation in Education and Training ('ET 2020') was adopted.

This strategy has identified four goals for lifelong learning in Europe:

-Being converted into a fact of life of lifelong learning and mobility,

- Improving the quality and efficiency of education and training,

-Development of social cohesion, active citizenship and equity,

- Development of creativity and innovation, including entrepreneurship in all levels of education and training.¹⁰

Also, a degree sequence consisting of seven criteria developed and countries are monitored according to the criteria for progression. The aim is to reach this target by 2020. Turkey is involved in the evaluation process and the education and training systems of the EU criteria are measured according to the present seven EU criteria. In the framework of 2012 Education Monitoring Study, as for a lifelong learning system, it is seen that the Turkish educational system needs to be done to meet EU criteria is below the EU average level of EU criteria. In particular, 2.9% of adult participation in lifelong learning in Turkey is very low when it is compared with EU average of 8.9%.However, there are some discussions whether the data in Turkey is complete, the criteria used by the right and consistent or not.¹¹

4.2. Active Participation of stakeholders in the Lifelong Learning System

In 2015, Turkish Government has set an ambitious target for the raising participation rates to 8% of the adult life-long learning. To achieve this goal, both public and private courses and service providers, non-governmental organizations and foundations, businesses, including workers' organizations and employers' organizations will need to be included in the lifelong learning system. In the world and Turkey, assisting in policy development, the provision of adult learning, giving the job training, the provision of career guidance services and the provision of learning finance different organizations play different roles in the lifelong

¹⁰ uropa (2010). *On lifelong-learning policy*, http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm. accessed on September 2010.

¹¹ Güleç, İ., Çelik, S.ve Demirhan, B. (2012). Yaşam Boyu Öğrenme Nedir? Kavram ve Kapsamı Üzerine Bir Değerlendirme, *Sakarya Üniversitesi Eğitim Dergisi*, 2/3 (Aralık 2012), 34-38.

learning system. Commitment of coordinated development of lifelong learning system functioning as to capacity in Turkey and enhancing it, is placed in the centre of recommendations. The contribution of the social partners and the private sector is important in order to achieve the national target.

Challenges

In Turkey, there are some challenges that must be overcome for the development of an effective lifelong learning system. To overcome these challenges some works must be made in the subject areas listed below:

- Increasing public awareness of lifelong learning
- Improving coordination and governance related to lifelong learning
- Development of an effective monitoring and evaluation system and collection of accurate and reliable data on lifelong learning
- Development of career guidance
- A national qualifications framework to support lifelong learning
- Development of quality assurance related to lifelong learning services
- A system for recognition of prior learning
- Adequate and effective funding for lifelong learning
- Development of links between education and work
- Increase the rate of school attendance to ensure the disposal of solid foundation for lifelong learning

4.3. National Lifelong Learning Strategy

EU member countries are encouraged to develop national lifelong learning strategies which will develop and progress the lifelong learning systems. In Turkey, the National Lifelong Learning Strategy 2009-2013 has been put into practice in 2009. In strategy, improving the performance of the education system and the system for the purpose of addressing the difficulties mentioned above are given in the action for all sections. In strategy, there are action plans which will improve the access of preschoolers to education, reducing turnover rates and increasing the adult literacy rate. Additionally, in strategy, it has been mentioned various activities to strengthen the non-formal education and vocational education and training and improve it. In 2014-2018 Strategy, raising awareness among national priorities for lifelong learning, promoting lifelong learning courses and services, participating in lifelong learning for disadvantaged groups on various topics, priorities focused on various topics for the development of the system are mentioned.¹²

4.4. Adult Education in Lifelong Learning

Concepts of lifelong learning and adult education in the European Union harmonization process are commonly used today; however, the concepts have been of great importance in the education history of Republic of Turkey in the process of national development and mobilization. The first systematic movement related to education started with the congress of Ministry of Education in Ankara, 15 July 1921¹³. After sharing his observations and

¹² YOK (2007b). *Türkiye'nin Yüksek Öğretim Stratejisi* [Higher Education Strategy of Turkey], Publication num. 2007-1, Ankara: Meteksan A.Ş.

¹³ Akyüz, Y. (2011). *History of Turkish Education B.C. 1000 -A.D.2011* (in Turkish).Ankara Pegem Akademi(19th Edition).

experiences related to education, Gazi Mustafa Kemal, stood on the principles of the work to be done and had left educators fulfil the rest.

Adult education-related applications to be addressed by the government started with the establishment of the Republic of Turkey. An educated society was the only prerequisite to perpetuate the establishment, survival and development of a new form of governance. Primary education had to be spread out within the people of the country who were tired of a long and hard war. In this context, on 3 March 1924, by the law of Unification of Education, all the educational institutions were engaged to Ministry of Education. Besides, educational affairs have been carried out by a single management. In our country, the first official organization for adults, under the name of "Department of Public Decency" was issued on March 25, 1926 within the authority of the Ministry of Education with the Organization Act 789. During the initial years of the Republic, implemented educational policies had three main objectives. These three objectives are as follows:

1. Supplying the unity of national culture,
2. Promoting citizenship education,
3. Educating the qualified people who The Republic of Turkey needs .

1927 Public Classrooms, 1928 The Public Schools, in the same year Evening Art and Trade Schools , 1932 the Public Houses, 1938-39 Rural Courses for Men and Women were the first steps of the adult education taken in Republican period of Turkey¹⁴.

Towards the end of the 1960s, the term non-formal education emerged from the need to meet the changing demands of education and became an alternative for the young people and adults in the 3rd World Countries to support formal educational institutions taking the growing population into account. In addition, it was also used for troubleshooting in social needs such as health care, nutrition and unemployment. Actually, it was the education known and applied out of schools but was formalized by the way. In industrialized countries, it was used to support the children, the youth and the schools which were criticized for lack of flexibility but authority. Non-formal education helped them gain the basic skills. It meant individual and social development, being informed about health and safety and receiving the training for getting a job.¹⁵ The first syllabus for the primary schools was prepared in 1926. It aimed at growing up and educating effective and compatible people with their surroundings. In 1960s, under the authorization of Ministry of National Education, it was named as General Directorate of Public Education. Then it was renovated in 1977 and re-configured as the General Directorate of Non-Formal Education. In 1983, it was again renovated to cover the responsibility of career training and was named the General Directorate of Apprenticeship Training and Non-Formal education. The directorate has the greatest responsibility in the field of adult education in Turkey.¹⁶

¹⁴ Earged, (2011). *On adult education*, <http://earged.meb.gov.tr/tamamlanan/YetiskinEgitimi.pdf>. accessed on November 2011, p.1

¹⁵ La Belle, J.T. (2010). *Formal, Non-formal and Informal Education: A Holistic Perspective on Lifelong Learning*. P.161
www.springerlink.com/content/u77m5272327kn121/fulltext.pdf accessed on October 2010.

¹⁶ Earged, (2011). *On adult education*, <http://earged.meb.gov.tr/tamamlanan/YetiskinEgitimi.pdf>. accessed on November 2011,

In addition to these, Anadolu University is the first institution which introduced Open and Distance Learning System serving the modern distance education in higher education in Turkey. 5 and 12. Articles of 2547 No. Law which rearranged the Turkish Higher Education again came into force on November 6, 1981. Later this task was assigned to Anadolu University which scientifically and technologically developed itself on July 20, 1982 by Decree No. 41. Anadolu University has the great breakthrough in open and distant education, however, nowadays most of the universities offer distance education in Turkey as well. In the field of adult education, both Ministry of Education and Lifelong Learning Centers of higher education continue their education efforts to support the citizens of the country to adapt the age they are in, additionally, in that harmony, to make them feel adaptive, modern and happy. In the following table are the statistics on those who continue non-formal education between the years 2003-2009. The statement "No one shall be deprived of the right to education and training" places in the article No.42 of the Turkish Republic constitution emphasizing the education is the basic right of the citizens. Furthermore, in the 9th article of Basic Law of National Education No:1739, statement "Public and Professional education of individuals is essential to continue throughout life. In addition to education of young people, it is an educational duty to take the necessary measures to ensure that adults should have the continuous education which helps them comply with the life and business areas in a positive way" takes place to emphasize both the importance adult learning and the responsibility of the government¹⁷. In this context, lifelong learning and adult education get the power from the Constitution and the National Education Basic Law and that is not a unknown concept to our daily life.

The Law on the Organization and Duties of the Ministry of Education No. 3797 defines the people to be addressed and the responsibilities non-formal education. Vocational Education Law No. 3308, a law that covers all levels and types of vocational education and is related to adult vocational education. Ensuring the Literacy of out of compulsory primary school age law no 2841 assures that illiterate citizens become literate with providing a license or a diploma. Vocational Qualifications Institution Law No.5544 (2006) leads to bring professional standards and non-formal education to gain qualifications¹⁸. Legal framework, having the membership of OECD and European Union integration process help our people internalize this concept rapidly.

SVET (Strengthening The Vocational Education and Training System in Turkey) Life Long Learning Strategy Document was prepared in September 2006, to follow up the lifelong learning policy in Turkey. In the document, lifelong learning has been defined as the individual's all learning activities, individual, social, whether relevant to their professions or not, in schools, universities, at home, at work anywhere in society, encompassing all the information and skills to improve the individual himself/herself¹⁹.

¹⁷ Mevzuat, (2011). *Regulations on education*, <http://mevzuat.meb.gov.tr/html/88.html>. accessed on November 2011.

¹⁸ Yayla, D.(2009), *Türk Yetişkin Eğitiminin Değerlendirilmesi* .meb.gov.tr/tamamlanan/Yetiskin_Egitimi.pdf accessed on January 2012. P.20-23

¹⁹ MEGEP (2011) *Strateji Belgesi*, <http://megep.meb.gov.tr/indextr.html>. accessed on November 2011. p.5

European Union, politicians have figured out the importance of education and training in today's information society and knowledge economy, therefore they highlight the strategy of the union as working together and learning from one another. European Union education and training policies have gained importance in 2000 and accelerated after the adaptation of the Lisbon Strategy. The Union's program is focused on growth and jobs. With increasing global competition, information and innovation will be Europe's most important values on education.

5. ANALYSES OF INTERVIEWS

We carried out 30 interviews with 2 groups. First group are educators, teachers, school heads, inspectors, guidance professional. Second group is lifelong learners. We wanted to learn their information about lifelong learning, participation to set up EU policy making on education and training, cooperation between sectors.

We asked 15 educators, teachers etc. their background about lifelong learning. In the first part we asked 2 questions: "How do you understand lifelong learning?" "Do you consider your organisation as a lifelong learning organisation?" We determined some true answers as criteria. These criteria are "development after formal education", "the continuing development of knowledge", "constructing personal and shared organizational lives", "continuous vocational and professional development", "variety of contexts throughout their lifetimes", "formal and informal activities", "personal autonomy", "willingness and ability to manage one's overall learning endeavours", "independent pursuit of learning without formal institutional support or affiliation", "learner-control of instruction". 15 educators replied to this question at least with one of the criteria. And all educators said that their organizations are lifelong organizations. In the second part, we asked them the questions "What do you know about EU cooperation in education and training?" "Do you feel EU institutions take your interests into account?" "Would you be interested in participating in national/regional consultation LLL Forums that would allow you to express your views on EU cooperation in education and training?". For the first question there are different answers like "exchange people", "visiting abroad". In this respect, we can deduce that educators see EU partnerships as visiting and meeting. That's, EU partnerships are kind of cooperation on culture and related specialization. 8 of 15 educators has positive answer whether their interests are taken into account. 7 of 15 educator answered as EU does not take into account their interest. All educators linked this question with "EU Projects". And all educators are willing to attend to EU discussions-debates and all of them wanted to participate to LLL Forums. In third part, all educators stated they generally follow national policy debates. All of them are agree there must be priority in lifelong learning in Turkey. But they disagree there is priority about lifelong learning in current Turkish education system. From their thoughts, it is easily understood that their organizations are interested to participate making policy in national level. There were different answers to "what are the main challenges/barriers to improve the dialogue between actors in the field and public authorities?" Bias between organizations and people, insufficient information, insufficient introduction, insufficient guidance, not having enough experience, not having enough experience. 8 of the 15 educators said "yes" to the question "Do you cooperate with other

organisations/institutions in your own sector and or with other education and training sectors/actors?" In local, regional, there are many partnerships and cooperation between organizations.

We also carried out interviews with 15 lifelong learners with same questions. The criteria was the same as it was for educators. These criteria are "development after formal education", "the continuing development of knowledge", "constructing personal and shared organizational lives", "continuous vocational and professional development", "variety of contexts throughout their lifetimes", "formal and informal activities", "personal autonomy", "willingness and ability to manage one's overall learning endeavours", "independent pursuit of learning without formal institutional support or affiliation", "learner-control of instruction". 5 of 15 students have one true question according to decided answers. When learners are compared with educators, it is easily seen that students have less information about lifelong learning. In the second part, there were the questions "What do you know about EU cooperation in education and training?" "Do you feel EU institutions take your interests into account?" "Would you be interested in participating in national/regional consultation LLL Forums that would allow you to express your views on EU cooperation in education and training?". 9 of 15 learners have not any information about partnership with EU. Those who have positive answer to this question have the same answers with educators. Learner are also very enthusiastic to participate to debates about EU. They want to attend the LLL Forums if there is a chance. There were almost the same answers to "what are the main challenges/barriers to improve the dialogue between actors in the field and public authorities?" 12 of 15 learners said inadequate advertisement of this kind works. 3 learner said the biggest obstacle is insufficient interest of people. For the last question, 15 learners have not any information about the topic.

5.1.ANALYSES OF CASE STUDY AND STORY TELLING

We applied 10 case study; 5 for educators, teachers, school heads, inspectors, guidance professional-5 for lifelong learners, 10 story telling; 5 for educators, teachers, school heads, inspectors, guidance professional-5 for lifelong learners.

All case studies and storytelling focuses on lifelong learning actors towards learners centred systems. All these show that learners who have graduation from formal education system are aware education is needed to make yourself develop constantly. Although they are aware that education is important, they don't know they are in lifelong learning process.

Half of the our lifelong learners(10 of 20 learners) is from Syria. They are being educated in public education centres in different fields. For about 2 years, there is gradually a migration from Syria to our city Mardin because of civil war. Generally, Turkey is tolerant to this migration in spite of some social and financial problems. Our government has not specific policy on migration and immigrants. But Syrian citizens can get education from Turkish organizations.

Some of our learners have contact with ISKUR. ISKUR is an organization which provides jobs and employees to labour market. In addition to this, ISKUR gives people who need a job to develop themselves. ISKUR is a public organization providing vocational education to people

who are in need job. In this sense, ISKUR is the biggest lifelong learning organization in Turkey.

6. CONCLUSION AND EVALUATION

We can say the general framework of policy of the European Union's human resources is formed with lifelong learning project. In this respect, lifelong learning approach can be characterized as learning strategy today. Lifelong learning approach to economic development on the one hand and to be provided with appropriate human resources in terms of employment, on the other hand, people realize themselves as individuals and updates, will be able to adapt to changing society and that they are not excluded. They have quality of life of people with lifelong learning and will be able to prove that they are easily documented. In addition, the public organizations at all levels, small and large-scale private sector companies of all types and mechanisms of civil society organizations in public life as the foundation to have this understanding is established. Lifelong learning is guaranteed to make a reality in the life of society, rewarding those who doubt the effectiveness of the mechanism is proportional to learn. If the acquired competences of lifelong learning programs face serious obstacles in terms of formal and social recognition it will be guaranteed the failure of the project. Structured learning quality and accreditation mechanisms are not yet sufficiently established in Turkey, it is clear that lifelong learning should be covered in terms of a considerable distance.

Today, managers, professionals, senior executives and functional experts in most every occupation learn to keep up with advances in knowledge and skills. They also learn to create advances. They find ways to improve the quality of our lives, strengthen social justice, and remain competitive as individuals, organizations, and societies. The term, "remain competitive," means to garner resources that sustain our lives. It suggests limited resources from a fixed pie. However, in actuality, learning expands the pie for everyone. We go beyond the goal of sustenance to seek and create growth within and between individuals, groups, organizations, and societies. We learn about ourselves and others in the process, and as such, are better able to adapt and bring about change. We learn how to interact in ways that are functional and constructive, including how to overcome interpersonal and cultural barriers.

Obviously, we have much to learn. On the one hand, we are limited by our capacity for growth. On the other, there are no limits to how far we can grow as individuals and societies. Theories of development indicate that many people do not reach a pinnacle of growth, let alone achieve their potential. The same can be said for societies. Perhaps the world would be far better off if that were not the case. Despite these barriers and limitations, we continue to evolve. We add to basic knowledge. We invent new products and services. We learn about and integrate our cultural backgrounds. Our potential for development, technologically and culturally, makes lifelong learning inevitable. Lifelong learning opens the promise for a future of expansive opportunities. Our imaginations cannot fully envision this future. If we could, we would be able to predict what life will be like 50, 100, or 500 years from now.

In my survey chapter on lifelong learning in the Oxford Handbook of Industrial and Organizational Psychology, ten forces are appeared that will drive future research and practice: (1) technological and economic advancement; (2) broader accessibility of knowledge and educational support across ages and socioeconomic conditions; (3)

expanding career opportunities in global enterprise, for example, managing global work teams in virtual environments and cross-cultural competencies; (4) theories that integrate cognitive, emotional, and behavioural competencies across the life span; (5) learning at and across individual, group, and organizational levels of analysis; (6) development programs that facilitate adaptive, generative, and transformative learning at the individual, group, and organizational level; (7) research methods that capture multiple levels of analysis using qualitative and quantitative methods, multitrait/multimethod measures, longitudinal designs, and technology for tracking development and career movement within and across organizations; (8) continuous learning for professionals establishing learning objectives and assessing learning outcomes and using this information and these processes for feedback to improve learning; (9) alternative forms of work at all career stages including part-time work, telecommuting, and career transitions later in life; and (10) work environments that increase individuals' and groups' openness to new ideas and active learning.

In my introductory chapter to the current volume on lifelong learning, I outlined the scope of the field. I noted that "lifelong learning is a dynamic process that varies depending on individual skills and motivation for self-regulated, generative learning and life events that impose challenges that sometimes demand incremental/adaptive change and other times require frame breaking change and transformational learning." In this concluding chapter, I address several key ideas and issues that emerge from the contributors to this handbook, informing our understanding of learning needs and processes throughout life. In particular, I consider the need for learning in light of economic changes, learning challenges for older workers, the readiness (preparedness) of individuals to enter the workforce and remain productive, technological and cultural changes, and importance of experiential and active, self-regulated learning. In doing so, I touch on many of the chapters in this volume.

Need for Continuous Learning

When I checked that writing in the Op-Ed section of the New York Times, Thomas Friedman addressed why learning is a key to economic development. He quoted Craig Barrett, the former chairman of Intel, speaking about how the United States should escape the recession. "Any American kid who wants to get a driver's license has to finish high school. No diploma—no license. Hey why would we want to put a kid who can barely add, read or write behind the wheel of a car". Friedman explained,

Historically, recessions have been a time when new companies, like Microsoft, get born, and good companies separate themselves from their competition... . When times are tight, people look for new, less expensive ways to do old things. Necessity breeds invention. Therefore, the country that uses this crisis to make its population smarter and more innovative—and endows its people with more tools and basic research to invent new goods and services—is the one that will not just survive but thrive down the road We need everyone at every level to get smarter.

Barrett would like to see the United States require every state to benchmark their education standards against the best in the world. Friedman summarized the point as follows, "We need to do all we can now to get more brains connected to more capital to spawn more new companies faster"

Here in the Oxford Handbook of Lifelong Learning, in Chapter [3](#), Ted Fleming provides a detailed overview of the theoretical development of lifelong learning beginning with the history on the concept starting with Dewey and the development of educational policy in the European Union. In Chapter [13](#) of this volume, Feldman and Ng explored continuing education (CE) opportunities offered to working adults. They examined the antecedents to

participation in CE programs, and considered the outcomes of continuing education, including changes in employees' attitudes, knowledge, skills, and job behaviors. They noted that the longer the time period after formal education ends, the more important continuing education becomes in ensuring employees' continued career success. In Chapter [14](#), Avergun and Del Gaizo examined continuous learning for professionals, which too is an ongoing process. Lifelong learning benefits professionals, the organizations in which they work, and the clients they serve.

Kraiger and Wolfson, in Chapter [30](#), explain the value and methods for needs assessment and evaluation for organizational support of lifelong learning. The purpose of needs assessment is to determine where training is needed, who needs it, (p. 495) and what the content should be. They recommended regular assessments of competencies and readiness to learn that evaluate lifelong learning and information regarding future needs.

Focus on Older Workers and Ways to Remediate Age-Related Cognitive Decline

With the aging boomers, issues of older workers and, more generally, cognitive decline suggest directions for continued learning later in life. Moreover, "the current economic crisis has resulted in huge losses in financial assets including 401(k) retirement accounts; older workers close to retirement may choose to work much longer than they expected, while some of those already retired may try to return to the labor force. In this context, it has become imperative for us to preserve or enhance cognitive functioning among older adults and to compress the duration of any cognitive decline" (King & Suzman, [2008](#), p. i). Fortunately, we are learning that remediating age-related cognitive decline with enrichment interventions is possible (King & Suzman, [2008](#)). Hertzog, Kramer, Wilson, and Lindenberger ([2008](#), p. 1) concluded, after an extensive review of the literature on enrichment effects on adult cognitive development, that

the available evidence favors the hypothesis that maintaining an intellectually engaged and physically active lifestyle promotes successful cognitive aging. First, cognitive-training studies have demonstrated that older adults can improve cognitive functioning when provided with intensive training in strategies that promote thinking and remembering... . providing structured experiences in situations demanding executive coordination of skills—such as complex video games, task-switching paradigms, and divided attention tasks—training strategic control over cognition that does show transfer to different task environments... . there is considerable reserve potential in older adults' cognition that can be enhanced through training.

They indicate that we know from longitudinal research that engaging in intellectually stimulating activities is associated with better cognitive functioning at later points in time. (Hertzog et al., [2008](#), pp. 1–2)

In Chapter [10](#) in this volume, Strom and Strom explore intergenerational learning. They suggest the value of reciprocal learning among generations. Conditions that support such learning include (1) recognizing generation as culture, (2) granting identity status to youth, and (3) establishing learning expectations for older adults. These are no easy tasks, of course. Recognizing generation as culture is important because generation provides a unique set of experiences that shape attitudes, opinions, values, and ways of thinking. Supporting identity in youth avoids alienation and excessive reliance on peers for communication and acceptance. Youth will achieve the status they seek as they gain technological skills and credibility as educators of adults. Older adults should be recognized as capable of learning, and we should expect them to sustain growth and adjustment. These respectful conditions appear necessary to motivate a more expansive vision for education. Time management

skills and coping with stress are central lessons that youth need to learn to be healthy and successful throughout their lives. Collins and Hartog (Chapter [17](#)) described self-paced assessment and training modules with role-playing as a vehicle for self-insight and learner-driven training. Battley (Chapter [18](#)) described how this ongoing learning can be supported by 360-degree feedback and executive coaching. Rothwell and Whiteford's Chapter [11](#) described how corporate development programs link training goals to strategic plans, succession, orientation, and corporate direction.

Workforce Preparedness

Unfortunately, employers find that many new entrants to the work force are not adequately prepared. Employees need to be prepared before they take a job, and young people need to be better prepared before they enter the workforce. Employer-sponsored readiness training will not be enough to correct workers' skill and knowledge deficiencies. A new report jointly sponsored by the Corporate Voices for Working Families (www.cvworkingfamilies.org), The American Society for Training and Development (www.astd.org), The Conference Board (www.conference-board.org), and the Society for Human Resource Management (www.shrm.org) (Conference Board, 2009) was based on a 2008 survey of 217 employers about their training of newly hired graduates of high school and 2- and 4-year colleges. The study found the following (Conference Board, 2009):

(1) Many companies say new hires lack crucial critical-thinking and creativity skills—but don't offer related training. (2) Employers' inability to detail their spending on remedial programs makes it impossible to assess the true costs of an ill-prepared workforce to their own—or the economy's—bottom line. (3) Employers with successful workforce readiness (p. 496) training incorporate (a) a culture committed to training and thorough job-readiness screening, (b) strategic partnerships with local colleges, and a focus on integrating training with job-specific skills and career development, and (c) constant re-evaluation to align training with company needs. (4) So, employers should (a) track the cost and quality of training programs, and (b) help focus philanthropic dollars and public-policy discussions on the need to link K-12, technical-school and college education to the workforce readiness skills that employers need.

The Partnership for 21st Century Skills in Tucson, Arizona, is a consortium of business community leaders, educators, and policy makers who aim to infuse 21st-century skills into education (see www.21stcenturyskills.org). The skills consist of core foundational subjects (e.g., English, reading, world languages, arts, math, economics, science, history, geography, government, and civics); interdisciplinary themes (global awareness, financial and business/entrepreneurial literacy, civic literacy, and health literacy); learning and innovation skills (e.g., creativity and innovation, communication, and collaboration); information, media, and technology skills (e.g., information, media, communication, and technology); and life and career skills (e.g., flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility).

Another element of workforce preparedness is continued value. Governments and organizations often turn to retraining to help displaced older workers continue to be competitive and remain employed. Unfortunately job retraining efforts do not work well for laid off employees (Luo, 2009). Job retraining is not a panacea. Workers who are older and have been in the same industry all their working lives select short training programs with marginal benefits. Jobs are not created, making the training superfluous (Uchitelle, [2008](#)).

Jobs do not materialize just because people are available to work. Also, many professions in demand require years of training and advanced degrees.

Strom and Strom in Chapter [10](#) made a potentially valuable suggestion for how to maintain worker competitiveness. They suggested the value of social networking and online mentors and describe the notion of a computer clubhouse to develop communication skills. They noted that the baby boomers have more formal education, are healthier, and anticipate a longer life than previous generations. Education for retirement should include more than financial and leisure preparation. Rather, it should include a sustained emphasis on responsibility as family and community members. McDonnell in Chapter [16](#) highlighted the value of a liberal education, for instance, studying the humanities (e.g., Plato) to develop an understanding of rhetoric and critical thinking. This basic foundation often gets lost in today's focus on mastery of business tools and techniques.

Technology and Culture for Learning

Trainees' reactions to the training have a greater influence on learning outcomes when trainees have control over the learning environment (Brown, [2005](#)). This is particularly true in technology-mediated training environments in which trainees control the pace of delivery, attention to the material, and participation in the process (e.g., a simulation) (Sitzmann, Brown, Casper, Ely, & Zimmerman, [2008](#)). Bell and Kozlowski ([2008](#)) trained participants to operate a complex, computer-based simulation. They found that exploratory learning and error-encouragement framing had a positive effect on adaptive transfer performance and interacted with cognitive ability and dispositional goal orientation to influence trainees' metacognition and state goal orientation. The trainees in an emotion-control strategy had lower levels of state anxiety. Orvis, Fisher, and Wasserman ([2009](#)) studied the relationship between trainee reactions and learning in self-directed, technology-mediated training environments (i.e., in e-learning). The environment consists of delivery media, instructor behavior, coordination, and learner control.

In the Orvis et al. ([2009](#)) study, undergraduates participated in a Web-based, multimedia leadership skills program developed for corporate users by an e-learning company. The e-learning program included two different video-based modules (one 10 minutes long and the other 20 minutes long). Each video consisted of edited clips of conversation between a moderator and an executive. Topics dealt with management, leadership, and innovation. Learner-control allowed participants to use the following control-based interactive tools—the ability to complete the modules in any order, go faster or slower, pause, skip, and repeat instructions with tools that controlled the video, the transcript, and the outline. Learners could display or hide the formulate types (the video clip, written transcript, and outline). Learners in the control condition had to complete the program in a linear fashion watching the two videos in a predetermined order and pace. (p. 497) Consider the following tools associated with the video window: a visual progress bar and play/pause/directional buttons, an interactive transcript of the video that moves in synchronization with the video and includes links to move the video to different points, an interactive outline of the major themes discussed in the videos, a pop-up function, which could be turned off or on by the trainee, that highlighted key learning points, and links to access the executive leaders' biographies. Learner control had a positive effect on trainee satisfaction.

In Chapter [19](#), Mayer examined ways to make the most of electronic technology. Multimedia or e-learning is based on research-based techniques for reducing extraneous processing, managing essential processing, and fostering generative processing in multimedia learning. Generative processing, similar to Sessa and London's concept of generative learning (see

Chapters 1 and 15) is deep cognitive processing that helps learners comprehend essential material and integrating and organizing the material in new ways. This is especially important when the learner needs to be able to perform well on transfer tasks. E-learning expands capabilities for reflective and experiential learning, applying Passarelli and Kolb's (Chapter [6](#)) experiential learning, making the most of the dual dialectics of action/reflection and experience/abstraction. Mayer calls for research to maximize the value of e-learning.

Wolf's chapter on wireless technology (Chapter [20](#)) provided a prime example of learning needed to adopt new technology and the applicability of new technology for providing access to learning. Wireless creates new contexts for learning as it advances communications capabilities by leaps and bounds. Wireless is in its infancy. It ties to other emerging computer-based instructional technologies, from the e-book to the I-pad, let alone the now traditional notebook computer. As such, it opens a world of exciting possibilities and challenges for providers and users of education at all stages of life.

Turning to cultural factors, Raffae's chapter on cross-national differences in education-work transitions (Chapter [22](#)) introduced the notion of transition systems associated with culturally based education practices for transition to work. These systems develop skills, socialize workers, and provide avenues for them to control their own destiny. The chapter compares countries and examines applicability of system components across cultures. Bhagat, McDevitt, and Segovis (Chapter [28](#)) described the acculturation process of immigrants who are professionals in their fields. Similar to unskilled immigrants, professionals move to new countries and foreign cultures to improve their own and their family's economic prospects. Unlike unskilled immigrants, they have financial wherewithal, but they still experience demand, opportunity, and constraint stresses. Lacking the support they are used to from their collectivistic native culture and facing discrimination and pressures for assimilation, they need and value alternative sources of support that promote learning and allow them to create a new cultural blend.

In Chapter [26](#), Silberstang considered how gender is intertwined with lifelong learning, earning, and career advancement. She reviewed the challenges women confront in their pursuit of learning, as children and as adults. Issues of access to education and social constructions of gender preclude opportunities for study, career entry, and career advancement. Girls are socialized into a gender-biased world. Women have struggled long and hard to overcome inequitable lifelong learning opportunities, large pay disparities, and fewer career advancement opportunities. Silberstang notes that this is a global problem that takes different forms and degrees of severity in different cultures.

In Chapter [27](#), Morfopoulos and Tyrie examined social entrepreneurship as a lifelong learning opportunity. People engage in, and learn from, social entrepreneurship as children, college students, mature adults, and seniors. Social entrepreneurship begins as early as childhood, as youngsters are made aware of social issues in school and find creative ways to get involved in bringing about social change. Schools support volunteerism, civic engagement, and community service. Once in college, young adults find service learning opportunities in their courses and outside the classroom. They join forces locally and globally to focus on social issues and engage in change initiatives, whether campaigning, lobbying, volunteering, raising money, etc. Online resources foster these efforts. This becomes a habitual pattern that people maintain throughout their lives, improving the world as they gain knowledge and fulfillment themselves. Social entrepreneurs continuously seek new approaches to serve the community, are willing to take prudent risks on behalf of their constituencies, discern between needs and wants, understand that all resource allocations

are investments in stewardship, weigh both the social and monetary rewards of investments, and recognize that finances are necessary to complete their mission.

(p. 498) Experiential, Active, Self-Regulated Learning

A key message in this Handbook is the value of people taking responsibility for their own learning and gleaning knowledge through their everyday experiences as well as the major challenges and transitions they encounter. In Chapter [8](#), Gabb, Tinberg, and Weisberger examined implications of Kegan's theory of development applied to community college students. Kegan's scheme of human development describes a movement of ever enhanced meaning-making. The scheme is both constructivist and developmental: learners come to shape their "life-field" even as they continue to augment their abilities to integrate (and reintegrate) with the world. Kegan posits five "orders of consciousness," with the clear understanding that few people attain the fifth order (although the need to do so is great) and that, as a dynamic model of development, we need to pay special attention to the transitions between stages. "When an instructor is not present and learners control the pace and depth of their study, the degree to which learners experience positive affect, become engaged, and thoroughly process information may vary substantially and thus predict learning outcomes" (Brown, [2005](#), p. 994). This suggests the importance of active learning and learner centered training designs.

Passarelli and Kolb (Chapter [6](#)) gave us a clear and comprehensive examination of experiential learning styles, their foundation in theory and research, and directions for the future. They refer to the founders of the field, review of seminal research, and set directions for application and future research. The chapter will be useful to students and practitioners for understanding styles of learning and applying them to instructional design and learning facilitation. Passarelli and Kolb described lifelong learning as "The Learning Way"—approaching life experiences with a learning attitude. This "requires deliberate effort to create new knowledge in the face of uncertainty and failure; and opens the way to new, broader and deeper horizons of experience." Learning is intrinsically rewarding and empowering. Experiential learning is grasping and transformation of experience. Transformation occurs through reflection and experimentation.

In Chapter [32](#), Weick considers future directions for successful leadership and implications for lifelong leadership development. Her conceptualization of distributed leadership complements Diamante (Chapter [12](#)) and Boyatzis (Chapter [7](#)), who highlighted the importance of leaders' self-reflection and self-regulation in relation to situational conditions and others' perceptions and expectations. Weick focuses on dimensions of leadership, as did Boyatzis, organizing them into characteristics (moral virtue, tenacity, humility), interpersonal skills (emotional intelligence, communications, and creating environments), and conceptual skills (sensitivity, judgment, and ability to learn). Recognizing immediate and long-term trends that impose demands on leadership, she concludes that the distributed model fits future needs. This approach treats leadership as a process, spread throughout the organization, with responsibilities shared, decision making distributed and emergent, leaders sometimes taking the role of followers and vice versa, flat, lattice-like organizational structures for operations, and responsibility to a broad range of stakeholders, not just stockholders. Learning requires an ongoing, experiential process of action and reflection.

Continuous learning can be planned or the result of happenstance (Noe, Tews, & Dachner, [2010](#)). Social-environmental factors are important for stimulating and supporting continuous learning. Learning intentions stem from individual differences (e.g., locus of control, self-efficacy, interests), social network characteristics (e.g., network diversity,

relationship strength, and network size), and environmental characteristics (e.g., climate for learning, human resource department support, and, more generally, the supply of, and demand for talent). The importance of learning to one's career shapes learning participation. Economic conditions and technological dynamics shape outcomes at the individual level (e.g., career growth) and organizational and societal levels (human capital).

In another paper outside this volume, Hertzog et al. (2008) captured the value of experience and expertise. They wrote, "the cumulative effects of experience and knowledge on cognition are not all positive. Expertise in a problem domain also has costs, because individuals may fail to notice how a new problem differs from, rather than resembles, problems they have solved before. Identifying the higher-order generalities in information can also lead to an individual paying less attention to distinctive aspects of information, which can be critical in governing the likelihood of later retrieval of that information" (Hertzog et al., 2008, pp. 6–7). People learn strategies of behavior that become preferred and habitual. However, they can switch strategies in response to environmental circumstances and constraints. "Because of this, cognitive development over the life course is likely to involve compensatory (p. 499) adaptations to age or experience-related change in the form of shifting cognitive procedures or strategies. For example, older adults may use more intensive organizational strategies to support learning information when incidental learning makes spontaneous remembering of critical information less likely... . at a given point in time there are multiple procedures available to an individual to achieve cognitive goals" (Hertzog et al., 2008, p. 7).

Boyatzis, in Chapter 7, built on the concept of experiential learning. He described how Intentional Change Theory explains the physiological and psychological process that results in significant improvement in these competencies. In particular, the three most distinctive aspects of this model, in contrast to typical approaches, includes: (1) fostering the person's ideal self, vision, and their dream before exposing them to any data feedback; (2) using coaches to create relationships that help someone through the process; and (3) developing social identity groups that create peer coaching relationships and sustain the developments. Boyatzis distinguished between threshold abilities and competencies that distinguish outstanding performance. The threshold clusters of competencies include: (1) expertise and experience, (2) knowledge (i.e., declarative, procedural, functional, and metacognitive), and (3) an assortment of basic cognitive competencies, such as memory and deductive reasoning. Clusters of competencies differentiate outstanding from average performers in many countries of the world. Competencies can be considered to be a behavioral approach to emotional, social, and cognitive intelligence. Cognitive competencies include systems thinking and pattern recognition. Emotional intelligence competencies include emotional self-awareness, emotional self-control, adaptability, achievement orientation, and positive outlook. Social intelligence competencies include empathy, organizational awareness, inspirational leadership, influence, conflict management, coaching and mentoring, and teamwork.

Further, Boyatzis suggested experiential ways to develop threshold abilities and competencies that distinguish high achieving leaders and managers from others:

- Oral and written communications: Prepare and deliver a coherent and persuasive video presentation about 10 minutes long and a written report about 10 pages long.
- Critical thinking, problem solving, and decision making: Analyze a complex business issue and identify realistic solutions, communicating the findings in a written case with

appropriate supporting material (e.g., demonstrate the ability to analyze data, use charts and figures, and understand financial statements).

- Ethics and corporate social responsibility: Analyze an issue from legal, ethical, and socially responsible perspectives and recommend appropriate actions for a practical business situation, described in a written case.
- Leadership and team interaction: Create a vision and communicate that vision in a way that would generate commitment, and structure teams for goal achievement. Students will participate actively and collaboratively in a project team, present their contribution to the team project in a project report or presentation and describe how they contributed to team interaction based on principles of group dynamics and team building in a project team.
- Innovative business practices: Demonstrate knowledge of innovative business practices, processes, technologies, and methods through a case analysis, project, simulation, or workshop.
- Cross-cultural understanding: Participate in a study-abroad program or in a group project with people from different cultural backgrounds domestically and internationally and integrate knowledge of an international business environment in a project report or journal.
- Business development and value creation: Produce a business plan that shows the creation of value through the production and marketing of goods and services.

Boyatzis listed steps for competency development: (1) have a personal or shared visions and the will to attain it, (2) compare the current state to the desired state—a vision of the ideal, (3) establish a learning agenda—strategies or actions to try for moving toward your goal, a performance improvement plan, and (4) think positively—hope is the catalyst that motivates new behaviors—the mechanism for change, the spark that moves us out of our normal state of balance to the desired yet uncertain future.

7. SUGGESTIONS

It is necessary for Turkey that the institutional attempts that have been realized in order to support and spread the adult education are to be gathered under a single roof and to reach the education sources and materials is to be facilitated. In order to continue the adult education, namely the lifelong learning, the contributions for the skill, “learn how to learn”, are to be provided for the individuals. Using mass media or developing civil society initiative, these kinds of skills should be supported. There are the recommendations shown below in the lifelong learning

concept and system policy document for SVET-TURKEY.

- Institutional system and infrastructure the changes in horizontal plane the integration between the governmental sectors and social partners.
- Including formal education, business market, informal education, civil society, and cultural fields.
- Sophistication of the system and indigenisation of the system on regional and local levels
- Data collecting for comparison and actively utilization on determination and evaluation of - policy.
- Updating of juridical provisos and simplifying legislations.
- Research, analyse, and systematic evaluation.
- Formation of capacity in both professional and nongovernmental organizations.
- Participation of the nongovernmental organizations and other social partners.

- Forming a learning culture.

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