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THE ROLE AND IMPORTANCE OF CONTINUING EDUCATION CENTERS IN TURKEY ON LIFELONG LEARNING

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Abstract

Objectives: In today's, society where innovations and changes are experienced very fast, the concept of lifelong learning guides the education policies of the countries and the practices are implemented by means of various institutions. Importance of continuing education centers, one of the lifelong learning practitioners and operating within the universities, have increased gradually. These centers offer training opportunities to individuals and institutions in various fields. In this study, it is aimed to present comparatively the role and importance of continuous education centers in Turkey in state and foundation universities on lifelong learning.

Method: For this purpose, web sites of continuous training centers in Turkey was examined by content analysis method.

Results: At the end of the study; it was determined that the education programs opened in the CECs at foundation universities were more than the state universities. It has also been found that the general tendency of CECs in foundation universities is towards more markets than CECs in state universities, and that the concept of lifelong learning meet needs of the market focusing on vocational education. When the numbers of the education programs, where opened, are taken into consideration; It is concluded that the CECs in the foundation universities are more active.

Keywords: Lifelong Learning, Continuing Education Centers, Turkey

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TÜRKİYE'DE HAYAT BOYU ÖĞRENMEDE SÜREKLİ EĞİTİM MERKEZLERİNİN ROLÜ VE ÖNEMİ

Özet

Amaç: Yenilik ve değişimlerin çok hızlı yaşandığı günümüz toplumlarında hayat boyu öğrenme anlayışı ülkelerin eğitim politikalarına yön vermekte ve çeşitli kurumlar aracılığıyla uygulamalar hayata geçirilmektedir. Hayat boyu öğrenme uygulayıcılarından biri olan ve üniversiteler bünyesinde faaliyet gösteren sürekli eğitim merkezlerinin önemi giderek artmaktadır. Bu merkezler birey ve kurumlara çeşitli alanlarda eğitim imkânları sunmaktadırlar. Bu çalışma ile Türkiye'de devlet ve vakıf üniversitelerindeki sürekli eğitim merkezlerinin hayat boyu öğrenmedeki rolü ve önemini karşılaştırmalı bir biçimde ortaya koymak amaçlanmaktadır.

Yöntem: Bu amaçla Türkiye'deki sürekli eğitim merkezlerinin web siteleri içerik analizi yöntemi ile incelenmiştir.

Bulgular: Çalışmanın sonucunda; Türkiye'de gerek vakıf gerekse devlet üniversitelerindeki SEM'lerin hayat boyu öğrenmedeki rolü konusunda farklılıklar bulunduğu tespit edilmiştir. Vakıf üniversitelerindeki SEM'lerin sayılarının daha az olmasına rağmen daha aktif oldukları ve verdikleri eğitimlerin piyasaların ihtiyaçlarına cevap verdiği görülmüştür. Ancak gerek devlet ve gerekse vakıf üniversitelerindeki SEM'lerde hayat boyu öğrenmenin yalnızca mesleki bilgi ve becerilerin geliştirilmesi olarak algılandığı ve kişisel ve sosyal gelişme ile toplumsal bütünlüğü sağlama boyutu konusunda eksiklikler yaşandığı ortaya çıkmıştır.

Anahtar Kelimeler: Hayat Boyu Öğrenme, Sürekli Eğitim Merkezleri, Türkiye

Introduction

At the present time, lifelong learning, revived by UNESCO and the OECD in the 1970s, is a popular application of the "education from the cradle to the grave" concept, which has actually taken place in the knowledge of every society. Learning don't take place only with the education which teach in the schools. Besides, learning is lifelong because the individual can be involved in learning activity in all areas of life.

Societies are constantly in state of flux and it is important to adopt the concept of lifelong learning to meet their future needs. Today, knowledge, which is the most precious capital in the development of societies, has become a quality that can be acquired at all times and everywhere, apart from traditional methods, with the concept of lifelong learning. In this respect, it is not possible to see universities as places where only formal learning programs are offered. University continuing education centers are the main units that play a role in the fulfillment of universities in the policies and practices of lifelong learning.

Today, nearly within every university in Turkey, a lifelong learning center has given service with a different name and content. In addition to the training programs generally that are for gaining vocational knowledge and skills in continuing education centers, there are also various educational programs aiming at personal development, social fulfillment and free time evaluation as general learning activities. The Turkish Universities Continuous Education Centers (TÜSEM) Council was established in 2010 to provide a coordination between the continuous training centers in our country and to achieve international standardization. There are 104 continuing education centers that are members of this structure. Of 104 continuing education centers that are members of this structure, 26 of these are foundation universities operating as continuing education centers. With this study, it is aimed to conduct an analysis study on the training programs offered by the continuous training centers in Turkey. Purpose of the study is to put forth comparatively the role and importance of continuous education centers in state and foundation universities in lifelong learning in Turkey by determining the educational programs of content and qualities that these continuous education centers present. In this study, trainings which have given at continuous training centers are classified and profiled. Today, the knowledge, which is the most important capital, is being put into by countries. Thereby, education is being put into. In this sense, the concept of lifelong learning needs to be popularized.

Increasing the quality of continuing education centers, which provide universities for lifelong learning, involves the development of national and international standards and the positive development of market needs. In this context, study is important in that it attracts notice the needs of the continuing education centers. Scope of study is composed of continuing education centers of state and foundation universities that are members of TÜSEM. The web sites of the continuing training centers in Turkey will be examined by content analysis method.

1. Literature Review

Lifelong learning is a concept supported by UNESCO to utilization from the end of the 1960s (Borg and Mayo, 2002: 4). "Learning to Be" (also known as the Faure Report, prepared by UNESCO) is effective in becoming important in the international arena. Report expresses that countries should base on lifelong learning concept educational policies because of the growing need for education in developed and developing countries after World War II. According to the report, education is a universal phenomenon and should continue throughout the life of the individual (Biçerli, 2016: 89-90). Lifelong learning, which has been in the literature for more than thirty years, has recently been welcomed warmly as if lifelong learning is newly discovered (Aksoy, 2013: 28). There are undoubtedly many factors in this regard. These factors are attributed to the rapid development of technology, the change of population structure in developed countries, the phenomenon of globalization and the increasing needs of the individual by Biçerli (2016: 96-102). Today, learning don't take place only with the education which teach in the schools. Because the individual can be involved in learning activities in all areas of life, learning is lifelong (Büyüktanır, al., 2006: 5). Rather than being a part of the education system, it is more accurate to regard lifelong learning as a general principle that directs and guides to education (Bağcı, 2011: 144). The concept of lifelong learning, which is presented in a wide range of contexts, includes formal and informal learning, courses that provide to is get technical training and skills, professional skills acquired in the workplace, knowledge, understanding and skills acquired in all other areas of life (Büyüktanır, al., 2006: 13). Aspin and Chapman point to the triple nature of lifelong learning as follows (Aspin and Chapman, 2001: 3):

- Economic progress and development
- Completion of personal development
- The existence of social institutions in terms of development and social inclusion of democratic structures and activities, and a policy structure involving more democracy

One of the institutions that provide lifelong learning services is the universities. Universities have implemented lifelong learning policies and practices through continuing education centers (CEC). Universities offer vocational and personal development training to individuals (Karadağ, 2010: 17). On the other hand, the practices that are implemented in the universities do not only cover courses for individuals. However, there are a wide range of services and regional development activities, including research and consultancy for public and private companies, organizations and businesses (Mark, 2006). The continuing education centers which provide the meeting of universities with the trade and production sectors and which are active units in the continuation of this positive interaction have carried on the activities since the 1990's (Çetin, 2010: 14). However, it is discussed that content of polity related to HBÖ change from university to university and that each university has its own policies. But, in essence, there are certain issues that are discussed in most policy documents. Today, almost in every university in Turkey, a lifelong learning center provide service with different content and arrangements. The trainings that have been given in such these institutions which have been increasing in number recently, are mostly active in highly demanded areas such as foreign language education. However, it also is contradictive how the trainings which are discussed, are towards needs (Şen, 2012: 21).

Problems such as the lack of coordination between continuing education centers and the lack of a legal framework for the general framework of establishment and working patterns lead to waywardly working by each center. At the simplest level, it is not possible to cooperate on the names of the centers. It is observed that the units operating in the field of lifelong education are established with various names such as continuous education center, life-long education center, continuous education research and application center. However, there is no agreement on the duration of the training activities which carried out and the documentation which given at the end of the trainings. Therefore, it is inevitable that the documents and certificates obtained at the end of the training are sometimes ordinary paper. Thereby, it is important to introduce standards for the trainings which have been given in continuing education centers in accordance with the criteria of the European Union Bologna Process across the country. Lifelong learning has become more important in Turkey with the Bologna process initiated to provide compatibility in formal and non-formal education. Turkey's EU membership and Bologna process that Turkey is included require a standard at the national and international level in the field of lifelong learning. It is important that standardization is provided in continuous training centers especially in universities (Gülşen, 2012: 77-85).

With the Bologna process, transparency in education have increased and an easily understandable and comparable academic degree system and the recognition of diplomas and study periods have been ensured. On the other hand, national and international recognition is strengthened thanks to the standardization in the field of lifelong learning. As a result of these practices, it will be possible to establish international competition and to provide quality in continuous trainings. Standards and cooperation between centers will be established by fulfilling the requirements of the process thus, adaptation will be provided in such as issue, how many hours each activity will be, which criteria should be provided and the characteristics of the documents which will be given. After each training, it will not be necessary to investigate the qualifications of the trainees and to question the validity of the given documents (Gülşen, 2012: 86). One of the steps taken in this direction is carried into effect Turkey the Council of Universities Continuous Education Centers (TÜSEM). TÜSEM was established in 2010 with the aim of establishing a coordination among the continuous training centers in Turkey and achieving international standardization. 104 universities CEC are members of the Council that is membership European Union Continuing Education Centers.

There are a number of studies which are made towards CEC in Turkey. According to a study conducted by Doğan and Varank (2014), the most preferred programs for lifelong learning were; foreign language, information technology, horticulture, sports, craft technology, family and consumer sciences, music and performing arts, and personal development. With the same study, it was concluded that the attendance was not only limited to the courses organized by the Ministry of National Education, but also the municipal vocational training courses, special courses, classrooms, universities and trainings given in the work place (Doğan and Varank, 2014). In study that Yelken, Kamışlı ve Özönur (2010) conducted to revealing the

situations of CECs and by determining their problems to proposing a solution, they concluded that among the trainings given by the CECs were more certificates, foreign languages, personal development programs, artistic activities and computer programs. These activities aim to contribute to the professional and personal development of the people and to help them to get a job (www.pegem.net, 2017). Another study, similar to the results of the study, was conducted by Kılıklı in 2008. Among the results, the most organized activities in CEC's are listed. Accordingly, certified trainings, courses and corporate trainings are at the foremost. It is stated that the courses which are for generally individuals have different contents for the purpose of acquiring knowledge and skills and getting profession (Kılıklı, 2008). As to, in the study named "University Continuous Education Units for Local Development: Instance of ODTÜ CEC Example" made by Çelik (2007), the result was that CECs did not succeed in establishing a relationship between the university and society and in serving local development (Çelik, 2007).

2. Purpose and Method of the Research

This study aims to present comparatively the role and importance of continuing education centers in state and foundation universities in Turkey in lifelong learning. For this purpose, content and qualifications of the educational programs that continuing education centers present, will be determined. The method of study is based on qualitative research. The data obtained by examining the websites of the member CECs of TÜCEC will be analyzed using the content analysis method. In this context, the scope of the study compose of the continuous training centers (CEC) which are members of TÜCEC. Although there are 104 universities CEC that are members of TÜCEC, the total number of CECs that can be accessed through web sites during the study are 98. Of these, 72 are state university CECs and 26 are foundation CECs. 72 CEC of these are state university CECs and 26 are foundation CECs. There was a difficulty in classifying the trainings reached from the web sites. In this, it was effective that each university designate its training programs independently and sometimes that a training is listed under a different program title in another CEC.

3. Findings of the Research

In this section, firstly, state and foundation university CECs that are members of TÜSEM, will be profiled according to the regions and cities. Then, the trainings given will be examined comparatively.

Table 1: CECs that are Members of TÜSEM

CEC	Number	Percent
State	78	75.0
Foundation	26	25.0
Total	104	100

When examined, according to the state and foundation universities, the proportions of CECs that are members of TÜSEM, while CECs in state universities have a share of 75.0%, CECs in foundation universities have a share of 25.0%. In the foundation universities, these structures are named with different names such as Continuous Education Center (69.2%) and Continuous Education Research and Application Center, Lifelong Education and Research Center and Continuous Education and Development Center (30.7%). As to state universities, these structures that are called Continuous Education Centers, are more than with a proportion of %52.5, in the same way. %47.4 of these structures were named as Continuous Education Research and Application Center, Lifelong Learning Application and Research Center, Lifelong Learning Center, Lifelong Education Application and Research Center (with different names).

Table 2: According to the Cities, Foundation University CECs that are Members of TÜSEM

City	CECs at Foundation Universities	Percent
İstanbul	18	69.2
Ankara	4	15.3
İzmir	2	7.6
Mersin	1	3.8
Antalya	1	3.8
Total	26	100

CECs in foundation universities with membership to TÜSEM are mostly in Istanbul and Ankara. This is because the founding universities are more established in the big cities. Istanbul has almost 70% of the CECs in foundation universities.

Table 3: According to the Regions, State University CECs that are Members of TÜSEM

Regions	Number of CECs	Yüzde
Mediterranean	9	11.5
Aegean	10	12.8
Marmara	12	15.3
Black Sea	13	16.6
Central Anatolia	17	21.7
Eastern Anatolia	11	14.1
Southeastern Anatolia	6	7.6
Total	78	100

Note: There are 7 in Istanbul, 5 in Ankara, 4 in İzmir, 2 in Adana, 2 in Eskişehir and 1 state university CEC in other universities.

The CECs in state universities that are members of TÜSEM are proportionately the most in Central Anatolia. However, when considering the geographical size of the region, in this, it was effective that the number of cities / universities, contained, are more. In this respect, on the basis of cities, Istanbul and Ankara have more numbers in CECs in state universities.

Table 4: The Trainings That Have Been Given in CECs

Training Programs	Foundation University		State University	
	Number	Percent	Number	Percent
Law Training	20	76.9	18	25.0
Personal Development, Culture Arts and Sports Training	18	69.2	47	65.2
Management, R&D, and Business Training	18	69.2	28	38.8
Language Training	17	65.3	49	68.0
Examination Training	17	65.3	40	55.5
Retail, Marketing and Sales Training	17	65.3	20	27.7
Digital, Technology and Computer Training	17	65.3	46	63.8
Human Resources Training	16	61.5	22	30.5
Training for Trainers	15	57.6	20	27.7
Public Relations and Communication Training	13	50.0	29	40.2
Psychology and Guidance Training	13	50.0	32	44.4
Health Training	13	50.0	25	34.7
Economics, Finance and Accounting Training	11	42.3	18	25.0
Food and Culinary Training	6	23.0	7	9.7
Technical Training	7	26.9	23	31.9
Leadership and Coaching Training	10	38.4	19	26.3
Occupational Health and Safety	8	30.7	25	34.7
Agricultural Training	-	0	18	25.0

Research Methods and Statistics Training	6	23.0	24	33.3
Foreign Trade, Logistics and Purchasing Training	8	30.7	13	18.0
Training for Children	5	19.2	16	22.2
Project Management Training	5	19.2	13	18.0
Other Trainings	18	69.2	24	33.3

In Table 4 which the education given in CECs in state and foundation universities is classified, it is seen that the trainings which given at most in CECs in foundation university are law (76.9%), management, r&d, and business (69.2%), personal development, culture, arts and sports (% 69.2%), languages and exams (65.3%), retail, marketing and sales (65.3%), digital technology and computer (65.3%), human resources trainings (61.5%) and trainings for trainers (57.6%). On the other hand, public relations and communication, psychology and guidance training and health education are among the trainings given by CECs at the most foundation universities with a ratio of 50.0%. In return, as for the trainings given by CECs in the state universities, mostly trainings are the language (68.0%), personal development, culture, arts and sports (65.2%, digital, technology and computer (63.8%) and examination trainings (55.5%). From this point of view, it can be said that more than half of CECs in foundations and state universities concurrently gain importance in language education, examination training, digital, technology and computer education with culture, arts and sports education programs. When examined Table 4 in general, it is seen that the training given to the market in CECs at foundation universities is more intensive than the CECs in state universities. It is possible to say here that the general character of the CECs at foundation universities is towards the market and that lifelong learning is concentrated on the vocational training part. On the other hand, in general, it is seen that any given field of training is opened by more universities in CECs at foundation universities. For this reason, CECs in foundation universities have proportionally a higher share than CECs in state universities, on most areas. From this, it can be stated that CECs in foundation universities are more active. Many factors are influential in the identification of these training programs opened by CECs. As a result of the interviews that Çelik (2007) made with CEC managers, it is stated that to be opened courses are realized with institutional demand, individual demand and determination of the center. In addition to the programs that are needed and developed by CEC management, similar trainings given in different institutions or abroad are also played in determining the programs. On the other hand, by observing the market, the training towards demand for the business world and the trainings needed for the public are also determinants (Kılıklı, 2008: 82-85).

In Table 4, it can be seen that the law training was given at a fairly high rate in the foundation university CECs. In the field of law, the most education provided in CECs in foundation universities is mediation training (42.3%). In this case, it is thought that those are effective; the lawsuits are replaced by mediators (milliyet.com.tr, 2017) and that CECs act in accordance with this need. The CECs in state and foundation universities have a wide range of courses in different branches and contents about personal development, culture arts and sports training. The most popular among these is the music and instrument training. On the other hand, photography, painting, speed reading courses and various sports branches are seen as the most intensive courses. Similarly, Akçay and Yıldırım (2013) reported that music training in personal development is the most preferred course by individuals. Similarly, Akçay and Yıldırım (2013) reported that music education in personal development is the most preferred course by individuals. In the same study, the majority of the CECs (82%) who participated in the question of whether the CECs directly or indirectly included the HBÖ in their goals did not include the concept of lifelong learning (Akçay, Yıldırım, 2013: 1760-1761).

Whenas, in the HBÖ, in having be to critical view which develop interest for learning by individual, effort of beneficial, libertarian, questioning and (Kaya, 2014: 86) effective citize the personal development trainings also are as important as the vocational training purpose. In this respect, it is possible to say that there is a shortage of the effectiveness of CECs in "the training of active citizens and personal development in the democratic society" (Coşkun, Demirel, 2012: 111), which is one of the four main objectives of the universities mentioned by the Council of Europe. The business world has expectations for the lifelong learning activities of universities. In this context, as a issuer, CECs should be units that emphasize the training of qualified staff who will meet the needs of the market, as well as being a income channel to the university. Today, the business world has goals such as establishing closer relations with universities, integrating vocational education and

HBÖ and being market-oriented (Şen, 2012: 21-23). Here, it is seen in Table 4 that the training for the needs of the labor market take place especially in the foundation university CECs. Management, R&D and Business Training, Retail, Marketing and Sales Training and Human Resources Training are among the programs that are opened intensively in the foundation university CECs.

In the Management, R & D and Business, Entrepreneurship; in the Retail, Marketing and Sales Training, Digital Marketing; in the Human Resources Training Human Resources Management and Specialization Certificate Programs are the most popular trainings. The fact that the concept of entrepreneurship, which has become increasingly important in the business world, is being given training in CECs can be seen as a step towards strengthening the links between the university and the business world. Likewise, while Human Resources education is a step towards the need for qualified personnel, it is thought that digital marketing in the field of marketing is among the most courses opened by the foundation CEC of the university, moving towards the expectations and needs of the related market. On the other hand, in the study which mentioned training are evaluated within vocational development, conducted by Akçay and Yıldırım (2013), it was found that these training programs were mostly requested by the companies or organizations for their employees (Akçay, Yıldırım, 2013: 1761). The trainings given in Table 4 for language and examinations draw attention as intensive courses in both CECs. About language, the English training is given by almost half of both the state CECs and the state. In the sequel, most of the language courses opened by CEC are Arabic, Ottoman, German and Russian. The demand of participants in the opening of mentioned courses is decisive. But, the intensity of such courses for centralized exams can lead to the adoption of CECs as a classroom in social and individual terms and a different identity unlike the content of lifelong learning (Kılıklı, 2008: 97). In the field of lifelong learning, to achieve, universities should take into consideration the market conditions and needs and meet the changes and trends of the times. Today, technology is one of the elements that shape and change both the personal and professional life of the individuals. Technological developments have happened rapidly and spread to every area of life. From this point of view, in Table 4, it is seen that Digital, Technology and Computer Training are among the more educated in state and foundation university CECs than the others. More than half of the CECs open programs for this area. Especially in state university, among these, CECs Autocad, Solidworks, 3Dmax, Photoshop, Web Design, Graphic Design courses are abounding. In table 4, it is drawn attention that the most training programs opened by CEC are Training for Trainers, Public Relations and Communication Training, Psychology and Guidance Training and Health Training. However, these programs are fewer in public university CECs than in foundation CECs. On the other hand, Agricultural Training is not so much in state university CECs, but we see that there is no training program in this area in foundation university CECs. In the title of Other Education, which is also included in the table, the majority of the ratio of foundation university CECs attract the attention. Here, the trainings which each CEC developed (distinctive) and which are not in the other CEC, are classified. This situation reveals that there is a discrepancy and inconsistency in the trainings given among the CECs affiliated to TÜSEM. This inconsistency between training and documentation leads to the lack of qualifications and standards in the trainings given in CECs and the use of different programs, different methods and techniques for certificates and document which are similar purposeful, in the same areas (Arslan, 2014: 58). In this context, Vocational Qualifications Authority (VQA) is important. MYK which determined the vision as to develop labor force and to be recognized internationally, by proving adaptation of employment and training, on behalf of having to quality and mobility that can compete on a global scale, of Turkish labor force, is implemented with the Vocational Qualifications Authority Law numbered 5544 in 2006 (www.myk.gov.tr, 2017). VQA is seeking to be comply with between European Qualifications Framework (EQF) and the National Qualification Framework (NQF). The EQF is a lifelong learning policy tool developed to be understand and be compare qualification.

The EYC opens the way for use sufficiency of employees and learner, by providing to be better understood by employers, individuals and institutions, and serves as abenchmarking tool that links the qualifications systems of the countries to each other (www.myk.gov.tr, 2017). On the other hand, the National Vocational Qualifications System (NVQS) is implemented in VQA. With this system, national vocational standards are established, vocational and technical training is prepared according to these standards and vocational qualifications are certified through theoretical / practical exams done by the institutions authorized by the VQA. Thus, vocational qualifications become accredited and made comparable in the national and international arena (www.myk.gov.tr, 2017).

There are a total of 7 university CECs among the Certification Institutions accredited by VQA. One of which is a foundation university CEC, total 6 CEC is a member of TÜSEM. The National Qualifications awarded to these

university CECs are more active in information and communication technologies, business and management, construction, metal industry and tourism, accommodation, food and beverage services. Some of them are among the professions covered by the document requirement. Those who succeed in the exams are awarded the VQA Professional Qualification Certificate. However, there are 4 state university CECs which are certified by the Turkish Accreditation Agency (TAA) within the scope of accreditation and are members of TÜSEM. As one of the lifelong learning practitioners, it is seen that the number of these institutions is very small when the CECs are assessed by the VQA or the TAA. On the other hand, it is expected that CECs will take an active role in the national qualification system and provide examination and certification services as an authorized certification body (www.myk.gov.tr, 2017) and this area will be an example to other organizations.

Results and Suggestions

In the age when innovation and change are experiencing very rapidly, information is an important resource to meet the needs of the communities and to secure their future. In this context, understanding of lifelong learning take turn to the education policies of the countries and the practices are passed through various institutions. CECs, one of the lifelong learning practitioners and operating within the universities, offer personal development, vocational and technical education opportunities to individuals and institutions in various fields. The CECs, which have been operating for the last 30 years, increase the numbers with different educational contents and regulations in every university and the importance of CECs have increased. With this study, comparative analyzes of the trainings given in the CECs at the foundation and state universities were made. In the findings which are gotten, it is seen that the majority of the universities that are members of TÜCEC are state universities. When the features and contents of the trainings given are examined; It has been determined that the education programs opened at the CECs at foundation universities are higher than the state universities. When the contents of the given trainings are examined, it is determined that the trainings opened in the CECs at the foundation universities are mostly towards the market. In this context, it is seen that the most opened programs in CECs in foundation universities are law, management, R&D, business, retail, marketing and sales, digital, technology and computer, human resources training, public relations and communication, psychology and guidance training and health training. Personal development, culture, arts and sports trainings are also among the training programs offered by CECs at foundation universities. In the CECs in state universities, it was determined that the trainings given most frequently are language, personal development, culture, art and sports, digital, technology, computer and exam trainings. These results show that at the foundation universities the general tendency of CECs is towards more market than CECs in state universities and that concept of lifelong learning fulfill the needs of markets, by focusing on part of vocational training. Also, when the numbers of the education programs opened are taken into account; It is concluded that the CECs in the foundation universities are more active. The factors that influence the opening of mentioned training programs by the CECs have been seen to be the demands of the participants, the needs emerging in the public, the expectations of the business world and the decisions of the continuous education center itself.

Consequently, it is noteworthy that there are differences and inconsistencies in the trainings given among the CECs affiliated to TÜCEC. This situation shows first in the way in which the names given to the institutions are different from each other. However, there are problems such as lack of qualifications and standards in the trainings provided and the use of different programs, different methods and techniques for certificates and documents for similar purposes in the same area. On the other hand, the certificates or participation documents don't accurately and reliably reflect the occupational qualifications of the person. In this regard, among the institutions authorized by the Vocational Qualifications Authority (VQA) and the Turkish Accreditation Agency (TAA), the low number of CECs attracts attention. In order to successfully implement lifelong learning in Turkey, it is important that CECs are become specimen. Therefore, in addition to the quantitative increase in CECs, the need to increase their qualifications, to develop coordination between centers, to provide national and international standards in certificates and documents should be met. It is found necessary that membership for TÜSEM made real by all universities in Turkey and to are gather under a single roof for coordination.

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