



Historical Development Process of Adult Education in Türkiye[#]

Hamid Aydemir^{1,a,*}, Melek Gökay^{2,b}

¹Faculty of Education, Canakkale Onsekiz Mart University, Çanakkale, Türkiye

²Education Faculty, Necmettin Erbakan University, Konya, Türkiye

*Corresponding author

Review Article

Acknowledgment

#This study is a part of Doctorate thesis

History

Received: 09/01/2024

Accepted: 14/10/2024



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ABSTRACT

Although adult education in Türkiye seems to be a very new field, when it is analyzed retrospectively, it is possible to see that it has a long historical development process of about a hundred years. It is seen that process of adult education started immediately after the establishment of the republic in 1923 in the form of a great education-training mobilization involving adult individuals. From the foundation of the Republic until today, many decisions have been taken in the field of adult education and many important developments and improvements have been made in this field. However, adult education in Türkiye is still not at the desired level and it is a known fact that significant improvements are needed in this field. This study aims to examine adult education in Türkiye within the historical development process. From this point of view, the method of the research was based on document analysis method, one of the qualitative research methods. In this context, the decisions taken by public institutions and organizations across the country regarding adult education and developments and improvements made in the field of adult education during the hundred years from 1923-2023 were discussed and presented in the historical development process.

Keywords: Adult education, lifelong learning, public education

Türkiye’de Yetişkin Eğitiminin Tarihsel Gelişim Süreci[#]

Bilgi

#Bu çalışma doktora tezinin bir parçasıdır.

**Sorumlu yazar*

Süreç

Geliş: 09/01/2024

Kabul: 14/10/2024

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Öz

Türkiye’de yetişkin eğitimi çok yeni bir alan gibi görünse de geriye dönük ele alınıp incelendiğinde yaklaşık yüz yıllık uzun bir tarihsel gelişim sürecinin olduğunu görmek mümkündür. Yetişkin eğitime ilişkin sürecin 1923’te cumhuriyetin kurulmasının hemen ardından yetişkin bireyleri de kapsayan büyük bir eğitim öğretim seferberliği şeklinde başladığı görülmektedir. Cumhuriyetin kuruluşundan günümüze kadar geçen süre zarfında yetişkin eğitimi alanında birçok karara imza atılmış, bu alanda pek çok önemli gelişme ve iyileştirmeler yapılmıştır. Buna karşın Türkiye’de yetişkin eğitimi hala istenen düzeye gelemediği görülmekte ve bu alanda önemli iyileştirmelere ihtiyaç duyulduğu da bilinen bir gerçektir. Bu araştırmayla, Türkiye’deki yetişkin eğitimi tarihsel gelişim süreci içerisinde incelemek amaçlanmıştır. Buradan hareketle araştırmanın yöntemi nitel araştırma yöntemlerinden doküman analizi yöntemine göre yapılmıştır. Bu kapsamda 1923’ten 2023’e kadar geçen yüz yıllık süre zarfında ülke genelindeki kamu kurum ve kuruluşlarının yetişkin eğitime ilişkin aldıkları kararlar ve yetişkin eğitimi alanında yapılan gelişme ve iyileştirmeler ele alınmış ve tarihsel gelişim süreci içerisinde sunulmuştur.

Anahtar Kelimeler: Yetişkin eğitimi, hayat boyu öğrenme, halk eğitimi

^a hamidaydemir@gmail.com

^{id} <https://orcid.org/0000-0003-4108-5656>

^{ib} melekgokey@yahoo.com

^{id} <https://orcid.org/0000-0002-4788-6115>

How to Cite: Aydemir, H., & Gökay, M. (2024). Historical development process of adult education in Türkiye. *Cumhuriyet International Journal of Education*, 13(4): 939-953.

Introduction

The education system can be classified as formal, non-formal and informal. Formal Education is an institutionalized, chronologically graded and hierarchically structured education system that starts with preschool education and includes higher education. Nonformal Education is organized, systematic educational activities carried out outside the framework of the formal education system to provide specified types of learning to children and adults who constitute certain subgroups of the population. Informal Education is the lifelong process that every human being acquires and accumulates knowledge, skills, attitudes and instincts related to exposure during his/her daily life at home, at work, outside, traveling, reading books and newspapers, watching movies and television, listening to the radio, playing games (Coombs & Ahmed, 1974).

Adult education is included in the "formal, non-formal and informal" education systems. Changing living conditions and the current needs of the period have significantly increased the need for adult education.

An adult individual is defined as a person who has fulfilled his/her physical and mental needs, reached psychological maturity, attained economic freedom and gained a place in society by assuming a responsibility (Celep, 1995; Kurt, 2000).

Adult education activities in the world are largely similar. On the other hand, the scope and content of adult education may vary according to the situation in which the countries are located, their needs priorities, national and cultural characteristics (Bacakoğlu, 2022). In recent years, it is possible to see that the understanding of "education for all" and "education anywhere, anytime" has become widespread. Adult education is known as a process that starts immediately after compulsory education. Primary, secondary and high school programmers that individuals who have not been able to receive formal education for various reasons or who have had to drop out of formal education can also be considered within the scope of adult education (Ayanoğlu et al., 2023). Lifelong learning has three important main purposes such as contributing to the personal development of the individual, strengthening social cohesion and contributing to economic development (Babanlı & Akçay, 2018).

The establishment of Ankara University Faculty of Educational Sciences in 1965 has an important role in the development of adult education as an academic discipline in our country (Yıldız, 2004). The academic staff of the faculty paid particular attention to conducting research in the field of adult education and pioneered master's and doctoral students to prepare their graduate theses in the field of adult education. Graduate students who graduated from the Institute of Educational Sciences at Ankara University have been employed as academicians at universities in various cities of Türkiye and have continued to conduct research in the field of adult education. In this way, adult education research has had the opportunity to spread to a wider area.

In this research, the researchers utilized the historical research method, one of the qualitative research methods. Qualitative research method is a research method in which data are obtained through interviews, observation, document analysis, events and perceptions are handled holistically and realistically in their natural environment and a qualitative process is carried out (Yıldırım & Şimşek, 1999). Historical research seeks to answer the question "what happened in the past?" in relation to the problem in focus by carefully reading documents from the period or interviewing people who lived at the time. The researcher tries to understand as accurately as possible what happened at that time and to explain why it happened (Büyüköztürk et al., 2023). Historical research is the study of events in history based on specific documents. Historical research, sometimes called historiography, is a special type of scientific research that means the study of elements from history (Akkaş Baysal & Hocaoğlu, 2019). Within the scope of the research method, the researchers examined the contributions of various institutions and initiatives to adult education, including the Alphabet Revolution, Millet Mektepleri, Halkevleri, Halkodaları, Village Institutes, Maturation Institutes, Public Education Centres, the Board of Education and National Education Councils, Local Government vocational courses, the Ministry of National Education, the General Directorate of Lifelong Learning, Refreshing University, and the Lifelong Learning and Adult Education Department.

Purpose of the Study

When examining academic studies on adult education, it becomes apparent that they predominantly focus on course trainings offered in public education centers and municipal courses. However, there appears to be insufficient inclusion of developments and improvements made by the Ministry of National Education and the Higher Education Institution. Moreover, research on adult education often lacks presentation in a historical context. Given these gaps, this research is significant in contributing to the literature. The main purpose of this research is to explore adult education in Türkiye within its historical development process and to provide a resource for academic studies in this field.

Method

In this study, the researchers employed the document analysis method, a qualitative research approach. Known as documentary scanning, this method involves obtaining data by examining existing records and documents (Şahin Sak et al., 2021).

Alphabet Revolution

The alphabet reform in the early years of the Republic laid the foundations of adult education in the country. Atatürk was aware that the only way to save the country

from illiteracy was through good education. In order to overcome this problem, he believed that the Arabic alphabet should be replaced by the Latin alphabet. He saw this situation as an educational-cultural revolution. In 1927, when the preparations for the alphabet revolution were underway, 8.16 % of the population in Türkiye was literate and this rate was 4 % for women and 13 % for men (Başgöz, 1968). After extensive preparations, Mustafa Kemal's friends presented him with the idea that the alphabet reform should be spread over a period of 5 to 15 years, and during this period, the two alphabets should be taught together in the first years of primary school, and newspapers should gradually convert the entire text to the new script, starting from half a column (Kale, 1999). Thus, the process was accelerated and the "New Turkish Alphabet" consisting of 11 articles was adopted on Nov. 1st 1928 with the Law No. 1353 and the use of the "Latin Alphabet" was started within a short period of three months and dual use was not allowed. The aim was to teach a significant part of the society to read and write quickly, to save the Turkish language and culture from the influence of Arabic culture, and to ensure that the society reaches the level of modern thought by spreading education rapidly to the base (Nayir, 2014). After the Alphabet Revolution, a great desire to learn the new letters awakened among a large portion of society, and people made significant efforts to become literate as quickly as possible (Avcı, 2013). In order to increase the literacy rate, the "Public Education" unit was established within the Ministry of National Education and the "Public Classrooms" (Halk Derslikleri), (which first started to operate in 1927), were reorganised after the Alphabet Revolution under the name of Millet Mektepleri (Sarısaman, 2006).

National Schools

In order for the alphabet reform to be adopted by the society and to provide education and training services to large masses with the Latin alphabet, an important organization was needed to implement a comprehensive programme (Yüceer, 2006). In line with this purpose, "National Schools" (Millet Mektepleri) were established on Jan. 1st 1929 to cover not only urban centers but also rural areas of the country (Nayir, 2014). National Schools were opened in places where there were no schools in order to provide education to students aged between 15 and 40 and between 16 and 45 (Kılıç, 2018). National schools were organized in provinces, districts, parishes, villages and neighborhoods. In addition to the fixed ones, there were also mobile national schools. Although they were few in number, more than half of them were funded by the state and run by private organizations. National schools provided education in reading and writing, calculus and measurements, health and civics. Between 1928 and 1935, 14036 A classrooms and 5059 B classrooms provided education to a total of 533486

students, 498529 males (61.23%) and 315598 females (38.77%) in urban areas. In the villages, 34957 B classrooms provided education to a total of 184499 students 142191 males (77.70%) and 42308 females (22.30%). National Schools provided education to a total of 717985 students, 533486 (74.30%) in urban areas and 184499 (25.70%) in villages. In 1927, the literacy rate in Türkiye was 10.4%, while this rate increased to 20.4% in 1935 (Albayrak, 1994).

When analyzing the instructions of national schools, it becomes clear that the institution did not discriminate and aimed to serve the entire population. The National Schools' educational activities significantly increased the country's literacy rate between 1928 and 1935. While this rate was 4% for women and 13% for men in 1927, it increased to 10.5% for women and 29.3% for men by 1935 (Kılıç, 2017). Thanks to the National Schools, the new alphabet were adopted by the society. Again, a significant segment of the society was included in education and training activities and played an important role in the participation of children and young people as well as adults in education. It is possible to say that this organization was the most comprehensive education and training mobilization of the country until that day in terms of the mass of society it reached.

Community Houses and Community Centers

Although national schools attempted a significant educational mobilization across the country, their efforts were insufficient, and they did not fully achieve their goals for the general society. Mustafa Kemal, aiming to elevate the country to the level of modern civilizations, believed that this could only be achieved through education and that the education level of the people must be raised. He focused on an educational organization that would reach all the people and meet the needs of the people. However, he had not yet reached a definite decision on how this organization should be. While research on the subject was ongoing, Vildan Aşir mentioned in a congress that there were organizations called "Sokol" in Czechoslovakia and stated that organizations with similar characteristics to these organizations could be opened in our country under the name of "Community Houses" (Halkevleri) and concluded her speech as follows: *"...This house had to be the People's House and the People's House. The Community Houses would not be a school. But it would teach science, culture, art, literature, music, sports and values that are of the people, from the people and that make a nation a civilized nation. There would be no place for any form of bigotry in the Community Houses (Halkevleri)." (Arıkan, 1999, p. 267).*

After this speech, Mustafa Kemal called Aşir and congratulated him. Thus, the intellectual foundations of the Community Houses were laid. Following the extensive work carried out, on Feb. 19th 1932, Community House were established across the country:

Table 1. Community Houses according to the cities they were located in

| | Community House Name | City Name |
|----|----------------------------|------------|
| 1 | Afyon Community House | Afyon |
| 2 | Ankara Community House | Ankara |
| 3 | Aydın Community House | Aydın |
| 4 | Bolu Community House | Bolu |
| 5 | Bursa Community House | Bursa |
| 6 | Çanakkale Community House | Çanakkale |
| 7 | Denizli Community House | Denizli |
| 8 | Diyarbakır Community House | Diyarbakır |
| 9 | Eminönü Community House | İstanbul |
| 10 | Eskişehir Community House | Eskişehir |
| 11 | İzmir Community House | İzmir |
| 12 | Konya Community House | Konya |
| 13 | Malatya Community House | Malatya |
| 14 | Samsun Community House | Samsun |

Early community houses (14 of them) were officially opened in different provinces of Türkiye. Community Houses were similar to today's non-governmental organizations in terms of their structure and functioning as semi-official institutions and were one of the largest voluntary organizations that carried out education and training activities throughout the country for 19 years (Zeyrek, 2006). These organizations aimed to provide education to adult individuals in line with Atatürk's principles and reforms (Huyugüzel, 1999). Since Community Houses aimed to reach the society in general, they carried out their activities in nine branches in order to reach wider masses and attract the attention of people in various professional groups:

- 1) Language and literature branch
- 2) Fine arts branch
- 3) Branch of public classrooms and courses
- 4) Social welfare branch
- 5) Peasant branch
- 6) Library and publishing branch
- 7) Sports branch
- 8) History and museum branch
- 9) Representation arm

Community Houses were open to everyone and people from all segments of society had the right to become members of these institutions (Zeyrek, 2006). Community Houses succeeded in reaching a large segment of the society in as little as 8 years after their opening. In 1940, the population of the country was 17,821,543 and 133051 people became members of the Community Houses (Özsarı, 1999). In 1940, the number of Community Houses reached 378 and the number of people who came to the Community Houses for various reasons was 8,133,829 (AAH, 2024).

Nevertheless, since most of the country's population lived in rural areas during this period, the capillaries of the society could not be penetrated. In order to overcome this deficiency, a 20-article "instruction manual of Community House" was prepared in 1939 and after the necessary preparations were completed, 141 Community Centers (Halkodaları) were opened in various parts of the country on Feb. 19th 1940. Community Houses and Community

Centers were in their heyday in 1940 and the number of Community Houses and Community Centers increased rapidly day by day. By 1951, there were 479 Community Houses and 4392 Community Centers across the country (Zeyrek, 2006).

Despite all the efforts made by the "halkevleri" and "halkodası" for the education of the society, the national government of that period wanted to close down the institutions on the grounds that they were propagandizing for the Republican People's Party, and with the law numbered 5830, which entered into force on Aug. 8th 1951, the institutions were given time to be transferred to the treasury within one year. However, 6 days after the law was passed, the doors of the "halkevleri" and "halkodası" were sealed without waiting for the expiry of the 1-month period (Ölçen, 2001).

Village Institutes

In the first years of the Republic of Türkiye, 82% of the society lived in villages and 18% in urban centers. In 1935, the population of the country was 16.200 million. Therefore, 13.284 million people resided in villages and their educational needs had to be met. In order to solve this problem, a modern, creative, productive and applied education system is needed. In order to enlighten the Turkish people and provide them with a modern world view, Mustafa Kemal reached to the remotest corners of the country, carried out many researches and brought scientists such as John Dewey to the country to find scientific solutions to the problem of education. Dewey prepared a report as a result of his research. According to this report:

- 1) Only Turkish experts can correct the Turkish education system. For this, an expert staff should be trained.
- 2) A large number of students should be sent to Europe for the professional development of teachers.
- 3) Village children should be educated.
- 4) Danish Public Schools should be examined. He included this information in his report (Uz, 2008).

On Apr. 17th 1940, the Law No. 3803 on Village Institutes (Köy Enstitüleri) was published and the

institutions that had previously operated as teacher schools were transformed into village institutes (Demirkaya Güler, 2015).

The main purpose of the Village Institutes was to raise qualified individuals. The duration of education was five years and students were selected from healthy village children who had graduated from a primary school. The students who did not want to become teachers were identified by the Ministry of Education and directed to other professions. Those who wanted to become teachers were obliged to work for 20 years in the places indicated by the Ministry of Education and to carry out all educational activities in the villages where they would work. They were also responsible for guiding the villagers in places such as workshops, fields, vineyards and gardens in order to carry out agricultural work in a scientific manner. In this way, the teachers working in the Village Institutes made a great contribution to the education of adults in the villages.

A total of 21 village institutes were opened throughout the country (Uz, 2008). Village Institutes played a major role both in the training of the educators needed by the country and in the education of adult individuals living in villages.

Maturation Institutes

Our country's first Maturation Institute (Olgunlaşma Enstitüsü) opened in Istanbul on October 14, 1945 (İşbilir et al., 2022). The institute, which was opened under the name of Istanbul Maturation Institute, took the name of its founder Refia Övüç in 1993 and became "Refia Övüç Institute of Maturation for Girls Technical Education". On

20 March 2012, the name of the institute, which was affiliated to the General Directorate of Lifelong Learning, was changed to "Istanbul Refia Övüç Maturation Institute". Maturation Institutes were opened in the early years of the Republic as educational institutions to meet the academic and vocational needs of students graduating from Girls' Institutes (İşbilir et al., 2022).

Today, Maturation Institutes are institutions that serve under the General Directorate of Lifelong Learning of the Ministry of National Education and are operated with revolving funds for a period of two years. There is no fee for enrolment in the institutes. Anyone who graduated from primary education can register. Students who complete two years of education in the institutes can work as master, master instructor or designer in various institutions and organizations. The main purpose of the institutes is to help students develop their professional knowledge and skills so that they can have a profession, to increase women's participation in the qualified labor force, to increase their contribution to the national economy and to raise their social status. Another aim of the Institutes is to ensure the survival of handicrafts by carrying out research, development, evaluation, archiving and production activities in the fields of Traditional Turkish Handicrafts and Turkish Clothing.

Maturation Institutes, in addition to education and training activities, protect our cultural values that are about to disappear and lead the way in transferring them to future generations by being faithful to the original. It is the only educational institution that promotes distinguished examples of Turkish handicrafts both at home and abroad and carries out artistic education and production activities in this field together (AOE, 2023).

Table 2. Village institutes according to the cities they were located in

| | Village Institute Name | City Name |
|----|-------------------------------|------------------|
| 1 | Düziçi Village Institute | Adana |
| 2 | Hasanoğlan Village Institute | Ankara |
| 3 | Aksu Village Institute | Antalya |
| 4 | Ortaklar Village Institute | Aydın |
| 5 | Savaştepe Village Institute | Balıkesir |
| 6 | Dicle Village Institute | Diyarbakır |
| 7 | Pulur Village Institute | Erzurum |
| 8 | Çifteler Village Institute | Eskişehir |
| 9 | Gönen Village Institute | Isparta |
| 10 | Kızılçullu Village Institute | İzmir |
| 11 | Cılavuz Village Institute | Kars |
| 12 | Gölköy Village Institute | Kastamonu |
| 13 | Pazarören Village Institute | Kayseri |
| 14 | Kepirtepe Village Institute | Kırklareli |
| 15 | Arifiye Village Institute | Kocaeli |
| 16 | İvriz Village Institute | Konya |
| 17 | Akçadağ Village Institute | Malatya |
| 18 | Akpınar Village Institute | Samsun |
| 19 | Pamukpınar Village Institute | Sivas |
| 20 | Beşikdüzü Village Institute | Trabzon |
| 21 | Ernis Village Institute | Van |

Table 3. Provinces and years of establishment of maturation institutes

| | Name and Province of the Institute | City Name | Year of Establishment |
|----|--|----------------|-----------------------|
| 1 | İstanbul Refia Övüç Maturation Institute | İstanbul | 1945 |
| 2 | Ankara Maturation Institute | Ankara | 1958 |
| 3 | Eskişehir Maturation Institute | Eskişehir | 1959 |
| 4 | Samsun Maturation Institute | Samsun | 1960 |
| 5 | İzmir Maturation Institute | İzmir | 1961 |
| 6 | Adana Maturation Institute | Adana | 1972 |
| 7 | Antalya Maturation Institute | Antalya | 1987 |
| 8 | Trabzon Maturation Institute | Trabzon | 1988 |
| 9 | Kayseri Kocasinan Maturation Institute | Kayseri | 1988 |
| 10 | Diyarbakır Yenişehir Maturation Institute | Diyarbakır | 1989 |
| 11 | İstanbul Beylerbeyi Sabancı Maturation Institute | İstanbul | 1989 |
| 12 | Bursa Maturation Institute | Bursa | 1996 |
| 13 | Konya Maturation Institute | Konya | 2010 |
| 14 | Mersin Maturation Institute | Mersin | 2010 |
| 15 | Mardin Maturation Institute | Mardin | 2011 |
| 16 | Kütahya Maturation Institute | Kütahya | 2016 |
| 17 | Kırklareli Maturation Institute | Kırklareli | 2016 |
| 18 | Gaziantep Nurel Enver Taner Maturation Institute | Gaziantep | 2017 |
| 19 | Kahramanmaraş Maturation Institute | Kahramanmaraş | 2017 |
| 20 | Tokat Maturation Institute | Toka | 2017 |
| 21 | Sivas Maturation Institute | Sivas | 2018 |
| 22 | Muğla Maturation Institute | Muğla | 2018 |
| 23 | Van Maturation Institute | Van | 2019 |
| 24 | Erzurum Maturation Institute | Erzurum | 2019 |
| 25 | Balıkesir Maturation Institute | Balıkesir | 2022 |
| 26 | Edirne Maturation Institute | Edirne | 2022 |
| 27 | Siirt Maturation Institute | Siirt | 2022 |
| 28 | Kastamonu Maturation Institute | Kastamonu | 2022 |
| 29 | Zonguldak Maturation Institute | Zonguldak | 2022 |
| 30 | Afyonkarahisar Maturation Institute | Afyonkarahisar | 2022 |
| 31 | Ordu Maturation Institute | Ordu | 2023 |

(MEB, HBÖGM, 2024).

Since 1945, maturation institutes continue to serve with 32 branches in 31 provinces (Allak, 2022). The institutes have played an important role in ensuring that especially adult women benefit from education and raise their social status by joining the labour force through their education and training programmer.

Public Education Centers

Public Education Centers (Halk Eğitim Merkezleri) were first established in 1926 under the name of "Public Education Branch" within the Ministry of National Education, General Directorate of Primary Education, Department of Education and Training. The Public Education Branch initially closed down but became affiliated with the General Directorate of Higher Education in 1952. Later, it transferred to the General Directorate of Primary Education. By 1960, authorities had transformed this unit into a general directorate (Kiran, 2008). In 1964, the Public Education Centers came under the affiliation of the Ministry of Agriculture and Rural Affairs, but in 1967, they moved back to the Ministry of National Education. The Ministry of National Education

restructured the "General Directorate of Public Education" as the "General Directorate of Non-Formal Education" in 1977 and renamed it the "General Directorate of Apprenticeship and Non-formal Education" in 1983. While public education activities were carried out through provincial and district organizations under the General Directorate of Apprenticeship and Non-Formal Education, as of 2011, Public Education Centers continue their education and training activities under the General Directorate of Lifelong Learning (Kaya, 2015). On May 21st 2010, the objectives and duties of Public Education Centers were determined in the Regulation on Non-Formal Education Institutions published in the Official Gazette with the number 27587. According to this, Public Education Centers

1) To carry out educational activities to strengthen the national integration and individual development of individuals, to enable them to consciously exercise their citizenship rights and duties, to develop the culture of democracy, thought, personality and skills. 2) To teach literacy to those who do not know how to read and write, and to prepare continuing education opportunities for

those who know how to complete their incomplete education. 3) To prepare and ensure the implementation of teaching programs in Türkiye and abroad within the framework of bilateral agreements in order to teach, use and disseminate Turkish language correctly, beautifully, effectively and in accordance with its rules. 4) To help the protection of national cultural values, their development and dissemination in a manner open to world culture. 5) To carry out studies on education, training, production, employment and marketing according to local characteristics and needs, and to carry out vocational and technical training studies in the training of qualified labor force. 6) To carry out training activities for migrants to adapt to their new environment. 7) In cooperation with health institutions and experts in the field, to carry out activities to protect public health, family planning, healthy nutrition and shelter, to be a good producer and a conscious consumer. 8) To provide individuals with the opportunity to develop their scientific, entrepreneurial, technological, economic, social, cultural development and the habits of utilizing and using their free time in the best way possible, and to develop their talents with a lifelong learning approach. 9) To teach reading and writing to individuals requiring special education according to their developmental characteristics, in line with their individual competences, and to enable them to gain knowledge and skills. 10) To ensure the protection of the social structure by strengthening the Turkish family structure through family education programmer and to prepare continuous education opportunities for this purpose. 11) To ensure the development of a culture of love, tolerance, dialogue, cooperation, respect for differences, cooperation and sharing knowledge in society. 12) To carry out training activities for the effective participation of elderly individuals in social and economic life. It is stated that they have aims and duties (RG, 2010).

Technical and vocational training courses are mostly opened within the Public Education Centers. In order to enroll in these courses, it is necessary to be a Turkish citizen. Foreign nationals living in Türkiye, immigrants or persons with a work permit have the right to enroll in these courses provided that they bring the documents requested for registration from the foreigners' units. Registration to all courses within the Public Education Centers is free of charge. Attendance to courses is compulsory. The total number of absences with and without excuse should not exceed 1/5 of the course duration and 20%. In order for a course to be opened within the Public Education Centre, at least 12 people must apply for the course in question. If the number of people attending a course decreases to 8, the course can be continued with the recommendation of the provincial central directorate where the course is located and the permission of the Director of National Education. In case of closure of a program due to various circumstances, trainees have the right to transfer to the nearest center with the same program. Trainees who have successfully completed the program they have attended have the right to enroll in another program. However, the number of

trainees in this case cannot exceed 1/4 or 25% of the number of people attending the course. At the end of the course, each successful trainee is given a certificate of participation.

As of today (Nov. 2023), Public Education Centers provide non-formal education services in 75 fields and 3776 programs with 996 branches in 81 provinces of Türkiye. Between Jan. 2022 and May 2023, 18.750 million people will attend Public Education Centers (MEB, 2022).

Public education centers are the institutions that provide the widest range of educational services within the scope of non-formal education spread across the country. Although they do not offer homogeneous program specific to adult individuals, they are the institutions that reach the largest number of adult individuals and provide educational services with the program they offer. The fact that the institution is spread across the country and that the education is free of charge plays an important role in increasing the number of people who participate in the program and receive education.

Board of Education and National Education Councils

The Copyright and Translation Committee was first established in 1920 within the Central Organization of the Ministry. It continued its activities until 1926. In 1926, as a result of the decisions of the 3rd Council of Sciences, it was replaced by the National Education and Training Department. Between 1921 and 1926, 3 meetings of the Council of Sciences were held. 20 National Education Councils were held between July 1939 and December 2021.

Decisions related to adult education or indirectly affecting adult education were taken in national education councils. Accordingly, the councils in which decisions related to adult education were taken are as follows responsibilities of educators and mandated that they receive in-service training.

4th Council: Authorities decided to organize the "Education Institutes" and "Higher Teacher Training School" according to the needs.

6th Council: Authorities decided that Daytime Technical Schools would have a two-year education period, while Evening Technical Schools would have a three-year period. They also decided to admit female students to some departments of art institutes. Regarding public education, they addressed issues and made decisions on objectives such as increasing literacy rates, training volunteer staff for public education activities, and establishing the organizational structure of public education.

7th Council: Authorities determined the definition and aims of Public Education. They decided that the General Directorate of Public Education would handle subjects of Public Education, including cooperation, division of labor, work plans, Public Education Centers, rooms, publications, facilities and tools, directives, and general and priority subjects.

Table 4. National education councils according to the dates of organization

| Council Name | Council Date | Councils Where Decisions Regarding Adult Education Are Passed |
|--|---------------------------|---|
| Committee of Science (Telif ve Tercüme Heyeti) | 1921-1926 | |
| 1th National Education Council | July 17-29, 1939 | |
| 2th National Education Council | Feb, 15-21, 1943 | |
| 3th National Education Council | Dec, 2-10, 1946 | |
| 4th National Education Council | Aug, 23-31, 1949 | ✓ |
| 5th National Education Council | Feb, 04-14, 1953 | |
| 6th National Education Council | March, 18-23, 1957 | ✓ |
| 7th National Education Council | Feb, 5-15, 1962 | ✓ |
| 8th National Education Council | Sep, 28 – Oct 3, 1970 | |
| 9th National Education Council | June, 24,b - July 4, 1974 | |
| 10th National Education Council | June, 23-26, 1981 | |
| 11th National Education Council | June, 8-11, 1982 | ✓ |
| 12th National Education Council | June, 18-22, 1988 | ✓ |
| 13th National Education Council | Jan, 15-19, 1990 | ✓ |
| 14th National Education Council | Sep, 27-29, 1993 | |
| 15th National Education Council | May, 13-17, 1996 | ✓ |
| 16th National Education Council | Feb, 22-26, 1999 | |
| 17th National Education Council | Nov,13-17, 2006 | ✓ |
| 18th National Education Council | Nov, 1-5, 2010 | |
| 19th National Education Council | Dec, 2-6, 2014 | |
| 20th National Education Council | Dec, 1-3, 2021 | |

11th Council: Authorities decided that the education period for teacher training institutions should be at least two years of higher education. They specified job descriptions and

12th Council: Authorities decided that schools should integrate formal education with non-formal education, utilize the resources of surrounding educational institutions, and develop new programs to train educators for non-formal and special education. They also decided to promote foreign language education in non-formal education institutions, assess the needs of target groups, and develop programs and course materials for these institutions.

13th Council: The 13th Council convened for the first time with a focus on non-formal education. The council decided to define the concept, scope, and trends of non-formal education and identify the target group. They determined the need to ensure public participation in non-formal education, establish equivalence between non-formal and formal education, and facilitate both horizontal and vertical transitions between the two. Additionally, the council resolved to conduct national and local research to assess the need for non-formal education services, raise public awareness about non-formal education, encourage support from local administrations, involve the private sector, and establish and institutionalize a financial institution for the effective distribution of resources allocated to non-formal education. Moreover, they decided to define the duties and responsibilities of all personnel involved in non-formal education, improve staff titles and working conditions, and require adult education formation as a professional qualification.

15th Council: The council decided to restructure Public Education Centers and directed the Non-Formal Education Institute to conduct research and development in the field of non-formal education. They also resolved to improve the physical conditions of non-formal education institutions and create positions for expert and assistant expert staff to conduct research and development services in Public Education Centers. Additionally, it was determined that Public Education administrators and specialists should be employed full-time, while instructors should be hired part-time on a contractual basis. The council mandated that individuals appointed as teachers at non-formal education institutions must have a teaching formation in adult education, and courses related to non-formal education should be included in the curricula of higher education institutions that train teachers. Moreover, the council decided to focus on the decentralization and localization of non-formal education centers, and to implement mobile education and transported education using mobile units when necessary.

17th Council: This is the first council to include the expression "Lifelong Learning". Previous councils focused on this expression under the title of non-formal education: 1) National education policies should be prepared to support, develop and promote lifelong learning. 2) An education map should be created within the framework of information received from all institutions and organizations that are stakeholders of lifelong learning and legal arrangements should be made on the subject. 3) Care should be taken to ensure that education programs carried out within the scope of formal and non-formal education comply with international

standards. 4) For the activities carried out within the scope of lifelong learning, documents appropriate to the level of national and international standards should be issued. 5) Lifelong learning activities prepared by experts and in accordance with scientific criteria should be prepared to inform individuals and increase their level of awareness. 6) Mass media should be used effectively to raise public awareness on lifelong learning. 7) More attention should be paid to the education of people with disabilities and lifelong learning practices should be used effectively to integrate them into society. 8) In order to disseminate lifelong learning activities, existing institutions should be revised, improved and used effectively. 9) Lifelong learning should not be limited to the 24-64 age group. 10) Lifelong learning should not be limited to students and employees at the education stage, but family education should also be emphasized. 11) The Turkish Statistical Institute should regularly identify and publish statistical information on activities carried out within the scope of lifelong learning. 12) Unemployment insurance resources should be utilized for lifelong learning (MEB, 2023).

With the decisions taken within the scope of the National Education Councils, comprehensive decisions were taken on the definition, scope, duties, authorities and responsibilities of adult education carried out within the scope of "Non-formal Education" in Türkiye. The duties, authorities and responsibilities of managers and educators to be employed in non-formal education institutions have been determined and the rights of students have been clearly stated. National Education Councils have a very important role in the developments in adult education carried out within the scope of non-formal education from 1921 until today (2024).

Metropolitan Municipality Courses

Within the scope of non-formal education, one of the institutions where adult education is provided in the most comprehensive manner is local governments. This service is provided in almost all provinces of Türkiye. Especially since they have wider opportunities, metropolitan municipalities have established units in this field and carry out the process in a more systematic way. They aim to reach as many people as possible by offering free courses according to the areas needed by the society. The services provided by Türkiye's three largest metropolitan municipalities in this field are as follows:

Istanbul Metropolitan Municipality started to serve as "Istanbul Metropolitan Municipality Art and Vocational Training Courses (ISMEK)" in 1996. Currently, it continues its services under the name "Institute Istanbul/ISMEK" with 148 course centers and 1149 classrooms in 38 districts (Eİ İSMEK, 2023).

Ankara Metropolitan Municipality started to provide "Ankara Metropolitan Municipality Vocational Courses (BELMEK)" in 1994 with the slogan "Every house will be a workshop". Currently, it continues to provide services in 17 districts, 66 course centers and 31 branches (ABB BELMEK, 2023). Ankara Metropolitan Municipality cooperated with Gazi University and started to provide "Ankara Metropolitan Municipality Technical Training Courses (BELTEK)" in 1999. Gazi University provides course services in 10 main fields and 139 branches outside the scope of formal education (ABB BELTEK, 2023). The municipality also started to provide services in the field of folk dances with the "Folklore Music Youth Ensemble (FOMGET)" in 1995 (ABB FOMGET, 2023).

Izmir Metropolitan Municipality started to provide services under the name "Izmir Metropolitan Municipality Vocational Training and Skills Courses (İZMEB)" in 2006. Then, İZMEB was developed and transformed into a branch office and was named "Vocational Factory". Izmir Metropolitan Municipality Vocational Factory currently continues to provide services with 38 course centers, 23 fields and 112 branches (İBB MF, 2023).

In addition to 30 metropolitan municipalities, municipalities of many provinces provide services to citizens within the scope of non-formal education, especially in cooperation with Public Education.

General Directorate of Lifelong Learning

The General Directorate of Lifelong Learning was previously serving under the name of "General Directorate of Apprenticeship and Non-Formal Education". With the Decree Law No. 652 dated Sep.11th, 2011, it was restructured and transformed into the General Directorate of Lifelong Learning. In the central organization of the General Directorate of Lifelong Learning, there are 9 departments: Open Education, Research, Development and Projects, Education Policies, Education Programmed, Education in Migration and Emergencies, Administrative and Financial Affairs, Monitoring and Evaluation, Teaching Materials, Social and Cultural Activities. Within the Department of Open Education: Open Education Secondary School, Open Education High School, Open Education Imam Hatip High School, Vocational Open Education High School. Public Education Centers and Maturation Institutes serve under the Department of Social and Cultural Activities. The General Directorate of Lifelong Learning is a large institution, (that provides adult education services by uniting all institutions providing non-formal education services), under the Ministry of National Education. In order to increase participation in the General Directorate of Lifelong Learning, "examples of good practices in lifelong learning" were carried out within the Provincial Public Education Centres in 2017-2018.

Table 5. Metropolitan municipalities in Türkiye and the course services they organize

| Metropolitan Municipality | Course Name |
|---------------------------|---|
| 1 Adana | Adana Metropolitan Municipality İntention Academy |
| 2 Ankara | Ankara Metropolitan Municipality Vocational Training Courses (BELMEK) |
| 3 Antalya | Antalya Metropolitan Municipality Atatürk Art Education Center (ATASEM) |
| 4 Aydın | Aydın Metropolitan Municipality Summer Events |
| 5 Balıkesir | Balıkesir Metropolitan Municipality Vocational Training Courses (BALMEK) |
| 6 Bursa | Bursa Metropolitan Municipality Art and Vocational Training Courses (BUSMEK) |
| 7 Denizli | Denizli Metropolitan Municipality Vocational Training Courses (DENMEK) |
| 8 Diyarbakır | Diyarbakır Art and Vocational Training Courses (DİSMEK) |
| 9 Erzurum | Erzurum Metropolitan Municipality Art and Vocational Training Courses (ESMEK) |
| 10 Eskişehir | Eskişehir Metropolitan Municipality Art and Vocational Training Courses (ESMEK) |
| 11 Gaziantep | Gaziantep Metropolitan Municipality Art and Vocational Training Courses (GASMEK) |
| 12 Hatay | Hatay Metropolitan Municipality Vocational Training Courses (HATMEK) |
| 13 Mersin | Mersin Metropolitan Municipality Vocational Training Courses (MERCEK) |
| 14 İstanbul | İstanbul Metropolitan Municipality Art and Vocational Training Courses (İSMEK) |
| 15 İzmir | İzmir Metropolitan Municipality Vocation Factory |
| 16 Kahramanmaraş | Kahramanmaraş Metropolitan Municipality Art and Vocational Training Courses (KAMEK) |
| 17 Kayseri | Kayseri Metropolitan Municipality Art and Vocational Training Courses (KAYMEK) |
| 18 Kocaeli | Kocaeli Metropolitan Municipality Vocational and Art Education Courses (KO-MEK) |
| 19 Konya | Konya Metropolitan Municipality Vocational Training Courses (KOMEK) |
| 20 Malatya | Malatya Metropolitan Municipality Training Centers (MABEM) |
| 21 Manisa | Manisa Metropolitan Municipality Art and Vocational Training Courses (MASMEK) |
| 22 Mardin | Mardin Metropolitan Municipality Vocational Training Center (MARMEK) |
| 23 Muğla | Muğla Metropolitan Municipality Social services workshops |
| 24 Ordu | Ordu Metropolitan Municipality Art and Vocational Training Courses (ORMEK) |
| 25 Sakarya | Sakarya Metropolitan Municipality Art and Vocational Training Courses (SAMEK) |
| 26 Samsun | Samsun Metropolitan Municipality Culture Life House Courses |
| 27 Tekirdağ | Tekirdağ Metropolitan Municipality Vocational Courses (TEMEK) |
| 28 Trabzon | Trabzon Metropolitan Municipality Vocational Courses (TRA-MEK) |
| 29 Şanlıurfa | Şanlıurfa Youth Sports and Education, Conservatory, Art Street Courses |
| 30 Van | Van Metropolitan Municipality Vocational Training Courses (VANMEK) |

Table 6. Organization chart of the General Directorate of Lifelong Learning

| General Directorate of Lifelong Learning | | | |
|--|---|--|--|
| 1) Department of Open Education | 2) Department of Research, Development and Projects | 3) Department of Education Policies | 4) Department of Educational Programs |
| 5) Department of Education in Migration and Emergency Situations | 6) Department of Administrative and Financial Affairs | 7) Department of Monitoring and Evaluation | 8) Department of Instructional Materials |
| 9) Department of Social and Cultural Activities | | | |

The main purpose of good practice examples in lifelong learning:

1) To raise awareness of disadvantaged (disabled) individuals and their families.

2) To ensure that young people meet with sports and discover their talents.

3) To increase the communication of individuals staying in nursing homes with the society.

4) To increase the contribution of women in the home and family economy by increasing their employment.

5) To ensure the transfer of cultural heritage to new generations.

6) To start a literacy mobilisation.

7) To increase social solidarity and cooperation.

Good practices in lifelong learning were selected in 2017: Ankara, Bilecik, Gaziantep, Kırklareli, Kırşehir, Ordu. And in 2018, studies conducted in Ağrı, Ankara, Balıkesir, Bingöl, Bingöl, Çanakkale, Diyarbakır, İstanbul, Manisa, Mardin, Muğla, Sinop were selected (MEB HBÖGM, 2018).

General Directorate of Lifelong Learning EPAL, "Electronic Platform for Adult Learning in Europe", of which 38 European countries became members in 2016, started to provide service with Turkish language option as of 2021. Thanks to the programme, experts, educators and researchers in the field of adult education in Türkiye have been enabled to communicate internationally.

Table 7. Universities and cities where Refreshing University is located

| | University Name | City Name |
|---|---------------------------------------|-----------|
| 1 | Akdeniz University | Antalya |
| 2 | Alanya Hamdullah Emin Paşa University | Antalya |
| 3 | Ege University | İzmir |
| 4 | İstanbul Nişantaşı University | İstanbul |
| 5 | Muğla Sıtkı Koçman University | Muğla |

Table 8. Universities with lifelong learning and adult education program

| | Located in University | Education Programs | Academic Staff |
|----|-------------------------------------|---|---|
| 1 | Ankara University | Non-thesis master's program Masters program Doctorate program | 5 Professors 2 Associate Professors |
| 2 | Bartın University | Non-thesis master's program Masters program | 2 Assistant Professors 1 Research Assistant |
| 3 | Kocaeli University | Masters program | 1 Associate Professor |
| 4 | Sakarya University | Masters program | |
| 5 | Pamukkale University i | | 2 Professors 1 Assistant Professor |
| 6 | Burdur Mehmet Akif Ersoy University | | 1 Associate Professor 1 Assistant Professor |
| 7 | Bursa Uludağ University | | 1 Associate Professor 1 Professor |
| 8 | Çanakkale Onsekiz Mart University | | 2 Associate Professors 1 Assistant Professor |
| 9 | Yıldız Teknik University | Lifelong Learning and Adult Education Non- Thesis Master's Program | 1 Assistant Professor |
| 10 | Niğde Ömer Halis University | | 1 Assistant Professor |
| 11 | Kırşehir Ahi Evran University | | 2 Associate Professors |
| 12 | Kastamonu University | | 1 Assistant Professor |
| 13 | İstanbul Medeniyet University | | 1 Associate Professor |
| 14 | Kırıkkale University | | 1 Professor |
| 15 | Balıkesir University | | |
| 16 | Trabzon University | | |
| 17 | Muş Alparslan University | | |
| 18 | Atatürk University | | |

The General Directorate of Lifelong Learning opened Erasmus+ Accreditation for adult education staff mobility between 2021-2027, thus providing institutions and organizations with the opportunity to participate in the Erasmus+ Programme on a long-term basis and receive regular grant support for mobility activities. Both staff and students are entitled to benefit from the programme (MEB, HBÖGM, 2023).

Refreshing University

Refreshing University (Tazelenme Üniversitesi) was implemented as a social responsibility project "Türkiye Gerontology Atlas" carried out by İsmail Tufan, which started in 2000 and is expected to be completed in 2023. The data obtained from the project were structured and Refresher University was established within Akdeniz University in 2016. It reached 350 students in the first registration period. As of the 2017 - 2018 academic year, it has expanded and adult education has started to be provided in five universities .

Refreshing University is a social responsibility project carried out on a voluntary basis between foundation and

state universities in Türkiye. The duration of education is 4 years and the language of instruction is Turkish. All Turkish citizens aged 60 and over can enroll free of charge and without an exam. Compulsory, elective and interactive courses are offered within the university. The areas of education vary according to the status of the academic staff who teach on a voluntary basis. The attendance requirement is 70% and the passing grade is 40. Students who are successful in all courses taken during the four years are entitled to receive a certificate of participation in Refreshing University. (TÜ, 2023).

Department of Lifelong Learning and Adult Education

There are 129 state universities, 75 foundation universities and 4 foundation vocational schools in Türkiye. 78 of 129 state universities and 19 of 75 foundation universities have faculties of education. While there is no department of lifelong learning and adult education in the faculties of education of foundation universities, there is a "department of lifelong learning and adult education" in the department of educational

sciences in the faculties of education of 18 state universities. Lifelong learning and adult education program is a program established in line with the decision of the Higher Education Executive Board dated June 15th 2016 regarding the restructuring of the departments and majors of faculties of education. The universities where the lifelong learning and adult education program takes place are as follows:

Since the Department of Lifelong Learning and Adult Education is newly established, Ankara University offers a Master's degree program without a thesis, a Master's degree program with a thesis, and a Doctorate program. Meanwhile, Bartın, Kocaeli, and Sakarya Universities offer Master's degree programs with a thesis. Universities such as Ankara, Bartın, Kocaeli, Sakarya, Pamukkale, Burdur Mehmet Akif Ersoy, Uludağ, Çanakkale Onsekiz Mart, Yıldız Technical, Niğde Ömer Halis, Kırşehir Ahi Evran, Kastamonu, İstanbul Medeniyet, and Kırıkkale have academic staff in their Lifelong Learning and Adult Education Departments. Although these departments have been established, Sakarya, Balıkesir, Trabzon, Muş Alparslan, and Atatürk Universities do not yet have academic staff in Lifelong Learning and Adult Education.

Discussion and Conclusion

When we look at the historical development process of adult education in Türkiye, it is possible to see that it has shown a great change in terms of purpose and scope. With the Alphabet Revolution and the National Schools opened as a necessity of the Revolution, a large part of the society, especially adults, were taught to read and write. Tongul (2004) argues that literacy was greatly facilitated by the Revolution, and literacy became widespread with the support of the state and the press. With the Community House and Community Centers, education services in many fields were provided to the wider masses of the society. Özdemir and Aktaş (2011) Community House and Community Centers became the leading cultural institutions of the society. Thanks to the Village Institutes opened, it made a significant contribution to the training of the educators needed by the country. Çoban (2011) Considering that the Village Institutes trained more than 17,000 teachers, it can be said that they were successful in terms of teacher training. Through the Maturation Institutes, especially women's participation in education and labor force was ensured. Şener Boy (2022) Maturation Institutes have been one of the most important institutions of women's vocational education in the Republican Era. Within the scope of non-formal education through Public Education

Centers for adult education have expanded to all 81 provinces in the country, establishing the most comprehensive non-formal education model. Through decisions made by the Board of Education and National Education Councils, necessary arrangements and improvements have been implemented to develop adult education and meet contemporary conditions and needs. In regions where the central administration was unable or

insufficient to provide services, local administrations (municipalities) opened courses in many fields, providing educational services that address the needs of a large part of society. With the establishment of the General Directorate of Lifelong Learning, the critical and necessary role of adult education was recognized. By developing the Refreshing University education model, adult education was, for the first time, moved from the realm of non-formal education to that of formal education, offering a homogeneous (exclusively for adults) adult education program. The Higher Education Institution restructured the faculties of education and established the Department of Lifelong Learning and Adult Education, thus bringing adult education within the scope of higher education and formal education.

As a result, adult education in our country, with a history spanning about a hundred years, began with the objective of teaching reading and writing to the public. Today, it has evolved to where services are offered through departments within institutionalized universities, now framed within the scope of formal education.

Recommendations

- 1) Higher Education Institution, Ministry of National Education and Local governments sign a joint protocol to jointly develop and improve adult education.
- 2) Adult education activities carried out by Higher Education Institutions, Ministry of National Education and Local governments have a homogeneous structure depending on the age variable.
- 3) Academicians who will work in the Departments of Lifelong Learning and Adult Education opened within Higher Education Institutions (universities) should have knowledge, experience and experience in the field of adult education and their research field should be adult education.
- 4) Recruitment of undergraduate students to the Departments of Lifelong Learning and Adult Education should be initiated.

Genişletilmiş Özet

Giriş

Eğitim sistemi örgün (formal), yaygın (nonformal) ve algın (informal), olarak sınıflandırılabilir. Formal Eğitim: Okulöncesi eğitim ile başlayıp yükseköğrenimi kapsayan, kurumsallaşmış, kronolojik olarak derecelendirilmiş ve hiyerarşik olarak yapılandırılmış bir eğitim sistemidir. Nonformal Eğitim: Nüfusun belirli alt gruplarını oluşturan; çocuklara, yetişkinlere belirlenmiş öğrenme türlerini sağlamak için örgün eğitim sistemi çerçevesi dışında yapılan; organize, sistematik, eğitsel faaliyetlerdir. İnfomal Eğitim: Her insanın; evde, işte, gündelik yaşamında yapmış olduğu; seyahat etme, kitap/gazete okuma, film/televizyon izleme, radyo dinleme, oyun oynama esnasında maruz kaldığı bilgi, beceri, tutum ve içgüdüleri ile edindiği ve biriktirdiği yaşam boyu sürecidir (Coombs & Ahmed, 1974: 8). Yetişkin eğitimi "örgün,

yaygın ve algın" eğitim sistemleri içerisinde yürütülmektedir.

Değişen hayat şartları ve dönemin getirdiği güncel ihtiyaçlar yetişkin eğitime duyulan gerekliliği önemli düzeyde artırmıştır. Yetişkin birey, bedense ve zihinsel gereksinimlerini sağlamış, psikolojik olgunluğa ulaşmış, ekonomik özgürlüğüne erişmiş ve toplum içerisinde bir sorumluluk üstlenerek yer edinmiş kişi olarak ifade edilmektedir (Celep, 1995; Kurt, 2000).

Dünyadaki yetişkin eğitimi faaliyetleri büyük oranda benzerlik göstermektedir. Buna karşın ülkelerin içerisinde yer aldıkları durum, ihtiyaç öncelikleri, ulusal ve kültürel özelliklerine göre yetişkin eğitiminin kapsamı ve içeriği değişiklik gösterebilmektedir (Bacakoğlu, 2022).

Son yıllarda "herkes için eğitim", "her yerde, her zaman eğitim" anlayışının yaygın hale geldiğini görmek mümkündür. Yetişkin eğitimi zorunlu eğitimin hemen ardından başlayan bir süreç olarak bilinmektedir.

Çeşitli sebeplerden, örgün eğitim alamamış ya da örgün eğitimi yarıda bırakmak zorunda kalmış bireylerin, eğitim ihtiyaçlarını tamamlamak için açık öğretim kapsamında aldıkları ilköğretim ve lise programları da yetişkin eğitimi kapsamında değerlendirilebilir (Ayanoğlu vd., 2023). Yaşam boyu öğrenmenin; bireyin kişisel gelişimine katkı sağlamak, toplumsal birlikteliği güçlendirmek ve ekonomik gelişime katkı sağlamak gibi üç önemli temel amacı bulunmaktadır (Babanlı & Akçay, 2018).

Ülkemizde yetişkin eğitiminin akademik bir disiplin olarak gelişim sağlamasında 1965'te Ankara üniversitesi Eğitim Bilimleri Fakültesinin kurulmasının önemli bir rolü bulunmaktadır (Yıldız, 2004). Fakültede görevli akademik kadro yetişkin eğitimi alanında araştırmalar yapmaya özen göstermiş, lisansüstü öğrencilerinin tezlerini yetişkin eğitimi alanında hazırlamalarına öncülük etmişlerdir. Ankara üniversitesi Eğitim Bilimleri Enstitüsünden mezun olan lisansüstü öğrenciler Anadolu'nun çeşitli illerindeki üniversitelere akademisyen olarak görev almış ve yetişkin eğitimi alanında araştırmalar yapmaya devam etmişlerdir. Bu sayede yetişkin eğitimi araştırmaları daha geniş alana yayılma olanağı bulmuştur. Bu araştırmanın yönteminde nitel araştırma yönteminden biri olan tarihsel araştırma yönteminden faydalanılmıştır.

Nitel araştırma yönteminde, veriler görüşme, gözlem, doküman analizi yoluyla ulaşıldığı, olayların ve algıların doğal ortamlarında bütüncül ve gerçekçi bir şekilde ele alındığı ve nitel bir sürecin yürütüldüğü araştırma yöntemidir (Yıldırım ve Şimşek, 1999).

Tarihi araştırmalar, dönemin dokümanları dikkatlice okunarak ya da o zamanlarda yaşamış kişilerle görüşmeler yapılarak odaklanılan problemle ilgili olarak "geçmişte ne oldu?" sorusuna cevap arar. Araştırmacı o dönemde neler yaşandığını olabildiğince doğru bir şekilde anlamaya ve bunun niçin olduğunu açıklamaya çalışır (Büyüköztürk vd, 2023). Tarihsel araştırma, tarih içerisinde gerçekleşen olayları belirli dokümanlara dayanarak incelemektir. Zaman zaman tarihçilik olarak da isimlendirilen tarihsel araştırma tarihten elementlerin araştırılması anlamına

gelen özel bir bilimsel araştırma türüdür (Akkaş Baysal ve Hocaoglu, 2019).

Araştırmanın Amacı

Yetişkin eğitime ilişkin yapılan akademik çalışmalar incelendiğinde daha çok halk eğitim merkezleri ve belediye kurslarında verilen kurs eğitimleri ile sınırlı kaldığı görülmektedir. Milli Eğitim Bakanlığı ve Yüksek Öğretim Kurumu tarafından yapılan geliştirme ve iyileştirmelere yeterince yer verilmediği görülmektedir. Ayrıca yetişkin eğitime yönelik yapılan araştırmaların tarihsel bir akış içerisinde verilmediği görülmektedir. Bu bağlamda alan yazına katkı sunması açısından bu araştırma önemlidir. Bu araştırmanın temel amacı, Türkiye'deki yetişkin eğitimi tarihsel gelişim süreci içerisinde incelemek ve bu alanda yapılacak akademik çalışmalara kaynak oluşturmaktır.

Araştırmanın Yöntemi

Bu araştırmada nitel araştırma yöntemlerinden doküman analizi yöntemi kullanılmıştır. Belgesel tarama olarak da bilinen bu analiz yönteminde, var olan kayıtlar ve belgeler incelenerek veriler elde edilmektedir (Şahin Sak, vd., 2021).

Tartışma ve Sonuç

Türkiye'de yetişkin eğitiminin tarihsel gelişim sürecine bakıldığında amaç ve kapsam açısından büyük bir değişim gösterdiğini görmek mümkündür. Harf İnkılabının yapılması ve inkılabın bir gerekliliği olarak açılan Millet Mektepleri ile toplumun büyük bir bölümüne özellikle de yetişkinlere okuma yazma öğretilmiştir. Tongul (2004) inkılap sayesinde okuma-yazma büyük ölçüde kolaylaş, devletin ve basınının desteği ile okuma-yazma yaygınlaştırılmış. Halkevleri ve Halkodaları ile toplumun daha geniş kitlelerine birçok alanda eğitim hizmeti sunulmuştur. Özdemir ve Aktaş (2011) Halkevleri, toplumun önde gelen kültür kurumları olmuştur. Açılan Köy Enstitüleri sayesinde ülkenin ihtiyaç duyduğu eğitimci kadrosunun daha donanımlı yetişmesinde önemli katkı sunmuştur. Çoban (2011) Köy Enstitülerinin 17.000'i aşkın öğretmen yetiştirdiği dikkate alındığında, öğretmen yetiştirme bakımından başarılı olduğu söylenebilir. Olgunlaşma Enstitüleri aracılığı ile özellikle de kadınların eğitime ve iş gücüne katılımları sağlamıştır. Şener Boy (2022) Olgunlaşma Enstitüleri, Cumhuriyet Dönemi kadın mesleki eğitiminin en önemli kurumlarından biri olmuştur. Halk Eğitim Merkezleri aracılığı ile yaygın eğitim kapsamında yetişkin eğitimi ülkenin 81 iline yayılmış ve en kapsamlı yaygın eğitim modeli oluşturulmuştur. Talim Terbiye Kurulu ve Milli Eğitim Şuralarında alınan kararlar ile yetişkin eğitiminin gelişmesi, günün şart ve ihtiyaçlarına cevap verebilmesi için gerekli düzenlemeler ve iyileştirmeler yapılmıştır. Merkezi yönetimin ulaşmakta eksik veya yetersiz kaldığı noktalarda yerel yönetimler (belediyeler) aracılığı ile birçok alanda kurslar açılmış ve toplumun büyük bir bölümünün ihtiyaç duyabileceği alanlarda eğitim hizmetleri sunulmuştur. Hayat Boyu Öğrenme Genel Müdürlüğü kurularak yetişkin eğitime olan ihtiyacın ne kadar önemli ve gerekli olduğu

anlaşılmalıdır. Tazelenme Üniversitesi eğitim modeli geliştirilerek yetişkin eğitimi ilk defa yaygın eğitim kapsamından çıkartılıp örgün eğitim kapsamına alınmış ve homojen (içinde sadece yetişkinlerin yer aldığı) bir yetişkin eğitimi programı sunulmuştur. Yüksek Öğretim Kurumu eğitim fakültelerini yeniden yapılandırarak Hayat Boyu Öğrenme ve Yetişkin Eğitimi Anabilim Dalı'nı kurmuş, bu sayede yetişkin eğitimi yükseköğretim bünyesine ve örgün eğitim kapsamına almıştır.

Sonuç olarak; ülkemizde yaklaşık yüz yıllık geçmişe sahip yetişkin eğitimine bakıldığında, ilk başta topluma okuma-yazma öğretmek amacı ile yola çıkılmışken, günümüzde örgün eğitim kapsamında kurumsallaşmış üniversiteler bünyesinde anabilim dalı olarak yetişkin eğitimi hizmeti verilmektedir.

Öneriler

1) Yüksek Öğretim Kurumu, Milli Eğitim Bakanlığı ve Yerel Yönetimler imzalayacakları ortak bir protokolle yetişkin eğitime ilişkin geliştirme ve iyileştirmeleri birlikte yürütmelidir.

2) Yüksek Öğretim Kurumu, Milli Eğitim Bakanlığı ve Yerel Yönetimler bünyelerinde yürütülen, yetişkin eğitimi faaliyetleri yaş değişkenine bağlı olarak homojen bir yapıya sahip olması gerekir.

3) Yüksek Öğretim Kurumları (üniversiteler) bünyesinde açılmış Hayat Boyu Öğrenme ve Yetişkin Eğitimi Anabilim Dallarında görev yapacak akademisyenlerin yetişkin eğitimi alanında bilgi, deneyi ve tecrübe sahibi olup araştırma sahalarının yetişkin eğitimi olması gerekir.

4) Hayat Boyu Öğrenme ve Yetişkin Eğitimi Anabilim Dallarına lisans öğrencisi alımları başlatılmalıdır.

Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılabilecek tüm etik ihlallerde "Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

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