13th Conference of the ESREA Network:

Between Global and Local - Adult Learning and Communities

Adult Education in the Midst of Crises

September 7-9, 2023 at Yeditepe University, Istanbul / TURKEY

Call for Papers:
yetiskinegitimi.org/tr/esreaistanbul2023

YEDİTEPE UNIVERSITY
FACULTY OF EDUCATION

ABSTRACT BOOK

EDITED BY

Onur Seçkin

Ş. Erhan Bağcı

Şengül Erden

Gökçe Güvercin

Begüm Yengel

Simay Vapurlu

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13th Conference of the ESREA Network: Between Global and Local – Adult Learning and Communities
Adult Education in the Midst of Crises
Yeditepe University, Istanbul/Turkey-7-9 September 2023
Conference Program

Day 1 (07.09.2023)			
10.30 11.00	***Registration & Coffee Time***		
11.00 12.00	**Opening Session**	Opening Speech on behalf of Organizing Committee Opening Speech (Rector or Vice Rector) Opening Speech: Yelkin Diker Coşkun (Dean of the Faculty of Education) Opening Speech (Network Convenors)	Blue Hall
12.00 13.30	***Lunch***		
13.30 14.15	**Keynote Speech**	**Ahmet Yıldız:** New Trends in Adult Education in the Age of Crises: Lessons from the Turkish Experience	Blue Hall
14.15 14.45	***Turkish Coffee Time***		

	Parallel Session 1.1 **BLUE HALL** **Moderator:** Ş. Erhan Bağcı	**Parallel Session 1.2** **GREEN HALL** **Moderator:** Nurcan Korkmaz	**Parallel Session 1.3** **ÜZEYİR GARİH HALL** **Moderator:** Uğur Karaman
14.45 15.10	**Denise Klinge, Arnd-Michael Nohl, Burkhard Schäffer** Directive Adult Education in A Societal State of Emergency: The Tacit Andragogical Fight Against the Pandemic	**Nurcan Korkmaz** Neoliberalism, Adult Education and Certification	**Zeynep İlhan** Ankara Olgunlaşma Institute as an Adult Education Institution
15.10 15.35	**Nazlı Somel** Phases of the State's Pedagogic Action: The Turkish State During the Pandemic	**Hande Özkeskin, Nagihan Gökçe** The Illusion of Learner Agency: A Neoliberal Perspective on Lifelong Learning and Education	**Uğur Karaman, Mehtap Bulut** What Does the Architectural Structure of Public Education Centers in Turkey Tell Us in Terms of Adult Education?
15.35 16.00	**Ş. Erhan Bağcı, Betül Yarar** Physicians Against the State: A Discourse Analysis on the Counter-Hegemonic Struggle by the Turkish Medical Association During the COVID-19 Pandemic	**Eray Sevingil Bilici, Yelkin Diker-Coşkun** Inclination of Young Adults towards Sustainability and Sustainability Education	**Arzu Bektaş** Institutionalization of Adult Education Field at Universities in Turkey
16:30 18:00	***Grill Party at Yeditepe University Campus***		

Day 2 (08.09.2023)			
	Parallel Session 2.1 **BLUE HALL** **Moderator:** Ayşe Cansu Özdemir	**Parallel Session 2.2** **GREEN HALL** **Moderator:** Rob Evans	**Parallel Session 2.3** **ÜZEYİR GARİH HALL** **Moderator:** Zeynep Alica
09.30 09.55	**Aleksandar Bulajić, Nikola Koruga, Tamara Nikolić** Socio-educational Predictors of the Trust in Public Institutions in Serbia During the COVID-19 Crisis	**Rob Evans** Learning Biographies Under the Pressures of Crisis	**Yelkin Diker-Coşkun, Meltem İpek Öner** Examining the Relationship Between Prospective Teachers' Philosophy of Education and Lifelong Learning Tendencies: A Longitudinal Study

09.55 10.20	**Hakan Serhan Sarıkaya** Çankaya Municipality District Theaters Examination in Terms of Adult Education	**Birgül Ulutaş** The Search for Emancipating Education: From Empire to Republic	**Hülya Bayram** The Transformation Journey of Teachers' Professional Development in the International Baccalaureate Program
10.20 10.45	**Ali Tansu Balcı, Ayşe Cansu Özdemir** Adult Education in Turkey from the Situated Learning Perspective	**Anke Grotlüschen, Alisa Belzer, Markus Ertner, Keiko Yasukawa** Responding to Crisis and Advocating for Adult Learning and Education in the Concept of Lifelong Learning: An International Study with Eight Countries from Four Continents	**Zeynep Alica** Women Cycling Against the Grain: Bicycle as a Tool for Transformation
10.45 11.00	***Coffee Break***		
	Parallel Session 3.1 **BLUE HALL** **Moderator:** Gökçe Güvercin-Seçkin	**Parallel Session 3.2** **GREEN HALL** **Moderator:** Begüm Yengel	**Parallel Session 3.3** **ÜZEYİR GARİH HALL** **Moderator:** Ercan Mutlu
11.00 11.25	**Gökçe Güvercin-Seçkin, Melike Türkan Bağlı** Transformative Learning in Times of Crisis: Teachers' Experiences During the COVID-19 Pandemic	**Begüm Yengel** Employment Experiences of High-Skilled Syrian Refugees in Turkey	**Arzu Akkuş Aydemir** Opinions of the Students on Vocational Training Practices Who are Attending to OSTİM Vocational Training Center
11.25 11.50	**Naide Gümüş Yalanuz** Accounting and Finance Teachers' Metaphorical Perceptions of Online Courses During the COVID-19 Pandemic Period	**Safa Karataş** Social Cohesion of Refugees in the Context of Adult Education Practices by Local Authorities in Sweden: A Case Study on Uppsala Municipality	**Ercan Mutlu** Problems Encountered in Vocational Education: The Example of Seafarers
11.50 12.15	**Seray Tatlı Dalioğlu** Hybrid Peer-Group Mentoring Based on Possible Selves Theory: A Promising New Approach to Develop Teacher Identity	**Thomaitsa Theodorakopoulou** How Adult Learners are Dealing with Adult Educational Programs?	**Aysu Özüstün Kıral** A Critical Analysis of the Impact of Neoliberal Education and Labor Market Policies on İŞKUR's Vocational Courses
12.15 13.15	***Lunch***		
13.15 13.30	***Coffee Break***		
13.30 14.45	**Panel**	**The Role of Adult Education and Adult Educators in the Era of Crises** **Moderator:** Gökçe Güvercin Seçkin **Anke Grotlüschen** Adult Education: The Role of Micro-Level Providers and Meso-Level Associations in Times of Mega-Level Crises **Canan Aratemur Çimen** Adult Education Practices in İstanbul Metropolitan Municipality: Enstitü İstanbul İSMEK **Aleksandar Bulajić** The Uneasiness of Literacy: Reading Between Brain and Culture	
15.00 18.00	**Field Trip & Workshop**	Enstitü İstanbul İSMEK Istanbul Metropolitan Municipality Art and Vocational Training Courses	
19.30 22:00	***Conference Cocktail Party & Boat Trip in the Bosphorus***		

Day 3 (09.09.2023)			
	Parallel Session 4.1 **BLUE HALL** **Moderator:** Deniz Dinçel	**Parallel Session 4.2** **GREEN HALL** **Moderator:** Şengül Erden	**Parallel Session 4.3** **ÜZEYİR GARİH HALL** **Moderator:** Tamara Nikolić
10.00 10.25	**Ewa Kurantowicz** Universities and Local Communities at the Heritage Learning Perspective	**Şengül Erden** Attitudes Towards Vaccination Among Individuals Diagnosed with COVID-19	**Tamara Nikolić, Nikola Koruga, Aleksanadar Bulajić** Students` Learning Experiences in A Digital Learning Environment During The COVID-19 Pandemic
10.25 10.50	**Clotilde Lechuga-Jimenez** Comparing Cultural Heritage Knowledge at European Education Faculty for Bridging Engaged Learning and Inter-generational Dialogue	**Enes Demirel** Could Miller's Force Field Analysis Theory Be a Path to the Hidden Side of the Iceberg?	**Johanna Mufic** Adult Education Principals in Sweden
10.50 11.00	***Coffee Break***		
	Parallel Session 5.1 **BLUE HALL** **Moderator:** Deniz Dinçel	**Parallel Session 5.2** **GREEN HALL** **Moderator:** Deniz Yalçınkaya	**Parallel Session 5.3** **ÜZEYİR GARİH HALL** **Moderator:** Fatma Tuğçe Arıkan
11.00 11.25	**Deniz Dinçel** The Effect of Philosophical Currents on Adult Environmental Education	**Deniz Yalçınkaya** The Mediating Role of Satisfaction in Distance Education in the Relationship between Attitude towards Distance Education and Online Motivation	**Manar Ismail** Blended Education at Qou: A Literature Review on The Blended Education Development at Al-Quds Open University in Palestine from Adult Learning Theory Perspective: "Pioneering Makes Success"
11.25 11.50	**Nagihan Gökçe, Hande Özkeskin** Being An Illiterate Woman in The Neoliberal Era	**Angela Pilch Ortega** How To Respond to the (Multiple) Worldwide Crises and Increasing Contingency? An Exploration of Twitter Hashtag Discussions in View of the Illegal Invasion of Ukraine by Russian Military	**Fatma Tuğçe Arıkan** Volunteers after Graduation: Dreams vs Realities
11.50 12.05	**Peri Tutar, Batuhan Cicikler, Tuğba Öztürk** An in-depth analysis of incomplete adult education	**Gülçin Yılmaz** Enrolment Rates in Public Education Centers in Türkiye During the COVID-19 Pandemic	
12.05 13.00	***Closing Session*** **Ewa Kurantowic** **Begüm Yengel**		
13.00 14.00	***Lunch***		

Adult Education in the Midst of Crises

13th Conference of the ESREA Network:

Between Global and Local – Adult Learning and Communities

Yeditepe University, Istanbul/Turkey

7-9 September 2023

CALL FOR PAPERS

It has been more than 10 years since the ESREA Between Global and Local – Adult Learning and Communities network congress was held in Istanbul. Since then, the world has been struggling with a number of adversities affecting almost every aspect of life.

Never-ending wars, besides having massive economic consequences both on the countries involved and on those who are not, have caused many to lose their lives, to continue their lives with disabilities, or have forced them to flee their countries. As a result of migration, many people face psychological, health, educational, economic and safety problems. The number of international migrants has reached an all-time high with almost 300 million people around the world. Many nations have been affected by this immense human mobility directly or indirectly as a destination, a source or a transit country.

The COVID-19 pandemic has also introduced new global inequalities if not intensified the existing ones. It has caused significant loss of life for millions people, affecting developing countries more severely than high-income ones which have more qualified healthcare systems and better access to vaccines. All social systems were paralysed, including education, resulting in increased educational problems. Acknowledged to be more than a health crisis, the COVID-19 pandemic has had devastating impacts on the economy increasing poverty and inequalities globally. While millions of people lost their jobs, women and workers in the informal economy have been hit harder than most.

The ecological crisis is threatening our lives more and more every day. Pollution of air, water and soil, food and water insecurity, disposal of toxic wastes, use of increasing levels of fossil fuels, greenhouse gas emissions and global warming, industrialization of agriculture and animal husbandry, and weather extremes are killing our planet. If urgent measures are not taken, the world will become less and less liveable.

Meanwhile, by being exposed to neoliberal framing, adult education loses its meaning as a theoretical and practical field of social transformation throughout these crises. Neoliberalism reduces adult education to achievement of professional/technical skills and knowledge, whereas the historical repertoire in this domain is mainly based on wider, egalitarian and emancipatory perspectives. Accordingly, neoliberal adult education situates the adult educator as a technical apparatus, whereas adult educators consider themselves as social agents of transformation. In the midst of this age of crises, The Istanbul Conference will be an opportunity to bring adult educators and the ESREA community together, to share ideas, research, and innovative methods related to the mentioned crises, seeking possible answers to the following questions:

- How is the field of adult education affected by crises?
- What are the changing dynamics of adult learning in times of crisis?
- What are the new learning opportunities and barriers in times of crisis?
- What should be the role of adult education and educators in the midst of crises?
- How should adult educators handle the programs for empowering people against crises?

We are looking forward to this event that is intended to foster high level of exchange and dialogue.

FROM ESREA

A personal look back on the conference

Rob Evans

Speaking personally …

The personal, which is always political, first. The 13th international conference of the ESREA research network '*Between Global and Local – Adult Learning and Communities*' which we experienced together at Yeditepe University was a success. An unmitigated success. This is often, nearly always, said when conferences are over, perhaps out of a sense of relief (that they are over!), but this conference was not merely a success – it outperformed itself in many ways.

It was an organizational success, for a start – bringing together researchers, younger and older, from pretty much all over Turkey and Europe and offering them the maximum possible forms of intervention in sessions, keynotes, panel discussion and an entirely unexpected 'field' trip. The conference proceeded gracefully from start to finish, clearly the merit of the organisers, but to an enormous extent the work, too, of the student helpers and organisers, always present and spreading everywhere their enthusiasm and cheerfulness, their serious commitment to the job and to the people they were there for. I learnt a lot from them, for which I thank them.

It was a research success, providing a forum for serious debate and for a real exchange of experience from research practice. A wide range of themes were present in the presentations: the state, civil society and COVID were very prominent, as was to be expected; neo-liberalism and adult and vocational education, literacy, drop-out rates, and the hurdles faced by immigrants in Turkey were discussed; transformation and emancipation through learning were given space in research touching on theatres and culture and cultural heritage as a learning medium, and the challenge of sustainability in education, learning against the grain (or cycling!) and embracing holistic environmental notions of education.

It was a human success. On the level of the social experience provided by the conference organisers, this conference was two-and-a-half days of friendliness, of warm encounters and a space in which researchers could get to know colleagues and these colleagues' work informally and with no fuss. Not always possible in many networks, for sure. I discovered some important things in only 2 days about research in adult ed in Turkey, but I think I discovered even more about some of the people doing that research, and making this discovery was made possible by

the happy hand of the organisers and by the generous spontaneity and grace of all the individuals I managed to speak to (too few of them, alas).

It was, memorably, a success - and this is what will stay in people's minds for a long time – in the way a slice of that unfathomable space that is Istanbul could be included in the overall conference experience. The most memorable conferences – apart from those, of course, where something exceptional happens, like the conference in Brighton I was at in 2005 that was stopped as a result of a horrendous terrorist bombing in London – are frequently those where the discussion is carried over effortlessly into unforgettable spaces and venues: castles, majestic rivers, stunningly beautiful historic cities and their buildings, or unexpectedly impressive industrial architecture, and so on. Istanbul, of course, is everywhere always on a large scale. As the second conference this network has held in Istanbul after 2011, there were already expectations, but Istanbul just keeps on confronting you in a generous, big way! Speaking as someone who has lived and worked in Cairo and Naples and who grew up in London, crowds are nothing out of the ordinary. Yet, at every turn and at every corner as I criss-crossed the backstreets of *Kadiköy* and *Hasanpaşa* it seemed as though a good part of a continent was on its feet and heading, well, just everywhere. The astonishingly long bus-rides to the campus were a fantastic lens for observing asymmetric urban development, inter-generational commuter behaviour, the wonders of small-scale commercialism, to list just some of the images and tableaux sliding by. By contrast, there was the studied serenity of the Yeditepe University campus and the enjoyment we had of it by walking and eating and talking outside together (with the dogs, not to mention the dogs' Instagram accounts). The intriguing visit to ISMEK at the *Maltepe Mutfak Sanatlari Okolu* and the coffee master class offered to us there provided a discrete insight into a vibrant space of learning otherwise closed to the chance outsider. Finally, the almost cathartic boat trip up and down the Bosphorus, talking and looking, feasting and dancing, dwarfed by the enormity of the historical stage on which we were dancing and looking and feasting and talking. Something between being in a picture postcard like any other and being in a moving image made up of real people, real events, and all of them important, but all of them infused with a kind of discrete excitement whose origin lay incredibly in something as arcane as scientific dissemination in bare auditoria …

Speaking officially …

Speaking less personally, but no less seriously, some words about aims and results. Before the Conference began, I had the task – a heavy responsibility and a pleasant challenge in one – to summarise for the press the mission of our research organization ESREA and the contribution

we all expected and hoped this conference would/could make in a world facing multiple crises. Broadly, ESREA's mission is to support the advancement of high quality research on the education and learning of adults by sustaining co-operation among researchers, in the 'European' context (conceived in the very broadest geographical terms, understood as very un-geographically inclusive); the development of research and dissemination of results in all areas of adult and continuing education; the training of early researchers and continuing professional development of more experienced researchers; promoting relationships with other research organizations and institutions.

As to how the demand for adult education changes during times of crisis, and we are talking about multiple crises piling up over years and delivering massive and dramatic shocks to our social systems - climate change, food security, war and civil conflict, increasing social inequalities, the consequences of extreme political measures as experienced during the migration 'crisis' of 2015, the COVID-19 pandemic, the Russian invasion of Ukraine and the explosion of war on a completely unprecedented level of destruction in Israel and Palestine – familiar strategies and policies of adult ed are overtaken or shouldered aside by new and unexpected social demands and popular discontents. Equally, the attempts of governments and population to ignore growing crises – global warming caused by human societies is the most obvious and most urgent example – can result in radical changes to educational thinking. The global climate crisis has reset many agendas brutally but lucidly regarding extremely urgent alternative ways ahead for individuals, communities, local lives and global destinies and is continually modifying the possible contribution that all forms of learning and living together can make towards a more just, more meaningful interpretation of the possibilities of learning lives in our societies. Governments ignore the demands of educational institutions and the work of educational researchers at their own peril.

We would all argue, I am sure, that the individual and societal benefits of investing in adult education during these times can be seen in the synergies that arise in many different ways for individuals and for societies as a whole through serious, consistent and committed investment in education in all its forms – formal, institutional education, professional education and training, lifelong learning for people of all ages, and all forms of informal learning that takes place wherever people interact meaningfully, in families, in friendship circles, in neighbourhoods and communities, at work and at play.

The friendly collaboration between the local organisers and the network coordinators had the task to lay the basic framework for the conference to tackle all these questions. The real task

was in the hands, of course, of our Turkish colleagues who know the field, know the thinking in Adult Education in Turkey and know the colleagues and the institutions and the terrain as a whole. With their insight, this conference was conceived to contribute to the field of adult education and adult learning in both its academic and practical dimensions. Essentially, this conference – bringing together researchers from many different institutions and countries, different in age, in gender, in ethnic background, culture, language and education – set out to realise ESREA's mission by offering the stage for the presentation, discussion, evaluation and dissemination of high quality research on the education and learning of adults in the local and global contexts which the participants would study and discuss within a broadly shared framework that sees educational research as a critical instrument for the promotion of human knowledge, agency and social liberation in its broadest sense. The critical confrontation of diverse research methods and themes guarantees the central importance of self-reflexive work: not only are researchers starting out given assistance in their professional development, more experienced colleagues, too, can be questioned critically, in the hope that thus an ongoing democratic research discourse open to change and responsive to new ideas can be kept alive and well.

To the next conference!

KEYNOTE SPEECH

New Trends in Adult Education in the Age of Crises: Lessons from the Turkish Experience

Ahmet Yıldız

Dear Participants,

I respectfully greet you all. I would like to thank the organizing committee for their invitation. I want to state that I am very happy and honoured to be here. ESREA brought us together in Istanbul, which is a city has a fame for its beauty and unfortunately crises. The title of our congress is "Adult Education in the Midst of Crises". Obviously, I will speak on this axis.

The world today faces unmatched social, economic and environmental challenges that are driven by accelerating globalization and technological development. In this sense, we can say we have been passing through the age of crises.

We can list the crisis titles as follows:

- The crisis in the global economy (recession, financial volatility, periodic collapses)

- Political crisis (decline of democracy, rise of authoritarianism)

- Food, health, climate and environmental crises.

Thus, the outcome document of CONFINTEA 6, signed by 144 UNESCO Member States, was the Belém Framework for Action (BFA)[1].The BFA points particularly to widening inequalities and rampant poverty in large parts of the world, structural shifts in the labour market resulting in growing insecurities, and adult literacy remaining a major challenge in many countries.

Well then, how is adult education affected by these crises? And perhaps, more importantly, does adult education have the potential to make us more resilient to these crises? If so, to what extent is this potential used? What are the possibilities, obstacles and trends in this regard?

[1] UIL. (2010) CONFINTEA VI: Belém Framework for Action: Harnessing the power and potential of adult learning and education for a viable future. Hamburg, UIL.

In my speech today, I will try to respond these questions in the context of the Turkish experience. As you can understand, the questions will be global, but the answers will be national.

First of all, it would be useful to make some determinations on how Turkey faced the era of crises. In this sense, the first thing to be said is that the crisis forms I have just mentioned are experienced more severely and deeply in Turkey than in developed western countries.

Parallel to the developments in the world, there has been a trend towards a minimal state from the nation-state with the neo-liberal economic policies implemented in Turkey since the 80s. Within the framework of marketization, public expenditures were cut; public assets are privatized, labor relations are destabilized; the effect of economic growth on employment has weakened.

Despite the 7.2% growth of the economy in the early 2000s, employment growth remained only 0.8%. Therefore, as in some countries, the unemployed growth in Turkey has caused unemployment to increase gradually and become chronic.

One of the social phenomenon that's recently attracted attention in Turkey is migration. Due to the instability in the surrounding countries, migration waves to Turkey are interwined with the migration movements of transit migrants, asylum seekers, refugees and illegal workers.

In this framework, Turkey has three different positions at the same time: a receiving country, a sending country and a transition country. According to the immigration administration, there are approximately 5 million immigrants, and according to the opposition, there are between 10-13 million immigrants. Statistical data is doubtful. It still remains unclear that this migration wave will cause what kind of socio-political developments and urban tensions?

Another remarkable phenomenon in the country is the increasing authoritarianism. Turkey has also joined the worldwide wave known as populism. However, unlike the experiences of other countries, this wave of authoritarianism is accompanied by widespread Islamization in Turkey. In this sense, the term theo-liberalism might be more appropriate for the Turkish experience than neoliberalism.

These migration, privatization, and authoritarianization tendencies we mentioned directly affected the education system and therefore an Education Crisis emerged.

Let's continue by asking what's that crisis emerged in education?

First of all, at the basic education level, the quality difference between schools could not be prevented. On the contrary, it's increasing. As a matter of fact, PISA reports reveal that the link between social class and educational achievement in Turkey is the strongest among OECD countries. And it shows that almost 70% of the students who show low achievement in school are students from the socio-economically lower segments of the society[2]

Second, high stake tests have become the main determinant in the transition between levels in the education system, from high school entrance exams to university. Exams that have been fetishized in the recent period have quietly transformed the meaning of education. The concept of "exam for education" was replaced by the concept of "education for the exam".

The last but not least, during this period, secular and scientific education has been collapsed. At the center of this collapsion there has been an anti-secular intervention in all levels of education since 2005.Textbooks have moved away from a scientific understanding and gender discriminatory elements have increased. While the theory of evolution was removed from the curriculum and textbooks, religious knowledge was taken as a reference.

As for adult education, perhaps the first thing to be said is that the lifelong learning (LLL) discourse has became dominant in this field. As in many other countries, LLL has gained the status of a magical concept in the solution of education problems in Turkey for the last 20 years. And, of course, adult learning and education practices in Turkey have taken their share from the transformations we've just mentioned.

I would like to discuss the transformation in adult education on two main axes: The first axis is the institutional structure that provides Adult Education. The second one is Education and Learning Areas.

- The first axis - the institutional structure

These are;

Public Education Centers

Local Governments

[2] Çelik, Ç. ve Özdemir, T. (2017). Merkezi Standart Sınavlar ve Sınıfsal Ayrışma (Central Standardized Examinations and Class-Based Stratification). Eleştirel Pedagoji Dergisi, özel sayı.

Universities

Non-Governmental Organizations

Private sector

As the most important non-formal education institution in Turkey, public education centers have a very strong potential in terms of both their programs and their target audience. According to the data of the Ministry of National Education for 2021, there are 995 public education centers spread across the country.

The first thing that strikes the eye in Public Education Centers is that neither ministry officials nor teachers are aware that they are serving in an adult education institution. Even today, adult education is generally still framed as an extension of school.

As a matter of fact, the majority of administrators working in public education centers have not received any training for adult education. Research also shows that adult education activities in Public education Centers are carried out by administrators and teachers who have no prior training in adult education and training. However, it is clear that the development of the field of adult education depends primarily on the well training of its own staff.

Please see the statement of a teacher working at Public Education Centers clearly reflects the problems faced by teachers in this regard:

> I was working with children before, I didn't know anything about adult education, I didn't know the system, then I learned from the teachers here, but I know that I floundered for a few months. In fact, here they throw the teacher who doesn't know how to swim into the sea, he learns how to swim himself.

If you want to know more about this, you should definitely take a look at these two recently completed PhD theses:

Gülçin Yılmaz (2023). Public Education Centers As An Adult Education Institution In Turkey. Ankara University.

Uğur Karaman. (2023). Altındağ Public Education Center As An Adult Education Institution. Ankara University.

In addition to Public Education Centers, there are new actors that have recently entered the field of adult education. NGOs are at the forefront of the field. Especially in the 2000s, education policies are carried out through World Bank-supported projects within the framework of democratization and structural adjustment policies under the name of "equal opportunity". And NGOs are expected to play an active role in these projects. In the current process, the strategic and action plans of almost every organization include the expression of more cooperation with NGOs.

The rise of civil society at the global level and international cooperation, especially in the process of integration into the European Union, the European Commission's training programs and the funds have increased adult education activities in NGOs[3].

In addition to NGOs, local governments are also prominent actors in the field of adult education. Since the mid-90s in Turkey,/ there has been a great increase in the duties and functions of local governments,/ especially in social policy areas such as social assistance, social services and education.[4]

Among local governments, the Istanbul Metropolitan Municipality (IBB)is the one which provides the most comprehensive adult education services. All metropolitan municipalities have a significant organizational capacity in education services. As a matter of fact, local governments provide a wide range of education services, such as opening pre-school education institutions, providing vocational trainings and establishing youth centers.

Universities have also recently been providing education to adults at continuing education centers. Today, almost every university in Turkey offers a lifelong learning center with different content and arrangements. Continuing education centers aim to contribute to the professional development of individuals within the scope of lifelong learning.

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[3] Okçabol, R. (2009). AKP'nin Eğitim Karnesi (AKP's Education Report). Eleştirel Pedegoji Dergisi, Sayı 1.

[4] For more information: Ersöz, H. Y. (2007), "Yerel Yönetimlerin Yetişkin Eğitimi Alanındaki Etkinlikleri (Local Governments' Activities in the Field of Adult Education)", Editör: Muhammet Altıntaş, İSMEK Öğrenen Toplum İçin Yetişkin Eğitimi Sempozyumu Bildirileri, 05 Mayıs 2007, İstanbul, İstanbul Büyükşehir Belediyesi Sanat ve Meslek Eğitimi Kursları (İSMEK) Yayınları./

Erder, S. & İncioğlu, N. (2008). Türkiye'de Yerel Politikanın Yükselişi (The Rise of Local Politics in Turkey). İstanbul Bilgi Üniversitesi Yayınları. / Sezer, Ö. (2008). Küreselleşme Sürecinde Türkiye'de Yerel Yönetimlerin Yapısal Ve İşlevsel Dönüşümü (The Structural and Functional Transformation of Local Governments in Turkey During the Process of Globalization). Yayımlanmamış Doktora Tezi. Gazi Üniversitesi Sosyal Bilimler Enstitüsü.

In addition to those recently, many companies have started to open certificate programs.

Since we have talked about the institutions that provide adult education; now we can move on to the Second axis, which is Adult Education and Learning Areas.

What are they?

literacy and basic skills;

continuing education and vocational skills; and

liberal, popular and community education; citizenship skills

Lets start wtih literacy and basic skills. In fact, literacy problem constitutes an important subject for the nearly two hundred years of westernization and modernization history of Turkey. Since the establishment of the Republic, six major national literacy campaigns have been organized in order to improve literacy, and important attempts have been made towards the schooling of the entire age population.

According to official data, approximately 2.5 million people are still illiterate in Turkey. However, the reliability of such adult literacy statistics is highly questionable.It's questionable because, It has been proven that there are serious quality problems in adult literacy courses in Turkey. In other words, there is a serious population that counts as literate in statistics but whose actual literacy skills are questionable.

Put it in a nutshell, adult literacy is one of the most challenging educational problems in the country. In fact, according to the PIAAC results for Turkey, almost half of the adults are surveyed at the first level or below in both verbal and quantitative skills (45.7% in verbal and 50.2% in quantitative).

Adult literacy courses have been conducted in Turkey through Public Education Centers (PECs),/ which have been operating at the national level for the basic education of adults since the past. However, in a study conducted on these courses[5], it was found that approximately 85% of the participants in literacy courses were not at the desired reading level. Therefore, it can be

[5] Yıldız, A. (2010). Birinci kademe okuma-yazma kurslarına katılan yetişkinlerin matematik becerileri üzerine bir araştırma (A Study on the Mathematical Skills of Adults Participating in Basic Literacy Courses). *Eğitim ve Bilim. 35*(158), 28-43.

assumed that the literacy skills of the adults who participated in the courses did not reach the expected level and their reading skills remained dramatically low.

Adult literacy policies and practices in Turkey are influenced by global trends of course. Neoliberal influences under the name of globalization have became on the main agenda with the emphasis on reducing and cutting public resources/ allocated to education.

Although the state's support in this area continues, approaches that distribute responsibility to social partners and NGOs/ have been on the agenda since Jomtien[6]. Since the illiterate and low-literate people are concentrated among the poor almost all over the world, there are no conditions for this field to be opened directly to the market.

Socio-demographic indicators of illiteracy in Turkey present a rather pessimistic Picture due to the size of this population. Within this picture, illiteracy is concentrated among women in terms of gender; elderly in terms of age, those living in rural areas in terms of settlement; citizens located in the eastern regions in terms of geography.

Although illiteracy has begun to be diminished through various regulations, projects and campaigns, unfortunately, today it still continues to be a legacy handed down/ from generation to generation. In this sense, it is important to reveal the barriers of illiterate women's participation to literacy courses and to develop social policies accordingly. Since the problem is not only related to women, but also to the elderly and rural people, it is clear that special measures should be taken for these segments of society. It’s an urgent necessity to initiate new practices for the participation of these groups in literacy courses.

These courses often do not have the content to empower these groups and to help them opening a new window. One woman's statement makes sense in this context:/ "Why should I read, will it change my life?". For more detailed information on the subject,/ I suggest you take a look at these two theses:

Zeynep Alica, (2015). An analyse of empowerment of women based on experiences during literacy education. Ankara University.

[6] Sayılan, F. (2009). Yetişkin Okuma Yazma Öğretimi ve Temel Eğitim Programı ve Ders Kitapları: Eleştirel Söylem Analizi (Adult Literacy Education and Basic Education Program, and Textbooks: A Critical Discourse Analysis),” Eğitim Bilim Toplum. Cilt 7, sayı 26, Bahar 2009: 39-68.

Nagihan Gökçe (2016). Reasons of women for non-participation to adult literacy courses and their strategies to cope with challenges they face. Ankara University.

The main problem of all literacy courses in Turkey is the approach that defines literacy only as a "skill". because according to this approach, literacy is reduced to a technical issue that has no connection with specific life experiences, the literacy problem is perceived as a "statistical issue"[7].

This understanding, which limits learning to read and write with the process of acquiring a mechanical skill, has often not shown the attention it deserves to the socio-cultural context. However, as critical educators[8] emphasize, being literate is not limited to how to learn to read and write. At the same time,how and where literacy practice will be used is related to the individual's position in social life in terms of socio-economic status, gender and educational background.

In brief the literacy approach in Turkey assumes that the problem would be solved only in the classroom by detaching it from its social context. It is not concerned with empowering trainees to participate more actively in public/social life.

After literacy, the topic we will deal withis vocational skills. Technical vocational education and training (TVET) represents an important means of empowering/ individuals, institutions and businesses to adapt new socio-economic changes.

I would like to start this subject with a quote from Eduard Lindeman, one of the pioneers of our field, from his work titled “The Meaning of Adult Education”written in 1926. According to him, education “as a life-related process is about non-vocational ideals, or rather it starts where vocational education left off, and its purpose is to give meaning to the whole of life”.

[7] For more information see: Nohl, A. M. & Sayılan, F. (2004). *Türkiye’de yetişkinler için okuma yazma eğitimi. Temel eğitime destek projesi teknik raporu(Adult Literacy Education in Turkey: Technical Report on the Basic Education Support Project for Adults)* . Ankara: Milli Eğitim Bakanlığı Avrupa Komisyonu / Yıldız, A. (2006). *Türkiye’de yetişkin okuryazarlığı: Yetişkin okur-yazarlığına eleştirel bir yaklaşım (Adult Literacy in Turkey: A Critical Approach to Adult Literacy)*. (Doktora tezi). https://tez.yok.gov.tr/ UlusalTezMerkezi

[8] For more information:Freire, P. (2016). Ezilenlerin pedagojisi. (D. Hattatoğlu & E. Özbek, Çev.) İstanbul: Ayrıntı Yayınları. (Orjinali 1968’de yayımlandı) / Freire, P. ve Macedo, D. (1998). Okuryazarlık: Sözcükleri ve dünyayı okuma. Ankara: İmge Yayınları Shor, I. (1992). Empowering *education: Critical teaching for social change*. Chicago: University of Chicago Press./ Street, B.V. (1989). *Literacy in theory and practice*. New York, Port Chester, Melbourne, Sydney: Cambridge University Press.

Interestingly, nearly a century after Lindeman,/ we can say that/ we have come to the point/ exactly opposite of what he said. As many leading adult educators say, now; lifelong learning has largely been reducted to vocatıonal traınıng.

As dear Dr. Erhan Bağcı says; "lifelong learning itself becomes a skill in the face of necessity, on the other hand, it is presented as a magic formula for solving all kinds of employment problems[9]"

The conceptual diversity has come to an end by the 90s, and the lifelong learning has became the dominant discourse. In this period, LLL started to be mentioned with market arguments frequently used by neo-liberal politics such as knowledge-based economy, ensuring employability, gaining skills and competitiveness.

Besides that, the system in formal education has become completely exam-oriented in this period. In non-formal education also, this process is moving towards becoming certificate-oriented. Certificate and exam-oriented education often leads to devaluation of learning. In both of them, the aim is often not to learn but to achieve a certificate or a diploma.

The main phenomenon that needs to be mentioned in this regard is certificate fetishism. In the neoliberal era, it's become a necessity to document previous learning, to make new additions to abilities and skills, to collect as many certificates as possible in different fields. However, this situation, which I called "certificate fetishism", is not essentially related to learning from educational activities, but to receiving certificate officially.

To illustrate this, let's have a look that two citizens who attended the herd management and the heating course[10]:

> They told us the lessons with pictures and movies. But I have already been a shepherd for years. It was a little funny for us. We said that maybe those who told the lessons on the computer haven't seen even a sheep. (…) We went because we were going to get a document, certificate, and there was nothing much to learn. They just told something.

[9] Bağcı, Ş. E. (2015). The political economy of lifelong learning in international organisations. *International Journal of Educational Policies, 9*(1), 31-44.

[10]The quotations are taken from: Korkmaz , N (2022). Yaşam Boyu Öğrenme Politikaları Bağlamında Türkiye'te Yetişkinlerin Mesleki Eğitimi (Adult Vocational Education in Turkey in the Context of Lifelong learning Policies). (Doktora Tezi). Yayımlanmamış Doktora Tezi. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü

> And we've been shepherds for years. Sometimes we did not go to most classes. They ignored it because we had lots of things to do at work.
>
> We have been managing the heating system for years. We maintain them, we clean them. We went to the course when my brother needed a certificate. Maybe one day we would need it too. We used to use coal, now natural gas is easier, but of course it is dangerous. (...). But you learn this job when you learn the machine or the heating boiler. It's not something that can be done with a course.

As you can see, in some courses trainees are told what they've already known and the training becomes just a burden for formal nessecities. Therefore;/ the educational process becomes meaningless.

Today, certificate courses are opened by NGOs, private and public universities, local administrations, private organizations in a wide variety of fields from personal development to vocational certification. Thus a kind of certificate market is established.

If we summarize the trends/ regarding vocational education,/ we may say the following:

First of all, the adult vocational education system gives priority to meeting the needs and demands of the labor market. Second, this system provides skills more than profession, It emphasizes certification rather than employment. Finally, by breaking away from traditional education,"marketable, instrumental" learning comes to the fore.

Let's move on another subject. In regards to citizenship skills; we can say that we are going through a historical period/ in which liberal, popular and vommunity education has been subordinating. It should be noted that for all vulnerable social groups in Turkish society who do not have a demand for employment, such trainings are a breathing space. Especially for women who has a limited sociality, for the disabled and for the elderly, these trainings are more than just a training. In fact, it is known that the participants of these trainings are empowered psychologically the most rather than the other empowerment areas. Such that, one of the participation patterns in publıc education cernters has become "participation for therapy purposes". According to the statements of many teachers, lots of women who are depressed attend the courses at the recommendation of a doctor.

Here, I would like to underline a little bit of citizenship education. We may observe that there's been slightly less progress made in citizenship education compared to the other areas of learning

at the global level. In fact, in the "5th GLOBAL REPORT ON ADULT LEARNING AND EDUCATION" published in 2022, sixty per cent of member states reported that they have improved their policies for adult learning and education, while the same cannot be said for the citizenship education sub-heading.

There've been important discussions on citizenship skills recently. In these debates, it is emphasised that economic and social development is not possible without the democratic participation of citizens.

The proposed framework for democratic participation is often centred around NGOs. In fact, NGOs have considerable potential to fill the gap in the provision of adult education. Indeed, they can work together with local and central authorities and, since they are flexible initiatives they can reach disadvantaged groups more easily.

On the other hand, it must be noted that such expectations have not been met so far. At this point the function of NGOs should be debated as either questioning the neoliberal destruction or mitigating the effects of neoliberalism. For example in Turkey, educational projects funded by the World Bank are implemented in order to alleviate the negative economic and social impacts arising from the privatization. Because, as a requirement of the neoliberalism implemented in developing countries, the reduction in public expenditures leads to the collapse of the health and education system. Then, the World Bank lends to education and health projects as part of its poverty reduction strategy. The World Bank, in Monbiot's humorous expression, "first recommends breaking our legs, then suggesting a pedicure.[11]"

Another notable point is that NGOs organizing adult education tend to focus on micro issues and target audiences rather than macro problems during this process. Therefore, instead of solving structural, widespread and deep social problems, it creates an illusion that they're being solved. Finally, I would like to emphasize the importance of re-evaluating the increasing role of NGOs in the field of education.

Conclusion

I would like to conclude my speech with some of my predictions and observations in this field. The first thing I would like to emphasise is about the prevailing view towards adult education.

[11] Çulha-Zabçı, F. (2009). Dünya Bankası: Yanılsamalar ve Gerçekler (Illusions and Realities). İstanbul: Yordam Yayınları.

Even today, adult education is generally still framed as an extension of school. In this sense, the important thing is the training of adult educators. Effective teacher training and the development of professional standards for adult educators/ are driving progress in quality.

The second point I want to emphasize is about technology. The spread of online distance education, especially during the pandemic, has brought adult education to a wider range of audience. This is of course important and reveals new opportunities. But as a general observation, it should be said that this expansion does not reach all segments of society equally. Although the participation of women and youth has increased significantly, I think there are still serious barriers for the elderly, rural dwellers, prisoners and the disabled. It is one of the primary duties of adult educators to draw attention to this issue in the upcoming period.

There is an important emphasis that Adult Educators have always expressed: The ongoing challenge for adult learning and education is reaching those who need it the most. Participation in adult education remains the highest among those who have benefited most from education in the past. This is one of the most important issues that/ we still have to think about.

Another point I would like to underline is the recent tendency to replace the concept of education with the concept of learning. We witnessed a sudden shift from lifelong education to lifelong learning during neoliberal era. The transition from the concept of education to the concept of learning takes place along the axis of commodification. The risk of this orientation is that it may depoliticize the field and divert focus from issues such as equality, justice, public responsibility, the role of the state, democracy. This ongoing trend may lead to a situation where the public sector's responsibility is disappeared and the responsibility is left entirely to civil society or the private sector. The signals of this danger are given clearly.

It should be noted that the commercialization of adult education in this way/ leads to serious problems,/ especially in developing countries like Turkey, due to the significant population that lacks access to formal education,/ either partially or entirely deprived of their fundamental right of education.

I would like to conclude my words by saying, 'As adult educators, we must raise our voices and our organization for a better world.

Yes, I have thus concluded my speech. Thanks for listening.

ABSTRACTS

Directive adult education in a societal state of emergency: The tacit andragogical fight against the pandemic

Denise Klinge, Arnd-Michael Nohl & Burkhard Schäffer

The Corona pandemic brought societies into a state of emergency in which many governments attempted to educate their adult citizens to act in a pandemic-appropriate way. We situate this paper in the discourse around emergency education for adults. To elaborate this discourse, we examine the andragogical means by which different political leaders (in the United States, Sweden, Japan, and Austria) have imposed new orientations on their adult populations. An important common feature of their endeavors is the tacit nature of this andragogical fight against the pandemic. With a focus on Germany, we then examine other contexts of this directive adult education, among them the importance of scientific information transfer.

Keywords: COVID-19, adult emergency education, directive education, political leadership

Phases of the State's Pedagogic Action: The Turkish State During the Pandemic

Nazlı Somel

This presentation focuses on the state as a pedagogic actor in the example of the fight against the COVID-19 pandemic in Turkey, using Bourdieu and Passeron's (1990) approach and concepts. During 2020, the first year of the pandemic, the Turkish state promoted social and individual measures, which were mostly arbitrary in nature, while attempting to convince the public that they are objective and neutral to social differences. To be able to achieve these goals, the strategies of the government changed over time, such as using different pedagogic actors or an increased emphasis on individual responsibilities. However, the general characteristic of the pedagogic action, the "arbitrary cultural scheme", remained intact. I classified those changes as four phases of pedagogic action that helped to unveil how the state's pedagogic action was realized. The discourse analysis of state representatives' speeches (n=18) using the Documentary Method, in relation to the pandemic-related social events of the time, demonstrates the power of empirical analysis focusing on the question "how" in public pedagogy research.

Keywords: Covid-19 Pandemic, Turkey, State, Pedagogic Action, Arbitrariness, Symbolic Violence, Public Pedagogy

Physicians Against the State: A Discourse Analysis on the Counter-Hegemonic Struggle by the Turkish Medical Association During the COVID-19 Pandemic

Ş. Erhan Bağcı, Betül Yarar

The COVID-19 pandemic had tremendous impacts on every aspect of life at a global scale. It caused a death toll in dramatic numbers and an unprecedented challenge to public health, food systems, and the world of work and education worldwide. By disrupting the habitual practices of social actors and the established socio-political structures and regulations, such crises to this extent might create relevant contexts for both the reproduction of existing power relations and the transformation of them into a new form as well, since they are significant historical moments of unsettling the dominant rules and dynamics of power games. According to the Gramscian theory of hegemony, any moment of social crisis refers also to a moment of the interruption of hegemony that is secured by and for the power group(s) based on the consent of subordinate classes. What is the main point in understanding hegemony is that it emphasizes ruling by consent, not simply by force. Every relationship of hegemony is essentially educational in nature, since social consent can only be generated through the provision of a particular way of thinking and perceiving by a social/political actor to the mass public. Hence a hegemonic power block appeals to the social masses and make them believe that the current circumstances are inevitable and natural, which is a relationship based on teaching and learning in broader terms. The ruling parties and politicians are the actors of this political struggle involving intellectual leadership aiming to gain the consent of the popular masses. However, hegemony is also unstable and contingent due to ongoing power struggles through which the counter-hegemonic forces keep challenging the existing power structures and dominant discourses.

Within this theoretical framework, we argue that the COVID-19 pandemic, like any other type of social crisis, created a contested terrain of power relations and a significant moment of hegemonic struggle in Turkey. As the ruling party AKP aimed to sustain its ruling power by persuading people that the situation was under control, the counter-hegemonic forces sought to demonstrate that the AKP was not only incapable of effectively managing the situation but also implementing incorrect social, economic, and healthcare policies to combat the pandemic, which means during the COVID-19 pandemic, the hegemonic struggle was re-staged perpetually due to a crisis that stems from a massive health issue. Our study aims to examine the counter-hegemonic public discourses of the Turkish Medical Association (TMA), a non-governmental organization of physicians in Turkey, as one of the most effective counter-hegemonic forces during the pandemic. In accordance with this purpose, a discourse analysis

will be conducted on the counter-hegemonic discourse that was built and circulated by TMA in its periodical Pandemic Bulletins. TMA released 20 bulletins between June 2021 and February 2022, among many other press briefings during the pandemic. Preliminary analysis of the Pandemic Bulletins revealed that the TMA maintained a stance in which scientific and professional knowledge was turned to be a political discourse against the AKP. Further analysis is expected to provide an insight on how the TMA managed to utilize scientific and professional knowledge as a political discourse, and what other frameworks of discourse it employed to struggle against its rival.

Keywords: COVID-19, crisis, hegemony, discourse analysis, Turkish Medical Association

Neoliberalism, Adult Education and Certification

Nurcan Korkmaz

The discourse of certificate programs and certification of prior learning has become dominant in adult education in the neoliberal era. Certification is the official confirmation of certain characteristics of an object, person, institution or product in accordance with a standard. In adult education, a certificate or certificate of participation is given after training programs in order to confirm that a person has received education in a certain field. Today, most of the low-income, insecure and temporary jobs require a certificate in recruitment. In this study, the experiences and opinions of the adults who participated in the certificate programs, which have recently started to take an intense place in adult education programs in Turkey, have been examined. Qualitative research method was used in the study and interviews were conducted with 10 adults who participated in adult education programs to obtain certificates/documents for various purposes. According to the results of the interviews, the obligation to have a certificate/document in order to work or continue working in certain professions directs both employees, job seekers and employers to adult education programs. However, in this case, getting a certificate in a field prevents learning, and it leads to the formation of a kind of certificate society as individuals constantly participate in certificate programs to make themselves employable. On the other hand, it is seen that expressions devaluing education and the effort of trainers come to the fore in the discourses of those who participate in the programs because they have to obtain a document while they are currently working at a job. One of the interesting results of the interviews is that the participants stated that they learned more from their peers who attended the training than they learned from the formal training program.

Keywords: Adult education, certification, neoliberalism, devaluation of education

The Illusion of Learner Agency: A Neoliberal Perspective on Lifelong Learning and Education

Hande Özkeskin, Nagihan Gökçe

This paper critically examines the concept of learner agency in the context of the shift from lifelong education to lifelong learning, particularly within the framework of globalized and neoliberal perspectives. The popularization of agency, evident in OECD's 2030 learning compass, presents learners with the notion of having voice, choice, and ownership of their learning which seems to empower them with taking charge of their learning journey. However, a deeper analysis reveals that this notion of agency serves as a tool for governments to take a step back from their responsibility of providing quality education to their citizens.

This study adopts a literature review methodology to explore the concept of learner agency within the globalized and neoliberal perspective of adult education. Through an in-depth analysis of relevant academic sources, policy documents, and scholarly articles, the research aims to unravel the underlying motivations and implications of promoting learner agency in the context of lifelong learning and education. By critically examining existing literature, the study seeks to shed light on the ways in which agency is conceptualized and its relationship with neoliberal agendas.

Findings of the literature review indicates that agency as a term is popularized within neoliberal landscape. It is evident that learners are prepared for a world in which they hold the responsibility of their learning and take the blame of the consequences of their choices regarding their learning. This paper advocates for a reevaluation of learner agency within the realm of lifelong learning and education. Understanding the implications of this illusion of agency is crucial for steering educational policies towards a fairer and more inclusive approach, ultimately fostering a society that prioritizes genuine empowerment and socio-economic mobility for all its citizens.

Keywords: Lifelong learning, Lifelong Education, Agency, Adult Learners

Inclination of Young Adults towards Sustainability and Sustainability Education

Eray Sevingil Bilici, Yelkin Diker Coşkun

The purpose of the study is to demonstrate the opinions of university students taking a sustainability embedded English 101 course at a foundation university in Istanbul Turkey on the implementation of a possible sustainability education program and the three dimensions of sustainability. The study was carried out with the students who took or retook ENG 101 course

embedding the economic, social and environmental pillars of sustainability at Özyeğin University. as a freshmen course. Thirteen (13) semi-structured interview questions were formed and arranged based on the expert opinions of scholars in and out of the field. 14 (fourteen) students had online interviews to state their viewpoints via online interviews taking place in Spring 2022. NVivo qualitative analysis package was used to seek to identify the opinions of students with respect to a possible sustainability education program and its implementation along with economic, social and environmental pillars of sustainability. The study highlights learner experiences at a local and global level and whether students lead a sustainable life in and out of campus on a sustainable and green campus. Students note varying views on whether sustainable education program as they discuss whether a possible course could be mandatory or not apart from how to deliver the course; and their current courses on sustainability as well as whether they help them to lead a sustainable life. As for the economic dimension' students discuss financial policies, class distinction, responsible consumption while for social dimension, fairness, consciousness and sexism came to the fore. Finally, plastic, individual efforts and indifference towards the environment were elaborated under the economic dimension. The study provides further suggestions on a possible sustainability education program and its implementation, the possible outcomes of a course embedded into an English course laden with sustainability topics and SDGs (Sustainable Development Goals), and how university students may be assisted towards a sustainable future, and how their awareness may be reflected during their daily practices now and in the prospective future. That is, whether a transdisciplinary approach is possible. Educational institutions play a pivotal role in terms of sustainable development as they contribute to positive and behavioral changes. The role of educational institutions, regardless of the academic level, is crucial in meeting sustainable development goals. It is of utmost importance to inspire next generations and support them to put these sustainability development plans into practice and help them consider and work towards overcoming the challenges of the current world. Therefore, the importance of sustainability at higher education institutions matters and especially in Turkey where the efforts are being accelerated to compete in the global arena. Making use of an embedded course or implementing it as a sole discipline with the support of university-based practices to be implemented in and out of campus as in the current case may pave the way for future practices on sustainable education and sustainability.

Keywords: Sustainability, Sustainability Education, SDGs, Embedded Course Design

Ankara Olgunlaşma Institute As An Adult Education Institution

Zeynep İlhan

This study aims to reveal the transformation that has occurred in the role and functions of Ankara Olgunlaşma Institute, an adult education institution, throughout its historical process. Olgunlaşma Institutes are women's vocational trainig schools, predominantly consisting of women. They were established in 1945 with the goal of shaping the future of young girls graduating from girls' institutes. As one of the original educational institutions of the modernization of the Republic, Olgunlaşma Institutes are significant for enhancing women's power in cognitive, psychological, political, social and economic contexts.

It can be said that Olgunlaşma Institutes are the product of a long-term struggle in the journey from the traditional understanding of education that excluded girls in the Ottoman era to enabling them to support themselves through vocational skills and reaching a position to make a living with what they produce. However, it is clearly seen in the regulations and practice that these institutes, which still maintain their existence, have been transformed over the years in their functioning.

This research utilized document analysis, participant observation, and interview methods to examine the relevant topics in line with the objectives. The research aims to uncover the thoughts, behaviors, and interpretations of Ankara Olgunlaşma Institute's teachers regarding the institute's educational process. In this regard, a qualitative research approach was adopted. Document analysis, participant observation, and interview methods were employed to examine the relevant topics. National texts were studied to highlight the importance of Olgunlaşma Institutes in the modernization of the Republic. Relevant documents were scrutinized to demonstrate how the institute's roles and functions have transformed over time. Observations and interviews were conducted to explore participants' thoughts on the functioning and the process of transformation. Interviews were conducted with 11 participants, consisting of teachers and qualified instructors from Ankara Olgunlaşma Institute. Participants were included based on their seniority and work in different departments. Data collection tools included observation and semi-structured interview forms. Olgunlaşma Institutes' founding purposes, regulations, similarities, and differences were examined. Descriptive analysis and qualitative content analysis methods were utilized.

A significant change can be observed when comparing the founding purpose stated in the first regulation published on November 23, 1962, with the second regulation issued in 1996. Teachers who have been serving in this school for over 20 years express their concern that this

change could mark the end of the institution. It is crucial for this adult education institution, which has contributed significantly to women's empowerment, to remember its founding purpose. First seen in 1945, Olgunlaşma Institutes, established to provide employment opportunities for women, continue to play a significant role in women's empowerment according to participation patterns and monitoring data. The number of Olgunlaşma Institutes has reached 29 today. In line with the reform process initiated in 2019, there is a need to understand their past in order to shape the future of Olgunlaşma institutes, which are adult education institutions. This necessity underscores the significance of this research.

Keywords: adult education, Olgunlaşma Institutes

What Does the Architectural Structure of Public Education Centers in Turkey Tell Us in Terms of Adult Education?

Uğur Karaman, Mehtap Bulut

The architectural structure of public education centers in Turkey provides important clues and information in terms of adult education. This study is a case study to examine the architectural structure of public education centers in Turkey and the characteristics of these centers in terms of adult education. The main purpose of the research is to understand to what extent the architectural structure of public education centers reflects adult education features and costs.

The study is carried out on a sample selected according to different geographical features of Turkey. It reflects the different available public education centers identified using the Statistical Regional Units Classification (NUTS). Data were collected and analyzed using observation and documentation review.

The results are geared towards the goal of the ultimate training path of key elements such as practical and multipurpose use, user-oriented design, functionality and accessibility. This case study makes an important contribution to better understand the relationship between the architectural structure of public education centers and adult education. The research can provide guidance for the greater use of adult education in the architectural design of public education centers in educational planning.

Keywords: Public Education Centers, Architectural Structure, Adult Education, Case Study, NUTS

Institutionalization Of Adult Education Field At Universities In Turkey

Arzu Bektaş, Ahmet Yıldız

In this research, which was conducted to analyze the academic institutionalization of the field of adult education; It is aimed to evaluate the academic structure of the field in universities and the opinions, thoughts, and experiences of those who are studying at the doctoral level in the field related to institutionalization. The research was designed as a qualitative study, and data were collected through document analysis and semi-structured interviews. In the research, firstly, the current academic structure of the public/adult education field in universities was examined. Afterwards, interviews were held with 19 participants who were studying at the doctoral level in the field, including their views and experiences on the institutionalization situation. According to the research results, it has been observed that the field called Lifelong Learning and Adult Education is included in the academic structuring of 28 universities, but only 6 of them have active postgraduate programs. Doctoral programs are not available except for 2 universities. Those who completed their doctoral education were mostly employed in academia but in different fields. The academic staff of the adult education field, on the other hand, mostly consists of outsiders, except for 6 academicians. It is considered important that organization and solidarity should be developed for the institutionalization of the understanding of public education, which is nourished by equality and free thought.

Keywords: Adult Education, Lifelong Learning, and Adult Education, Academic Institutionalization

Socio-Educational Predictors of the Trust in Public Institutions in Serbia During the COVID-19 Crisis

Aleksandar Bulajić, Nikola Koruga, Tamara Nikolić

Since the emergence of COVID-19 epidemic, several studies addressed the question of which social factors can predict peoples' readiness to adopt preventive/protective measures and behaviours in response to the pandemic[1, 2, 3, 4, 9] . One of the most important significant predictor was shown to be confidence/trust in social, i.e. public institutions, such as health system, media and government[4], when controlled for additional factors e.g. affective-cognitive perceptions of the COVID-19 related crises, such as personal safety/risk and vulnerability. However, much less is known about which factors predict confidence in public institutions during the COVID-19 crises. Confidence in social/public institutions represents the belief that those possess adequate competencies and the ability to manage public health crises, as well as public policies

to be in the best interest of the population[4, 5]. The latter we understand as *trust*. The definition is a nucleus of the *recreancy* theory which comprehends trust in public institutions as a three-dimensional process (strong ties, weak ties, institutions)[6].

We aim to explore the predictive value of three factors regarding the public institution trust (PIT): critical thinking dispositions (CTD), media literacy and basic values composition, when controlled for perceived risk/vulnerability to COVID-19.

Critical thinking should not be considered only skills (the cognitive aspects), but the disposition to act and use those skills. In this research, we used the CTD scale which includes two domains: reflective scepticism and radical openness[7]. This instrument is based on the idea that engagement in reflective scepticism, beside understanding of assumptions, context, and alternatives bring adults closer to ultimate explanations (Brookfiled)[12].

Recent research suggest that individuals with higher level of media literacy are better prepared and more willing to take experts' recommended preventive actions regarding COVID-19. Individuals with lower media literacy level, rather put trust in their own abilities to protect themselves[8]. These findings indicate that PIT may be dependent on media literacy level (measured with News media literacy scale[13]). Such conclusions would make media education an important feature to include in health promotion campaigns and a subject of adult education programs on a more frequent basis.

Several studies put the focus on the interaction of basic human values according to Schwartz model[10] of values (see Short Schwartz value survey[14]) and compliance to institutional guidelines for preventive/protective measures during COVID-19 pandemic[11]. For example, it was found that the higher individual importance of values related to self-transcendence (e.g. responsibility) and conservation (e.g. security) the higher probability of compliance to COVID-19 protective behaviour guidelines[11].

This correlational study is focused on finding the optimal model of prediction for PIT, composed of the abovementioned factors, including socio-demographic and ALE predictors. We hypothesise results would show a number of interactions between the given predictors and that the research could contribute to further understanding of the intertwinement of CTD, media literacy and basic values for health crisis management in general.

Keywords: confidence in public institutions, critical thinking dispositions, media literacy, basic human values, COVID-19.

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Çankaya Municipality District Theaters Examination in Terms of Adult Education

Hakan Serhan Sarıkaya

Theater studies have important pedagogical functions for participants and audiences. The art of theater, which has been the carrier of culture since the existence of societies, plays an important role in overcoming cultural blockages and taboos with its critical approaches. When all these dimensions are evaluated, it is seen that the art of theater is a functional public education tool. It is very important that theater education activities are based on the dialogue of equals as much as the active participation of the learners in the learning processes. In educational activities; Participants find the opportunity to develop and transform themselves through workshops based on personal development and creativity such as diction, rhetoric and acting. The art of theater is an important part of cultural and educational activities in social development studies. Many theater theorists and educational scientists such as Brecht, Boal, Baltacıoğlu conducted important studies in the field of theater pedagogy.

Spreading contemporary and traditional theater activities in every region in Turkey was realized between 1932 and 1950 through Community Centers which operated as an adult culture and education institutions. Play staging and touring activities were carried out with local theater groups consisting of volunteer participants in all provinces, districts, and villages. Local Community Centers theater groups consisting of participants in many provinces and districts were trained and play staging activities were carried out. The values, principles and history of the newly established Turkish Republic; In a period of twenty years, it was transferred to the audience through plays. Together with the theater in the Community Centers, a culture circle has been created through other arts activities such as literature, cinema, music, photography. In this way, new generations with secular and scientific thinking were raised. The closure of Community Centers after the 1950s led to the disintegration of the voluntary theater groups carried out under the umbrella of Community Centers. Some local attempts to fill this gap until today have not been enough.

Çankaya Municipality started to open Çankaya Houses in the districts in 2007, based on the example of Community Centers. The number of these centers today, in which professional and personal development courses are given in various fields, has reached thirty. Çankaya Municipality started the "Çankaya Municipality District Theaters Project" in January 2023 with the aim of spreading the art of theater in the districts and benefiting different segments of society from this art. The dance and conference halls in the municipality's "Çankaya Houses" located in the districts were found suitable for the workshop studies of the project. Three municipal cultural centers were considered suitable for the staging of the plays. The project came to life with the workshops conducted by the trainers provided by Çankaya District Public Education Centers. Theaters started giving their first performances to the audience in June 2003.

In the research, descriptive method and observation technique were used. The district theaters of the Municipality of Çankaya; Its aims, participants, trainers, representations and instructions are examined within the framework of similar projects conducted in the past and present, and in terms of adult education dimension. It is emphasized that the project, which contributes to the field of adult education, where the participants are liberated through workshops and play staging, can find the opportunity to be implemented in different municipalities.

Keywords: Adult Education, Theater in Education, Drama in Education, Theater in Local Government

Adult Education in Turkey from the Situated Learning Perspective

Ali Tansu Balcı, Ayşe Cansu Özdemir

In general, the field of adult education focuses on the learning processes of learners from their own experiences, while the situated learning approach describes how adults learn in a given situation within their experiences. In this approach, learning is not a practice as acquiring theoretical information individually, it rather occurs naturally when an individual experiences a certain situation first directly. The situation is not just a background that affects learning; rather, the situation is part of learning. Crisis periods also affect learning practices as a situation that directly affects the lives of adults. The pioneers of the situated learning approach, Lave and Wenger, present this approach as a new analytical approach to education rather than a pedagogical strategy and emphasize how community membership and experiences shape learning. The main emphasis in this approach is the conceptualization of communities of practice. This concept implies that individuals learn in practice and develop identity by

participating in certain communities in daily life. The learning and identity development processes that take place in communities of practice reveal the context of learning.

In times of crisis, adults' belonging to their communities becomes stronger, and sharing of experiences within the community comes to the fore. As seen especially in the Covid-19 pandemic, people have tried to overcome the crisis by coming together through communities. Similarly, during periods of wars and migrations, sharing of experience within the community becomes prominent. In short, in the neoliberal era, where inequalities deepen, crises intensify and individuality is imposed, adults try to exist in communities. At this point, the situated learning approach and its perspective of communities of practice reveal a different perspective in adult education.

In underdeveloped countries such as Turkey, crisis periods are more severe, and the mechanisms by which individuals can overcome the crisis are more limited. However, studies focusing on the learning of adults in the community in times of crisis, as well as communities of practice, are limited. On the other hand, research on situated learning approach in Turkey is generally carried out in school settings. However, in the situated learning approach, out-of-school environments come to the fore, and the learning of individuals in the community is emphasized. Especially in the field of adult education, the conceptualization of communities of practice offered by the situated learning approach will enable us to make sense of the learning of adults in times of crisis in Turkey.

In this context, this study highlights the situated learning perspective, which has been ignored in adult education research in Turkey, and focuses on the learning of adults through communities of practice in times of crisis. There are many communities of practice in Turkey, such as ecological, political, communal, local, women's, and immigrant communities, however, there are no studies that address these communities from a situated learning perspective. This research aims to open the situated learning and community of practice approach to discussion in the field of adult education in Turkey.

Keywords: Community of practice, situated learning, adult learning

Learning biographies under the pressures of crisis

Rob Evans

Learning biographies, in which the layers of experience of a lived life (as well as of the resources of 'unlived life') are drawn upon, are situated in, and create, very personal storied

spaces which process in complex ways the historical/physical spaces of learning and change formerly available or passed through by the tellers. Biographical knowledge, I propose, is the prerequisite for biographical reflexion, i.e. being able to think your own biography through anew, and form it anew. In times when demands on people come as drastic changes, this type of knowledge serves as crucial biographical competence.

This paper will consider two strands of research separated in time by almost a decade, though united in the narratives of young adults separated from their homes and their recent past lives in an area of Europe which is currently engulfed by conflict. The biographical interviews – in-depth unstructured interactive interviews in some cases conducted over months and years - span an arc from the immediate learning situation of the individual to complex and potentially threatening spaces of political, social, and emotional dislocation. Biographical narratives constructed in interview talk become an important place in which the search for individual meaning-making in times of harsh biographical transition can be heard.

Learning discourses hearable in such biographic narratives involve:

- interaction and relations of reciprocity between individual subjects and their life narratives in transition and crisis
- the changes imposed by civil crisis on narrators' own and on others' words, on their very narrative resources, threatening the language hitherto used to describe themselves and the world
- the relationships the narrators affirm or deny to formerly recognised groups or to recognised values or characteristics, identities or discourses, be they political, affective, linguistic.

Raymond Williams pointed out the deep penetration of identification processes in the material lives of individuals; the rules of society, he concluded, "run very deep". Interpellation of these lived rules in biographical interviews, which means directly questioning everyday lived routines and life in the present, encounters the difficulty individuals have of verbalising the meaning of 'here' and 'now' when the here and now fall apart in crisis.

The first focus is on the troubled experience of young adults coming to terms in a foreign country with the outbreak of war in their Ukrainian home in 2014. The second case is based on the long narrative of a young Belarusian, from political opposition in 2020 through exile to accommodation and internal emigration.

This paper wishes to explore the possibility of identifying the crucial relationship between crisis and narration, investigating the disruption of the life story which takes place as individual learning biographies are swept up by larger social events.

Keywords: biographical discourse, language and identity, learning and crisis

The Search for Emancipating Education: From Empire to Republic

Birgül Ulutaş

Parallel to the centralization and nationalization processes of political systems in the nineteenth century, education has been one of the most important pillars of the developing power of states. Education was controlled by the states, secularized, and used to promote national identity and ideology. Undoubtedly, this is also true for Turkey, which turned from an empire to a republic at the beginning of the 20th century. The basic dynamics of this transformation that came with Atatürk's revolutions; although it contains important oppositions between a theocratic empire and a secular nation-state; are not disconnected from the imperial structuring and its roots go back to the 19th-century educational institutions.

The modernization of the Republic, which is expressed in terms of "modernization, reaching the level of contemporary civilizations or westernization" by the founding leader; is the continuation of the modernization adventure that started with the realization that the Ottoman Empire lost its military superiority against the West for the first time at the end of the 17th century. Education was given an exceptional meaning throughout the history of the Ottoman Empire and the Republic, in a series of hasty reforms made to compensate for the four-hundred-year delay against the Western countries in this modernization adventure. In the process that started with the Ottoman Empire and continued with the Republic, the basic trends envisaged in modernization theories could be followed. There have been a series of changes that will erode the previous patrimonial structure in the direction of centralization and the weakening of traditional sources of authority, differentiation, specification of political institutions, and increasing participation in politics. However, instead of this patrimonial structure, a rational-legal system in the Weberian sense could not be developed. The change has resulted in questioning the Eurocentric positivist modernization theories' teleological and non-cultural "progress" and "growth" assumptions. The educational and cultural atmosphere, which was shaped under the influence of French and Anglo-Saxon thought throughout the process and emphasized the reconciliation between the nationalities, evolved into the idea of unity, and Turkish nationalism, which accompanied the collapse of the Empire. The progressive education

structure, in which it is important to train civil servants with an elite bureaucracy understanding, has turned into a developmental education structure, in which it is important to train efficient manpower with the influence of the capitalist market economy. In this process, an instrumental value was attributed to knowledge and education. In the end, it is stated that what remains in Turkey is underdevelopment "doomed to vacillate between populism and military regimes of various colours".

At the end of the nineteenth century, Marx and Nietzsche, who experienced a world where everything was pregnant with its opposite, sought opportunities to cope with the dilemmas of the modern world, through new people with the courage and imagination to create new values by defying the present. Today, in the new forms of sovereignty undertaken by transnational corporations, nation-states, sub-national structures, and local and non-governmental organizations, new values that will oppose this fiction will only be possible with an education that does not instrumentalize humans and offers them the possibilities of liberation.

Keywords: Modernization, education policies, 19. Century, Ottoman Empire, development

Responding to Crisis and advocating for Adult Learning and Education in the concept of Lifelong Learning. An international study with eight countries from four continents

Anke Grotlüschen, Alisa Belzer, Markus Ertner, Keiko Yasukawa

The CONFINTEA VII conference in Marrakech 2022 revealed that adult education and learning (ALE) improved in many ways and in many countries but that ALE opportunities still do not reach those who need it most (Boeren & Rubenson, 2022). Moreover, in the Sustainable Development Goals on Education, ALE seems to disappear in the broader concept of lifelong learning (Benavot et al., 2022). This situation led to a study, funded by DVV-International and carried out by scholars from three countries. DVV-International holds offices in 30 countries around the world (https://www.dvv-international.de/en/about-us/profile). DVV-International builds it work on improving framework conditions, capacity development and implementing pilot activities on the community level.

This study applies theory of macro-, meso- and micro levels of adult education and learning (Egetenmeyer et al., 2017; Tietgens, 1991). The research questions aim at *efficient strategies for the implementation of adult learning and education* as well as *hindering factors*. Focus group and expert interviews took place with 27 resource people from Brazil, South Africa, Ukraine, Kyrgyzstan, Jordan, India, Thailand and Australia. The method of constant

comparison via Grounded Theory was applied for the interview analysis (Strauss & Corbin, 1996). MaxQDA software was used for inductive categorizing.

A supportive factor for overcoming crises is the existence of national associations for adult learning and education that aim at social justice and advocate for the implementation of ALE as a system. However, the data reveal a clear power relation between meso level advocacy activities (by associations, peak bodies and researchers) and macro level impact (onto educational ministries or ministries of labor). One of the policy strategies applied by the ministries is called "empty signifier" by the interviewees: Following (inter)national pressure, ministries implement policy strategies and white papers, but they do not add funding or budget.

The inductive approach also allows to see how micro-level answers emerge as an effect of being underserved for decades. This shows that people do not trust in the regular policy-making process anymore. Individuals and communities use civil disobedience, self-help groups and community-based activism in order to overcome ecological disasters, food insecurity due to lockdowns, war and refugees, gender-based violence and many other disastrous experiences where they feel left alone by their governments.

Keywords: Adult learning and education, lifelong learning, sustainability, crises

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Examining the relationship between prospective teachers' philosophy of education and lifelong learning tendencies : A longitudinal study

Yelkin Diker Coşkun, Meltem İpek Öner

This research aims to investigate the relationship between pre-service teachers' philosophy of education and their lifelong learning orientations. The study recognizes the significance of understanding the factors that shape pre-service teachers' attitudes towards lifelong learning, as it has implications for their professional development and effectiveness as educators. This research employs a quantitative longitudinal design. The survey method is used to investigate the pre-service teachers' philosophy of education and lifelong learning orientations. The scales named "Lifelong Learning Tendencies" developed by Diker Coşkun and Demirel (2009) and "Educational Philosophy Tendencies" developed by Aytaç and Uyangör (2020) are utilized. The survey includes standardized scales that assess various dimensions of philosophy of education as well as dimensions of lifelong learning orientations. The first-round data is gathered from the1st year students of the Faculty of Education at Yeditepe University in the Spring Semester of the 2020-2021 Academic Year, and the same tools are planned to be employed to the same sample in the Spring Semester of the 2023-2024 Academic Year (4th year students). The data collected from the survey is to be analyzed using appropriate statistical techniques, including correlation and regression analyses, to examine the relationship between these variables. The findings of this research are expected to contribute to the existing body of knowledge in education, adult education, and teacher development by shedding light on the connection between pre-service teachers' philosophy of education and their lifelong learning orientations. The implications of this research extend beyond pre-service teacher education. Understanding the relationship between philosophy of education and lifelong learning orientations can inform instructional practices and professional development programs for in-service teachers. By promoting student-centered pedagogies and cultivating lifelong learning attitudes, educators can create learning environments that foster curiosity, critical thinking, and continuous growth among their students.

Keywords: educational philosophy, lifelong learning, teacher education

The Transformation Journey of Teacher's Professional Development in the International Baccalaureate Program

Hülya Bayram

As in every professional group, the professional practices and social position of teaching are shaped under the influence of economic and political balances. For this reason, each period creates a unique type of teacher. Today, the winds of change that accelerate due to many factors directly affect the education system and thus the teaching profession. Especially with globalization, humanity has started to gather on a common denominator and has started to design new education programs based on intercultural thinking and understanding systems to support this common understanding.

The IB (International Baccalaureate), which provides a great change in the education system with the effect of global transformation, has also started a wind of change and transformation in the stakeholders of this education system. For this reason, Transformative learning, which was first created by Jack Mezirow in 1978, is an effective guide in explaining and making sense of this transformation. This theory, which focuses on adult education, focuses on how an individual or a group transforms. This theory, which brings new dimensions to the basic concepts established in education with a critical perspective, has attracted attention in the education community. As a blend of models and theories, Transformative Learning has gained new dimensions with many new views as time has progressed. Transformative Learning is the individual's learning to question his/her own views, thoughts, beliefs, perspectives and experiences for a purpose in personal development. In other words, it is the individual's search for new analytical and affective ways of understanding the environment by developing a critical attitude towards these issues. In this study, the role of the IBDP system in the teacher's transformation journey will be evaluated by using the guidance of Transformative Learning Theory in analyzing and interpreting the academic and social transformation of IBDP teachers, who should be active not only as teachers but also as learners in the world of education.

The study group of this research includes teachers from different branches who have gained experience in the International Baccalaureate Diploma Program in IB schools located in various cities of Turkey. Since the interviews were based on exploring certain experiences and issues, semi-structured interviews were used to reveal the issues. In accordance with this type of interview, the interview questions focused on the concept of "Transformation" and were composed of open-ended questions with a flexible structure.

Eight themes were identified in line with the problem questions "*What are teachers' views on the reflection of the International Baccalaureate Diploma Program on teachers' professional development?", "What are the transformation experiences of teachers in the International Baccalaureate Diploma Program?", "What are the difficulties experienced by teachers in the International Baccalaureate Diploma Program?", "What are the opportunities captured by teachers in the International Baccalaureate Diploma Program?"* and "Has there been a *change in teachers' professional and social perspectives and habits of mind with the IB system?*". The themes are as follows: *experience, critical reflection, rational discourse, contextual awareness, holistic discourse, authentic relationships, circle of reference and perspective transformation (paradigm shift).* At the same time, these themes, which are the dominant concepts of transformative learning, were analyzed in line with the ten steps determined by J. Mezirow for the Transformative Learning theory, which has the nature of self-actualization, and findings on the teacher's journey of transformation were reached. These findings obtained during the study process will be interpreted in line with the views of J. Mezirow, P. Freire, E. Taylor, J. Habermas and T. Khun, who are important names of Transformational Learning Theory. In particular, the impact of IBDP, an international education system, on the development of teachers will be discussed from different perspectives such as curriculum, examination system, institutional structures, management and geography, bringing different perspectives to the research topic and comparing the contributions of national and international curricula to the transformation journey of teachers.

Keywords: transformative learning, teacher transformation, teacher professional development, IBDP education

Women Cycling Against the Grain: Bicycle as a Tool For Transformation,

Zeynep Alica

Women are surrounded with gender roles, patriarchal values and neoconservative attacks in societies which contininue to label them as “the second sex”. In order to resist this siege, cycling together or alone creates a hopeful field where women learn a lot and gather new forms of knowledge to transform both their own lives and society.

Cycling itself seems to work as an alternative learning tool and field for the several crises humanity is face to face. Women’s narratives show that cycling is seen an alternative to the ecological crises world is facing. It is a tool opening up the horizons of the people both with its

practical usage in the city and with the philosophical perspective it offers. Cycling groups create emancipatory learning circles for women as well.

This paper asks questions about women who transform their frames of references while cycling against the grain, against the expectances of the society. In depth half structured interviews with 12 women have been conducted for the research. Their narratives have been analysed under themes that are determined through transformative learning theory. Also three cycling groups' online platforms have been analysed within the scope of women's transformative learning experiences. The construction of alternative learning spaces is prominent to deal with multi-crises era we are in. Women's cycling experiences and groups they form in order to strengthen each other with their insistence and creativity present fertile reflection chances for alternatives. These alternative learning groups can be accepted as adult learning spaces with an agenda of liveable, egalitarian, greener planet.

Keywords: Cycling women, transformative learning, alternative learning spaces

Transformative Learning in Times of Crisis: Exploring the Emotional Dimension of Teachers' Experiences During the Covid-19 Pandemic

Gökçe Güvercin-Seçkin, Melike Türkan Bağlı

The Covid-19 pandemic was profoundly traumatic for the entire world as, during the period of the crisis, life was profoundly disrupted due to nobody really knowing what would happen next. The purpose of our study was to specifically investigate what impact the pandemic had on the experiences of teachers, specific focus on emotional dimension. The investigation involved expert interviews with 16 teachers using criterion-based snowball sampling, followed by analysis of the data using the documentary method. Mezirow's transformative learning stages were reinterpreted in the presentation of the study's findings in the creation of a new framework. This framework is composed of three orientations: despairing, conscientious, and surpassing. Partly due to poor management of the crisis, members of all three orientations were forced to rely on each other in its communal navigation. It was found that teachers in the despairing orientation group felt they were lacking in their professional belonging and commitment, while teachers with a conscientious and surpassing orientation were committed to the teaching profession, despite the systemic challenges they faced. It is hoped that the findings of the research offer a new perspective on how crises can be transformed into a space of emancipatory experience.

Keywords: Covid-19, teachers, learning in crisis, transformative learning, adult learning

Accounting and Finance Teachers' Metaphorical Perceptions of Online Courses During the COVID-19 Pandemic Period

Naide Gümüş Yalanuz

The novel coronavirus infection (COVID-19) that first emerged in Wuhan, China in December 2019, had become over time a pandemic affecting the entire world (WHO, 2020). As part of the fight against the virus, schools in 102 countries around the world were forced to shut down (OECD, 2020). As a result, the education of 1.6 billion students, which is approximately half of the global student population, was abruptly disrupted (UNESCO, 2020). In Turkey, to address the educational crisis in March 2020, urgent distance education has been initiated and various arrangements have been made covering all levels. In accounting vocational education, the objective is to equip students with both theoretical knowledge and practical skills required for the profession. A crucial element in achieving these goals is the effectiveness of the educator in transmitting information. Faced with the educational crisis caused by the COVID 19 pandemic, teachers had to quickly acquire and apply online teaching skills that they did not have before. This study is conducted to gain insight into teachers' experiences in developing and implementing this essential skill.

The purpose of the study is to reveal the perceptions of accounting and finance teachers about online courses during the educational crisis caused by the COVID-19 pandemic, through metaphors. The study adopts the phenomenological design, one of the qualitative research methods. Participants were selected using the snowball sampling technique, employing a maximum diversity approach. The study group comprised 18 accounting and finance teachers who taught online courses in different provinces of Turkey during the 2020-2021 academic year. Each participant was asked to complete the following sentence: "Giving online courses was like ..... Because ....." The data collected at the end of the study were subsequently analyzed using metaphor analysis.

According to the results of the study, the teachers participating in the study (n=18) produced 13 distinct metaphors to describe the experience of delivering online courses during the distance learning process. These metaphors were categorized into 2 themes expressed with the concepts of "uncertainty" and "non-interactivity". Nine metaphors fell under the theme of non-interactivity conveying messages about teachers' feelings during online courses while four metaphors pertained to the theme of uncertainty.

The results underscore the communication problem experienced in the crisis period of online course delivery. Only one of the metaphors positioned in the theme of non-interaction theme

conveyed a positive sentiment while the other 8 metaphors depicted negative emotions felt. This leads to the conclusion that there is a significant interaction problem in online course delivery which was hastily implemented as an immediate solution to address educational needs during the crisis prompted by the COVID-19 outbreak. The metaphors within the uncertainty theme also reflect negative attitudes. In the educational process during the pandemic period, teachers perceive themselves to be in a state of ambiguity and unable to make predictions about the future.

Keywords: Crisis, online education, accounting and finance education, metaphor analysis

Hybrid peer-group mentoring based on possible selves theory: A promising new approach to develop teacher idenity

Seray Tatlı Dalioğlu

The development of a strong teacher idenity during the transition from pre-service education to the initial years of teaching is critical for educators' professional growth and retention in the profession. This paper proposes a promising new approach to facilitate teacher identity development through hybrid peer-group mentoring based on the framework of possible selves theory. The significance of establishing connections between pre-service teacher education and the early stages of teaching has been highlighted in previous research. Becoming a teacher involves an ongoing process of identity creation and change, where individuals build dynamic connections between their past, present, and future selves. Professional learning in teaching is closely related to the individual's efforts to forge a sense of self as a teacher rather than just acquiring technical knowledge. Mentoring relationships play a crucial role in shaping teacher identity. While traditional mentoring models are hierarchical and imitative, peer-group mentoring offers a more interactive and exploratory approach. The hybrid peer-group mentoring model presented in this paper brings together pre-service and in-service teachers, allowing them to share perspectives, knowledge, and experiences. The paper highlights the theoretical foundation of possible selves theory in understanding teacher identity. Possible selves encompass an individual's aspirations, motives, fears, and threats, providing a cognitive manifestation of enduring goals. By focusing on future selves, possible selves theory encourages individuals to reflect on who they are and who they want to become as teachers. Several studies have indicated the relevance of possible selves theory in analyzing teacher identity development. The proposed hybrid peer-group mentoring model aims to encourage interaction and reflection between preservice and in-service teachers based on possible selves

theory. This approach is expected to contribute significantly to the development of teacher identity, allowing participants to envision their future selves as educators.

Keywords: teacher identity, possible selves, mentoring, professional development

Employment Experiences of High-Skilled Syrian Refugees in Turkey

Begüm Yengel

With globalization, human mobility in the world today is more intense than ever before. Technological developments and the associated ease of transportation enable many people to travel to countries other than their own, and even to continue their lives in other countries. In fact, immigrants constitute 281 million of the world population today (IOM, 2020). However, migration, which can occur due to individual, social or economic reasons, can sometimes result from life-threatening reasons, apart from the preferences of individuals. As a matter of fact, many people have been forced to leave their country due to terrorism, poverty, climatic problems and wars and continue their lives as refugees in various parts of the world. One of the recent historical events that dramatically increased the refugee population around the world is the Syrian civil war. Following the implementation of an open door policy that allowed for the entry of Syrian citizens amidst a significant international migration movement triggered by the eruption of the civil war in Syria in 2011, Turkey has emerged as the foremost recipient nation, hosting the highest number of refugees originating from Syria. Based on recent statistics from 2023 provided by the United Nations High Commissioner for Refugees (UNHCR), Turkey currently accommodates a substantial population of approximately 3.7 million Syrian individuals. Notably, approximately 50% of this demographic consists of individuals of working age.

Depending on the country's income level, the integration of refugees into the job market varies. While high-income nations have set up organizations to support refugees, low- to middle-income countries lack coordinated integration; therefore, in developing nations, unregulated informal industries are usually the primary employment opportunities for refugees (Demirci & Kırdar, 2021). This trend can also be observed in the context of Syrian refugees in Turkey. The reception of Syrian refugees by the Turkish government commenced without the antecedent establishment of a robust institutional framework conducive to their effective integration. It was only in 2016 that Syrian refugees were accorded the opportunity to obtain work permits (www.mevzuat.gov.tr, 2016). The relatively constrained number of work permits - approximately 300,000- granted to Syrian refugees so far shows that a substantial majority of

this demographic find engagement within the informal sector as their primary avenue of employment. High-skilled migrants encounter similar circumstances as when host countries fail to acknowledge their professional qualifications, they are compelled to engage in occupations beneath their skill levels (Nohl et al. 2006). ILO (2020) emphasizes that high-skilled Syrian refugees are "penalized twice" (p.20) as their qualificatiosn and degrees are not recognized in addition to the issue with work permits.

Within this framework, employment experiences of five high-skilled Syrian refugees residing in Turkey have been examined. The research entails the collection of data through semi-structured interviews, subsequently subjected to thematic analysis. The study group was reached through the application of the snowball sampling method. The anticipated implications of this research aim to offer insights that could inform the strategies of policymakers, educators, and stakeholders. It is hoped that these insights could contribute to the development of tailored adult education initiatives, supporting high-skilled refugees in rebuilding their lives, integrating into new communities, and continuing their professional journeys.

Keywords: Migration, high-skilled Syrian refugees, forced migration, employment, Turkey

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Social Cohesion of Refugees in the Context of Adult Education Practices by Local Authorities in Sweden: A Case Study on Uppsala Municipality

Safa Karataş

This research aims to conduct a case study in the context of the civil orientation program, which is a public adult education practice implemented in Sweden by local authorities, within the data gathered from the interviews and focus group discussions realized with the adult education implementors, participants, representatives of local authority, civil society organizations and observation of the program. Within the research, semi constructed interviews were conducted with the trainers, refugees (participants of the program), local authority representatives, representatives from civil society organizations and besides the mentioned program was observed in a nonconstructed approach by the researcher. Moreover, the legal base of the program was analyzed, the subject was linked with the history of migration in Sweden and a conceptual background was ensured in order to deepen the topic. As a result, the general structure of the civil orientation program was founded in line with the general principles of adult education, and it is believed that the participant centered program is a fostering element of the social cohesion progress of the refugees in Sweden.

The research is a "case study" that utilizes a descriptive research model and adopts a qualitative research approach. The researcher has designed a workflow in accordance with Neuman's "seven steps in qualitative research" approach. By ensuring diversity in the study group (participants, trainers, municipal authorities, representatives of civil society organizations) and employing data collection techniques suitable for qualitative research (observation and semistructured interviews), the aim of obtaining detailed and inclusive data on all dimensions of the program has been pursued. Thus, it has been possible to evaluate the subject as required by the case study approach, benefiting from the knowledge and experiences of different components and achieving a holistic approach.

There is no research examining adult education activities in Sweden, which has a long history and structural policies, in the context of refugees' social cohesion. Although this study focuses on the local government's efforts in Uppsala regarding the social integration and adult education of refugees, it is believed that the findings of this study will also be of interest to other local governments in the country. With a critical approach, the results of the program, which will be discussed within the framework of the fundamental principles of adult education, can provide guidance for future work in other municipalities in Sweden. Furthermore, countries particularly affected by recent refugee movements, including Turkey, are in need of structural adult

education policies. In this context, it is anticipated that this study will have a replicating impact beyond academia and create value for other countries outside Sweden as well.

Keywords: Adult education, social cohesion, migration, refugees

How adult learners are dealing with adult educational programs?

Thomaitsa Theodorakopoulou

The present study focuses on the research of the wider outcomes of the factors that motivate the adult immigrants to participate in Lifelong Education (LLE) programs. The issue of the motivation / the motives that drive adult immigrant learners to attend / participate in educational programs has not been widely researched. EU adult educators should not look only the work experience and the previous one adult education and training learners, but they should understand and their motivations. It should be covered higher degree of individual differentiation, from gaps in reading, writing and arithmetic to the lack of practical work experience. Depending on needs and motivations of trainees the training programs for adults tend to focus more in general skills and knowledge than in training in specific subjects (despite fact that some adults may need it and consider it important). The teachers who have against adult learners they usually show more responsibility, and they expect the same from the trainees. Also, for the transmission of knowledge tend to the resort to practical demonstration rather than to theory. As some adults are not willing to return to school, the programs existence Education can be strengthened to meet the needs of adults. The recent experience from the Covid-19 pandemic highlighted ways in which the possibility this can be better utilized in the future: Adult participation should be encouraged, firstly through the abolition of age limits. Second, through enhancing both flexibility of the apprenticeship programs provided as well as of their special value. The objectives of this study were: To locate the motives that drive these adults to participate in adult education programs. The research was based on a quantitative methodological R. Boshier's Education Participation Scale (a questionnaire based on a seven-factor typology of motives) was distributed to a sample of 279 immigrant adults that were attending the educational program Greek as a second or foreign language 'ODYSSEAS'. The information gathered were – to a great extent – identical to the results of relevant research efforts in this field. The most important findings was shown by quantitative research that the basic motives that drive adult learners to participate in educational programmes were professional advancement, improving communication skills, improving family relationships. The conclusions of the study, although they cannot be generalized, contribute to the

apprehension of the design and implementation procedure of programs in the context of adult education organizations, as well as to the apprehension of the motivated factors which facilitate the development of effective programs. The conclusions of this study might also initiate similar research efforts in the context of other institutions that activate in the field of adult education, with all the consequences for the improvement of the quality and the effectiveness of the programs offered as well as for the academic and theoretical documentation of this field.

Keywords: adult educator, motivations, educational programs

Opinions Of The Students On Vocational Training Practices Who Are Attending To OSTİM Vocational Training Center

Arzu Akkuş Aydemir

The aim of the research is to evaulate vocational training practices according to the opinions of students attnding to Ostim Vocational Training Center in Ankara. This research was done as a descriptive-quantitative study that was made in Ankara Ostim Vocational Training Center to identify characteristics of theoretical and practical training taken by apprentices and the problems that they experience in their work and training environment.

Study group of the research was consisted of apprentices who got education in Ankara Ostim Vocational Training Center in 2014-2015 educational season. Proper questionnaire for the purpose of the study was generated according to the data obtained from the literature. This survey was applied to 686 apprentices who are students in this institute. Obtained data were analyzed and interpreted with SPSS application. From this research such findings has reached that, apprentices generally come from lower income groups and large families, work reasons were rather economical not being educational, they work outside their professions in their workplaces, they work longer than legal working hours and they worry for the future. As solution proposals, informing students and families about apprenticeship, informing students for their choice of profession and their social rights, fulfillment of inspection in workplaces they work by the relevant ministries, conducting necessary studies for parallelization in theoretical training and practical training, in-service trainings to masters and teachers when needed, informing apprentices about occupational health and safety, are committed.

Keywords: Vocational training, quantitative study, practical training

Problems Encountered in Vocational Education: The Example of Seafarers

Ercan Mutlu

It is certain that concepts such as pandemic, Covid 19, corona virus, epidemic, vaccine are one of the most discussed concepts in 2020. The process that started in China and naturally affected the whole world in the era of the "global village" has led to unexpected developments in Turkey as well. One of the areas where these developments are experienced is employment. Many adults has lost their jobs due to the pandemic crisis. Adults attend seafarer vocational training courses in order to gain economic income and make themselves employable in a process where unemployment rates are increasing. It has been determined that maritime transport, which provides services in the national and international arena, can be carried out effectively, efficiently and in parallel with the current developments is closely related to the seafarers having a good vocational education. Adults encounter problems and obstacles while attending courses on seafarers. This study can contribute to the identification of the problems and issues that adults encounter while attending seafarers' courses. The research will be carried out with the convergent parallel design, which is one of the mixed research methods in which quantitative and qualitative research approaches are used together. The population of the study consists of trainees who participate in private seafarer courses during the research practice in Istanbul. With the research findings and results, the most important problems and obstacles that affecting the participation of adults in seafarer vocational training will be determined. It is thought that this process will contribute to filling the gap in the field literature.

Keywords: Adult vocational training, maritime vocational training, seafarer, participation

A Critical Analysis of the Impact of Neoliberal Education and Labor Market Policies on İŞKUR's Vocational Courses

Aysu Özüstün Kıral

Implemented to regulate the functioning of labor markets and reduce unemployment in Turkey, active labor market policies and neoliberal education policies have had a significant impact on İŞKUR's vocational courses in recent years. This institution, main task of which is to bring the employers and the unemployed together, has directly handed the vocational courses to the control of the labor markets, with the effect of neoliberal policies and the responsibility of active labor employment policies. However, since vocational courses include lifelong learning and adult education, some critical perspectives should also be considered.

Active labor market policies aim to reduce unemployment and make job seekers employable. However, it is criticized that the main focus of these policies is to encourage temporary employment rather than providing permanent employment by rapidly recruiting unemployed individuals. In this context, it is thought that İŞKUR's vocational courses, which focus on creating a fast workforce, are not sufficiently inclusive to provide upskilling and reskilling which keep individuals' development goals in balance in longer periods and target long-term career development and sustainable employment.

Vocational courses, also organized with a neoliberal education approach in which the career development and personal potentials of individuals are often ignored, has become an area planned only for the immediate needs of the labor market. The concept of lifelong learning is presented as the only solution to unemployment with this approach, which sees unemployment as the self-inadequacy or lack of education of individuals. In this sense, the effort to keep up with the competitive labor market conditions, which constantly creates the need for a faster and more qualified workforce in order to make oneself employable, obliges individuals to vocational courses. Vocational courses organized with an understanding placed in this context have also put İŞKUR forward as the intersection point of education and employment.

This study examines the effects of neoliberal educational policies and active labor market policies on İŞKUR's vocational courses with critical perspective. This study utilizes document analysis by examining official policy documents, program guidelines, and reports to comprehend the underlying neoliberal assumptions and policy objectives. This study adopts a theoretical framework that highlights the interaction between neoliberal educational approaches, dynamics of labor market and adult education at the heart of İŞKUR's vocational courses. The findings indicate that İŞKUR's vocational courses are drastically impacted by neoliberal educational policies and active labor market policies, frequently resulting in a prioritization of short-term labor market requirements at the expense of broader educational goals. In conclusion, this study aims to contribute to the field of adult education by offering a critical analysis of the impact of neoliberal and labor market policies on vocational courses within İŞKUR framework.

Keywords: lifelong learning, adult education, vocational courses, İŞKUR, active labor market policies, neoliberal education policies

Universities and Local Communities At The Heritage Learning Perspective

Ewa Kurantowicz

The aim of the presentation is in some way to return to the debate on the third mission of the university. In particular, I will consider the role that cultural heritage can play in this process and how it can support the solution of everyday, social problems towards citizenship and social inclusion. Strengthening cooperation between universities and communities also requires appropriate, open, democratic universities. How heritage can strengthen these university's qualities? Does this approach useful in the midst of crisis? Cultural heritage, if explored in a critical way and with respect to its very broad and interdisciplinary notion, can bring educational added value to the practices of teaching, learning and researching, also bridging the gap between universities and local actors and benefiting the communities and society at large, in a long term. Cultural heritage also carries the emancipatory potential of addressing difficult and controversial issues of oppression, violence, colonisation, injustice and misrepresentation, embedded in social narratives of institutions, groups and individuals. Its constant construction and deconstruction in a variety of social spaces can be seen as an educational process leading to empowerment, increase of participation and democratic engagement. Broader theoretical strands framing the project are located mostly in the critical theory of university's perspective (Goddard at all 2016) and a new perspective of the heritage studies discipline (Smith 2006). I also plan to present and discus "the learning heritage concept" as the main result of the interdisciplinary and international study.

European universities with their own institutional heritage are important actors in this social discourses, but it is essential that they built a networks of formal and informal links with non – academic actors engaged in heritage processes. It also differs across the Europe till what extent and in what way universities are using cultural heritage in education, research and social outreach activities. To explore these issues in a comparative perspective, grasping the variety of practices, a consortium of five European universities, composed of scholars in the field of education, art, philosophy, archaeology and heritage management undertook the Erasmus + research project EU_CUL *Exploring European Cultural Heritage for fostering academic teaching and social responsibility in Higher Education* (www.eucul.com). All research data and case studies used in this presentation come from the EU_CUL project.

Keywords: cultural heritage, heritage learning perspective, cooperation with communities

Comparing Cultural Heritage knowledge at European Education faculty for bridging engaged learning and inter-generational dialogue

Clotilde Lechuga-Jimenez

This paper presents some results of questionnaires given to Education Degree students related to the Cultural Heritage (CH) categories offered by UNESCO. This International Institution broadens CH topic horizons, implementing new items in categories such as Intangible (music, dancing, traditional folklore) and Tangible (buildings, art crafts) heritage. This study explores general knowledge assessment based in current European educative curricula (Bologna, 1999), and focuses on new understandings that are likely to be considered in future teacher training and general learning approaches. Moreover, it would suggest first advances by comparing whether cultural heritage is a common identity topic among European citizens. The data were obtained through 649 digital questionnaires which were delivered during 3 consecutive academic curses from 2020-21; 2021-22; until 2022-23; at 3 different universities in Europe: 2 in Spain, and 1 in Belgium. In parallel, oral transmissions it is also studied using interviews (112) during 2021-22; 2022-23 courses, with the proposal of creating an inter-generational dialogue which appears to foster culture transmission and cultural diversity.

The methodology used for questionnaires was the quantitative Likert scale, and the qualitative open answer to provide a wider range of outcomes. Future teachers in Educational Science studies responded to the same QR code short questions test. Results seem to indicate that in general old city center sites are the overall idea of what is recognized as cultural heritage, even when it is not specified either their location in specific countries in Europe or the date of foundation. In relation to the method used for interviews, a short script was provided to students aiming to engage their learning by choosing an older person of their environment, to be asked questions related to bio-pic experiences and traditions. In this case, results analysis focus on gender approach in which most of the interviewers seems to be from the women line: mother, grandmother. Apparently, new elements would have a chance at intangible cultural heritage recognition, which would include local traditions such as religious rituals, local performances, gastronomy, and songs, among others.

Keywords: Cultural Heritage Education, European Higher Education, Engaged learning, Inter-generational dialogue, Gender approach

Attitudes Towards Vaccination Among Individuals Diagnosed with COVID-19

Şengül Erden

Pandemics are epidemics that can occur every half a century and whose effects spread worldwide (Sertdemir, 2020). Over the course of human history, the humanity has encountered many epidemics. The last one of these is the COVID-19 outbreak. The disease first appeared in China in December 2019 and has become a threat to the whole world in a short time. Although its most significant repercussions were primarily observed in the field of health, it has caused serious changes in the daily lives of individuals and created fear on individuals (Grasso et al., 2021). For this reason, COVID-19 has been declared as a global epidemic by the World Health Organization as of March 11, 2020 (WHO, 2020). In Turkey, the first COVID-19 case was seen on March 11, 2020 (T.R. Ministry of Health, 2020). The Ministry of Health announced that as of March 2023, the total number of cases was 17.232,066 and the total number of deaths due to the disease was 102,174 (T.R. Ministry of Health, 2023).

Governments have implemented numerous measures to mitigate the spread of the disease. These include curfews, the shift to remote learning, temporary closures of restaurants, barbershops, entertainment centers, and other similar establishments, as well as various forms of isolation protocols. In addition to isolation measures, studies on vaccine development have started. Because vaccines have an important role in controlling epidemic diseases that negatively affect human health and cause many people to die, and in gaining immunity against these diseases of individuals and societies. On the other hand, while some individuals showed indecisive behavior towards the vaccine, some individuals acted against the vaccine (see: Troiano & Nardi, 2021; Tuzcu & Şahin, 2022; Yılmaz et al., 2021). From this point of view, in this study, it is aimed to reveal the vaccination tendencies of individuals who were diagnosed with COVID-19.

Qualitative research approach has been adopted in the study. In order to gain a general understanding of COVID-19 patients' attitudes about COVID-19 vaccines, the initial sources of information will be randomly selected from individuals with COVID-19 disease and who have agreed to participate in the study. Then, other individuals will be reached by snowball sampling method. In-depth face-to-face interviews will be conducted with the participants for data collection. A semi-structured interview form will be used to conduct the interviews. Data collection and data analysis process will be carried out together. The principle of data saturation will be taken into account when deciding how many people will take part in the research. The results of the research are important in terms of showing the attitudes of individuals infected

with COVID-19 against vaccination. It is thought that the results will be a guide for policy makers regarding the vaccine.

Keywords: COVID-19, qualitative research, vaccine, vaccination hesitation, Turkey

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Could Miller's 'Force-Field Analysis' Theory Be a Path to the Hidden Side of the Iceberg?

Enes Demirel

From the very inception of systematic adult education activities, numerous studies have been conducted to determine the motivations of individuals to participate in adult education. However, most of the research carried out to identify the motivations for participating in adult education has been empirical in nature and has largely fallen short in determining the primary

motivational forces for participation. A distinctive approach to the topic of participation in adult education was introduced in the article titled 'Adults' Participation in Education Force-Field Analysis' by Harry Miller, featured in the adult education study published for the U.S. Education Office by Alexander Albert Liveright in 1966.

Harry Miller is one of the few adult educators who have examined the relationship between individuals' socio-economic statuses and their participation in adult education (Cross, 1981). Miller grounded his participation theory in Abraham Maslow's hierarchy of needs, Kurt Lewin's dynamic field theory, and the social class theories of W. L. Warner and Herbert Gans. Miller argues that there exist various social classes within society, such as the working class, subculture, middle culture, and upper culture. The social class to which an individual belongs plays a significant role in their participation in adult education and their continuation in it (Miller, 1967). According to Miller, lower classes primarily gravitate towards education aimed at securing and maintaining their basic life activities, whereas the middle and upper classes are more inclined towards education focused on self-fulfillment.

Since the perspectives put forward by Miller in 1967, societal class disparities have increased worldwide due to the impact of globalization. Neoliberal policies have amplified inequalities in education, rendering individuals capable of obtaining education in proportion to their financial means. Upon examining the literature regarding participation in adult education, it becomes evident that the relationship between individuals' socio-economic statuses and their involvement in adult education has not been thoroughly explored. Existing studies in Turkey remain relatively superficial on the topic of participation in adult education and provide limited information in this area. Therefore, the disparities and societal stratification among individuals in Turkey represent the hidden face of the iceberg in terms of participation in adult education. This study will discuss whether the views put forth by Miller could pave a path to uncover this unseen aspect of the iceberg.

Keywords: Adult Education, Harry Miller's Theory, Participation, Societal Stratification

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Students` learning experiences in a digital learning environment during the COVID-19 pandemic

Tamara Nikolić, Nikola Koruga, Aleksanadar Bulajić

Within the paper we refer to the students' key learning experiences that describe lifelong learning taking place in the digital environment during COVID-19 pandemics. The study is focused on students' experiences during the transition from face to face to online learning in HE during COVID-19 pandemic. For the purpose of data collection an online survey was distributed to students attending the elective course *Online Adult Education* at the Chair of Adult education (University of Belgrade). The data collection took place at the end of the spring semester of 2020 i.e. upon the course offset, and again, during the students' final semester in 2022. These students' reflections on studying in a digital online environment offer unique insights in experiences of individuals not only learning in a digital environment, but also learning in the field of adult education, mediated by digital technologies. As these students present the future adult education professionals, we comment the results having in mind both, the higher education perspective, as well as the adult education one Based on the research results we have been able to suggest the recommendations for future digital lifelong learning conceptualisations with an emphasis on developing interactive virtual learning environments conceived on the principles of connectivism and pedagogy of social knowledge and collaborative intelligence.

Keywords: higher education, lifelong learning, online learning, digital technology, COVID-19

Adult Education Principals in Sweden

Johanna Mufic

The principals' responsibility for the quality and development of Swedish municipal adult education (MAE) is becoming more and more emphasized in national policy. But even if there is a lot of research on principals' perceptions of their role and their work, most of these studies focus on principals in primary and secondary schools, even though MAE today engages more students than upper-secondary schools. MAE principals also have a partially different set of conditions because adult education is partially organized differently and has much higher demands on flexibility and individualization. Therefore, this study adopts a critical approach and starts from the following question: How is the "problem" with flexible and individually adapted adult education represented in principals' conversations with school inspectors? Based on Bacchi's (2009) critical, post-structuralist approach "What's the 'problem' represented to

be?" a number of observations of principals' meetings with the Swedish Schools Inspectorate (SSI) (an authority that is tasked with auditing Swedish schools) during a thematic quality review have been analysed. Contemporary key policy documents that focus on principals have also been included in the analysis.

In previous research, the importance of focusing on how policy is implemented in local contexts has been pointed out by Braun et al. (2011), as well as the need to critically reflect on the effects produced in the specific context (Bacchi, 2009; anonymized). Since principals are also identified as key persons in the implementation of policy (Ball, Maguire & Braun, 2012, Pont, Nusche & Moorman, 2008) and have a direct impact on students' study results (Bjursell, 2016), this study contributes new perspectives on how governance takes place in adult education when it adopts a critical approach to examine what is represented as the "problem" with flexible and individually adapted adult education in principals' conversations with school inspectors. In line with Foucault, the critical approach is not about pointing out that things are not good as they are, but rather about identifying what kinds of logic and rationality are underpinned by assumptions and assumptions (Foucault, 1994).

The results indicate that adult education policy focused on principals sometimes has both anticipated and unforeseen effects for principals, students, and teachers. Thus, this study, through its critical approach, has shown what the "problem" with flexible and individually adapted teaching is represented as in principals' conversations with school inspectors. The result illustrates underlying tensions and contradictions in the concepts where the "flexibility discourse" is opposed to the "individual adaptation discourse" because according to the principals, it will be difficult to do both. Furthermore, the study also shows how the concepts of flexibility and individualization are produced within a competition-focused discourse where municipalities compete for students, both between municipalities and within municipalities with different education providers. Through the critical WPR approach, it became possible to identify, question and critically examine how "problems" are produced in policy documents and during principals' conversations.

Keywords: Flexibility, Individualization, Principals, Swedish Municipal Adult Education, The Chain of Command

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The Effect of Philosophical Currents on Adult Environmental Education

Deniz Dinçel

Ecological crisis is one of the biggest challenges humanity has ever faced. As a result of the size and scale of the human enterprise that have grown exponentially since the mid-20th century, significant changes have started to occur on Earth. Climate change, ocean acidification, species extinction, toxic waste, industrial pollution and deforestation are threatening to both human and non-human life on the planet. Education has been considered as an effective remedy in solving these problems, as it is called upon to solve many social issues. Although children are the first target group that springs to mind when it comes to environmental education (EE), adult environmental education (AEE) programs are also rapidly increasing. Having said that research shows that there is not a linear relationship between the level of knowledge about environment and environmentally friendly behaviors (Kollmuss & Agyeman, 2002; Jensen, 2002; Maiteny, 2002). At this point there are some important questions to ask; how EE should be implemented and what its content should be. Behind the notion of EE lie different educational philosophies as well as different conceptions of environment and these underlying philosophies and conceptions determine the different discourses and practices of environmental

education (Sauvé, 1996). Although they form the basis of the EE activity, the effect of these philosophical and ethical dimensions on EE are rarely clarified (Sauvé, 1996, 2005).

Therefore, the purpose of this article is to analyze and reveal the underlying conceptions and educational philosophies shaping the construct of "adult environmental education". For this reason, descriptive survey model is used in this study and the research data is collected by literature review. While collecting the data, printed academic sources such as thesis, books, journals, and articles about EE and AEE are referred. The data attained in this study is evaluated by using descriptive analysis approach in accordance with the aim of this study. According to the findings obtained from this study, it is revealed that despite the shared concern for the environment, there are different discourses and diverse ways of practicing on adult environmental education filed. This richness is fueled by different philosophical traditions in adult education which, have different views about the purpose of education, the nature of adult learning, the role of the instructor and the teaching-learning transaction. Besides this, different conceptions of environment also influence the conceptualizing and practicing environmental education. As a result, different typologies of environmental education appeared.

The typologies presented in this article show a map of the pedagogical landscape of the adult environmental education, which offers points of reference for critical analysis of discourses and practices in this field. Therefore, before attempting to design an adult environmental education program, it is important to position that practice within a typology of philosophical traditions in adult education. The typologies presented in this article also serves as an invitation to critically question the environmental educators' personal conception of environment and of education.

Keywords: Adult environmental education, educational philosophies, environmental education currents, descriptive study

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Being An Illiterate Woman In The Neoliberal Era

Nagihan Gökçe, Hande Özkeskin

In Turkey, there are still 1.491.135 illiterate adults and 1.266.604 of them are women according to TUIK 2022 reports. It is distressing to talk about illiteracy in this period when even literacy is not enough, people attend trainings over and over and are expected to improve their skills. We see in the statistical data of TUIK, women suffer the most in this regard. Therefore, the aim of this study is to reveal how neoliberalism affects illiterate women. The methodology of the study is a literature review.

Neoliberalism is an economic and political ideology that advocates for free-market capitalism, reduced government intervention, enchanced privatization and individual responsibility. It gained importance in the late 20th century and has influence on various aspects of society, including education and gender equality. As neoliberal policies aim to reduce government expenditure on social services including education, this can lead to limited access to quality education for marginalized groups like illiterate women. Decreasing public education funding causes them to face barriers in accessing formal education. Thus, they also face barriers in empowering themselves economically and socially. With the influence of neoliberalism, education turns into a privilege from a right. As a result, illiterate women with disadvantaged beckgrounds may find it even more challenging to access education because of financial problems. Beside education, neoliberalism also causes gender inequalities. The privatization of public services and the reduction of social safety may affect women, and especially illiterate women who have fewer opportunities economically. The lack of access to education and skills development can trap women in low-paid jobs and sustaining a cycle of poverty and illiteracy. We can say that illiterate women are forced to work in informal labor markets or marginilazed jobs where they face inadequate protections and limited opportunities for upward mobility. In other words, lack of formal education and skills may confine them to vulnerable employment

situations with little (or lack of) job security or benefits. As neoliberalism emphasizes on individualism and self-reliance, it apparently reinforces traditional gender roles, limiting mobility and empowerment of illiterate women. Patriarchal structure, social expectations and norms mostly discourage them from seeking education or opportunities for personal development.

When we think about all these challenges that illiterate women face under neoliberalism, comprehensive and social policies that prioritize equal access to education, health and social services are needed. Efforts to empower women economically and socially can play a key role in breaking the cycle of ignorance and improving their overall well-being.

Keywords: Neoliberalism, illiteracy, women, gender inequality

An in-depth analysis of incomplete adult education

Peri Tutar, Batuhan Cicikler, Tuğba Öztürk

Although the recent crisis in the health such as pandemic and global economic bottleneck intensified the incomplete adult education, the present paper argues that adults in Turkey had not been able to complete their education before the crisis and the situation has become more chronic after the crisis. Incomplete education mostly signifies a social order implying the desire of adults to pursue their education whereas the social system restricts their intention. In other words, household and family structure, immigration status, social background (highest level of education of parents, number of books in home at age 16 etc) and residential location are found to be affective in adult education.

In our study, we aim to run an in-depth analysis of the possible reasons of incomplete adult education in Turkey by utilizing big data obtained from OECD's PIAAC database and Turkish Ministry of National Education's (MoNE) 2022 database let Monitoring and Evaluation Report and investigate current situation of and reasons for incomplete adult education in a bibliometric study. While the issue of drop outs has been the cornerstone of the large body of relevant literature, the semantic features evidenced by data has mostly remained unaddressed. Furthermore, the recent situation after the health crisis has not been fully examined whereas it is evident that Covid-19 brought about severe drop-out rates. Against this background, the following research questions will guide the study:

Regarding the incomplete adult education in Turkey,

1. According to the 2016 PIAAC database on Turkey,

a. Is there any significant difference between age, gender and level of course?

b. Is there any significant difference between household and family structure, immigration status, social background and residential location?

2. According to the MoNE's 2022 database let Monitoring and Evaluation Report and Turkish Statistical Institute,

    a. Is there any significant difference between age, gender and level of course?

    b. Is there any significant difference between residential location?

3. In comparison of the data in 2017 and 2022, what is the difference in age, gender and level of course in incomplete adult education?

4. According to the bibliographic data in 2022 and onwards, what is the possible reasons of incomplete adult education in Turkey?

Results of the study bears important theoretical and practical implications to reaching at adults' increased completion of the education.

Keywords: incomplete education, adult education, PIAAC, drop outs

The Mediating Role of Satisfaction in Distance Education in the Relationship between Attitude towards Distance Education and Online Motivation

Deniz Yalçınkaya

Distance education, which is put forward as an opportunity and innovation for adult education within the concept of life learning, has gained great popularity. In particular, the global pandemic caused by the *covid 19 virus* and the wars and economic difficulties in some countries have caused massive human migration, affecting education and increasing the trend towards education systems that provide flexibility in time and space. In this context, the question of how adults are related to distance education needs to be investigated. In this study, adult learners' attitudes towards distance education were examined and the study motivation and satisfaction level of adult learners, which are two important factors affecting adult participation in education, persistence and even dropout, were analyzed.

This research was conducted in an associational research design in the quantitative research model and the data were collected with the help of three relational scales. These scales are *the attitude scale towards distance education*, *the distance education satisfaction scale*, and *the online learning motivation scale*. In the research 350 respondents as 302 women and 48 men

are involved in this research. The adult learner of the '*pedagogical formation program'* which is distance is chosen in the content of purposive sampling method. Regression analysis was conducted with bootstrap method in order to test the mediating role of motivation behavior in online learning in the effect of individuals receiving distance education on the attitude towards distance education and satisfaction with distance education. Process macro developed by Hayes (2018) was used in the analysis. Accordingly, it has been found that the attitude towards distance education has a significant indirect effect on satisfaction with distance education. From this point of view, it has been determined that it mediates the relationship between motivation in online learning, attitude towards distance education and satisfaction with distance education.

This study revealed that there is a significant positive relationship between the attitude towards distance education and satisfaction with distance education ($r = .47$; $p < .001$). There is a significant positive relationship between attitude towards distance education and online learning motivation ($r = .24$; $p < .01$). There is a significant positive relationship between satisfaction with distance education and motivation for online learning ($r = .24$; $p < .01$).

Keywords: adult education, distance education, motivation, satisfaction

How to respond to the (multiple) worldwide crises and increasing contingency? An exploration of Twitter hashtag discussions in view of the illegal invasion of Ukraine by Russian military

Angela Pilch Ortega

Our world has changed dramatically. We collectively experienced the COVID 19 pandemic, which drastically changed our lives and seriously impacted social, health and economic issues. Simultaneously, western lifestyle and a globalized economy cause massive environmental pollution and create climate change that threatens life on our planet. At the same time as we destroy the basis for human survival, we witness the erosion of established conventions for peace in Europe, as Putin's regime carries out massive war crimes, cruelly killing innocent Ukrainians, and threating the world with nuclear war. The current man-made catastrophes have in common that they unfold unprecedented destructive power, which shake the social structures of our communal coexistence (Heinlein & Dimbath 2020). This results in comprehensive social upheavals, social shifts, and dislocations, which leads us to fundamentally question our sense of integrity and trust in the security and continuity of our lifeworld. The social fragility and vulnerability of our everyday life circumstances require coping strategies to deal with crises, the occurring unpredictability, and increased contingency of our future horizons. What are the consequences of increased contingency for us as individuals and as members of a global

community? We have to deal with potential risks of *man*-made disasters and consequent destruction as an expression of a future which cannot be controlled in full, and have to accept disasters as a constitutive part of our living conditions. Such conditions require us to develop social and biographical resilience in order to handle both known unknowns and unknown unknowns of our future horizons and develop our ability to attend to upcoming challenges of humanity (Bröckling 2008). This paper explores social responses to *man*-made disaster, with a specific focus on the Russian military invasion into Ukrainian territory, and the threat of a nuclear war. The *exploration aims to highlight different strategies of dealing with the emotions of complete bewilderment, powerlessness, sadness and anger in view of war and tragedy in Ukraine*. In particular, the analysis focuses on tweets of different twitter hashtag discussions: e.g. #StandwithUkraine, #OpRussia and #WeAreNAFO. The comparative analysis of these hashtags explores social interaction and exchange of opinions, created images and expressed feelings, as well as strategies to overcome bewilderment and powerlessness in order to gain agency. In general terms we can say that social media and other internet-based platforms are intertwined with our political life and the formation of opinions. They play an important role in allowing people to design, consume and share information and news. But at the same time social platforms and new media are increasingly perceived as conducive to the creation of ideological "echo-chambers" eroding the space for public dialogue. Hence, they are seen as fostering polarisation, radicalisation, de-politicisation, spreading misinformation and subject to manipulation. Having this in mind the exploration pays specific attention to the formation of opinions, the development of critical media literacy and the related dynamics of social interaction. The ongoing research is based on Grounded Theory Methodology, the theoretical framework includes assumptions relating to *man*-made disasters and increasing contingency (e.g. Heinlein & Dimbath 2020; Bröckling 2008), theoretical perspectives of biographical research, social learning and social media analysis. In addition to the social media analysis, as a next step I plan to conduct narrative-biographical interviews in order to highlight the development of biographical resilience. Against this backdrop, the presentation will discuss social learning processes and the development of collective strategies as a response to the extraordinary dynamics of the Ukraine war. Ultimately, this discussion serves as an offset to reflect on the development of biographical and social resilience as a source of hope, and on implications for adult education.

Keywords: worldwide crises, contingency, learning world research, biographical research & social media analysis

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Enrolment Rates In Public Education Centers In Türkiye During The COVID-19 Pandemic

Gülçin Yılmaz

As of 2019, the Covid-19 pandemic, which emerged in Wuhan, China and spread all over the world, had a negative impact on many areas such as economy, tourism and health, but also deeply affected the field of education; It has caused serious changes in the daily lives of individuals from providing education to reaching education (Balcı, 2020).

Education, economy and social life are the most affected areas by the pandemic process (Abacıoğlu and Badur, 2020). Governments at that time, in order to reduce the spread and impact of the disease; has taken various measures such as curfews, temporary closure of establishments such as restaurants and entertainment centers, and isolation protocols. In the field of education, the process was tried to be overcome with measures such as the temporary closure of schools in the first place and then the transition to distance education (Daniel, 2020). However, the transition to distance education, both compulsory and unprepared, and trying to ensure the sustainability of the service have brought the inequality of education and opportunity to the agenda again in many countries (Yıldız and Vural, 2020). Particularly, different dynamics such as the ability to benefit from information technologies and socio-economic characteristics among individuals increase inequalities, at this point, this period necessitates new learning, especially for adults, health and technology literacy gains importance (Block, 2010; Bolt & Crawford, 2000; Tezcan, 2022) .

In this study, it is discussed how the field of adult education and participation in public education centers were affected by the emergence of the Covid-19 pandemic. As a matter of fact, the importance of adult education has emerged with the pandemic process, and it has been seen that education, especially adult education, has a key role in the management of processes in such disaster periods that may occur. Qualitative research approach was adopted in the study.

In the study, participation in public education centers during the Covid-19 period; will be examined in the context of age, gender and education level; The data will be analyzed by document analysis method.

Keywords: COVID-19, public education, adult education, Turkey

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Blended Educatıon At Qou: A Literature Review On The Blended Education Development At Al-Quds Open University In Palestine From Adult Learning Theory Perspective: "Pioneering Makes Success"

Manar Ismail

This literature review explored the current status of the blended learning program development at Al-Quds Open University as a pioneering model in online learning in Palestine and the Arab region. The historical, conceptual framework, and contextual issues found in the literature aim to frame why QOU's blended education has the potential to overcome urgent circumstances and crises.

The process of reviewing the literature several times served as a basis for developing a conceptual framework to understand "*self-learning*" phenomenon, and the themes that were

found in the literature from the perspective of the conceptual framework of *self-directed*, the core concept of *adult learning theory*; or what so-called *Andragogy* theory by Knowles. To conduct this literature review, multiple information sources were used, including QOU's website and its journal databases, peer-reviewed journals, books, dissertations, and Internet resources. I have reviewed over 89 peer-reviewed articles but selected 30 ones that have studied self-learning at QOU, explicitly and implicitly.

This literature review is a semi-systematic study that aims to overview research area and track development of the blended education at QOU over time. It was an arbitrary criterion, such as a time frame that may preclude the inclusion of substantial and relevant material; therefore, a quasi-chronological order of literature findings was considered necessary in finding gaps in the literature and stating recommendations.

Based on the quasi-chronological order of all the themes raised in the previous literature since 2007-2023 from a conceptual perspective of self-directed learning, the results found that the development of the blended education program at QOU during the past 15 years allowed it to overcome several crises despite the presence of shortcomings related to educational strategies and other factors. At the level of methodology, most of the previous studies were quantitative, all centered around the concepts of self-learning in its large meaning and intersected with the concepts and principles of andragogy theory. This calls for conducting qualitative studies from conceptual and theoretical perspectives related to online learning theories such as adult learning theory, that are used to measure and evaluate the quality of the online curriculum and teaching strategies.

This study is a literature review manuscript serves as a survey of scholarly sources on adult education and blended learning at QOU. It provides the educational decision-makers in QOU and Palestine with an overview of current knowledge of the gaps, issues, strengths, and weaknesses in the blended learning program at QOU that can help them to consider these strengths and overcome the obstacles, and perhaps, other universities can follow QOU experience as a successful example in blended education in Palestine and the Arab region. It also allows researchers and educators who are interested in adult education to identify relevant theories, methods, and gaps in the existing research that can later be applied as separate studies.

Keywords: Adult Education, Blended Learning, Self-Learning, Self-Directed, Andragogy

Volunteers After Graduation: Dreams vs. Realities

Fatma Tuğçe Arıkan

Volunteering is an important aspect of social participation as well as philanthropy. There are various factors in volunteering. Some individual-level factors are who volunteers, why people volunteer, when they volunteer, where they volunteer whether formal or informal platforms. As a social participation, it would not be wrong to claim that volunteering is not a common activity in Turkey. Volunteering in Turkey is an understudied subject with a very low-level activity.

When it comes to volunteering of young adults at universities, Social Awareness Projects (SAP) are designed and conducted by volunteer students at Bilkent University, Ankara. Bilkent University provides a realm where more than 17 projects are actively held throughout the semesters since 1999, with more than 900 active and more than 1500 less active volunteer students. A doctorate dissertation case study was done with 25 participants from SAP between 2017-2019, most of whom now graduated. According to the result of the case study, despite a variety of degree, participant students have increased their own political awareness, developed and increased many skills and competencies in regard to perspective transformation and developed new career plans regarding volunteering after graduation.

The purpose of this paper is to investigate to what extent graduate young adults (who previously participated in the dissertation study) have met their future plans regarding volunteering in their life/ work experiences. To this end, a longitudinal study is designed as a research method to observe trends and challenges experienced by the same group of participants over a period of time. Data will be collected online via semi-structured interview questions. The results of this research are important in terms of volunteers' expectations and dreams before graduation and their real-life experiences and challenges.

Keywords: Volunteering, Learning in action, Adult Education, Transformative Learning