

UNIVERSITY CONTINUING EDUCATION UNITS
FOR LOCAL DEVELOPMENT:
THE CASE OF METU CEC

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ABSTRACT

UNIVERSITY CONTINUING EDUCATION UNITS FOR LOCAL DEVELOPMENT: THE CASE OF METU CEC

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The aim of this thesis is to point out the critical position of University Continuing Education Units in the context of knowledge economy for their contribution to local development, and to analyse to what extent these units in the case of Turkey serve for this function.

For this purpose, first, the nature of knowledge economy and transformations initiated in this process in labour markets and in nature of education are analysed. Next, new understanding of lifelong learning and restructuring process in universities, which are connected with transformation in these two fields, are discussed. Later, position of cities and importance of urban policy for local development within the context of knowledge economy is examined. Consequently, as a product of these intertwined transformations, it is revealed that University Continuing Education Units appear to be key actors for cities for

their contribution to local development. Then, based on the facts developed in the theoretical arguments; data of University Continuing Education Units of Turkey and Middle East Technical University Continuing Education Center (METU CEC) scrutinised in order to reveal how far these units in Turkey serve for local development.

Finally, findings and conclusions are summarised, and policy proposals are developed for University Continuing Education Units should follow in order to serve local development effectively.

Keywords: University Continuing Education Units, Local Development, Knowledge Economy, Lifelong Learning, University

ÖZ

YEREL KALKINMA İÇİN ÜNİVERSİTE SÜREKLİ EĞİTİM BİRİMLERİ: ODTÜ SEM ÖRNEĞİ

ÇELİK, Gökür

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Bu tezde Üniversite Sürekli Eğitim Birimleri'nin bilgi ekonomisi bağlamında yerel kalkınmaya katkı sağlama açısından çok önemli bir pozisyonları olduğunun vurgulanması ve Türkiye'de bu birimlerin ne ölçüde bu amaca hizmet ettiklerinin analiz edilmesi amaçlanmıştır.

Bu amaçla, öncelikle, bilgi ekonomisinin doğası ve bu süreç dâhilinde iş piyasaları ve eğitimin doğasında yaşanan dönüşümler analiz edilmektedir. Sonra, bu iki alandaki dönüşümlerle bağlantılı olarak yeni yaşam boyu öğrenim anlayışı ve üniversitelerdeki yeniden yapılanma süreci tartışılmaktadır. Daha sonra, bilgi ekonomisi bağlamında kentlerin konumu ve yerel kalkınma için kentsel politikanın önemi incelenmektedir. Sonuç olarak, bu iç içe geçmiş dönüşümlerin bir ürünü olarak Üniversite Sürekli Eğitim Merkezleri'nin yerel

kalkınmaya katkıları açısından kentler için anahtar role sahip oldukları ortaya konmaktadır. Ardından, kavramsal tartışmalar çerçevesinde geliştirilen olgular ışığında; Türkiye'nin Üniversite Sürekli Eğitim Birimlerinin ve Orta Doğu Teknik Üniversitesi Sürekli Eğitim Merkezi'nin temel bazı verileri kullanılarak Türkiye'de bu birimlerin yerel kalkınmaya ne ölçüde hizmet ettiği sorgulanmaktadır.

Son olarak, elde edilen bulgular ve varılan sonuçlar özetlenerek; Üniversite Sürekli Eğitim Merkezlerinin yerel kalkınmaya etkili şekilde hizmet edebilmeleri için takip etmeleri gereken stratejileri belirleyen siyasa önerileri geliştirilmektedir.

Anahtar Kelimeler: Üniversite Sürekli Eğitim Birimleri, Yerel Kalkınma, Bilgi Ekonomisi, Yaşam Boyu Öğrenim, Üniversite

To My Family

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CHAPTER 1

INTRODUCTION

From the 80s onwards, the development of information and communication technologies posed many challenges and offered several opportunities to the functioning of the economy. These opportunities and challenges together with neo-liberal restructuring of capitalism provided globalisation of world economy. The processes initiated by these transformations lead to profound socio-economic and political effects and created a new organisation of economy, which is commonly called the knowledge economy.

In the knowledge economy, as the production, distribution, and use of knowledge became the main drivers of growth and employment across all sectors, the labour markets and the nature of work changed significantly while increasing the seriousness of the unemployment problem. This socio-economic alteration inevitably necessitated transformation in the nature of education. As a result, education turned into an economic notion and started to be considered an activity that should continue for the whole life of individuals. Thus, a new interpretation of lifelong learning emerged, which enlarged the conception of education in turn. In order to adapt to all these transformations, the most important educational institutions –universities– have gone through restructuring processes and gained new entrepreneurial features. To deal with the above explained transformations, universities created several innovative tools one of which is the unit of university continuing education (UCE).

These developments presented new challenges for cities. As the national governments left interventionist policies under the discourse of decentralisation; cities had to compete in the global market on their own to attract highly mobile capital while tackling with high unemployment rates that brought about the problems like poverty, violence, social exclusion and so on. Under these circumstances, to provide local economic development in cooperation with local actors, where university is supposed to be the key one, appears to be a major urban policy theme.

As a product of this process, because of their contribution to local economic development UCE units appear to be key actors for cities. *University Lifelong Learning*¹ or *University Continuing Education* is currently being defined as “the provision by higher education institutions of learning opportunities, services and research for the personal and professional development of a wide range of individuals –lifelong and life wide, and the social, cultural and economic development of communities and the region in collaboration with stakeholders and external actors.²”

This thesis aims two things: First to point out the critical position of UCE units in the context of knowledge economy for their possible contribution to local economic development. Second, to analyse to what extent these units in the case of Turkey serve for this function. To demonstrate the case of Turkey, some basic data of UCE units of Turkey and of Middle East Technical University Continuing Education Center (METU CEC) will be used. METU CEC is an excellent case to demonstrate Turkish UCE units’ failure to serve for local development because although it is the oldest and one of the most developed

¹ University Lifelong Learning (ULLL) is the term generally used in European Union documents instead of university continuing education.

² Pat, D. 2007, *Report from Workshop 1 – ULLL in Europe: descriptors indicators and Benchmarks*. Retrieved: May 30, 2007 from <http://www.eucen2007.si/gradivo/ReportWorkshop1.pdf>, p. 2.

continuing education units in Turkey, it is not possible to observe any adequate contribution of it to the local economic development.

By considering the data concerning activity levels of Turkish UCE units, particularly the detailed data of METU CEC, this thesis raises the argument that universities and local governments have not yet realised critical contribution of these units to local economic development. Certainly, contribution of these units for economic development of the city is a part of the broader discussion concerning university-society relationship and critical position of universities in the knowledge city. However, instead of discussing the opposing arguments this thesis will regard serving to local economic development as one of the main missions of university and will concentrate on UCE unit as a functional tool for university to serve for this purpose.

Since the thesis is based on UCE units' contribution to local development within the context of knowledge economy, macro-level analysis will include the examination of the nature of knowledge economy and transformations initiated by knowledge economy in labour markets and in nature of education. New understanding of lifelong learning and restructuring process in universities are connected with transformation in these two fields. Moreover, the macro-level analysis will include discussion of the position of cities and importance of urban policy for local development within the context of knowledge economy. As the UCE units' importance is an outcome of intertwined transformations in these fields, it will be easier, after mentioned discussions, to understand the key role of these units within new economic setting.

After exploring the developments which brought UCE units to a critical position for development of their cities; the third chapter will focus on the determination of how UCE units would serve to local development. At this chapter the thesis will support the claim that UCE units will serve to local development mainly by improving the human capital of the city. And it will be proposed that in order to

improve quality of human capital of the city UCE unit should provide participation of wide section of society in continuing education courses and should act as a powerful link between university and society. Later, these arguments will be used in discussing the data gathered from METU CEC.

In order to discuss current situation of UCE units of Turkey within the society, in fourth chapter, some basic data illustrating the activity levels of UCE units will be analysed. This analysis will provide evidence of how far these units fulfil their mission of serving to local development by improving human capital of their cities.

The fifth chapter will focus on the case of *Middle East Technical University Continuing Education Center* (METU CEC). Based on the features of the courses, and profile of the individual and institutional participants; it is intended to make a basic impact analysis about METU CEC's contribution to local development. Interpretation of the data will be supported by the interviews conducted by current and early participants. A more comprehensive impact analysis would include detailed interviews with early participants and with institutions which have sent their staff to these courses in previous years. Such kind of a research would demonstrate to what extent they have benefited from the courses and how does it serve to the solution of problems of Ankara. However, this thesis will make the impact analysis based on the basic features of the courses and participants, and will use quotations from interviews to illustrate the interpretations from the participants' point of view.

It is commonly accepted that knowledge economy was created by development of information and communication technologies (ICT) and globalisation of world economy. Regarding the former, Castells introduces the term "the informational mode of development" to refer to the new stage in the capitalist

mode of production³, which characterizes the nature of knowledge economy. According to him, this is a new technological paradigm characterized by information generation, processing, and transmission that have become the fundamental sources of productivity and power.⁴ It has its own specific characteristics, including the space of flows and the rise of a dual city and the more complex consequences of the network society. As to the latter, Neo-liberal restructuring of capitalism in the political sphere meant withdrawal of the nation state from interventionist policies that is accompanied with increasing levels of privatization. And the role of the state is, to some degree, reduced to finding ways to promote a favourable business climate in the country in order to attract the highly mobile capital.⁵ Consequently, rapid globalisation of economic activities being driven by national and international deregulation, and by the ICT related communications revolution created what has come to be called the knowledge economy.

Knowledge economy means deep transformation in socio-economic and political sense. In the context of knowledge economy, both extent and the concentration of unemployment appeared to be a global problem. Three main reasons for the increase of unemployment rates over the world are global population increase versus decrease in need for labour force, frequent economic crises and downgrading of certain production facilities.⁶ As Rifkin demonstrated in his book “The End of Work”⁷ the quantity of labour needed to produce the same level of product is diminishing because of technological modernisation in

³ Castells, M 1989, *The Informational City: Informational technology, economic restructuring, and the urban local process*, Basil Blackwell Inc., USA p.13.

⁴ Castells, M 1996, *The Information Age: Economy, Society and Culture: Volume 1- The Rise of Network Society* Blackwell, Oxford p.21.

⁵ Harvey, D 2000, *Spaces of Hope*, University of California Press, USA p.65.

⁶ The Edinburgh Academy, Economics Staff Paper n.d. *What are the main causes of unemployment in the UK?* Retrieved: April 30, 2006, from <http://www.edinburghacademy.org.uk/curriculum/economics/gallery2.htm>

⁷ Rifkin, J 1994, *The End of Work: The Decline of Global Labor Force and the Dawn of the Post-market Era*, G.P.Putnam’s Sons, Newyork.

agriculture, production and service sectors. Although technological development creates new jobs in especially knowledge sectors, still the number is too low compared to the number of labour force left out of work. Quite frequent economic crises hit labour markets causing huge amount of job loss. Moreover, as the pattern of demand is constantly changing, old industries fall into decline and dismiss labour whilst new industries rise and begin recruiting. However, those new industries most of the time offer relatively few jobs to the economy.

Globalization process also remarkably changed concentration of unemployment over world. Globalization, with the opportunities provided by new technologies, is bringing about 'tectonic' shifts in the world economy.⁸ Decreasing barriers over trade and liberal market policies increased mobility and therefore, the bargaining power of capital. Capital migrates to countries where labour market institutions are not well developed, and whose labour costs are low. Therefore, many developed countries for the first time in their history face frightening unemployment rates. Conversely, the impacts of this process on developing countries mainly depend on their ability to attract international investment.

In 2006, global unemployment rate has been 6.3% according to ILO (International Labour Organisation) reports.⁹ However, according to CIA The World Factbook 2007¹⁰ the world unemployment rate is 30 %. Moreover, it should be noticed that in 2006, of the over 2.9 billion workers in the world, nearly 1.37 billion still did not earn enough to lift their families above the US\$2 a day poverty line. And among these working poor, 507 million lived with their families in extreme poverty with less than US\$1 a day, which means that nearly every fifth worker in the world has to face the almost impossible condition of

⁸ Cosgrave, C & Sacks 1999, *Globalisation: the EU and Developing Countries*, Antony Rowe Ltd., Great Britain p.348.

⁹ ILO, 2007, *Global Employment Trends Brief*. Retrieved: May 24, 2007, from <http://www.ilo.org/public/english/employment/strat/download/getb07en.pdf>

¹⁰ CIA, 2007, *The World Factbook 2007*. Retrieved: May 10, 2007, from <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2129rank.html>

surviving with less than US\$1 a day for each family member.¹¹ Unfortunately, in spite of the global GDP growth and increasing employment numbers it is clear that economic growth has neither been turned into significant reductions in unemployment nor transformed into reduction in poverty among those in work.

For Turkey, unemployment has always been among the most important issues. As in the global scale, in spite of high GDP growth which is above 6% in 2006¹², still unemployment is high. According to dataset of Turkish Statistics Institution, unemployed people were 2 million and 760 thousand, and unemployment rate was %11.4 in February 2007.¹³ There is no doubt that in Turkey unemployment is not in a decreasing trend no matter how much the economy is developing.

While the global unemployment rates are increasing; decreasing need for labour to perform routine tasks together with structural change in the economy transformed the character of work and the position of labour within the economy. Today, work is increasingly project-like in its nature, and employment is based on the duration of each project. In this context, the labour is employed for his/her specific skills and qualifications that the project necessitates. Therefore, the economy no more demands a fix set of technical skills from labour. Instead, the economy requires labour to adapt changing technologies and voluntarily acquire new skills. This process inevitably leads to the discovery of the role of education in developing employability. For acquiring new skills and knowledge continuously to stay employable necessitates a continuous process of learning for the whole life period. This process gave also rise to transformation in the nature of education. As people have to continue learning until the end of

¹¹ ILO, 2007, *Global Employment Trends Brief*. Retrieved: May 24, 2007, from <http://www.ilo.org/public/english/employment/strat/download/getb07en.pdf>

¹² OECD, 2006, *Economic Outlook No:81: Turkey*. Retrieved: May 24, 2007, from <http://www.oecd.org/dataoecd/5/51/20213268.pdf>

¹³ TUIK, 2007, *Haber Bülteni Sayı 76: Hanehalkı İşgücü Araştırması Şubat 2007 Dönemi Sonuçları*. Retrieved: May 28, 2007, from http://www.tuik.gov.tr/PreTablo.do?tb_id=25&tb_adi=İşgücü%20İstatistikleri&ust_id=8

their lives in order to preserve their chance for employment, the lifelong learning concept gained an institutional form and developed as an economic term.

The concept of lifelong learning first gained its reputation in the 1960s along with similar notions like recurrent and permanent education in the course of discussions promoted by international organizations like UNESCO, OECD and Council of Europe about the role and nature of education.¹⁴ However, by the second half of the 90s as the economic restructuring process moved forward with globalisation, provision of continuing learning opportunities became central to the policy debates. This process then resulted in growing interest in concepts such as that of learning society, learning organisation and lifelong learning.¹⁵ Policies to support lifelong learning were regarded as essential in order to enable society to meet the challenges of knowledge economy.

Therefore, from 90s onwards, main challenge for lifelong learning has been serving to economic development. Improving the quality of human resources is accepted as the key mechanism for contribution of lifelong learning to the economic development of the region. In EU context, lifelong learning for local development is among strategic goals of Lisbon Agenda and intentions of academic Bologna Process.¹⁶ As contribution of lifelong learning to developing employability and serving to local development came to focus, educationalists, employers and local governors have moved towards each other building closer partnerships and seeking ways to pursue shared goals.

¹⁴ Tight, M 1998, 'Lifelong Learning: Opportunity or Compulsion?' *British Journal of Educational Studies*, vol. 46, no.3, p. 253.

¹⁵ Gallacher, J. & Fiona, R 2000, 'Work-based Learning: the implications for Higher Education and for supporting informal learning in the workplace', Retrieved: June 28, 2006, from <http://www.open.ac.uk/lifelong-learning/about.html> p.3.

¹⁶ Krisciunas, K 2006, 'Diversity and Interplay of LLL Actions for Regional Development: Initiatives of Institute of Europe of Kaunas University of Technology', *Proceedings of the 31st EUCEN Conference*, Gdynia, Poland, pp.23-31.

These transformations in the global scale also initiated a restructuring process in universities, the leading institutions of education. During the 80s and 90s the need for reform of higher education especially to bring it more closely to the needs of the economy emerged as an important policy issue. Universities were supposed to play a key role in the development of the knowledge based economy by producing a workforce with vocationally relevant higher skills and by serving to economic, social development. Caused by the reduction in government funding financial crisis in the universities facilitated the process, and many universities have gone through a deep transformation process. Although different scenarios emerged in different context, many of them evolved in an entrepreneurial way.¹⁷ In order to respond to the challenges of the knowledge economy, with an entrepreneurial attitude, universities developed many innovative tools one of which is the university continuing education unit.

Reflection of these socio-economic and political transformations in the global scale is considerable at local (urban) level. Cities are supposed to be the main drivers of the knowledge economy because they are the places where the majority of the population live and where most businesses are located. Since cities provide the necessary highly skilled workers, affluent consumers and the networks for innovation and exchange of ideas, cities have key role within the new economy¹⁸.

Within the context of knowledge economy, cities and the regions are being transformed under the combined effect of neo-liberal restructuring of the capitalist system and the technological revolution. Castells defines the dominant spatial logic of our societies that was created by the technological revolution as “space of flows”. For him, this notion refers to the electronic circuits that link

¹⁷ Kitagawa, F 2005, ‘Entrepreneurial Universities and the Development of Regional Societies: A Spatial View of the Europe of Knowledge’ *Higher Education Management and Policy*, Vol.17 No.3, OECD.

¹⁸ Jones, A & Williams, L 2006, ‘Ideopolis: Knowledge City-Regions’ The Work Foundation, Peter Runge House, 3 Carlton House Terrace, London

together, globally, strategic nodes of production and management.¹⁹ This transformation is actually an indication of the rise of network society where dominant functions and processes are increasingly organized around networks that constitute the new social morphology of society.²⁰

On the other hand, neo-liberal restructuring process paved the way for nation states to leave the interventionist policies under the discourse of decentralisation. As a product of this process, the national division of labour within cities disappeared. Therefore, cities now have to compete nationally and internationally in order to preserve their economic power. Because of the increased mobility of capital, cities are subject to job and capital losses²¹, and high level of competition among cities forces local governments to be more initiative and more innovative. This process gave rise to the development of “entrepreneurialism” in urban policy. With the rise of the entrepreneurial city, local political action expanded to include new actors of the city, and it has increased the use of private-public partnerships in search for finding effective ways of economic development.

However, many cities still face significant problems generated by the disappearance of traditional industries. High unemployment rate is one of the main problems because it creates more problems like social exclusion, poverty and violence. In Turkey, unemployment rate in urban areas is around 13% compared to the 8,8% in rural areas²² which means that problems related to unemployment is likely to increase more in cities in the following years.

¹⁹ Castells, M 1996, *The Information Age: Economy, Society and Culture: Volume 1- The Rise of Network Society*, Blackwell, Oxford.

²⁰ Ibid. p.500

²¹ Harvey, D 1989, *The Urban Experience*, Basic Blackwell, Oxford

²² TUIK, 2007, *Hanehalkı İşgücü Araştırması 2007 Şubat Dönemi Sonuçları (Ocak, Şubat, Mart 2007)*, Retrived: May 28, 2007, from http://www.tuik.gov.tr/PreTablo.do?tb_id=25&tb_adi=İşgücü%20İstatistikleri&ust_id=8

It is commonly accepted that the development of knowledge economy in cities is based on close cooperation between the world of education, science, research and business. Because of this, in the knowledge economy universities become key actors for the development of the city. Ever more interests of cities and universities are converging in new ways that brings changes to both and creates new alliances between them. Under these circumstances, one of the main focus of urban policy for local development appears to be the adaptation to challenges of network society²³ and the role universities can play in this process. In response to this question, to reveal the local economic development capacity of the universities appears to be a dominant policy theme.²⁴ This can naturally be done by improving access to university and the nature of university education in a way that would most benefit the cities.

University Continuing Education (UCE) units are at the intersection of these developments. Today, challenges of the new technology and the need for masses of individuals to adapt to the changing nature of work indicate a shared agenda for lifelong learning and higher education.²⁵ UCE units are an example of the innovative tools developed by universities as a product of this shared agenda. Together with the local development agenda of cities, UCE units should be considered effective tools for universities to serve for local economic development.

Ankara is among these cities where reflection of socio-economic and political transformations in the global scale can clearly be observed. As a consequence of the combined effect of these transformations, one of the main problems of

²³ Castells, M 1996, *The Information Age: Economy, Society and Culture: Volume 1- The Rise of Network Society* Blackwell, Oxford

²⁴ Forbes, D 2005, 'Creating Education Cities in the Global Knowledge Economy', Seminar on Working Together to Create Learning Cities of the Future Adelaide, Australia.

²⁵ Davies, D 1997, 'From the Further Education Margins to the Higher Education Centre? Innovation in Continuing Education', *Education+Training*, vol. 39, No.1, MCB University Press, pp. 4-13.

Ankara is high unemployment. Unemployment rate of Ankara was 12.1% in 2006 which corresponds to approximately 186 thousand people.²⁶ This situation is day by day getting worse with the contribution of related problems like poverty, social cleavage and violence. Moreover, in Ankara local government's cooperation with universities is very limited which is one of the most important elements for development of knowledge economy in the city. Therefore, dealing with unemployment problem, improving human capital of the city and revealing local economic development capacity of universities need to be at the outset of priorities of local government of Ankara. At that point, UCE units gain significance because they would serve as an effective tool for solving these problems.

After exploring the developments regarding the emergence of UCE units as an effective tool for the development of cities; the third chapter will focus on the evaluation of the basic elements of how UCE units would serve to local development. Later, these basic elements will be used in discussing the data gathered from METU CEC. UCE units will mainly serve to local development by improving the human capital of the city. And in order to improve quality of human capital of the city UCE unit should provide participation of wide section of society in continuing education courses and should act as a powerful link between university and society. Regarding the first one, providing these courses to wide section of society, three levels of target groups can be identified: Individual level, organisational level and local level. Individual level target groups can be divided into two as higher occupational groups and disadvantaged groups, and the organisational level can be divided into two as large companies and small and medium enterprises (SME). In order to fulfil the mission to serve wide section of society, together with high occupational groups and large companies, UCE Unit should act in favour of disadvantaged groups and SME. UCE units should determine educational necessities of these groups and

²⁶ TUIK, 2007, *Hanehalkı İşgücü Anketi Bölgesel Sonuçlar: Düzey 2- Kurumsal Olmayan Sivil Nüfusun Yıllar ve Cinsiyete Göre İşgücü Durumu*, Retrived: September 24, 2007, from <http://www.tuik.gov.tr/VeriBilgi.do>

eliminate social and economical obstacles which prevent them from participating in these courses.

As to the second objective to contribute to the relationship between university and society, UCE units should design education curricula tailored to local needs, create networks of institutions in the urban space and with trans-national organisations. UCE units should also design local development projects generating win-win situation for each partner. The third chapter also examines four different European Countries regarding the general attitude for UCE and local development. For this part, one UCE unit from Finland, France, United Kingdom and Germany is selected and interviews are carried out with administrators of these units. This chapter also includes short reviews of various case studies concerning projects whose aim is the local development where UCE units play a key role as a partner. These cases illustrate the key elements for the success of these projects.

In the fourth chapter, some basic data illustrating the activity levels of UCE units of Turkey is analysed. There are 36 UCE Units in Turkey. The data set includes activities of 28 which have been carried out during 2005. The data set was collected in the preparatory work of “National Continuing Education Centers Meeting” which was organized in 3-4 November 2006 in METU, Ankara. Analyzing the activity levels of these units will be helpful to understand current situation of these units within the economy and will provide us with evidence of how far these units fulfil their mission of serving to local development by improving human capital of their cities.

The fifth chapter focuses on the case of *Middle East Technical University Continuing Education Center (METU CEC)*. It was founded in 1991 as the first university continuing education center in Turkey. In its administrative structure, it is bound to the administration of the university and in financial terms it is subject to rules and regulations of Office of Revolving Fund and Ministry of

Finance. When founded the main mission of METU CEC was defined as to transfer knowledge and technology accumulation of Middle East Technical University to industry, enterprises and individuals of Turkey.²⁷ Until the end of 2006, METU CEC has organized 1 099 education programmes. 24 422 people participated in 68 561 hours of courses.²⁸ Although these numbers are quite low compared to the many UCE Units of European Countries, METU CEC is one of the most active university continuing education centers in Turkey.

In this chapter, two different sets of data are used. First, to analyse METU CEC's success in serving the individual level target groups; data regarding participants of the courses which were organised open to public between 2003 and 2006 years is used. Here, the information about features of these courses is also analysed. Second, to examine how far METU CEC serves to each group in the organizational level, the relevant data about in-service learning courses organised within the same time period is analysed. The local level target groups are not analysed because there is not any data in METU CEC concerning courses organised to serve for this level of target groups. Moreover, METU CEC's contribution to the relationship between society and university is not discussed. Since METU CEC does not have an intentional strategy or policy for local development; there is not any data concerning activities conducted for the aim of providing relationship between university and society. In addition to the data collected from the participant forms, deep interviews with some participants are carried out in order to investigate accuracy of the inferences made based on the statistical data.

One of the main concerns of the thesis is to create policy proposals for the development of UCE units in Turkey. Therefore, based on the generalisations made in the third chapter and findings in the fourth and fifth chapter the sixth chapter will develop some macro and micro level policy proposals.

²⁷ Orta Doğu Teknik Üniversitesi Sürekli Eğitim Merkezi Yönetmeliği, Resmi Gazete Sayı: 20829, Date: March 29, 1991.

²⁸ METU CEC, 2007, *Activity Report of 2006*, p.26.

CHAPTER 2

POSITION OF UCE IN KNOWLEDGE ECONOMY

In order to understand importance of University Continuing Education Units in the new organisation of economy it is necessary to begin with analyzing the basic features of knowledge economy. Moreover, in order to develop a comprehensive analysis about the effects of this new economy; global unemployment problem, transformation in the labour markets and changing nature of education will be discussed. Additionally, development of lifelong learning concept and restructuring process in universities, which are the two main transformations related to changing nature of education, will be analysed. Furthermore, main effects of the knowledge economy on cities will be examined. Analyses of all these developments will be helpful to position University Continuing Education Units (UCE) within new organisation of urban economy and will present their significant importance for local economic development.

2.1 Knowledge Economy:

Various observers describe today's global economy as one in transition to a 'knowledge economy'. It is mainly defined as the "economy in which the production, distribution, and use of knowledge are the main drivers of growth, wealth creation and employment across all industries."²⁹ In the past, the key

²⁹ McKeon, R & Weir, T 2001, 'Preconditions for a Knowledgebased Economy', B-HERT News, no 11, pp.4-5

resources of wealth generation have been land, labour and physical materials but from now on they start to be ideas, creativity and knowledge management.³⁰ Therefore, the concept mainly refers to the use of knowledge to produce economic benefits. Actually, it is not a new idea that knowledge management plays an important role in the economy but the degree of incorporation of knowledge and information into economic activities is now so great that it suggests quite profound structural and qualitative changes in the operation of the economy, and transforms the basis of competitive advantage.³¹ It is also possible to define the current form of economy as a global economy of continuous change. Technology, knowledge, processes, institutions, markets, interests, power and economic balances continuously change. All developed and developing nations, governments allocate resources, develop policies, strategies and actions to influence and facilitate this transformation.

Two main processes created the current situation of transformation to the knowledge economy:³² rise in the knowledge intensity of economic activities, and the increasing globalisation of economic affairs. The rise in knowledge intensity is being driven by information technologies revolution and the increasing technological change. These innovations in the technology have come into existence, over timescales varying from field to field. However, their fairly simultaneous emergence and their interaction resulted in development of the new technological paradigm.

According to Castells, main distinguishing feature of third technological revolution is its focus on information processing. Raw material itself is information, and so is its outcome. As he defines in “The Informational City” the new technologies are different because they act on information itself, they

³⁰ Bentley, T 1998, *Learning Beyond the Classroom: The Challenge of Employability*, Routledge, London Great Britain, p.101.

³¹ Houghton, J & Sheehan, P 2000, *A Primer on the Knowledge Economy*, Center for Strategic Economic Studies Working Paper, No.18, Victoria University of Technology, Australia, p.1.

³² Ibid. p.2

are pervasive as they include all spheres of society, they have a new networked logic, they are extremely flexible, and they converge into highly integrated systems.³³ Therefore, Castells introduces 'the informational mode of development' as a new stage in the capitalist 'mode of production', with its own social organisation in which information generation, processing and transmission become fundamental sources of productivity and power.

New technological paradigm established ever more intimate relationships between society, scientific knowledge, and productive forces. In economic terms, the central feature of the IT revolution is the ability to manipulate, store and transmit large quantities of information at very low costs and an equally important feature of these technologies is their commonness.³⁴ Earlier types of technological change tend to focus on particular products or industrial sectors; however information technology is much more general. It has impact on every elements of the economy. For example, in this new setting labour has to be formed, educated, trained, and retrained and constantly reprogrammed to adapt new technologies. On the other hand, organizations are now much more flexible in terms of production, consumption, and management. In summary, new information technologies gradually penetrate all processes of production, distribution, transportation, and management, and transform the entire economy and the whole society.

The other main driver of the emerging knowledge economy is the rapid globalisation of economic activities. Globalisation is being driven by national and international deregulation, and by the IT related communications revolution. In the 1970s world economies were experiencing crisis in terms of economic development. Capitalist economies with a number of measures and policies adapted to new information technologies and created a new way of capitalism.

³³ Castells, M 1989, *The Informational City: Informational technology, economic restructuring, and the urban local process*, Basil Blackwell Inc., Massachusetts, p.13.

³⁴ Houghton, J & Sheehan, P 2000, 'A Primer on the Knowledge Economy', *Center for Strategic Economic Studies Working Paper*, no.18, Victoria University of Technology, Australia, p.2.

At this process information technologies and computer networks have played a significant role for globalization of capitalism and for the emergence of a flexible regime of accumulation.³⁵ This new way of capitalism was characterized by globalisation of core economic activities, organisational flexibility, and greater power for management in its relation to labour.³⁶

Since the 1980s, technological revolution and capitalist restructuring paved the way to a new wave of globalisation. Lastly, in the 1990s with the dissolution of Soviet Regime and the end of cold war last impediment against globalisation of world economy has disappeared. Since the 90s, capitalist restructuring and globalisation have proceeded mutually contributing to each other with a widespread movement of economic deregulation. This economic deregulation process included reduction of tariff and non-tariff barriers on trade in goods and services, deregulation of financial and product markets and reduction of barriers to foreign direct investment in many countries. These developments altogether with the great work of international organisations like World Trade Organisation have led to rapid globalisation of world economy.

In this process, those regions which adapt newly emerging technologies and succeed in making use of most recent knowledge are becoming the beneficiaries of the system. In contrast, many regions are being left out of the system or although they are articulated with the use of IT technologies; they are not successful in benefiting from the system by making use the knowledge they access by means of these technologies.

In the political sphere, globalisation of world economy meant withdrawal of the nation state from interventionist policies which is accompanied with increasing levels of privatization. Under these circumstances, role of the state is to some degree reduced to finding ways to promote a favourable business climate in the

³⁵ Harvey, D 1989, *The Condition of Postmodernity*, Blackwell Publishers Inc., London.

³⁶ Castells, M 1998, *The Information Age: Economy, Society and Culture*, Blackwell Publishers Inc., USA, p.337.

country in order to attract the highly mobile capital.³⁷ In this neo-liberal restructuring process, national level is dissolving whereas the global, regional and the local levels are gaining importance.

In summary, today we face an extensively global economy where the peculiar asset is knowledge, and key resource of wealth generation is knowledge management. In this type of economy you are powerful as long as you stay up to date by gathering ever flowing knowledge by using the newest technologies and new organisation models, and as far as you are able to make use of them in your work.

2.1.1 Global Unemployment Problem and Transformation in Labour Markets

The opportunities provided by the information and communication technologies together with challenges posed by globalisation of world economy transform the nature of labour markets and the nature of work. In such a context, unemployment rates are increasing significantly and unemployment is becoming a serious problem for the whole world.

2.1.1.1 Determining the Global Unemployment Problem

In the context of knowledge economy, unemployment problem has appeared to be a global phenomenon. Many reasons can be defined to explain unemployment in global level and for each region. However, without doubt now it is a fact for under-developed, developing and even for developed countries.

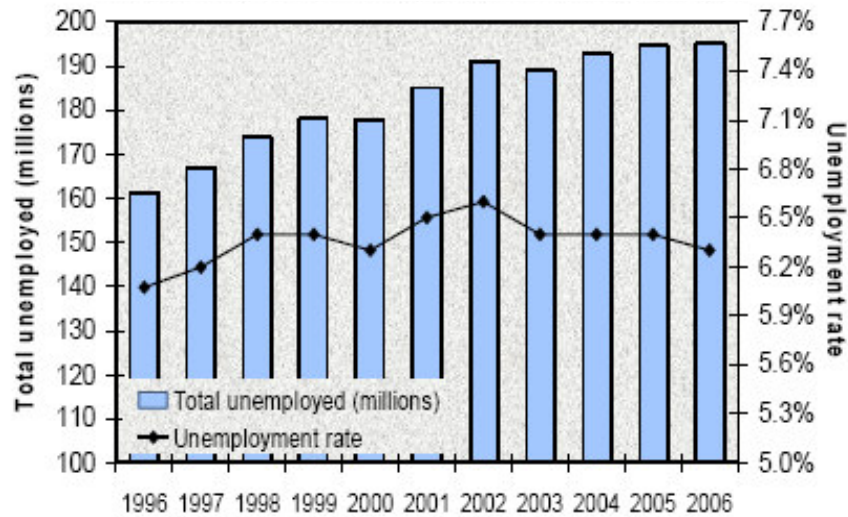
“Global Unemployment Trends Report”³⁸ of International Labour Organisation (ILO) explores that global GDP growth in 2006 led to stabilization of labour markets worldwide and resulted in 1.6% increase in employment from 2005 and

³⁷ Harvey, D 2000, *Spaces of Hope*, Berkeley and Los Angeles: University of California Press., USA, p.65.

³⁸ ILO ,2007, *Global Employment Trends Brief*, Retrived: May 24, 2007, from <http://www.ilo.org/public/english/employment/strat/download/getb07en.pdf>

16.6% since 1996. However, although “in work” concept is defined very broadly by ILO, still the global unemployment rate persisted in 6.3%. Moreover, CIA The World Factbook 2007³⁹ stated the world unemployment rate as 30 %. It means that economic growth has not been translated into significant reductions in unemployment.

Figure 2.1 Global unemployment trends: 1996-2006⁴⁰



In total, nearly 191,8 million people were unemployed around the world in 2006, an increase of 3,4 million since 2005 and 37,8 million since 1996. However, it is also necessary to point out that unemployment rates alone can not give enough information about the state of people’s livelihoods and well-being. Accordingly, especially in developing countries, which often lack effective unemployment protection mechanisms, the focus should not be solely based on unemployment rates. The focus should be also on the conditions of work of those who are employed. In 2006, nearly 1.37 billion of the over 2,9 billion workers in the world still did not earn enough to lift themselves and their

³⁹ CIA, 2007, *The World Factbook 2007*. Retrieved: May 10, 2007, from <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2129rank.html>

⁴⁰ Source: ILO, 2007, *Global Employment Trends Brief*, Retrived: May 24, 2007, from <http://www.ilo.org/public/english/employment/strat/download/getb07en.pdf>

families above the US\$2 a day poverty line. It is just as many as ten years ago. Among these working poor, 507 million lived with their families in extreme poverty with less than US\$1 a day which means that nearly every fifth worker in the world had to face the almost impossible situation of surviving with less than US\$1 a day for each family member. And this is true despite the fact that most of them work long and difficult hours and often under adverse conditions. It is clear that economic growth has neither been translated into significant reductions in unemployment nor translated into reduction in poverty among those in work.

Three main reasons can be defined for increasing unemployment rates. The first and the main reason is global population increase versus decrease in need for labour force. As global population rushes toward 6 billion--and beyond--national governments face the frightening task of creating nearly 30 million additional jobs each year for the next fifty years.⁴¹ On the other hand, as Rifkin demonstrated in his book "The End of Work"⁴² the quantity of labour needed to produce the same level of product is diminishing because of technological modernisation in agriculture, production and service sectors. Technological modernization decreases the need for labour in both agriculture, industry and service sectors whereas working age population increases each day. As Castells points out, there are now more jobs than at any time in history, not mass unemployment.⁴³ However, new employment opportunities are available in knowledge sector and for highly trained workers. Moreover, although technological development creates new jobs in especially knowledge sector, still the number is too low compared to the number of labour force left out of work.

⁴¹ Brian, H & Lester, R, B, 1999, *Unemployment Climbing As World Approaches 6 Billion*. Retrived: April 04, 2007, from <http://www.worldwatch.org/press/news/1999/09/02/>

⁴² Rifkin, J 1994, *The End of Work. The Decline of Global Labor Force and the Dawn of the Post-market Era*, G.P.Putnam's Sons, Newyork.

⁴³ Castells, M 1996, *The Information Age: Economy, Society and Culture: Volume 1- The Rise of Network Society*, Blackwell, Oxford, pp.21-22.

These two conflicting trends are likely to continue to increase unemployment rates more in the following years.

Second factor which increases the unemployment rates over the world is the frequent economic crises. The world because of the nature of capitalist system quite frequently undergoes economic crises regionally or globally. As the world economy became very global, crisis in one part of the world affects the economy and labour markets in all other parts of the world. These crises hit labour markets causing huge amount of job loss and unemployment.

Last one which can be considered as the cause of increasing unemployment is downgrading of certain production facilities.⁴⁴ As the pattern of demand is constantly changing, old industries fall into decline and dismiss labour while new industries rise and begin recruiting. However, those new industries most of the time offer relatively few jobs. As a result of the changing social culture, day by day certain arts and crafts productions are losing their importance which causes unemployment of huge number of people working in these sectors.

On the other hand, globalization process remarkably changed concentration of unemployment over the world. Globalization, with the opportunities provided by new technologies, is bringing about 'tectonic' shifts in the world economy.⁴⁵ World Trade Organization, as the symbol of globalization day by day reduces tariffs and non-tariff barriers on trade. Moreover, neo-liberal policies increasingly impose trade rather than aid and private investment rather than development assistance as the most effective engines for economic growth and prosperity.⁴⁶ Consequently, decreasing barriers over trade and liberal market

⁴⁴ The Edinburgh Academy, Economics Staff Paper, *What are the main causes of unemployment in the UK?*, Retrieved: April 30, 2006, from <http://www.edinburghacademy.org.uk/curriculum/economics/gallery2.htm>

⁴⁵ Cosgrave, C & Sacks, 1999, *The European Union and Developing Countries*, Globalisation: the EU and Developing Countries. Antony Rowe Ltd. Wiltshire, Great Britain p.348.

⁴⁶ Ibid. p.359

policies increased mobility and therefore the bargaining power of capital. Since, among the production costs labour costs have the largest share; capital migrates to countries where labour market institutions are not well developed, more flexible and labour costs are low. With the outsourcing method firms keep their administration departments in their own country and they carry on their actual production facilities in under developed and developing countries where labour costs are low. Since, capital moved their production facilities to developing countries; many developed countries for the first time in their history face frightening unemployment rates. The impact of unemployment on developing countries was somehow different and mainly dependent on their ability to attract international investment. For example, Asia proved to be successful in this process. China, gained a dominant position after the phasing out of quotas under the *Multi-Fiber Arrangement (MFA)*.

For Turkey, unemployment has always been among the most important issues. As in the global scale, in spite of high GDP growth; namely above 6% in 2006⁴⁷, still unemployment is high. According to dataset of Turkish Statistics Institution, for the year 2005; total employment was 22 million 46 thousand people and employment ratio was 48.3%. At the same period unemployed people were 2 million and 520 thousand and unemployment rate was 10.3%. Actually, unemployment rate would appear quite higher according to how unemployment is defined. Still there is no doubt that in Turkey unemployment is not in a decreasing trend no matter how much the economy is developing.

In conclusion, high unemployment rates in many parts of the world remain a challenge. Today, it is a fact for underdeveloped, developing and even for developed countries. Despite the high GDP growth; still world unemployment increases. Furthermore, the increase in wages and employment (i.e. both the quantity and quality of available jobs) lagging behind economic growth.

⁴⁷ OECD, 2006, *Economic Outlook No:81: Turkey*. Retrieved: May 24, 2007, from <http://www.oecd.org/dataoecd/5/51/20213268.pdf>

Consequently, those unemployed people together with those employed people who are living under poverty line constitute the global unemployment problem.

2.1.1.2 Transformation in Labour Markets

It has been discussed above that decreasing need for labour to perform routine tasks and structural change in the economy created the global unemployment problem. These developments together with impact of information and communication technologies (ICT), and intense global competition transformed the character of work as a whole. And as a result of the transformation in nature of work labour markets transformed and labour has been redefined in terms of its role in production.

Today, work is becoming increasingly project-like in its nature and contracts of employment are frequently project based, mainly short-term and part-time. In such an economy, workers are supposed to have good education to start with and update their knowledge continuously. Economies, instead of a fix set of technical skills, demand adaptable workers who can voluntarily acquire new skills. Also, since volume of information increased; workers are supposed to have new skills of synthesis and communication to sort information into appropriate categories, and to synthesize it from different sources into one coherent body of knowledge and communicate it effectively to co-workers.⁴⁸

On the other hand, changing character of labour market leads to the discovery of the role of education in developing employability. As it comes to focus educationalists and employers move towards each other building closer partnerships, developing common language, seeking ways to have common goals.⁴⁹ It is because of the fact that key mechanism for the development of productive forces in the new economy seems to be the ability of a given social

⁴⁸ Bentley, T 1998, *Learning Beyond the Classroom: The Challenge of Employability*, Routledge, London Great Britain, p.102.

⁴⁹ Ibid. p.100

organization to set up an institutional framework to educate and motivate its labour force.

In summary, increasing knowledge intensity of economy together with globalisation of world economy transformed both the nature of work and the skills demanded from labour force. Under these circumstances, keeping the labour force in line with necessities of the knowledge economy and creating new employment opportunities are becoming main concerns of the governments in order to combat with unemployment problem.

2.1.2 Transformation in the Nature of Education

Transformation in the nature of work and labour markets had profound effects on nature of education. In the context of knowledge economy, the main input and output of the economy is the “knowledge”. Thus, it is continuously being reshaped and recreated. Under these circumstances, in order to stay up to date people need to continue learning until the end of their lives. Therefore, the critical importance of education in developing employability and for the whole economy has been discovered. This transformation developed the lifelong learning concept as an economic term. On the other hand, global transformations in socio-economic and political spheres and transformation in the nature of education inevitably had profound effects on universities as the leading institution for education. Analysis of reformulation of lifelong concept and restructuring process of universities will be helpful to understand development of university continuing education units in the knowledge economy.

2.1.2.1 Lifelong Learning in the Knowledge Economy:

One of the main impacts of knowledge economy has been increasing importance of lifelong learning which is mainly related to the impact of new economy on labour markets and on nature of work. Effects of these processes of transformation in labour markets and in nature of work can be clearly observed in policy documents of national governments and international organisations. Although the notion of lifelong learning supposed to be existed

since the creation of humanity it has only after these transformations appeared in its institutional form.⁵⁰

Lifelong learning is supposed to exist since the era of great thinkers such as Plato and Comenius.⁵¹ It's origins also traced back to the writings of Dewey, Lindeman and Yeaxlee in the early twentieth century⁵² and to the intellectual excitement that followed the end of World War One which is influenced by the active debate over the extension of citizenship rights to women and to working class men, as well as by such international developments as the Bolshevik Revolution in Russia.⁵³

However, lifelong learning concept first gained reputation in the 1960s along with similar ideas like recurrent and permanent education in the course of discussions promoted by international organizations like UNESCO, OECD and Council of Europe about the role and nature of education.⁵⁴ Discussions were focusing on the inadequacy of formal education in answering educational needs of society. The publication of UNESCO in 1972 called "Learning To Be" fostered a global debate. At this report; lifelong education was viewed as a life-span endeavour, whether in the formal, non-formal or informal mode, to enrich the quality of life of the learner as an individual and

⁵⁰ Kalen, D 2002, Lifelong Learning Revisited, in: Abukari, A 2005, 'Conceptualising Lifelong Learning: a reflection on lifelong learning at Lund University (Sweden) and Middlesex University (UK)', *European Journal of Education*, vol. 40, no.2 Blackwell Publishing Ltd., UK, p.143.

⁵¹ Withnall, A 2000, 'Older Learners-Issues and Perspectives' in: A. 2005, 'Conceptualising Lifelong Learning: a reflection on lifelong learning at Lund University (Sweden) and Middlesex University (UK)', *European Journal of Education*, vol. 40, no.2 Blackwell Publishing Ltd., UK, p.143.

⁵² Jarvis, P 1995, 'Adult and Continuing Education: theory and practice' in: Tight, M 1998, 'Lifelong Learning: Opporunity or Compulsion?' *British Journal of Educational Studies*, vol. 46 no.3 Blackwell Publishing Ltd., UK, p.253.

⁵³ Field, J 2001, 'Lifelong Education' *International Journal of Lifelong Education* vol.20., no.1/2, January-April Taylor Francis Ltd., England, p.5.

⁵⁴ Tight, M 1998, 'Lifelong Learning: Opporunity or Compulsion?' *British Journal of Educational Studies*, vol. 46, no.3, Blackwell Publishing Ltd., UK, p.253.

of the general community as a whole.⁵⁵ Report suggested a number of key features in thinking about lifelong learning.⁵⁶ First, its necessity and importance is justified by reference to the language of change; second, lifelong learning and education are linked to the requirements of both the economy and the society; third, emphasis was put on individual's responsibility for self-fulfilment; fourth, lifelong learning was seen as requiring the involvement of providers beyond the existing educational system. At the very same period OECD conceptualised lifelong learning as "recurrent education" and tried to provide practical ways of realising it. "Paid educational leave" was the main proposal of OECD as an instrument to realise this objective.⁵⁷ Meanwhile, Council of Europe was promoting "permanent education" concept. Taken altogether cumulative impact of those debates was very weak in concrete terms. Two factors limited the impact of the debate upon lifelong learning.⁵⁸ First of all, since the debate was promoted mainly by international organisations which lacked power to assert those decisions over governments; it was ineffective in creating concrete results. Second limiting factor was the changing economic climate during the late 1970s. With the beginning of the 1973 oil crisis, stable model of waged employment gave way to a more fragmented and turbulent labour market and the early conception of lifelong learning lost its appeal.

By the second half of the 90s the processes of economic restructuring moved forward with globalisation. At this period, provision of continuing learning opportunities became central to the policy debates which resulted in growing

⁵⁵ Tuijnman, A & Bostrom, A 2002, 'Changing Notions of lifelong learning education and lifelong learning', in: Abukari, A 2005, 'Conceptualising Lifelong Learning: a reflection on lifelong learning at Lund University (Sweden) and Middlesex University (UK)', *European Journal of Education*, vol 40, no.2, Blackwell Publishing Ltd., UK, p.143.

⁵⁶ Tight, M 1998, 'Lifelong Learning: Opportunity or Compulsion?' *British Journal of Educational Studies*, vol. 46, no.3, Blackwell Publishing Ltd., UK, p.253.

⁵⁷ Field, J 2001, 'Lifelong Education' *International Journal of Lifelong Education*, vol.20, no.1/2, January-April Taylor Francis Ltd., England, p.7.

⁵⁸ *Ibid.* pp.7-8

interest in concepts such as the learning society, the learning organisation and lifelong learning.⁵⁹ Policies to support lifelong learning were determined to be essential to enable society to meet the challenges which it face. Among these challenges, the ones associated with economic changes were most strongly emphasized.⁶⁰ Therefore, during the 90s lifelong learning became a term much more related to economics because of the challenges posed by globalisation and developing knowledge economy.

Another important shift in the understanding of lifelong learning was its emphasis on individual to be at the center of education process. In the 70s UNESCO was critical for lifelong learning emphasizing “lifelong education” concept with paying attention to continuous emancipation of individuals. However, transformation of the world economy brought a shift from “lifelong education” to “lifelong learning” which marked a shift towards vocationalism and away from emancipation.⁶¹ UNESCO built up its 1997 World Conference on education and emphasized the role of non-governmental organisations in promoting lifelong learning.⁶² In European Commission, lifelong learning formed one of the cornerstones of Delor’s white paper on competitiveness and economic growth while the Commission’s White Paper on education and training was published under the title of “Teaching and Learning: towards a learning society” and commission subsequently declared 1996 to be European Year of Lifelong Learning.⁶³ After that, the concept was absorbed into

⁵⁹ Gallacher, J. & Fiona, R 2000, ‘Work-based Learning: the implications for Higher Education and for supporting informal learning in the workplace’, Retrived: June 28, 2006, from <http://www.open.ac.uk/lifelong-learning/about.html> p.3.

⁶⁰ Ibid. p.3

⁶¹ Boshier, R 1998, ‘Edgar Feure after 25 Years: down but not out’ in: Field, J 2001, ‘Lifelong Education’ *International Journal of Lifelong Education*, vol.20, no.1/2, January-April Taylor Francis Ltd., England, p.12.

⁶² Field, J 2001, ‘Lifelong Education’, *International Journal of Lifelong Education*, vol.20, no.1/2, January-April Taylor Francis Ltd., England, p.9

⁶³ Ibid. p.10

national level policy debates and has become an instrument for modernization of education and training systems. OECD, in line with its official aim of preservation of social cohesion organized its 1996 meeting under the title of “Lifelong Learning for All” and once more lifelong learning was justified by reference to global competitive pressures and the economy being shaped by new technologies.⁶⁴ Different from the 70s, new debate on lifelong learning was taken serious in government level and resulted in concrete policies. The concept became part of the lifelong learning-learning organisation-learning society trinity. It was articulating the importance of continuing learning for survival and development at the levels of the individual, the organisation and the society as a whole.⁶⁵

From the 90s onwards there have been three main purposes of lifelong learning. First one is to bring about economic progress and development; second one is to bring about personal development and fulfilment, and to provide social inclusiveness and democratic understanding and activity.⁶⁶ Among these purposes main challenge for lifelong learning is to serve for local development. In EU context lifelong learning for local development is among strategic goals of Lisbon Agenda and intentions of academic Bologna Process.⁶⁷ Since one of the main resources that provide competitive advantage to the region is the quality of labour force, improving the quality of human resources is claimed to be the key mechanism for contribution of lifelong learning to the region.

⁶⁴ Ibid. p.10

⁶⁵ Tight, M 1998, ‘Lifelong Learning: Opportunity or Compulsion?’, *British Journal of Educational Studies*, vol. 46, no.3, Blackwell Publishing Ltd., UK, p.254.

⁶⁶ Abukari, A 2005, ‘Conceptualising Lifelong Learning: a reflection on lifelong learning at Lund University (Sweden) and Middlesex University (UK)’, *European Journal of Education*, vol 40, no.2, Blackwell Publishing Ltd., UK, p.145.

⁶⁷ Krisciunas, K 2006, ‘Diversity and Interplay of LLL Actions for Regional Development: Initiatives of Institute of Europe of Kaunas University of Technology’, *Proceedings of the 31st EUCEN Conference*, Gydnia, Poland, pp.23-31.

In summary, increasing importance of lifelong learning after 90s was mainly an outcome of profound transformations in labour markets and in nature of work. As the process of economic restructuring had moved forward lifelong learning became central to the national and international policy debates with the intention of providing sustainability of labour force with necessary skills to serve for the operation of economy and especially to serve for local development.

2.1.2.2 University in the Knowledge Economy:

As it has been mentioned above, global restructuring and creation of knowledge economy transformed nature of education and developed interest in lifelong learning. These developments also initiated a restructuring process in universities in order to adapt to the needs of new type of economy.

During the 80s and 90s the need for reform of higher education especially to bring it more closely to the needs of the economy emerged as an important policy issue in many societies throughout the world. Universities were supposed to play a key role in the development of a knowledge based economy. It was mainly related to the need to restructure the economy to maintain international competitiveness. To meet the existing challenges, higher education administrators started to rethink what they do and how they do it. In this process of restructuring, role of the higher education was determined to be crucial based on a version of human capital theory in which higher education would play a larger part in producing a workforce with vocationally relevant higher skills⁶⁸ and with regard to their potential to contribute to economic and social development.⁶⁹ These two main missions ascribed to universities in the context of knowledge economy together with financial difficulties of universities initiated important transformations in the universities.

⁶⁸ Gallacher, J. & Fiona, R 2000, 'Work-based Learning: the implications for Higher Education and for supporting informal learning in the workplace', Retrived: June 28, 2006, from <http://www.open.ac.uk/lifelong-learning/about.html> p.1.

⁶⁹ Kitagawa, F 2005, 'Entrepreneurial Universities and the Development of Regional Societies: A Spatial View of the Europe of Knowledge', *Higher Education Management and Policy*, vol.17, no.3 OECD, p.66.

The mission of producing a workforce with vocationally relevant higher skills initiates four main discourses.⁷⁰ First of all, increasingly higher education institutions are directed towards developing partnerships with employers. Great pressure is evident on universities to work more closely with employers in contributing to the process of economic transformation and development. It becomes also important theme of the literature on learning society and lifelong learning. Secondly, flexibility appears as a major theme in restructuring process of universities. The idea is to be responsive to the changing needs of employers, individuals and the labour market. Thirdly, the idea that the content of university education should change and it should be more relevant to the needs of the economy becomes dominant. This raises the important questions regarding the role of employers and other agencies in determining the content of educational programmes. Lastly, the discourse over accreditation develops referring to the recognizing and giving value to a wide range of learning experiences many of which previously would not have been considered worthy of credit within higher education.

The other mission ascribed to universities in new organisation of economy is related to their contribution to economic and social development. The debate over the issue especially focuses on the responsibility of universities against their regions. The community is not interested in academic disciplines; it is concerned with immediate and pressing problems like poverty, inequality, unemployment and they perceive large educational institutions as agents which might be capable of making a contribution to solving many of the problems they confront.⁷¹ Under these circumstances, universities' mission to serve for economic development, so called the third mission, gains significance more than ever.

⁷⁰ Gallacher, J. & Fiona, R 2000, 'Work-based Learning: the implications for Higher Education and for supporting informal learning in the workplace', Retrived: June 28, 2006, from <http://www.open.ac.uk/lifelong-learning/about.html> p.p. 4-5.

⁷¹ Fleming, A. 1995, 'Continuing Education's Mission to the Community: Grasping the Thistle', *EUCEN Conference*, Glasgow, Retrived: August 25, 2006, from www.eucen.org, p.4.

In practice, universities were always something good for their cities because they are huge employers, they allow more students in the region to find chance for education, and they transfer funds to the city which they find from certain sources like European Union, World Bank etc. However, today they are supposed to directly work to contribute to the development of their city in economic and social terms. So, in addition to the traditionally identified benefits; higher education institutions are supposed to create new employment possibilities, provide knowledge transfer (graduates, collaboration of experts for research, consultation), technology transfer (spin-offs, patents, licences etc.), introduce new curricula and continuing education courses which are designed to the special needs of the local economy.

Therefore, increasingly it is being emphasized that universities would play a crucial role in assessing and matching education to the requirements of their particular locality.⁷² However, this inevitably necessitates local authorities to involve more closely in higher-education decision making. Additionally, higher education institutions are supposed to be more than centres of learning and they are supposed to actively involve in local networks to promote local development.⁷³ Moreover, in addition to providing education and connection to the market universities are also expected to provide social and cultural value to the city. This value is not measurable in economic terms but constitutes the basis of prosperity.⁷⁴ Additionally, universities are determined to be capable of promoting social unity by serving to economically inactive individuals who are at risk of social exclusion.

Beside these challenges to universities in the context of new economy another factor also forces universities for transformation. It is the financial difficulty

⁷² Myllyvirta, 2007, 'Local and regional authorities' role in the Bologna process' *EUCEN Conference: ULLL and the Bologna Process: From Bologna to London and Beyond*, Ljubljana p.3.

⁷³ Ibid p.4

⁷⁴ Ibid. p.3

they are experiencing as a result of the diminishing government funding. As it was discussed before because of the increasing mobility of capital, nation states besides decreasing taxes, direct their resources to infrastructure investments in order to make the country attractive for this highly mobile capital. Therefore, governments make great reductions in the funds allocated to many sectors like education. Therefore, the total fund universities receive from national government is decreasing contrary to the increase in their responsibilities. Government funding is available only to cover costs of teaching and no funding is available for research. Therefore, to preserve the balance between teaching and research universities begin to look for ways to create their own resources. This process inevitably contributes to the restructuring process of universities.

Although different scenarios exist, necessities of knowledge economy together with financial crisis resulted in many universities to evolve in an entrepreneurial way. For the entrepreneurial university serving to economic development is at same level to the traditional missions of teaching and research. Since fewer public resources are available for higher education, many universities need to place a higher priority on being responsive to the needs of their local and regional communities and on being perceived as useful to society in order to receive public support.⁷⁵ Therefore, entrepreneurial activities are undertaken by universities with the objective of improving local economic performance as well as the university's financial advantage.⁷⁶ Universities with an entrepreneurial attitude developed many innovative tools to adapt these socio-economic transformations. Techno-parks, research centers and continuing education centers are only some of the examples of the units developed for this purpose.

⁷⁵ Shattock, M, 1997, 'The Managerial Implications of the New Priorities' in: Kitagawa, F 2005, 'Entrepreneurial Universities and the Development of Regional Societies: A Spatial View of the Europe of Knowledge' *Higher Education Management and Policy*, vol.17, no.3, OECD, p.69.

⁷⁶ Etzkowitz, H, Webster, A, Gebhardt, C, Terra, B 2000, 'The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm' *Research Policy* 29 *Elsevier Science B.V.*, pp. 313-330.

In this process, universities of United States; contrary to the many European universities, seem to have developed an extensive culture responsive to the local needs. They tend to rely on local and regional sources of financial and political support, they are geared towards local benefits and they have strong links with local industry.⁷⁷ On the other hand, also in recent European Policy context, which is formed between the three concepts European Higher Education Area, European Research Area and Europe of Knowledge, emphasis is put on higher education institutions. Especially the role played by higher education institutions in localised research and innovation processes are emphasized. Therefore, within the context of the Europe of Knowledge “local development” and “role of university” will be inseparably connected and intertwined.⁷⁸

However, there are also strong criticisms about university’s engagement in these types of entrepreneurial activities. These criticisms mainly focus on academic independence and nature of academic activity. It is proposed that academic independence would be destroyed if the university depend on funding coming from private companies. Moreover, from a stricter point of view it is proposed that engagement with these types of activities do not conform to the nature of academic activity. Nevertheless, still university’s mission against society persists as an important issue in the context of knowledge economy and it is necessary to create a balance between independence and nature of academic activity and activities undertaken to serve for society.

In summary, the missions ascribed to universities for producing a workforce with vocationally relevant skills and contributing to economic and social development together with financial crisis of the universities initiates an inevitable process of restructuring in the universities. This restructuring process

⁷⁷ Kitagawa, F 2005, ‘Entrepreneurial Universities and the Development of Regional Societies: A Spatial View of the Europe of Knowledge’ *Higher Education Management and Policy*, vol.17, no.3, OECD, p.72.

⁷⁸ Ibid. p.78

is likely to increase universities' awareness about their cities and their engagement with projects aiming at serving for development of their city.

2.2 City in the Knowledge Economy

The socio-economic and political transformations in the global level have also profound affects at local (urban) level. Cities all over the world are experiencing an extensive process of transformation in terms of their forms, organisations and urban policies.

Castells defines the dominant spatial logic of our societies as “space of the flows” referring to the electronic circuits that link together, globally, strategic nodes of production and management.⁷⁹ This process refers to the rise of network society where dominant functions and processes are increasingly organized around networks that constitute the new social morphology of society.⁸⁰ He defines the network-based social structure as follows:

“Networks are appropriate instruments for a capitalist economy based on innovation, globalisation, and decentralised concentration; for work, workers and firms based on flexibility; for a culture of endless deconstruction and reconstruction; for a polity geared towards the instant processing of new values and public moods; and for a social organisation aiming at the supersession of space and the annihilation of time.”⁸¹

Within this network-based social structure, city appears to be the most significant unit because it is the space where highly dynamic, innovating and open systems of network based social relations are materialized. However, Castells also points out the importance of “space of places” where territorial form of everyday living is organised. Whereas the flow space is integrated, the place space is locally fragmented. Therefore, in order to recover this cleavage of

⁷⁹ Castells, M 1996, *The Information Age: Economy, Society and Culture: Volume 1- The Rise of Network Society*, Blackwell, Oxford.

⁸⁰ Ibid. p.500

⁸¹ Ibid. pp.470-471

two different universes cities need to rebuild, from top to bottom, the new historical relationship between function and meaning through articulating the global and the local.⁸²

In addition to these socio-economic transformations, political developments also create profound effects on cities. As the nation state leaves the interventionist policies with the neo-liberal discourse, the national division of labour within cities is disappearing. Therefore, now cities have to compete in the national and international sphere in order to preserve their economic power. The nation state also has to decrease taxes and direct its resources to infrastructure investments in order to attract the highly mobile capital. Consequently, the resources allocated to local governments from national budget decreases whereas the responsibilities assigned to them increases tremendously. Therefore, local governments have to create their own resources in order to carry out the public services, and rely on their own resources and initiatives for economic development.

As the economic development responsibility is left to the individual cities, urban politics gains significance. Due to the increased mobility of capital, cities are subject to job and capital losses⁸³, and the global context compels high level of competition among cities which force local governments to be more initiative and more innovative to present their cities in the international arena. These processes give rise to development of “entrepreneurialism” in urban policy. With the rise of the entrepreneurial city, local political action is expanding to include new actors of the city and the use of private-public partnerships is increasing in search for finding effective ways of economic development by local governments.

⁸² Castells, M & Borja, J. 1997, *Local and Global: Management of Cities in the Information Age*, Earthscan Publications Ltd, London.

⁸³ Harvey, D 1989, *The Urban Experience*, Basic Blackwell, Oxford.

On the other hand, the question: “Why cities are important in the knowledge economy?” still prevails. Many commentators suggest that the geography will lose its meaning in economy as the information and communication technologies and globalisation of world economy lead to the “death of distance.”⁸⁴ However, the empirical works demonstrate that global competition combined with the growing importance of knowledge and innovations enhance the significance of place because cities are the spatial manifestation of economic and social ‘hubs’.⁸⁵

The reason for the importance of cities as the main drivers the knowledge economy can be explained based on three facts.⁸⁶ First of all, cities offer wide and deep labour markets for specialised skills. Many highly trained workers continue to collect to cities for the economic, social and cultural opportunities that are offered. And this situation gives the organisations access to a diverse, well qualified labour force with considerable potential to contribute to innovation. Secondly, cities offer close links with customers and suppliers. Cities offer larger markets, proximity to a diverse range of businesses and suppliers who also benefit from locating in the city. Moreover, cities offer greater connectedness (communications and transport) to other cities and markets. Thirdly, cities enable the exchange of information with nearby firms or ‘knowledge spillovers’. As Porter states in his argument about clusters of knowledge economy⁸⁷, innovation is fostered through opportunities to exchange ideas with complementary firms which results in significant productivity growth. Cities provide networks for information exchange and technology

⁸⁴ Cairncross, F 1997, *The Death of Distance*, Orion Business Books, London in: Jones, A & Williams, L, *Ideopolis: ‘Knowledge City-Regions’*, *The Work Foundation*, Peter R, H, Carlton H, T, London p. 11.

⁸⁵ Martin, R & Sunley, P 2003, ‘Deconstructing Clusters: Chaotic Concept or Policy Panacea?’ *Journal of Economic Geography*, pp.5-35.

⁸⁶ Jones, A & Williams, L, ‘Ideopolis: Knowledge City-Regions’ *The Work Foundation*, Peter, R, H, Carlton, H, T, London, pp. 11-12.

⁸⁷ Porter, M. ‘Location, Competition and Economic Development: Local Clusters in Global Economy’ *Economic Development Quarterly* 14, no.1, February 2000, pp.15-34.

transfer or informal arrangements between businesses or between businesses and universities.

Therefore, it is possible to conclude that in an economy where knowledge is vital for the future economic success of the economy, cities matter because they are the places where the majority of the population live and where most businesses are located. Since cities provide the necessary highly skilled workers, affluent consumers and the networks for innovation and exchange of ideas, in spite of the development of information and communication technologies and globalisation of the world economy cities will be still very important for the economy.

Many different methods are pronounced which would facilitate development of knowledge economy in the cities. Forming clusters, creating an innovative industry, providing extensive education opportunities, collaboration with companies, local authorities and other levels of government are only some examples for these pronounced methods. However, current condition of many cities is not promising for the development of knowledge economy. Many cities still face historic problems generated by the disappearance of traditional industries. Social exclusion and high unemployment persist in cities. Those groups which do not have a strong position within economy are excluded from the system and geographically segregated groups are formed. In the labour market, there are more high skill and quality jobs in the knowledge economy and more low skill and low pay jobs at the bottom and there are fewer 'middle' jobs. This situation inevitably results in widening gap between rich and poor, and declining social mobility.

In Turkey, unemployment rate in urban areas is around 13% compared to the 8,8% in rural areas⁸⁸. In total, 14.946 of the labour force is living in cities. Since,

⁸⁸ TUIK, 2007, *Haber Bülteni Sayı 76: Hanehalkı İşgücü Araştırması Şubat 2007 Dönemi Sonuçları*. Retrieved: May 28, 2007, from http://www.tuik.gov.tr/PreTablo.do?tb_id=25&tb_adi=İşgücü%20İstatistikleri&ust_id=8

in many cities fordist and post fordist modes of production exist together; employment opportunities are still present in both fields. However, machines are replacing the place of workers in many labour intensive sectors which inevitably increases unemployment rates in cities. Moreover, those who lose their jobs in this process have little chance to be employed in the knowledge sector because generally they possess very basic labour skills. So, problems related to unemployment like social exclusion and violence is present especially in big cities and it is likely to increase even more in the following years.

In summary, cities all over the world are experiencing a far-reaching transformation in their structure as a reflection of global socio-economic and political transformations. They are under great pressure of national and international competition where they struggle to survive. Bipolarization in the labour market and social cleavage within society is increasing. However, they are still being recognised as the main drivers of contemporary economy because they provide the necessary environment for people to share and develop new ideas, form new networks. Under these conditions, urban policy gains importance more than ever and providing local economic development appears to be the main policy area.

2.3 UCE Units at the intersection of City – LLL - University Relationship

It was discussed above that University Continuing Education (UCE) units are an example of the innovative tools developed by universities in order to adapt global transformations within the context of knowledge economy. Therefore, as a unit within university and a lifelong learning course provider, they stay at the intersection of increasing importance of lifelong learning and restructuring process of universities. Moreover, since restructuring process of universities focus on serving to development of their cities, UCE Units appear to be significant actors for their contribution to local economic development.

In United Kingdom, in 1919 lifelong education was determined to be a national necessity and it was argued that “the provision of a liberal education for adult

students should be regarded by *universities* as a normal and necessary part of their functions.”⁸⁹ In post war period, enthusiasm for continuing education was in reality a defence mechanism intended to calm down the political agenda which was exerting pressure on universities for reform.⁹⁰

On the other hand, especially in the 90s, together with increasing reputation of lifelong learning and transformation process in universities UCE units ever more came into focus. For example, European Union’s “Memorandum on Higher Education” (1991) suggested four critical areas for development in higher education.⁹¹ These were to increase participation in and access to higher education, to improve partnership with economic life, to increase open and distance education and to improve provision of continuing education. It is remarkable that the three areas other than continuing education are also closely related to UCE units. It is the UCE unit which will increase participation and access to higher education, create powerful links with economic life and provide open and distance education courses. During these developments, government and universities have begun to positively discriminate in favour of science and technology, professional training and work with industry. However, this created a debate over effectiveness of continuing education units in serving these purposes. These units were blamed for being inefficient, insufficiently entrepreneurial and doing too little to serve for those disadvantaged groups who lack vocational skills to participate in labour market.

Nowadays there is a shared agenda for lifelong learning and higher education with respect to their importance in knowledge economy. The response to the demands of new technology and the need for masses of individuals to adapt to

⁸⁹ Wiltshire, H 1980, ‘The 1919 Report: the final and interim reports of the Adult Education Committee of the Ministry of Reconstruction’ in: McIlroy, J 1989, ‘Continuing Education: do the universities mean business?’, *Studies in Higher Education*, vol.14, No.3, UK, p.334.

⁹⁰ McIlroy, J 1989, ‘Continuing Education: do the universities mean business?’, *Studies in Higher Education*, vol.14, no.3, UK, p.332.

⁹¹ Thomas, E 1995, ‘Developing continuing education and training in European Universities’ *Journal of European Industrial Training*, vol. 19, no:4, MCB University Press Limited, p.11.

the changing nature of work and the division of labour indicates similar opportunities for both of them.⁹² On the other hand, it is commonly accepted that development of knowledge economy in the city is based on close cooperation between the world of education, science, research and business. Therefore, now there is also a shared agenda for city and university. Increasingly interests of cities and universities are converging in new ways bringing changes to both and creating new alliances between them. Given the above discussed features of the knowledge economy, one of the main questions of urban policy appears to be: What sorts of policies and applications should be developed in our cities to meet the challenges of the network society⁹³ and what roles can a university effectively play in this context? In response to this question, revealing the local economic development capacity of universities by improving access to university and the nature of university education in a way that would most benefit the cities appears to be a dominant policy theme.⁹⁴

However, both of these processes inevitably necessitate institution wide change in universities and one of the best ways to meet these challenges seems to be possible by department of Continuing Education. UCE unit would play a key role within the local economy by assisting the university to fulfil its responsibilities against the city.

Taylor defines a number of central concerns of university continuing education against community as follows:⁹⁵

⁹² Davies, D 1997, 'From the Further Education Margins to the Higher Education Centre? Innovation in Continuing Education' *Education+Training*, vol. 39, No.1, MCB University Press, pp.4-13.

⁹³ Castells, M 1996, *The Rise of the Network Society*, Blackwell.

⁹⁴ Forbes, D 2005, 'Creating Education Cities in the Global Knowledge Economy', Seminar on Working Together to Create Learning Cities of the Future Adelaide, Australia.

⁹⁵ Taylor, R 1990, *University Liberal Education: a Great Tradition?* in: Fleming, A. 1995, 'Continuing Education's Mission to the Community: Grasping the Thistle', *EUCEN Conference*, Glasgow, Retrived: August 25, 2006, from www.eucen.org, pp.5-6.

- individual and cultural education for personal growth and understanding
- facilitating the pleasure of intellectual discovery and debate
- civic and collective education to meet the needs of the community and to enhance democratic structures
- developing adult students critical faculties
- disseminating the core value of university education
- awareness of scientific, environmental and social issues
- developing effectiveness and capability through intellectual and specialised skills
- generally bringing together the expertise and values of the university and the life experience and real life issues of the local community.
- maintaining the competence of the professions and other highly skilled employees
- communicating to the wider community the range of educational programmes available in the university creating 'access pathways' particularly for groups under-represented in the university
- preparing non-traditional mature students for entry to the university
- providing network links for further education colleges and their access provision
- developing inter-disciplinary programmes which address the issues and problems of communities.

Many of the above mentioned concerns of UCE units are related to possible contribution of these units to local development. However, to prosper within the context of the 21st century and to fulfil their responsibilities, UCE units need to begin to rethink their roles, core capabilities, how to develop some new ones and their positions in a local marketplace which is increasingly global.

In summary, UCE units came into focus with the expansion of the knowledge economy as a part of the shared agenda between lifelong learning, universities and cities. Under these circumstances, the main mission ascribed to UCE units is

to serve for local economic development to assist university in carrying out its third mission.

2.4 Conclusion:

Information and communication technologies revolution created the informational technological paradigm in Castells' words. Reflection of this paradigm in economy was the rising intensity of information in the functioning of economy. On the other hand, national and international deregulation accompanied with development in IT and communication technologies fostered globalisation of economy. These two developments resulted in profound structural and qualitative changes in the operation of the economy and created the knowledge economy.

As one of the main consequences of increasing knowledge intensity of economy and globalisation of world economy, unemployment appeared to be a global problem and there have been significant transformations in the nature of work and the skills demanded from labour force. Today, unemployment is a fact for underdeveloped, developing and even for developed countries, and despite the high GDP growth; still world unemployment increases. Under these circumstances, keeping the labour force in line with necessities of the knowledge economy and creating new employment opportunities become main concerns of the governments in order to combat with unemployment problem.

These transformations in the nature of work and labour markets had profound effects on nature of education. Since knowledge is continuously being reshaped and recreated in order to stay up to date, people need to continue learning until the end of their lives. Therefore, the critical importance of education in developing employability and for the whole economy has been discovered. In this setting, importance of lifelong learning has been realised extensively and it became central to the national and international policy debates with the intention of providing sustainability of labour force with necessary skills to serve for the operation of knowledge economy and especially to serve for local development.

On the other hand, global transformations in socio-economic and political spheres and transformation in the nature of education initiated an extensive restructuring process in universities. Within the knowledge economy, universities are ascribed the missions of producing a workforce with vocationally relevant higher skills, and contributing to economic and social development. Consequently, these expectations together with the financial difficulties increase universities' engagement with projects aiming at serving for local development.

Under these circumstances, cities emerge as the critical drivers of economic development because they provide the necessary environment for the development of knowledge economy. Inevitably, this process results in extensive transformation in cities in terms of their socio-economic and political structures. Competing in the world market by managing and marketing the resources of the city in an innovative manner and in cooperation with public and private sectors is the major theme of urban economic development discourse. Additionally, challenge of increasing social cleavage in cities makes the issue more complicated. Therefore, urban policy appears to be much more critical in the knowledge economy.

These developments clarify the importance of UCE units at present. UCE units came into focus with the expansion of the knowledge economy as a part of the shared agenda between lifelong learning, universities and cities. In the new organisation of economy, they are mainly supposed to provide tools for university to serve for local economic development. Therefore, in the context of knowledge economy these units appear to be key actors for their cities that will carry out the third mission of universities against the community. Extent of their success will mainly depend on their awareness about these missions and their commitment to realise these targets.

CHAPTER 3

HOW UNIVERSITY CONTINUING EDUCATION UNITS WILL SERVE TO LOCAL DEVELOPMENT?

The relationship of Continuing Education to local development is hard to limit. UCE Units can do many things to carry on universities' responsibility to serve for local development. However, all of them are in some way related to improving human capital of the region because a well-educated and trained workforce is one of the most essential elements for local development. Therefore, any continuing education directly aimed at helping individual do better in the workplace, in the labour market would fall into this category.⁹⁶ Then, it is possible to assert that improving the human capital of the region by means of providing continuing education in line with necessities of the region is certainly the main means for UCE units to serve for local development. UCE will improve quality of human capital of the region mainly by providing these courses to a much wider section of society and by acting as a powerful link between university and society.

3.1 Serving to Wide Section of Society:

As it was mentioned in the former chapter, since more elements of society need to use more forms of knowledge in a continuous basis, now knowledge needs to be available to a much wider section of the society than the past. So, UCE units

⁹⁶ Matkin, G, W 1997, ' Organising University Economic Development: Lessons from Continuing Education and Technology Transfer', *New Directions for Higher Education*, no:97 Jossey-Bass Publishers, p.28.

as an adult education institution and as a mediation mechanism for university have to play a dominant role in creation of human capital in the city. For this purpose UCE units must try to serve wide section of society, and to achieve this they should struggle to eliminate social and economic obstacles which stop adults from participating in lifelong learning courses.

In order to make university education available to a wider section of society, unlike the formal education programmes, continuing education courses should be flexible and they should be designed to meet different educational demands and needs of society. To create flexibility and to reduce obstacles related to space and time e-learning applications should be used extensively. Moreover, certain promotional applications should be developed in order to orient people to participate in these courses. For example, ECTS (European Credit Transfer and Accumulation System), which is a part of Bologna process, anticipates accumulation of credits gained by lifelong learning courses. This means that education programs that people attend throughout their lives will have certain credits and accumulation of these credits will serve as a criterion for their later employment or for new education levels. Again APEL (Accreditation of Prior Experiential Learning), which is also a part of Bologna Process, offers that experiences and skills gained outside formal education should also have value in credits; so that those who have been left out of education system would again be articulated to the education system. In transformation to knowledge economy, establishing such a flexible and integrated system in lifelong learning provision is in critical importance.

On the other hand, to whom UCE units should serve is also a disputable question. Generally, UCE units organise *continuing education* and *continuing professional development* courses. Among these the former refers to non-vocational courses which individuals join to pursue their own intellectual interests and gain personal fulfilment, and the latter refers to vocational lifelong learning courses which ranges from generic business and management courses

to more focused profession-based courses.⁹⁷ However, in both cases these courses aim to enhance personal or professional goals of those individuals who have already obtained a higher education degree. So, largely continuing education units draw on higher occupational groups and update the knowledge and skills of those who are already educated.⁹⁸ However, this kind of limitation is not appropriate in new organization of economy where more elements of society need to use more forms of knowledge in a continuous basis and a large share of society is in disadvantaged position within the labour market. Under these circumstances, UCE Units can no longer limit their selves to already well educated professionals of the city. On the contrary, as a part of their responsibility to serve for local development; they have to enlarge this definition as much as possible to include all sections of society. This trend is also evident in European Union documents where university continuing education is rarely used and *university lifelong learning* phrase is preferred to enlarge its meaning.⁹⁹ Here there is an intention to enlarge both the content and target groups of UCE units.

Consequently, keeping in mind that education is no more important only for individual citizens but it is also a necessity for local, regional, national economic, social and cultural development; five main target groups can be defined for UCE units. In order to fulfil their mission to improve human capital of the region, they will serve to individual, organisational and local level target groups. Within the individual level two target groups can be defined. First group is higher occupational groups who already have a degree and need to update their knowledge in their professions, and the second group is those who are in disadvantaged position in society. In organisational level, there are also two

⁹⁷ Hughes, A 2006, *National Quality Report: UK*. Retrieved : June 1, 2007 from: <http://www.cfp.upv.es/webs/equipeplus/index/national.jsp>

⁹⁸ McIlroy, J 1989, 'Continuing Education: do the universities mean business?', *Studies in Higher Education*, vol.14, no.3, p.339.

⁹⁹ Mark, R 2006, *The Development of Policy in LLL towards 2010*, European University Lifelong Learning: The Managers' Handbook E-Publication EULLearN - the European University Lifelong Learning Network. Retrived: March 12, 2007, www.eullearn.net

target groups. First one is the large enterprises of the region which need specifically designed courses for organisational needs and the second target group is the small and medium size enterprises. Lastly, in local level target group is those decision makers of the city.

3.1.1 Individual Level:

With regard to individual level, UCE units have two main target groups. First one; *higher occupational groups* are already in range of all UCE units. They constitute the group who has at least completed two years in higher education and obtained a degree. They generally attend continuing professional education courses in order to update their knowledge in their specified field of profession. Rarely, they also attend these courses in order to gain knowledge in a quite distinct field in order to change the field of their profession. The surveys demonstrate that to stay up to date in their professional area, for example engineers should participate in 100-300 hours of continuing education each year.¹⁰⁰ Therefore, it is a very crucial element for the professional groups to attend these courses. UCE units, in order to meet educational requirements of this group, should be able to organise courses on demand in any given topic. Moreover, the relevance and application of content of these courses should be kept up to date and practical as to fulfil the main expectations from these courses.

Second target group in individual level is those *disadvantaged groups* who lack vocational skills to participate in labour market. As it was discussed in preceding chapter, decreasing need for labour for performing routine tasks together with revolution of production, structural change in the economy, impact of information and communication technologies (ICT) and intense global competition changed character of work and qualifications demanded from labour. This transformation caused, as Castells pointed out, a fundamental social

¹⁰⁰ Paton, A 2002, 'What Industry Needs from University for Engineering Continuing Education' *IEEE Transactions on Education*, vol.45, no.1.

cleavage in labour market between information producers and replaceable generic labour, and it has created social exclusion of a significant segment of society made up of discarded individuals whose value as workers/consumers is used up and whose relevance as people is ignored.¹⁰¹ This group was traditionally undervalued by UCE units and were assumed to be outside their responsibility area. However, as we have discussed above in order to fulfil their local development mission, UCE units should function as universities' division which seek to access this segment of society.

Generally, continuing education courses are organised based on demand.¹⁰² This is in the long run a problematic approach because demand would only imperfectly reflect need.¹⁰³ A European Union survey demonstrated that those with high education level are more than seven times more likely to participate in lifelong learning than those with low level of education.¹⁰⁴ This survey indicates that those who have access to continuing education courses are those who are already aware of its importance and who are able to pay for it. On the other hand, many of those who need continuing education never apply for these courses just because they can not pay for it. It is clear that demand should not be the only factor for provision of the continuing education courses. On the contrary, it should be kept in mind that lifelong learning is no longer a luxury but a necessity¹⁰⁵ where the key quality of labour is education. Therefore, UCE

¹⁰¹ Castells, M 2003, *The Rise of the Network Society*, The Information Age: Economy, Society and Culture, vol.1, Cambridge, MA, Blackwell, UK, p. 346.

¹⁰² Jallade, J, P 2001, 'From Continuing Education to Lifelong Learning in French Universities', *European Journal of Education*, vol.36, no.3, Blackwell Publishers Ltd, USA, pp.294-295.

¹⁰³ McIlroy, J 1989, 'Continuing Education: do the universities mean business?' *Studies in Higher Education*, vol.14, no.3, p.339.

¹⁰⁴ Mark, R 2006, *The Development of Policy in LLL towards 2010*, European University Lifelong Learning: The Managers' Handbook E-Publication EULLearN - the European University Lifelong Learning Network. Retrived: March 12, 2007, from www.eullearn.net

¹⁰⁵ Kok, W 2004, *Facing the challenge: the Lisbon strategy for growth and employment*. from http://europa.eu.int/growthandjobs/pdf/kok_report_en.pdf in: Mark, R 2006, 'The Development of Policy in LLL towards 2010' European University Lifelong Learning: The Managers'

units should consciously conduct surveys to determine educational needs of these underrepresented groups in society which can be acquired into the labour force by means of continuing education courses. And they should struggle to eradicate economic handicaps which hinder accession of this section of society to these courses.

This situation certainly necessitates strong relations between UCE units, business and society. In order to determine educational needs of disadvantaged groups in labour market, UCE units need to have information canals feeding about the skill and qualification needs in labour market. UCE units should serve as a mediating unit between the labour demand of the market and the labour force and they should try to bring qualifications of labour force in line with necessities of market.

3.1.2 Organisational Level:

In organisational level, there are also two target groups. One of them is the large enterprises and the other is small and medium size enterprises. *Large enterprises* are the group which have quite high degree of institutionalisation and have both consciousness and funding to pay for education of their staff. This group also currently constitutes the second main consumer group of continuing education. Generally, very specific courses are designed for this group to directly address necessities of the individual enterprise. Content is designed to bring together codified knowledge of the subject with tacit knowledge of the organisation.

Second target group in organisational level is the *small and medium size enterprises(SME)*. Although their importance for local development is emphasized in several different circumstances, they are also traditionally undervalued by UCE units. Since the relations between university and SME are

in most of the time very weak, generally SME can not address their selves to UCE, and UCE units do not deliberately try to reach this group to provide continuing education opportunities.

A number of factors commonly prevent accession of SME to continuing education courses. It is hard for them to afford these courses, they are not aware of strategic value of education, there is not a broad tradition for cooperation between academy and work world, and there is commonly a large staff turnover that they do not want to invest on education of their staff.¹⁰⁶ Some of these problems are directly related to the nature of being SME but some of them can be addressed by UCE units.

To start with, it is necessary to increase awareness about strategic importance of education within SME directors. Moreover, it will be essential to create a tradition of cooperation between university and enterprises and to find funding from some other resources to subsidise costs of these courses. Moreover, UCE units should leave demand-based strategy to organise these courses. Generally, as the size of enterprises increases; education and training demand also increases.¹⁰⁷ This does not necessarily mean that small enterprises do not need education. In fact, education is also crucial for them to survive within increasingly global economy. Therefore, it is UCE units' responsibility both to create demand and to address accurately educational needs of SME by means of effective and tailor-made programs.¹⁰⁸

¹⁰⁶ Gonçalves, M, J 2001, 'Distance Continuing Education for Enterprises in European Universities', *Learning Without Limits, Developing The Next Generation of Education Proceedings EDEN 10th Anniversary Conference*, Stockholm, Sweden, p.26.

¹⁰⁷ Ibid. p.27

¹⁰⁸ Gonçalves, M, J 2005, 'Continuing Education in Portugal-The Gap between Intentions and Practice', *10th Anniversary LLine Conference-What Future of Lifelong Learning in Europe-A Time for Choice*. Helsinki.

3.1.3 Local Level:

Last group that UCE units should target is decision makers of the city. Local interest for promoting education and research is self-evident and today it is clear that no area can prosper staying outside the knowledge economy.¹⁰⁹ However, generally cities and local decision makers do not have such clear vision for development.

Usually, decision makers of the region do not feel necessity to participate in continuing education courses or in joint projects with university. Therefore, UCE has to create vision for development in the region to create demand for training. Certainly, it is a big challenge to make them admit that they need training and expertise of university. However, if UCE units can achieve to create awareness in decision makers' minds about importance and possible utility that will be created by continuing education, then it would be much easier to increase participation of society in these courses. Therefore, the issue has two sides: On the one hand, educating decision makers of the region will open up the way for local development by creating a clear vision for development in administrators' mind and on the other hand, it will increase awareness and participation of society in continuing education.

In summary, it is possible to conclude that in order to serve wide section of society, UCE; together with high occupation groups and large companies, should act in favour of disadvantaged groups and SME. They should intentionally try to define educational necessities of these two and should try to eliminate social and economical obstacles which prevent them taking these courses. Moreover, UCE should target local decision makers in order to increase their vision for continuing education and local development.

¹⁰⁹ Myllyvirta, 2007, 'Local and regional authorities' role in the Bologna process' *EUCEN Conference: ULLL and the Bologna Process: From Bologna to London and Beyond*, Ljubljana p.5.

3.2 Providing Relationship between University and Society:

In order to fulfil the objective of improving human capital of the region UCE units should also act as a powerful link between university and society. Besides universities' high-technology knowledge transfer and academic spin-off activities; UCE units should serve in the processes of institutional learning and communication, creating networks of institutions and building up social capital.¹¹⁰ Continuing education units are especially supposed to become more involved in strengthening the university's external presence by establishing more co-ordinated, more effectively managed approaches which will foster the relationships with the business and professional community, the public sector and specific student groups.¹¹¹ Establishing close relationship and cooperation canals between university and society is very important especially to be aware of local needs both in terms of necessities of labour market and necessities of local inhabitants. In order to design affective courses which will increase employability of people, UCE units should have wide insight about qualification and skill demands of local labour market and potential of the city.

UCE should have close relations with both large companies and small and medium size enterprises in order to learn about the current and future qualifications and skills which are likely to gain importance in the labour market. Determining these future necessities is very critical in order to train and educate people in line with the future labour demand of economy. Certainly, it would be more effective if UCE respond to the needs before they appear as a labour shortage in the market.

To have close relations with sectors is also critical to provide course participants up to date and effective knowledge that will increase their potential of

¹¹⁰ Putnam, R 1995, 'Turning in turning out: the strange disappearance of social capital in America' in: Kitagawa, F 2005, 'Entrepreneurial Universities and the Development of Regional Societies: A Spatial View of the Europe of Knowledge', *Higher Education Management and Policy*, vol.17, no.3, OECD, p.75.

¹¹¹ Fleming, A 1995, 'Continuing Education's Mission to the Community: Grasping the Thistle', *EUCEN Conference*, Glasgow, Retrived: August 25, 2006, from www.eucen.org, p.3.

employability. Especially when the target group is those disadvantaged groups (unemployed people, labour with low qualifications or lack of vocational skills etc.), it is much more critical to provide practical training in line with necessities of the labour market. Therefore, one of the main contributions of UCE units to economic development of the city will be educational curricula tailored to match the skill demands of local knowledge based industries.

As we have discussed before, one of the main mission of UCE units will be to provide continuing education courses to a wide section of society. In order to eliminate the economic obstacles against participation of people in these courses, UCE units have to find some degree of funding from local industry, local governments, related local units and from national government. Best way to realise this purpose is to create joint projects with industry, local governments and state so that all financial burden of these courses would not be left to individuals, and some part of it would be shared by other partners.

Working with diverse partners in the local region is another important element of UCE units' contribution to local development. Networking would create a win-win situation for all participating partners. For example, for a project aiming to educate some people who were left out of the labour market because of their poor qualifications, local government and business sector would be potential partners for university. The project may educate those people in line with labour necessity of the sectors and funding would be provided by the companies in working in these sectors and by local government. However, creating a partnership in such a project will certainly depend on UCE units' success in convincing them that the project will be affective and will serve to their interest. In such a project, the partner companies will gain educated and qualified labour, local government will have fulfilled its political responsibility against society, a group of people will have gained qualifications and skills in a specific field which will provide them chance to be employed. And lastly, UCE

unit will have provided income to university, and will have fulfilled university's mission to serve for local development.

However, trying to increase availability of continuing education courses and creating close cooperation canals with university and society would not be enough to serve for development especially if the city is very weak in terms of its potential. In such cases, providing some external inputs will be necessary in order to improve employment potential of the city. University's international networks can offer important support for local development in such conditions both in terms of expertise and funding. Therefore, where funding collected from local partners and expertise over the issue is not sufficient in the local context; UCE units would design projects having international dimension to find some funding from international organisations and to benefit from expertise of foreign organisations.

So, the processes UCE units would serve in networking for local development can be classified to three categories.¹¹² First category will comprise inside the university. Students in university can work, do study visits and conduct studies observing and interviewing in real life contexts and challenging surroundings. Professors and teaching staff can also get actual experience of the social, economic and cultural life. Second category will be the regional and local level where numerous partners exist. At this level university will be speaking in the round table about the aims, methods, expertise and opportunities to react. In last category, some international inputs will be necessary especially in marginal regions. In this level local entrepreneurs and local people should reach to understanding level to welcome international contacts and innovative ideas.

In conclusion, in order to improve human capital and employment potential of the region; UCE units should provide close relations between university and

¹¹² Urponen, H 2006, *Local Development in European Marginal Areas: Learning Sustainability*, European University Lifelong Learning: The Managers' Handbook E-Publication EULLearN - the European University Lifelong Learning Network. Retrived: March 12, 2007, from www.eullearn.net

society. Such a close relationship is important especially to design education curricula tailored to local needs. Moreover, UCE should also try to create networks of institutions in the local region and trans-nationally in order to create local development projects which will generate win-win situation for each partner.

3.3 Examples from European Countries:

Degree of incorporation of continuing education to core processes of university and degree of their engagement with their cities commonly depend on the country's or the individual university's eagerness on this issue. European University Association Trends Report 2003 demonstrated that development of lifelong learning in European universities is extremely patchy and there is a lack of priority given to the issue¹¹³. However, there are also some divergent examples in a number of European countries. Here to clarify the case, four examples from European Countries will be discussed.

As a part of this study, interviews were carried out to illustrate different country examples about their attitude to serve for local development. The interviews were carried out with one manager of UCE unit in each of the countries Finland, France, United Kingdom and Germany. They have been asked to state general situation of UCE units in their countries and attitude of their center towards local development. Although it is not possible to reach generalisations for the whole country based on the information provided by these interviewees, still it is possible to derive some basic elements of the attitude towards UCE units in these countries.

3.3.1 Finland:

Finish case is extra special in this field and it serves as a model for other countries in terms of engagement of university with its region and serving to local development by means of university continuing education. Kari Seppala

¹¹³ Mark, R 2006, *The Development of Policy in LLL towards 2010*, European University Lifelong Learning: The Managers' Handbook, E-Publication EULLearnN - the European University Lifelong Learning Network, Retrieved: March 12, 2007, from www.eullearn.net

who is the administrator of the Continuing Education Center in University of Turku stated the situation as follows:

“In last 20 years many things have changed. We [Continuing Education Center] are the ones who have opened the way. Academicians, institutes have seen that it can be beneficial for us. It is not always the case for all the faculties but now, we have several institutes working on establishing the university-society relation. For example, five years ago a newspaper has conducted an inquiry and they asked what is the most important local actor which makes the biggest impact in the region and the decision makers said that it is the university.¹¹⁴”

In 1996, UCE unit of University of Turku decided to prepare a UCE policy. However, administration of the university said that “continuing education is so important to be left to UCEC and it must affect the whole university.” So, a policy to affect whole university was prepared. In the policy document, adult education has been specified among educational responsibilities of university and UCE unit has been defined as the leading local organiser of adult education.¹¹⁵ Additionally, UCE unit was held responsible to motivate all the institutes to work on continuing education.

In order to build the relationship between university and society UCE units play a key role in Finish context. As Seppala put it:

“[...] we are at the margins. It is sometimes problematic in terms of affecting decisions and about funding but it is very useful to be close to the market. It means that we are between the production of knowledge and the use of knowledge. I mean university is producing knowledge and market is making use of it. Since CE is somewhere in between we get innovation and information which is produced in university and bring to market where the research results will be used and then we give feedback to the university about the result of the application.¹¹⁶”

¹¹⁴ Informant D 01

¹¹⁵ Ibid. p.2.9

¹¹⁶ Informant D 01

In Finish case, the mission of serving to local development is not being reduced to education. Generally the projects contain inquiries and research, and education is in many times an aspect of them. Continuing Education Center participates in several projects which have a base in university mainly related to research. In these projects, they teach people networking with universities, with other partners, marketing, and general information about entrepreneurship, about production and so on.

It is clear that Finish case is a very successful model to illustrate how university can serve to local development. University of Turku is also a good case which explores the importance of having an UCE policy for the success of the UCE unit in its work. It is also interesting that this process started not as a government initiative but as an initiative within the university. Moreover, it is also necessary to point out that in CEC of University of Turku, serving to local development is not only about providing continuing education opportunities to wider section of society, but it is mainly about improving the university-society relationship.

3.3.2 France:

In France, in 1971 a law on continuing education which introduced a payroll tax of 1.5% was enacted.¹¹⁷ This law provided financial support to those who attend lifelong learning courses. Afterwards, the number of people attending these courses increased a lot and the competition in the sector increased significantly. Today, UCE Units compete in the market along with other private sector providers of lifelong learning courses.

Since 1984 lifelong learning has been recognized as the responsibility of universities along with and at same level to teaching and research.¹¹⁸ Therefore, as Jean Marie Filloque who is the administrator of the Continuing Education

¹¹⁷ Jallade, J, P 2001, 'From Continuing Education to Lifelong Learning in French Universities' *European Journal of Education*, vol.36, no.3, Blackwell Publishers Ltd, USA, p.291

¹¹⁸ Ibid. p. 291

Center in Universite de Bretagne Occidentale and president of National Network of France stated, today in France UCE Units are well developed organisations with their own buildings, employees and facilities. They almost have a private structure within the university. University only pays salary of some employees but do not pay for any other expense. They give small share to the university from their revenue. They employ both full time and part time professors in their institution. Full timers also give lectures in University but their main responsibility is their work in CEC. They also hire lecturers from outside the university (specialists from firms, high level managers etc.) to give lecture in the courses.

However, in spite of their well organised structure they do not have yet a specific target as serving to local development. They do not have special programs for unemployed people. Moreover, they do not have formal, organised relations with industry and they do not have special intention to develop the relationship with each other. However, still they find chance to informally meet in several meetings, and they develop education programs in line with necessities of the sectors. Moreover, the future trend seems to direct them to establish closer relations with the public sector institutions and private sector firms. As he states:

“When we have transferred to 4 year system in university; we had to redesign all our diplomas. In this process we took help from research centers, companies, trade unions to find out what is really needed to find a job and to maintain it. Moreover, since we are transforming to a much more decentralised structure regions becoming the main organizers. Therefore, we are trying to organise meetings at regional level to determine needs of local companies.¹¹⁹”

In summary, government law that was enacted in 1971 have been a major driver for the development of continuing education sector in France. As the total number of people participate in these courses increased tremendously, this sector developed significantly. UCE Units have developed within this context

¹¹⁹ Informant D 02

and now they compete in the sector along with others. Although, yet they do not have clear intentions about serving to local development future trends are likely to direct them to take more initiatives to serve for local economies.

3.3.3 United Kingdom:

In United Kingdom, universities are encouraged to expand their Continuing Education activities to meet the objectives of government.¹²⁰ The objectives are to widen participation in higher education; particularly by teaching more students from disadvantaged groups, to offer flexible modular courses and to find new ways of exploiting teaching and research for the benefit of business and community.

Peter Lassey, Workbased Learning Project Officer in Center for Workforce Development in School of Lifelong Education and Development in University of Bradford stated that to develop competence in world economy they are trying to create a high skilled workforce. British policy is trying to get 50% of population in higher education. Therefore, in order to extend participation of society in higher education and especially to include those coming from non-traditional backgrounds they have redesigned their higher education system, and UCE plays a key role in this process.

Center for Workforce Development is responsible for coordinating the development of Foundation Degrees across the university. Foundation Degrees are a key government initiative to meet the skill needs of the 21st century. These degrees are supposed to build new links between employers, universities and colleges and bring more people into higher education from a wider mix of backgrounds. They combine both academic and vocational routes to higher level qualifications and provide a higher education qualification. The main emphasis in these degrees is to teach people how to learn.

¹²⁰ Mitchell, V 2001, *A Policy for University Continuing Education*, THENUCE-European Thematic Network in University Continuing Education. European Socrates Programme, Retrieved: February 15, 2007, from www.thenuce.net p.2.3

In UK, further education is also emphasized with regard to the workforce shortage in skill areas below higher education. Since 2001, further education in England has been managed by the Learning and Skills Council (LSC, the largest government agency funding education provision.) As Lassey stated:

“In near past, they have done many things about further education. It is a big national drive. The LSC has a particular mission to improve and expand further education provision, driven by the UK government's desire to increase standards in post-16 student retention and achievement, particularly in skills-based vocational provision in Further Education Colleges. This organisation conducts detailed surveys for labour market information and we use these surveys to design future courses.¹²¹”

The center also develops a variety of programmes designed in collaboration with employers to serve for Continuing Professional Development. Moreover, the Centre develops commissioned training packages that meet the specific needs of businesses.

It is clear that in United Kingdom, there is an effective cooperation between government and university in terms of creating a highly qualified workforce. Government supports the process by specifying future targets and policies, and by the work of Learning and Skills Council. And the universities organise continuing education and other types of education programs as much as possible to maximize participation of society in education process.

3.3.4 Germany:

In Germany, lifelong learning system is well developed and organised. So, university competes in the adult education market along with other private providers of lifelong learning courses. In order to support people to attend these courses, state pays the large share of the fees. Therefore, the course fees are very low for people and participation is high.

¹²¹ Informant D 03

As Prof. Dr. Peter V. Mitsche-Collande director of Continuing Education Center (CEC) in Hannover University stated, there is close relations between UCE units and private sector companies. In UCEC, they use graduates of the university to provide their links to industry. Since graduates are working in variety of fields, they provide information about labour necessity in different sectors and necessary skills to be developed in order to be employed. Also, they make surveys to learn about necessities and problems related to labour force and they design courses according to these issues. They also make research for the sectors in line with their necessities.

Their links with industry also provide opportunity to arrange fieldwork in firms as a part of the courses. Thus, people find chance to see the practical side of the issue. For the courses they also employ experts from the field to provide practical knowledge to trainees of courses. Even the university tries to benefit from their close relations with sectors as Collande gave as an example:

“In our university they try to increase employability of the graduates. Since CEC has close links with firms and knows how to increase employability; now university consults with CEC to learn how to redesign the courses to increase the graduates’ employability. However, CEC’s counselling does not mean new more specialised courses which will be added to university’s curriculum. We mainly provide our experience about most necessary skills for working life no matter in which field you work. For example; how to communicate, how to establish groups and work as a team etc. So, it is not only related to knowledge but mainly related to important behavioural patterns.^{122,}”

Their courses are not available to undergraduate students and they do not target unemployment problem in their courses. However, sometimes they prepare courses for unemployed people according to demand coming from the state. In such cases, they investigate which kind of knowledge, technical skills are required in relevant sectors and they design the course according to these necessities.

¹²² Informant D 04

To sum up, effective cooperation between CEC of University of Hannover and private sector companies is a good example to show how CEC would serve to improve university-society relationship. Moreover, it is necessary to identify that as in the case of France, financial support of government serves as catalysis for the development of the continuing education sector. However, as Collande points out now state is planning to cut off the financial support for continuing education participants and it will probably have significant impact on functioning of these UCE units.

3.4 Successful Project Examples for UCE Units and Local Development:

Here some examples for successful projects in UCE units will be discussed to illustrate how UCE units can serve for development of their city. However, it is necessary to keep in mind that it is not possible to offer any specific model to be followed by UCE and success of one project in one region does not necessarily mean that it would be successful in other regions. However, still it is valuable to learn about successful projects in order to get some inspiration.

First of all, it should be emphasized that UCE units should learn from other projects and should develop individual specific solutions to local problems by focusing on distinct nature of all aspects of the region.¹²³ Therefore, UCE units should have an innovative approach and should have close relations with their region in order to be able to derive and utilize the local knowledge.

Another important point to be emphasized is providing participation of community in the project. It is necessary to leave such kind of development approaches which try to apply development projects at the expense of people. On the contrary, it is necessary to have projects where development is made with and for people. A local development strategy has to be designed and implemented with the active participation of all community actors. It must be

¹²³ Cross, S 2006, 'One Amongst Many: The Pedagogic Implications of Belonging to a Region' Proceedings of the 31st EUCEN Conference Gdynia, Poland, pp.27-45.

focusing on people's needs and aspirations, and oriented to create complementary synergies among the existing potential resources.¹²⁴

The book called *European University Lifelong Learning: The Managers' Handbook*¹²⁵ was prepared as part of the EULLearN - the European University Lifelong Learning Network funded by the EU Socrates - Erasmus programme. It brings together a number of successful projects which illustrate UCE units' possible contribution to local development. Here a number of these projects will be summarized.

1. The Role of UCE in Developing a Learning Region in Finland:

In 2001, The Ministry of Interior launched the Finish Regional Center Development Programme. The aim of the programme was to develop a network of Regional Centers in all 34 regions/provinces of Finland. It was based on the particular strengths, expertise and specialization in each region. SUUPOHJA was one of the regions where the programme was to operate. A special learning region theme called "Learning Suupohja" was formed and the main aims were defined as; to improve the knowledge capital of the region, to facilitate the access of the inhabitants to lifelong learning and to improve local professional competence.

Continuing Education Center of University of Vaasa undertook the training part. Activities focused on improvement at all levels at individual, organizational and regional level. Regional level activities tried to develop an infrastructure for learning, as well as organising seminars and courses for regional decision makers. Organizational level activities either included general continuing

¹²⁴ Urponen, H 2006, *Local Development in European Marginal Areas: Learning Sustainability*, European University Lifelong Learning: The Managers' Handbook E-Publication EULLearN - the European University Lifelong Learning Network. Retrived: March 12, 2007, from www.eullearn.net

¹²⁵ Helka, U, Valerie, M, Mick, B, Danguole, R, Frank, M, Rob, M 2006, *European University Lifelong Learning: The Managers' Handbook*, E-Publication EULLearN - the European University Lifelong Learning Network. Retrived: March 12, 2007, from www.eullearn.net

education courses/ programmes or tailor-made 'in-company' courses/ programmes connected with the firms' human resource (HR) policies. And individual level activities included Open University courses or general continuing education programmes.

2. Bridging the Gaps, Bridging the Sea - University Networking in the Baltic Sea Region:

The Baltic University Programme was a network of 180 universities and institutions of higher education in the whole Baltic Sea region. The network began in 1991 and then included a total of 36 universities in the region. The main area of interest was sustainable development in the Baltic Sea region.

Activities have concentrated on education, which included the production of new study materials, new study methods, competence development for teachers and international networking among teachers and students. All these educational work organized by UCE departments of universities. Courses were concerned with the region, the environment, and political, social and economic issues. The courses were regionally focused and were interdisciplinary. The programme used new methods of study, including ICT, satellite TV and internet-based conferencing.

Through project activities, city planners and university researchers in cities and towns together focused on sustainable community development and urban planning. This concept of close cooperation between universities and municipalities was exceptionally good, and efforts are being made to continue activities.

3. Institutional Development Projects in the University of Łódź, Poland, to prepare Society for Integration with the European Union:

The aim of the two-year projects was the preparation of public administration officers at different levels (regional and beyond) for work in new conditions

existing during the pre-accession period and at the stage of full EU membership, through possession of relevant knowledge and practical skills. One part of the projects was administered by the university which aimed to provide a group of specialists – future knowledge multipliers - with the knowledge of European subjects and also with the practical skills necessary for participating in and managing European Community programmes and funds.

In the first year, the selected staff had the opportunity to participate in 3 workshops having general character; presenting the general rules that exist in European programmes, the structure of the European Commission etc. In the second year of the project, the group of future multipliers took part in a series of very detailed workshops on specific programmes. As a supplement to the workshops, an English course was organized to provide its participants with vocabulary and expressions commonly used in the EC programmes. Following the plan of activities, in the second year, the group of well-prepared multipliers passed on their knowledge and skills to various professional groups in the Łódź region. Each Polish participating institution selected 20-25 staff of its subordinate institutions to be trained. Finally, 100 participants were trained in the second round of lectures, workshops and courses.

The most important part of the project and its main achievement was providing workshops for the new group of participants by the knowledge multipliers. The project proved successful and its objectives have been achieved. City Council and the Employment Department gained a group of well-prepared local administration staff.

4. The Impact of the UCE Center at Torrevicchia on the Adriatic Coast of Italy:
In 2000 the Università Gabriele d'Annunzio (UdA) of Chieti- Pescara decided to establish its new 'Continuing Education Centre' to Torrevicchia Teatina which is a small village lacking most basic facilities and infrastructures, but not too distant (5 to 8 miles) from the two main University campuses of Chieti and

Pescara. The choice of the location was due to the opportunity of creating a unique synergy and concrete cooperation among the University, the local administration and the overall surrounding territory with the prospect of a common, mutual, fruitful and economic exchange.

The advantages for the village have been immediate and its cultural conditions have significantly improved. Year by year, from the province and that part of the Abruzzo Region, the importance of the CEC and its capacity for promotion have been felt by – and propagated throughout - the whole territory. The population have inevitably been affected by the cultural growth and economic development. Teachers, experts and health care professionals coming from outside (above all from the two University campuses), in fact, contributed to the professional enrichment and the intellectual promotion of the local community. The university, along with other important cultural institutions of the region played and still playing catalysts role.

5. The System of Continuing Education of Russian Managers - an Example from the Arkhangelsk Region of Russia:

Government of the Russian Federation decreed that there should be an Institute of Regional Studies to offer refresher courses for executive workers within state organizations to assist them with management and improving their professional skills. Then, a unique agreement was signed between the Pomor State University in the Arkhangelsk Region of NW Russia and the Government gave the Institute of Management, Law and Continuing Education (IMLCE) a special local role.

In order to solve the problem of preparing the specialists in different spheres of management according to local needs in the conditions of modern Russia, a continuing education system was designed. There are two types of programmes; Basic higher professional educational programme and Additional professional training. Four specialities within the basic educational programme are ‘State and Municipal Management’ and ‘Regional Studies’ which are directed to the

official and public sector of Russian society and ‘Management of Organizations’ and ‘Marketing’ which are directed to the business sector. It takes five years for students to get the qualification. The curricula of additional professional training include: Professional Skills Updating which is offered as short-term thematic teaching, thematic and problem solving seminars, and long-term training to specialists in the professional area. On the other hand, the programmes of Professional Retraining are offered to specialists who already have the diploma in higher education, but in another professional sphere, and do not have managerial education.

Today, IMLCE provides a wide range of high level of continuing education both for the public sector and for business to prepare and retrain managers for the two main spheres of Russian society – Business and official Power in view of local peculiarities. It operates across the region with an expanding network of centres and participates in international programmes.

6. Local Development in European Marginal Areas: Learning Sustainability:

The overall objective of the Learning Sustainability project was to contribute to the promotion of sustainable development strategies in marginal rural regions of Europe through exchange of experiences and practices among the cooperating regions. More concretely, the project intended to contribute to the development of tools for promoting sustainable development in marginal rural areas of Europe through interregional cooperation among three marginal areas: mountainous context (Trentino, Italy), cold lands context (Lapland, Finland) and Mediterranean context (Alentejo, Portugal). For this purpose, the project has been organised into three main areas (vertical themes), namely sustainable tourism, quality management, and environmental management of rangelands.

The University of Évora (Department of Sociology) in Alentejo, the University of Lapland (Continuing Education Centre) in Lapland and the Centro de Ecologia Alpina (Research and Training Centre) in Trentino have performed a

very effective role as local leaders for the Learning Sustainability project. In addition to their coordinating role, they have given to the Learning Sustainability project relevant information on sustainable development issues.

Universities and research centres have provided expertise in regional sustainable development and offered continuing education activities to all partners. In general, the surrounding communities see universities and research centres as an important resource for promoting sustainable development in the surrounding localities and regions through training, research and development activities. Villagers have said that the university has really 'landed' on the rural regions and have mentioned, as an important added value for their experience, the contact they have maintained with foreigners, i.e. giving different perspectives on sustainable development.

Project experiences have already shown positive inputs on villagers, i.e. they have recognised the fundamental importance of their local culture, and they respect their own environment and nature more than before. Moreover, they have a new perspective about value of their locality and in general, local people have started further development activities, self-orientation and networking have increased.

7. The European Network of Village Tourism: Tourism as a basis for Developing European Rural Communities:

The European Network of Village Tourism, coordinated by the Évora Tourism Office, is developed by the partnership of the University of Évora and the Regional Direction of Agriculture of Alentejo, in Portugal; the Centre of Alpine Ecology and Consortium BIM Brenta in Italy; the Continuing Education Centre at the University of Lapland, in Finland; the Social Action Direction of the Municipality of Arad in Romania; and the Municipality of Zbojna in Poland. The overall objective of the European Network of Village Tourism is *to promote sustainable development* by using tourism as a catalyst for integration and

sustainability, *by promoting tourism development* in the villages and the regions participating in the project in accordance with the concept of village tourism, and *by creating a sustainable structure for European cooperation* in terms of village tourism.

The project was divided into five working components. They were defined in order to establish the European Network of Village Tourism while at the same time contributing to the sustainable local development of those areas. Since the local development of these regions cannot be done without thorough local knowledge, it was agreed that developing detailed Village Plans (Local Development Plans) was essential to establish the network and to develop in each village all the activities integrating it into the network. Additionally, a tourism activity plan for the network was considered relevant in order to consolidate this new tourist product, as well as the establishment of an information and promotion strategy. Another aspect that was considered important was promoting training and professional qualification programmes, in order to give local communities and their citizens the skills for improving their human capital. Therefore, this project put together a local development plan (village plan), complemented by a training analysis as the basis for a training plan as well as a tourism activity plan.

This project gave rise to preparation of development plans for each one of the associated villages. It allowed - through intense exchanges of experiences - launch and consolidation of the basis for cooperation, and enabled the results of the most important experiences in each community (in terms of sustainable development) to be disseminated. It also allowed development of promotional and professional training activities, aimed at quality management of the local products, particularly in the Network of Village Tourism. Finally, it created material support for publicity and for enquiries (website, written promotional support, etc) to make the network known as a quality tourism product.

3.5 Conclusion

Although there are many ways Continuing Education Units can serve to local development. Many of them some way related to improving human capital of the region and UCE Units will improve quality of human capital of the region mainly by making available these courses to a much wider section of society and by acting as a powerful link between university and society.

In order to fulfil the mission to serve wide section of society, together with high occupation groups and large companies UCE Units should act in favour of disadvantaged groups and SMEs. UCE should intentionally try to define educational necessities of these groups and eliminate social and economical obstacles which prevent them from participating in these courses.

On the other hand, for the second objective in order to contribute to the relationship between university and society UCE units should design education curricula tailored to local needs, create networks of institutions in the local region and trans-nationally and should design local development projects generating a win-win situation for each partner.

Developed countries are aware of their importance for so long and in these countries the debates to increase effectiveness of these units to serve better for the requirements of the economy take place within the important policy issues. However, there are still many countries –Turkey is among them- which are not yet aware of crucial roles of UCE Centers within new economic setting.

The successful cases of UCE Units' contribution local development demonstrated that having an innovative approach, focusing on the distinct nature of their region and providing participation of the community in the project are in key importance.

CHAPTER 4

THE CASE OF TURKEY

University Continuing Education (UCE) Units are at the intersection of global transformation taking place over the world. Their key role within the new economic setting will be to carry out university's mission of serving to local development.

In the light of these transformations, UCE units appear to be the actors for development of knowledge economy in the city. Developed countries are aware of their importance for so long and in these countries, the debates to increase effectiveness of these units to serve better for the requirements of the economy take place within the important policy issues. Unfortunately, Turkey is among those countries which are not yet aware of crucial roles of UCE units within new economic setting.

In this chapter, based on the data of UCE units of Turkey, the question of how far these units are fulfilling their responsibility to serve for local development will be discussed. The data that will be analysed was collected in the preparatory work of "National Continuing Education Centers Meeting" which was held between 3 and 4 November 2006 in Middle East Technical University, in Ankara.

The data includes activities of 28¹²⁶ UCE units of Turkey in 2005. In Turkey, the total number of the UCE units is 36. However, since the 2005 data of remaining 8 units could not be accessed; they will not be included in this study. Moreover, three of these¹²⁷ 28 units were founded in year 2006 so they will also be excluded from the analyses other than analysis about the age of organizations.

4.1 Determinants of UCE Units' Contribution to Local Development:

It was discussed in the previous chapter that UCE units will serve to local development mainly by improving human capital of the region and in order to do it they will try to serve wide section of society and act as a powerful link between university and society.

However, there is hardly any data concerning activities that are carried out by UCE Units to improve relationship between society and university. So, their ability to serve for wide section of society will be discussed. Performance of UCE units to improve human capital of the region by providing these courses to the wide section of society will be discussed based on 10 headings. These are age of organisations, total number of courses, total hours of courses, total revenue of UCE units, and total number of participants of the courses, total number of courses organized open to public participation and for private or public institutions, total number of courses organized for university staff and lastly total number of public conferences and subjects areas of courses.

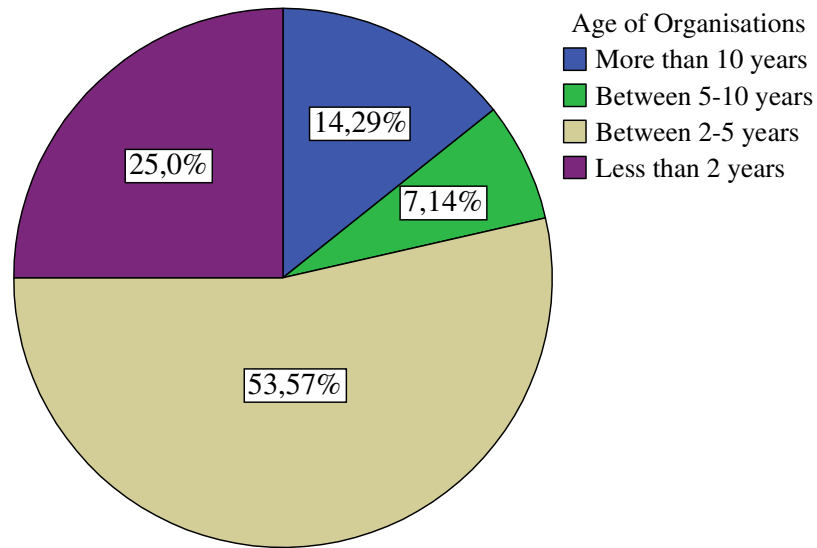
¹²⁶ These 28 centers are; Akdeniz University CEC, Ankara University CEC, Atılım University CEC, Bahçeşehir University CEC, Balıkesir University CEC, Bosphorus University CEC, Çanakkale 18 Mart University CEC, Doğuş University CEC, Dokuz Eylül University CEC, Ege University CEC, Erciyes University CEC, Fatih University CEC, Fırat University CEC, Gaziantep University CEC, Gaziosmanpaşa University CEC, Hacettepe University CEC, İzmir High Technology Institute CEC, Maltepe University CEC, Mersin University CEC, Ondokuz Mayıs University CEC, Middle East Technical University CEC, Osman Gazi University CEC, Pamukkale University CEC, Sakarya University CEC, Süleyman Demirel University CEC, TOBB Economy and Technology University CEC, Yaşar University CEC, Zonguldak Karaelmas University CEC

¹²⁷ These 3 centers are: Atılım University CEC, Demirel University CEC, TOBB Economy and Technology University CEC

4.1.1 Age of Organisations

Distribution of UCE Units according to the number of years they have been serving is a significant indicator for the development of these units in Turkey.

Figure 4.1 Distribution of UCE Units according to the Age of Organisation

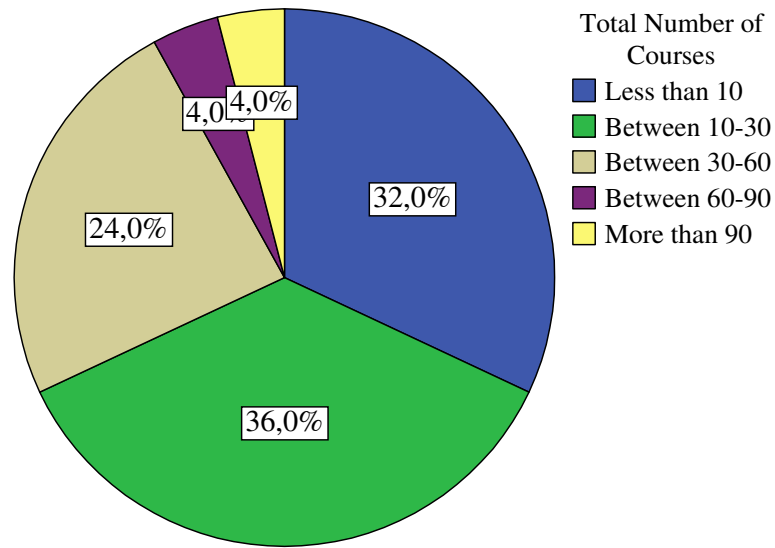


The Figure 4.1 demonstrates that UCE Units of Turkey are actually very young units. If the number of units founded within last 2 years and between 2-5 years is collected together, it is possible to conclude that about 3/4 of the units were founded after year 2000. This clearly indicates that Turkey has been too late to engage its universities with continuing education. It is obvious that UCE Units are becoming a part of universities very recently.

4.1.2 Total Number of Courses

Distribution of the UCE units according to the total number of courses, which have been organised in 2005, will indicate the activity level of these units of Turkey.

Figure 4.2 Distribution of UCE Units According to Total Number of Courses

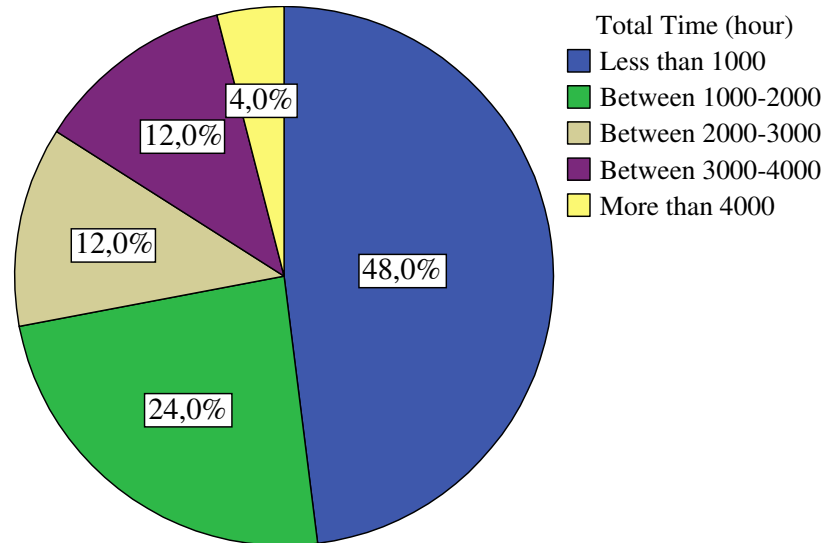


Above figure demonstrates that the activity level for UCE Units is certainly very low. 32% of the units could organize less than 10 courses in 2005. Also, when the lowest two groups are collected together, it can be perceived that nearly 3/4 of the units organized less than 30 courses in a year. Only 650 courses were organized in total by all these UCE Units in year 2005. This number is very low compared to the many UCE units in Europe.

4.1.3 Total Hours of Courses

The Figure 4.3, which is concerning the distribution of UCE units of Turkey according to total hours of courses organised in 2005, is another aspect that will put forth activity levels of these units.

Figure 4.3 Distribution of UCE Units according to Total Hours of Courses

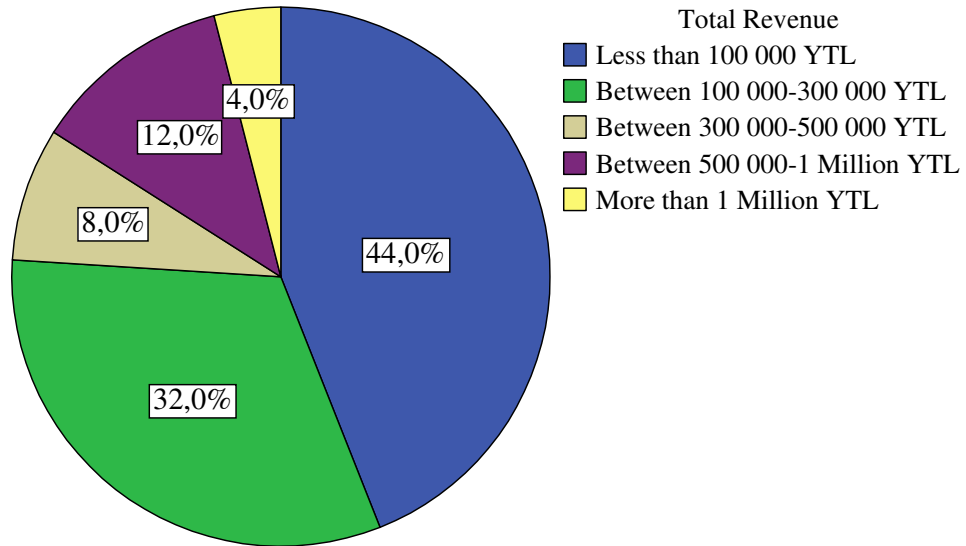


The chart demonstrates that the situation even appears worse when total hours of the courses are concerned. About half of the units organized less than 1000 hours of training in year 2005. It is clear that activity levels appear to be very low when both of the total number and total hours of courses are concerned. In total, only 47.000 hours of course were carried out by all these units in year 2005.

4.1.4 Total Revenue of UCE Units

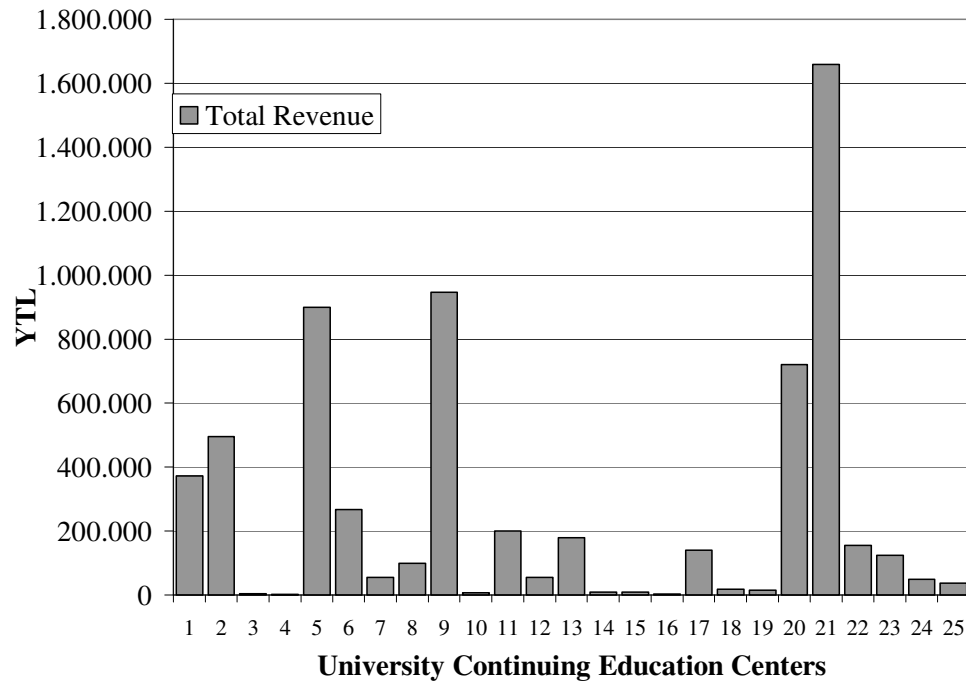
Distribution of the total revenues collected in 2005 by UCE units will also be helpful to make inferences about activity levels of these units and about the income that is provided to university and to lecturers.

Figure 4.4 Distribution of UCE Units according to Total Revenues



The Figure 4.4 is quite interesting for its implications. Once more it is possible to observe that, correlated with low activity level, nearly half of the units gained less than 100.000 YTL ($\cong 70.000$ \$) in year 2005. In total, all these units collected 6,5 million YTL ($\cong 4,3$ million \$). The interesting part is among this 6,5 million YTL; 1,6 million YTL was collected by only one of these units although it has organized only 10 courses in 2005. In the Figure 4.5, the distribution of the revenues collected in year 2005 was demonstrated.

Figure 4.5 Total Revenues Collected by UCE Units



A closer look to the source of this revenue explains the situation. In last years, so many laws were enacted in Turkey for convergence to European Union *acquis communautaire*. Some of these laws were concerning the certification of vocations. These laws, obliged members of certain professional occupations to join some adult education courses to be eligible to work in specified fields. To organize these courses the government has specified qualified institutions. For example, to organize “Optician Certificate Program” two of these UCE Units were assigned to be responsible. Since every person who would like to work as an optician is entitled to join these courses, they easily organized a number of programs with high number of participants and collected high revenues. This situation clearly indicates that many times such kind of laws pave the way to ill-gotten gains and UCE Units collect great amount of revenue by exploiting the situation.

As it was discussed earlier, one of the other responsibilities that are ascribed to UCE Units is providing income to university. The regulation concerning how

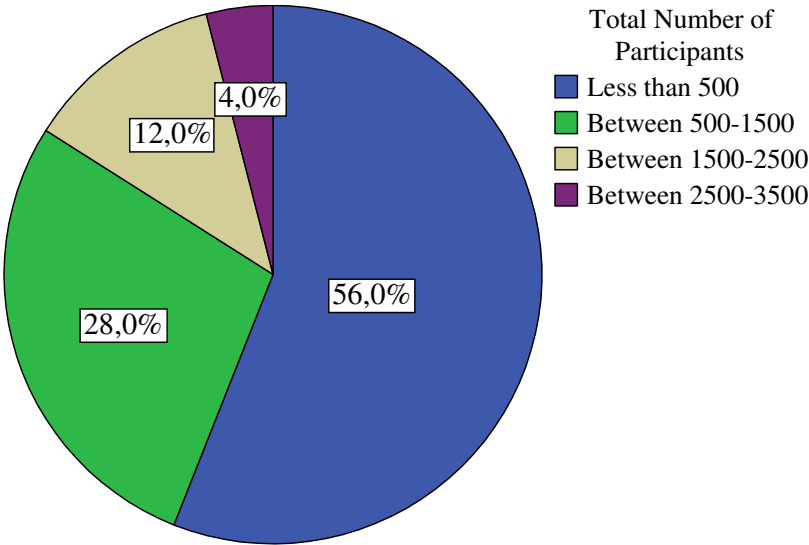
the income provided to university will be distributed designate that at most 45% of the total revenue can be paid to lecturer, 29% is allocated to university, 6% is allocated to CEC and remaining 20% is allocated to the department of the lecturer. Therefore, totally about 55% of the total revenue of the courses is allocated for the benefit of the university. This is sometimes quite problematic because the share of lecturer is fairly little after all these deductions. On the other hand, it is clear that as long as these units function effectively; they will provide a great deal of income to their universities.

According to these shares, UCE Units provided 3,5 Million YTL (\cong 2,3 Million \$) income to their universities and about 3 Million YTL (\cong 2 Million \$) to lecturers in 2005. It is clear that to provide a significant income to their universities; UCE Units should increase their activity levels in great value.

4.1.5 Total Number of Participants

Distribution according to the total number of participants will be helpful to observe how far UCE units are successful in serving to wide section of society.

Figure 4.6 Distribution of UCE Units according to Total Number of Participants

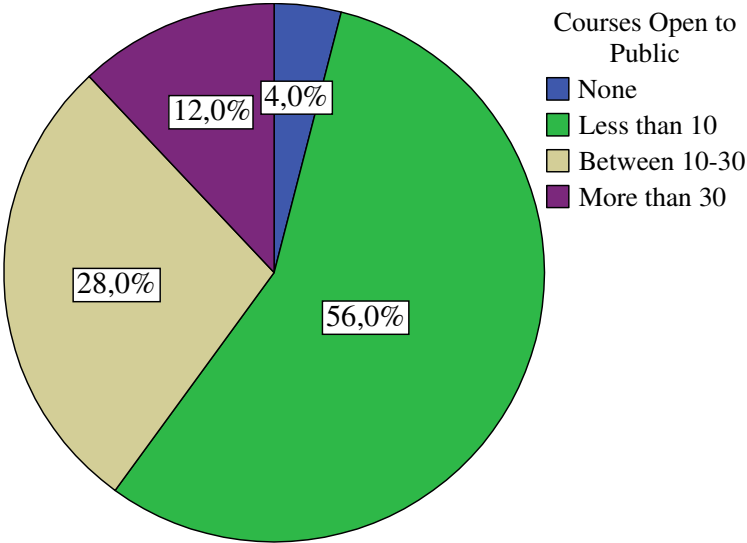


The Figure 4.6 clearly demonstrates that UCE Units of Turkey are far from providing continuing education courses to a wide section of society. More than half of the units have had less than 500 participants all over the year. In total, 17.000 people participated in the university continuing education courses. It is a dramatic number when compared to the developed countries with similar population. This situation probably has two faces. On the one hand, people are not yet aware of the necessity for updating their knowledge by attending these courses and on the other hand UCE Units are not successful in taking certain actions to increase people's participation in these courses.

4.1.6 Total Number of Courses Organised Open to Public Participation

The number of courses, organised open to public participation is important to demonstrate how far UCE units of Turkey provide opportunity for the participation of individuals in these courses.

Figure 4.7 Distribution of UCE Units according to Total Number of Courses Organised Open to Public Participation



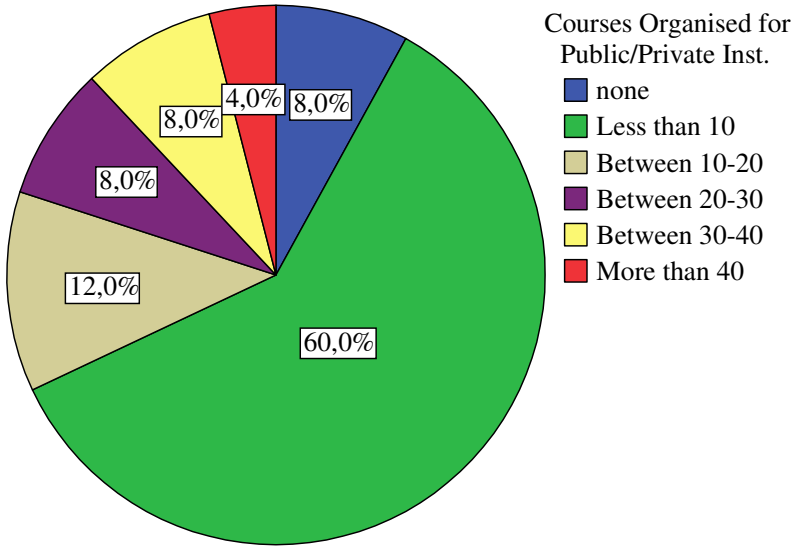
Here, the chart indicates that about 60 % of the UCE Units have organized less than 10 courses open to public participation in 2005. The total number of the courses which were organized open to public participation is 400. This number

clearly indicates that the UCE Units of Turkey are seriously ineffective in providing continuing education courses to a wide section of society.

4.1.7 Total Number of Courses Organised By the Demand of Public/Private Institutions

The UCE Units also organize courses for Public/Private institutions of the region by considering their demands. In Figure 4.8 the distribution of UCE units according to the total number of courses organised for public/private institutions is demonstrated.

Figure 4.8 Distribution of UCE Units According to Total Number of Courses Organised for Public/Private Institutions



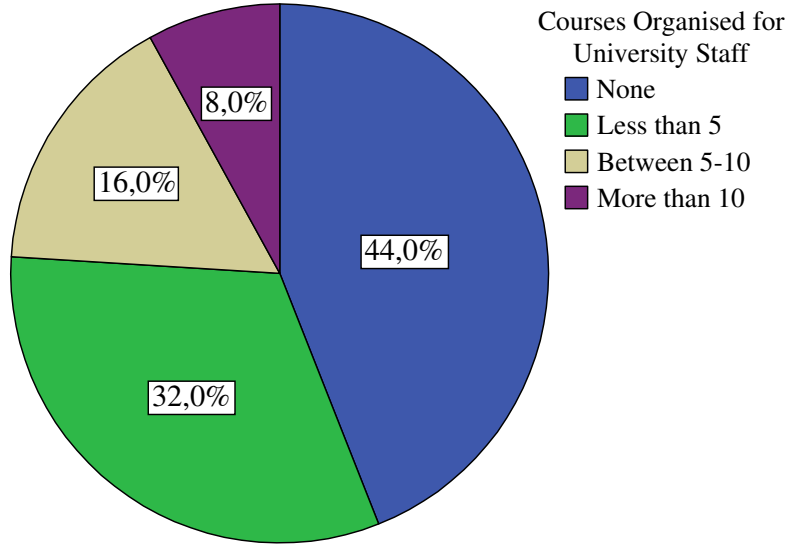
This pie chart demonstrates that 60% of the UCE Units organized less than 10 courses in 2005. The situation is even worse than the courses organized open to public participation. In total, all these UCE Units organized only 250 courses in 2005. It is clear that, besides being ineffective to provide continuing education courses to wide section of society, they are also ineffective in creating close relations with private sector companies and public sector institutions. It is certain that the total demand of all firms in Turkey can not be as small as 250

courses. If UCE units had close relations with private/public sector institutions, they could have created a larger demand. Moreover, as a university unit, they are also responsible for informing private/public sector institutions about the characteristics of knowledge economy and about the necessity for lifelong learning.

4.1.8 Total Number of Courses Organised for University Staff

As it was discussed earlier, UCE Units are responsible for embedding lifelong learning to lives of people. The data that was discussed until now indicates that UCE Units were not successful in realizing this objective for the wide section of society. On the other hand, it is necessary to investigate if they have achieved this objective at least in their universities. This data will be also helpful to observe UCE Units’ influence over the university about continuing education.

Figure 4.9 Distribution of UCE Units according to the Courses Organised for University Staff



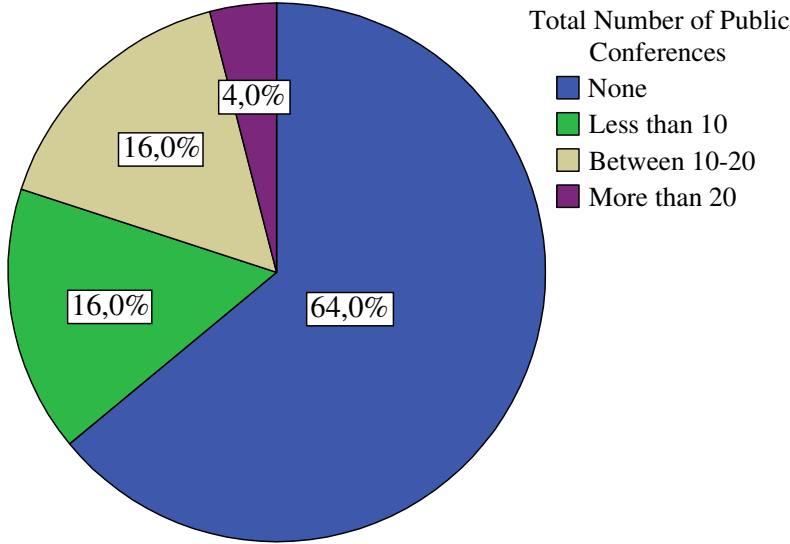
The chart demonstrates that nearly half of the units have not organized any courses for university staff in 2005. Only two of the UCE Units have organized more than 10 courses. On the other hand, in many universities other departments

are responsible for organizing in-service learning courses for the university staffs. Nevertheless, it may be proposed that UCE units should organize these in-service learning courses because they are the professional units for continuing education. It is possible to conclude that UCE units still remain at the edges of universities and they do not have any impact over their universities.

4.1.9 Total Number of Public Conferences

Universities have the responsibility of providing information to their region. As it was discussed earlier, UCE Units are supposed to serve as a powerful link between university and society. Organising public conferences for free of charge can be useful to perform this responsibility.

Figure 4.10 Distribution of UCE Units According to the Total Number of Organised Public Conferences

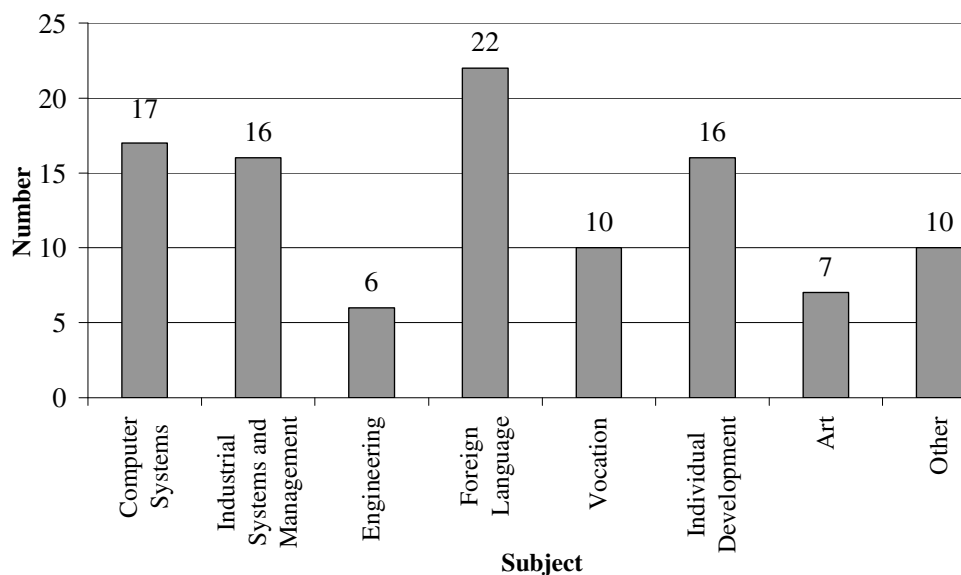


As indicated in the chart, most of the UCE Units do not organize courses to inform society about important issues of the region. These types of activities may be organised by other units in university. However, still it means that UCE units do not undertake responsibility in informing society by organizing free public conferences.

4.1.10 Subject Areas of the Courses

As it was discussed before, UCE Units in order to provide participation of wider section of society in continuing education courses, they should organize variety of courses in variety of subject areas to provide participation of wider section of society to continuing education courses. How to decide these subjects is also an important question. One of the main aims of the UCE units is to share university's expertise with society. It means that these units should mainly engage in designing courses in professional areas in which university has extensive expertise. It may be deduced that these units should mainly focus on organising courses on the subjects which can not be provided by other adult education institutions. The Figure 4.11 demonstrates the distribution of the UCE units according to the subjects of courses they organised.

Figure 4.11 Distribution of Subjects of Courses Organised



It is demonstrated in the Figure 4.11 that among the 25 units, 22 have foreign language courses. This means that the largest share of the UCE Units organize such courses. It is followed by courses related to computer, industrial systems, management and individual development. Courses related to computer, industrial systems and management is appropriate for the mission of these units. However, the large ratio of foreign language courses indicates that they are not

much aware of their responsibility as discussed above. Foreign language courses are commonly provided by many adult education institutions and it is not a field where society would need to benefit from universities' expertise. On the other hand, engineering courses are provided only by 6% of the units which is a very low ratio when university's mission is concerned. Moreover, it is possible to observe that vocation courses are provided only by 10% of these units. As it was emphasized before, especially providing access of labour with low qualifications or lack of vocational skills to these courses should have priority for UCE units. Therefore, low percentage of vocational education courses can be interpreted as UCE units do not work for these disadvantaged groups which have significant importance in the context of new organisation of economy.

4.2 Conclusion:

In this chapter, based on the data of UCE units of Turkey, how far these units carry out their mission of serving to local development by improving human capital of the region, by serving to wide section of society and by acting as a powerful link between university and society have been analysed.

The overall data that has been discussed until this point clearly demonstrated that university continuing education is a very newly developing field in Turkey and activity levels of the units are extremely low at present. Since their activity levels are dramatically low they do not provide significant amount of revenues to their universities. Sometimes individual units attain high revenues but these attainments are not due to high activity levels. On the contrary, they achieve these by making use of certain government laws. Moreover, the analyses indicated that UCE Units are not successful in providing continuing education courses to a wide section of society with courses reflecting special expertise of university. They do not have close relations with public institutions and private firms and in fact, they are ineffective in creating continuing education culture even within the university. Lastly, the subject areas of courses they organized in 2005 demonstrated that most of them are not aware of their mission as a university continuing education unit.

In conclusion, the analyses clearly indicated that UCE Units of Turkey are unsuccessful in embedding the responsibilities ascribed to them in new economic setting. It is important to point out that in Turkey, being responsible for serving to local development is a relatively new issue for both universities and UCE units, and it is likely that it will take a long time until it is embedded into the processes.

CHAPTER 5

THE CASE OF METU CEC

As it was considered in the earlier Chapter two, the defining elements of UCE units' contribution to local development is their ability to serve for wide section of society and their contribution to the relationship between society and university.

Regarding the first one, here data of Middle East Technical University Continuing Education Center will be analysed in order to answer the question how much METU CEC is successful in serving the individual and organisational level target groups.¹²⁸ However, METU CEC's contribution to the relationship between society and university will not be discussed. As, METU CEC does not have an intentional strategy or policy for local development; there is not any data concerning activities conducted for the aim of providing relationship between university and society.

Middle East Technical University Continuing Education Center (METU CEC) was founded in 1991 as the first university continuing education center of Turkey in institutional terms. In its administrative structure, it is tied to the rectorate of the university and in financial terms, it is subject to the rules and regulations of Office of Revolving Fund and Ministry of Finance. It is

¹²⁸ The local level target groups will not be analysed in this chapter because there is not any data of METU CEC concerning courses organised to serve for this level of target groups. As METU CEC has no intentional strategy to serve for local development; there were not any projects carried out to serve for local decision makers.

functioning in a separate building just inside the METU campus. Currently it has 2 classrooms, 2 computer laboratories, 1 classroom equipped with smart class qualifications and 1 test room which will start functioning during 2007.

Main mission of METU CEC was defined in its foundation as transferring knowledge and technology accumulation of Middle East Technical University to industry, enterprises and individuals of Turkey. For this purpose METU CEC was designated to organize seminar and certificate programmes in subjects which are developing and likely to become important, will help the country to overcome its existing problems, and also in certain subjects which have lost their appeal but still preserving their importance.

Until to the end of 2006, METU CEC has organized 1 099 education programmes in total of 68 561 hours of courses. The number of the people participated to these programs is 24 422. Although these numbers are quite low compared to the many UCE Units of European Countries, METU CEC is one of the most active university continuing education centers in Turkey. METU CEC organizes in-service learning courses for enterprises and continuing education courses which are open to participation of public. In-service learning courses are fully funded by the receiver enterprises and continuing education courses are funded by participating individuals.

In this chapter, first of all METU CEC's success in serving the individual level target groups will be questioned. Secondly, based on the relevant data about in-service learning courses how far METU CEC is serving to each group in the organizational level will be discussed.

5.1. Serving the Individual Level Target Groups:

In this section the courses, which were organized open to public participation between 2003-2006 years, will be analysed and the deductions will be illustrated by the comments of some participants which were interviewed as a part of this study.

For the analyses, the years between 2003-2006 was selected because there is not enough data covering the earlier years. Although the data about some of the education programmes organized in this period is also missing, still there is sufficient data to make coherent analyses. The data consists of 46 courses which are totally 3994 hours. In total, data of 768¹²⁹ participants were analysed. Distribution of the data we have analysed according to the years is as follows:

Table 5.1 Distribution of the Data According to the Years

Years	Frequency	Percent
2003	75	9,8
2004	124	16,1
2005	319	41,5
2006	250	32,6
Total	768	100

The interviews were conducted with current and earlier participants of the METU CEC courses. To start with three main groups were defined as employed, unemployed and student. Employed participants were also divided into two as working in private sector and public sector. In latter categories, for all interviews, the department they have graduated was compared to the subject of the course to observe if it is in line with his/her field. Moreover, positions of employed participants were compared to the subject of the course in order to observe if it is in line with his/her position at work. The interviews were carried out to talk to at least one person for each of these groups. Mainly, early participants of Cisco CCNA, HRM and NLP, and current participants of Cisco CCNA, Java and Family Therapy course were interviewed.

The interview questions mainly aimed to observe their reasons for participating in these courses and how far they are satisfied with the course content. For the early participants, additionally the outcome of the course for their life was also questioned. On the other hand, employed participants were asked to evaluate the

¹²⁹ Sometimes companies send 4-6 of their staff to the continuing education courses which are organised open to public. These participants are excluded from the analysis in order to comprise only those who have attended the courses with their personal intention.

position of these courses within their sector, and unemployed participants and students were asked about their ability to pay for these courses. Also, for some specific cases, some participants were asked questions concerning gender, city etc.

To question how far METU CEC has been successful in serving to individual level target groups, the data will be analysed in two parts. In the first part, features of the courses and in the second part profile of the participants will be analysed.

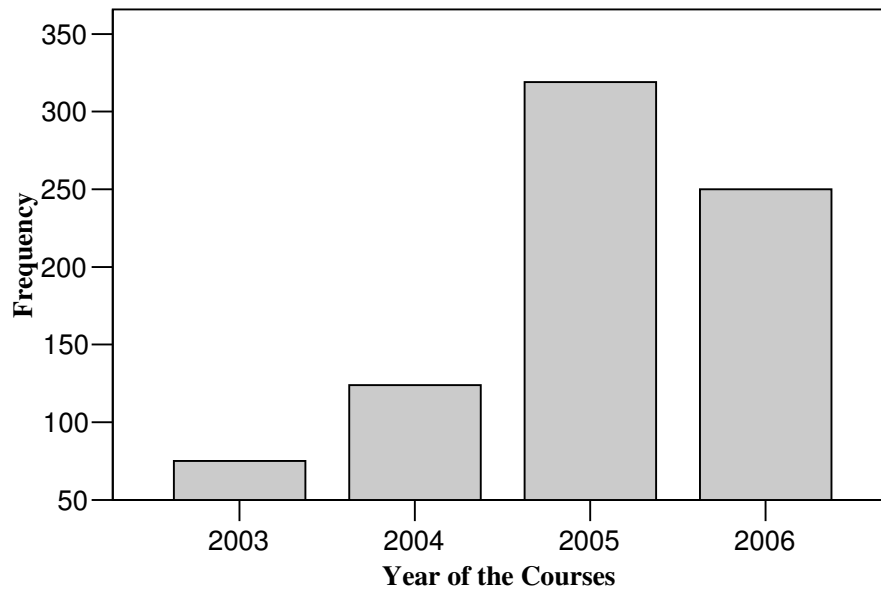
5.1.1 Features of the Courses:

It was discussed in the second chapter that in order to serve for educational needs of their region, UCE Units are supposed to organise courses in variety of fields in a flexible manner. The course content supposed to be practical and up to date. Moreover, UCE units were supposed to organise courses which will provide skills and qualifications to those who lack vocational skills in line with necessities of the local economy.

5.1.1.1 Total Number of Courses:

The number of courses organised open to public is an important indicator to show how far UCE units serve for individual level target groups. Distribution of the 46 courses according to years is as follows:

Figure 5.1 Distribution of the Participants According to the Years



As indicated in the Table 5.1 and Figure 5.1 there was remarkable increase in the number of participants in 2005 and 2006 years. The number of participants who benefited from METU CEC's courses increased 4 times from 2003 to 2005. Increase in the number of participants is in line with increase in the number of courses organised. 5 Courses were organised in 2003, 8 courses were organised in 2004, 19 courses were organised in 2005 and 14 courses were organised in 2006. Although, there was a decrease from 2005 to 2006 still the trend is promising.

5.1.1.2 Variety of Courses:

As it was specified above, organising courses in variety of field is an important indicator. Between the years 2003 and 2006, courses were designed in 13 subjects.¹³⁰ Courses are briefly as follows:

¹³⁰ Information Technologies Certificate Program and Welding Certificate Program were not included into the analysis although they were organised open to public between 2003-2006 periods. These two education programs are organised under responsibility of Computer Engineering and Metallurgical and Materials Engineering Departments and they are quite broad and have specific features. Therefore, in order to stay within the scope of our subject we have decided not to include these two programmes. Where necessary we will make reference to the

1. ***Management Information Systems (MIS)***; a 128 hours certificate program, related to affective design and management of information systems.
2. ***Human Resources Management (HRM)***; a 130 hours certificate program, basic issues in human resources management.
3. ***Cisco Networking Academy (Cisco CCNA)***; a 280 hours certificate program which provides a foundation in and apprentice knowledge of networking.
4. ***JAVA***; a 70 hours education program which provides fundamentals of JAVA programming including web applications.
5. ***Object Oriented Software Development (Obj. Soft. D)***; 30 hours education program which provides concepts of object oriented programming by using C++ and JAVA programming languages.
6. ***Project Management (Project Mng.)***; 12 hours training program which provides basic knowledge about project quality, scope, time, cost, human resources, communications, risk, procurement.
7. ***Neuro-Linguistic Programming (NLP)***, 30 hours training program which provides basic techniques of NLP for development of behavioural competence and flexibility, strategic thinking and understanding of the mental and cognitive processes behind behaviour.
8. ***Neuro-Linguistic Programming Practitioner Program (NLP Prac)***, 80 hours training program which builds on the repertoire of skills and insights that are learned in the NLP Programme.
9. ***Family Therapy***; 50 hours training program designed for professionals working in related fields which provides different theoretical and practical approaches to family therapy.
10. ***Aquarium***; 12 hours training program which provides basic knowledge about designing and maintaining an aquarium.
11. ***Knowledge Management (Knowledge Mng.)***; 8 hours training program which provides basic information about what is knowledge management, why it is important for construction organisations, various dimensions, key

documents prepared by these departments. For more information about these programs relevant departments should be contacted.

attributes, and potential strategies for identifying tools to manage knowledge.

12. *Communication Skills (Communication S.)*; 15 hours training program which provides theoretical and practical skills for having vigorous and affective communication.
13. *Applied Statistical Analysis Methods (Statistical An.)*; 40 hours training program which provides comprehensive knowledge about statistical analysis methods and their applications.

Distribution of the totally organised 46 courses according to the subjects is also as follows:

Table 5.2 Distribution of the Courses According to Subjects

Name of the Program:	Frequency	Percent
NLP	9	19,6
HRM	7	15,2
Family Therapy	7	15,2
Cisco CCNA	6	13,0
Project Mng.	4	8,7
Java	4	8,7
Communication Skills	2	4,3
MIS	2	4,3
Object Oriented Software D.	1	2,2
NLP Practitioner	1	2,2
Knowledge Mng.	1	2,2
Applied Statistics	1	2,2
Aquarium	1	2,2
Total	46	100

As it was demonstrated in the table at this period NLP, HRM, Family Therapy and Cisco CCNA, Project Management and Java were the most commonly organised programs. It is possible to add to the list the MIS program as there were some missing data about it. So, it can be claimed that METU CEC is organising courses only in 7 subject areas. 84.7% of the courses were organised in this 7 subjects. It is clear that METU CEC is not fulfilling its responsibility of

organising courses in variety of fields. It can be asserted that there is not enough demand for the other courses. However, as it was discussed in the earlier chapter, demand does necessarily reflect the actual necessity. So, UCE unit is supposed to go beyond the present demand especially when serving to disadvantaged groups is concerned.

5.1.1.3 Types of Courses:

Moreover, when types of these courses are analysed, it appears that none of these courses are vocational education courses. They are mainly continuing professional courses and personal fulfilment courses. Only the Welding Certificate Program which we did not included into our analysis can be an example for vocational education courses. The EU and Turkish Employment Organization (İŞKUR) funding the Welding Certificate Program under the “Active Labour Market Strategy Project- New Opportunities Programme” which is developed in response to the unemployment problem in Turkey¹³¹. The target group of the programme is all unemployed people registered with İŞKUR. The programme aims to increase employability of the target groups by providing vocational training leading to welding certificate. Training part of the project is realized by Welding Technology Center of Metallurgical and Materials Engineering Department.

5.1.1.4 Flexibility:

Moreover, it is necessary to evaluate these courses in terms of their flexibility. None of these courses are modular courses. Participants are not allowed to choose the parts of the program which is necessary and appropriate for them. Even for the Cisco CCNA program which has 4 terms and which is totally 280 hours and HRM which is 130 hours and has 6 modules taught by different academicians, such flexibility is not offered.

¹³¹ İŞKUR “Active Labour Market Programmes Project: New Opportunities for the Unemployed” Retrieved : May 5, 2006 from:
<http://www.iskurabprojesi.org/lang/eng/sayfa.aspx?k=1&y=1&s=1>

For example, one of the participants of 2004 Cisco CCNA course complained as follows:

“The first two terms of the course was quite easy for me because I new those before I attended the course. The course is designed for beginners so I think it would have been better for me to join the course in third semester if the course was offered in a modular base. Or an intermediate level can be designed for those who are not beginners in the field.¹³²”

Another way of providing flexibility to the courses is using on-line applications in course provision. None of the 13 courses are being offered on-line. Only the Information Technologies Certificate Program which we have not included into our analysis is offered as an e-learning program. The online Information Technologies Certificate Program (ITCP) is based on synchronous and asynchronous education over the Internet. The program is conducted under the management of the Continuing Education Center and under academic responsibility of the Department of Computer Engineering.¹³³ Technical support is provided by METU Computer Center. Online Information Technologies Certificate Program includes eight fundamental courses of Computer Engineering Department and comprises four semesters lasting nine months. The main aim of the online ITCP is to train participants in the IT field to meet the demand in the field of computer technologies in Turkey and since it is provided online ITCP provides opportunities for the people who cannot access education in information technologies or computer engineering, but who are interested in this area, who would like to improve themselves in this area and desire to make progress in their existing career.¹³⁴

Another situation which restricts flexibility is the number of available rooms and laboratories. Since the courses are offered in classes of METU CEC the

¹³² Informant EP 11

¹³³ Yükseltürk, E 2005, ‘Online Information Technologies Certificate Program’, *Turkish Online Journal of Distance Education-TOJDE* January 2005 ISSN 1302-6488, vol.6, no.1, p.99.

¹³⁴ Ibid. p.102

programs of courses are not defined mainly based on the necessities of people but defined based on the availability of classes. For example, a male participant of Cisco CCNA complained:

“In fact, the hours of the courses are not so appropriate. It is in Friday evening and Sunday morning. These are the exact hours when you need some rest.¹³⁵”

Moreover, a female participant of 2004 Human Resources Management course complained both about the time and the intensive program of the course:

“The course was on Saturday and Sunday in the morning and it was very intensive. I think it would have been better if it was extended to a longer period. We would have less hurry and we could have more time to repeat what we have learned.¹³⁶”

So, in conclusion it is possible to assert that METU CEC is not successful in offering these courses in a flexible manner.

5.1.1.5 Content:

It was discussed above that course content of the METU CEC courses should be necessarily practical, up to date and in line with necessities of labour market of the region. It is not easy to analyse these courses for their content and there is not any data or any study conducted over the issue. So, comments of the participants who were interviewed will be considered to have a general idea.

Generally, the comments about the content of the course were positive. For example, one of the participants of Family Therapy course stated that:

“As the teacher is for so long working in this field he is very much experienced in possible problems, alternative methods, and different practices. The course as a whole is very practical and it makes me really strong.¹³⁷”

Another person who attended the 2004 HRM course claimed that:

¹³⁵ Informant CP 01

¹³⁶ Informant EP 06

¹³⁷ Informant CP 09

“One of the best things about the program was the practical knowledge provided to us. You can learn the theoretical knowledge by reading from book by yourself but for the practical knowledge, it is different. Some people working in the field participated in the seminars. For example; a person from Human resources of Karel came to the course. They talked to us about the difficulties especially about the new labour law and explained the cases with very good examples.¹³⁸”

It is interesting that the positive and the negative comments about the course content are mainly related to the practical side of the course. Practical knowledge provided by the courses was appreciated and the theoretical knowledge which was not completed by practical side was criticized by the interviewers. For example, the same women in 2004 HRM course criticised some parts of the courses for this reason:

“The course content should be developed to be more affective. For example, the time management is not something practical. You can read it from journals or books. But for the wage management you need to learn about different systems being used currently. It is same for the performance management. It is very general. However, it would be much affective if for example a manager, applying this system in their company, tells the system based on the difficulties and contribution to the company.¹³⁹”

A male participant of the 2004 Cisco CCNA course also complained that the practical side of the course was not taken so serious:

“The teacher was very good; he was teaching very well but the part in the laboratory was quite weak. Only 3-5 people were really putting in to practice in the lab what we have learned theoretically. If this laboratory part was taken serious, and if some kind of practice in the field was provided, it would have been very good. I do not know probably such kind of application does not exist in Turkey but to see the practice in the field would have been very helpful for us.¹⁴⁰”

¹³⁸ Informant EP 08

¹³⁹ Informant EP 08

¹⁴⁰ Informant EP 01

His comment is really remarkable that he points out the necessity to offer some kind of apprenticeship within the course. Unfortunately, in none of the METU CEC courses there is a part to observe the real application in the firms/companies. Especially for those who are not yet working in the subject area of the course, a kind of apprenticeship in the field would be very affective. Another male participant of 2004 Cisco CCNA course also offered the similar thing:

“May be some interactive applications can be organised with those companies which use Cisco. These participants can be positive for the company and the participants would find opportunity to see the operation there. I think these types of interactive activities may be organised but of course it would not be easy to find such companies and to persuade them to make such cooperation.¹⁴¹”

If METU CEC had close relations with especially private companies, such kind of cooperation could have been possible. Such kind of organisations could have been useful for both the companies, course participants and for METU CEC. However, it is not an easy task as the cooperation between university and companies is still so weak.

These comments demonstrate that METU CEC courses are determined to be successful as far as they have a practical content. Some of the courses at least partially have practical contents but the others are still being criticised based on this reason.

In conclusion, it is possible to summarise that METU CEC does not completely fulfil its responsibility to offer vocational, professional development and self fulfilment courses in variety of fields, in a flexible manner and with practical content to meet fully educational necessities of the region. The trend for increase in education programmes open to public is promising. However, still absence of practice and interactive applications within course programs is remarkable.

¹⁴¹ Informant EP 02

5.1.2 Profile of the Participants:

Investigating the profile of participants will be affective to demonstrate how far METU CEC is successful in serving large section of society.

5.1.2.1 Participation According to Gender:

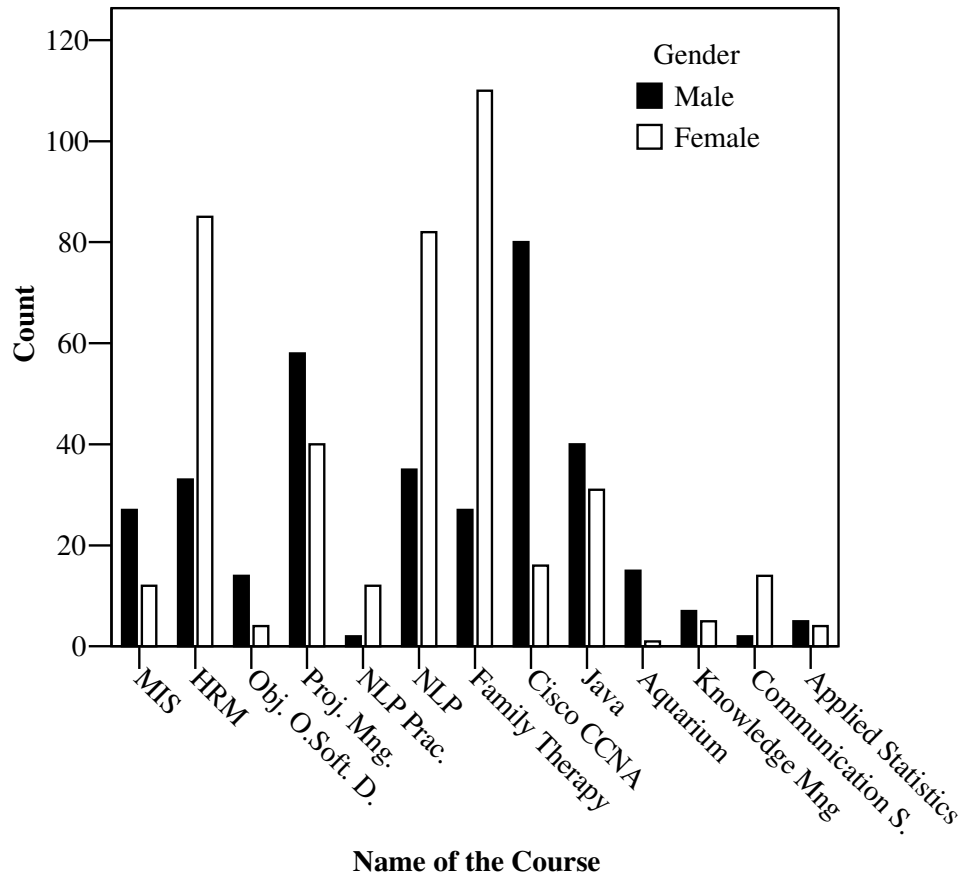
Distribution of participants according to gender is as follows:

Table 5.3 Distribution of the Participants According to Gender

Gender	Frequency	Percent
Male	345	44,9
Female	416	54,2
Undefined	7	0,9
Total	768	100

It is remarkable between 2003-2006 years METU CEC had 10% more female participants than male participants. So, it is possible to say that women do not have difficulty in accessing continuing education courses. However, when distribution of gender of the participants according to the types of courses is taken into consideration the case is quite different.

Figure 5.2 Distribution of the Gender of Participants According to the Courses



It is evident that participation of women and men demonstrates significant differences according to the subject of the education. As it is commonly accepted men have dominance in subjects related to computer and women have dominance in courses for personal fulfilment. In the case of Family Therapy and HRM still the same rule applies. Main participants of the Family Therapy course is psychologists and psychiatrist and these professions are commonly claimed to be dominated by women. This is also the case for HRM course. Generally HRM departments are dominated by women and this trend was reflected in the HRM course with the significant majority of women compared to men.

A female participant of the Java course pointed out the dominance of men in the course and in sector:

“Generally men are more interested in works related to computer. They spend more time in dealing with these things therefore; they participate in these courses more than women. However, increasingly women are also participating in this field. I do not think that for a woman working in IT field would be a problem but sometimes employers prefer men for these types of jobs because really men have more tendency to this field.^{142,}”

So, it is possible to conclude that women and men have almost equal accession to METU CEC courses. The difference in distribution to courses is mainly because of the dominance of men or women in specific fields.

5.1.2.2 Participation According to the Time Passed from Graduation:

The time passed from graduation of the participants will demonstrate the age profile of the participants and METU CEC’s success in serving each age group. 512 of the participants declared their year of graduation and their distribution showing how many years after their graduation they have participated in these courses is demonstrated in Table 5.4

Table 5.4 Distribution of the Participants According to the Years passed from Graduation

Graduation	Frequency	Percent
Less than 5 years	208	40,6
6-10 years	121	23,6
11-15 years	93	18,2
16-20 years	57	11,1
21-25 years	16	3,1
25-30 years	13	2,5
More than 30 years	4	0,8
Total	512	100

It is significant to see that METU CEC mainly serves for people who have graduated within last 5 years. This means that, it mainly serves for people within 23-30 years old. On the other hand, the number of participants is falling as the

¹⁴² Informant CP 07

age group increases and based on this distribution it is possible to assert that METU CEC does not serve enough to higher age groups.

Why these new graduates, who constitute the majority of the participants, attend these courses is a significant question. This question was directly asked to the new graduates who were interviewed. A female participant of Cisco CCNA course who has graduated from Computer Engineering Department last semester replied:

“I wanted to attend this course before when I was still in university but I could not have chance. Now I would like to work in this field and I want to develop myself in networking field.¹⁴³”

It is interesting that she has also stated that her department provided her necessary skills and qualifications to be employed when she graduated and her family is paying the fee of the course. She has graduated from a related field and she feels that she has the necessary skills to be employed but still she came here to take the Cisco course with the finance of her family. It is really interesting because she observes no contradiction in the case. May be it is a reflection of the problematic approach to the education in Turkey. As the families send their children to the preparation courses for the high school exams and then to university exam; the same process is likely to take place after university. Since being a university graduate is no longer enough to be employed, people began to send their children continuing education courses to increase their chance for being employed in higher level jobs.

One of the participants of 2005 Cisco CCNA course who has graduated from Electrical and Electronics Department 1 years ago and was working in private sector in a different field stated a different motivation:

“I intended to have job guarantee for the future. Cisco is an international organisation and I thought that it would be good. to have a certificate of it in my CV. [...] Yet, I do not intend to

¹⁴³ Informant CP 03

take a further step towards that field by changing my field etc.^{144,}

Her explanation indicates that some new graduates who have graduated from same field and already employed attend to these courses to preserve the title or certificate for future career decisions.

Another woman from the same program who has graduated from Maths department last semester stated that;

“In our department we have a very theoretical education therefore when you graduate you can be a mathematician or you may work on something different and you can be something related to that area. So my friends pushed me to be something. They said that we will be this, or this and what will you be when you finish the school? I do not want to be mathematician and teacher either. So I decided to focus on this field. [...] I do not feel as if I have changed my field because Maths provided me a basis and many things in this field is related to those basic principles.^{145,}”

Her explanation for her motivation to take this course is remarkable. She states that her department provided her some theoretical background but in order to be employed in a field other than mathematics, it is necessary to develop yourself in a practical field.

A female participant of Java course who has graduated from Physics also explained the similar situation as follows:

“I do not believe that my department provided me with the necessary skills to be employed. Therefore, I wanted to develop myself to make myself ready to the working life. The course will be an advantage for me. There are a lot of unemployed people therefore employers consider your education, your master’s degree, what you have done during university life and so on. Therefore, I believe that this will be something positive for me to be employed.^{146,}”

¹⁴⁴ Informant EP 13

¹⁴⁵ Informant CP 04

¹⁴⁶ Informant CP 07

It means that new graduates sometimes participate in the METU CEC courses to change their field and to increase their chance for employment. However, on the other hand; this situation demonstrates that only those who can afford to pay for these courses enjoy such opportunity to change their field or increase their opportunity for employment which their departments did not provided them at all.

5.1.2.3 Participation According to the Cities:

Distribution of participants according to the cities they are coming from will be a clear indicator of METU CEC's contribution to the whole country. 635 people have stated their address and distribution of these people according to their cities is as follows:

Table 5.5 Distribution of the Participants According to Cities

Cities	Frequency	Percent
Ankara	569	89,6
İstanbul	29	4,6
Eskişehir	10	1,6
Other	27	4.2
Total	635	100

Table 5.5 clearly demonstrates that almost all participants are from Ankara. In the other category, there are 15 different cities (Adana, Amasya, Antalya, Bursa, Çorum, Gaziantep, Hakkâri, Hatay, İçel, İzmir, Kayseri, Samsun, Zonguldak, Kırklareli, Kırşehir) and 1 participant from Northern Cyprus Turkish Republic.

This distribution is reasonable because it was stated above none of the courses in our data set are offered on-line as e-learning courses. Therefore, it is not possible for the people living outside Ankara to participate in METU CEC's courses; especially in those long certificate programs. So, it is possible to say that METU CEC mainly serves for its own city and its contribution to the rest of the country is very low.

5.1.2.4 Participation According to Education Levels:

Distribution of participants according to their education levels will demonstrate how far METU CEC realise its responsibility to serve for wide section of society. Distribution of 764 people who have declared their education levels is as follows:

Table 5.6 Distribution of the Participants According to Education Levels

Education Levels	Frequency	Percent	Cumulative Percent
Master/PhD*	102	13,3	13,3
University*	614	80,4	93,7
Technical Vocational School of Higher Edu.	38	5,0	98,7
Secondary School	10	1,3	100
Total	764	100	

* Students were also included in these categories as if they have graduated.

The distribution demonstrates that totally 98.7% of the participants have higher education degrees. It means that METU CEC educates those who are already well educated and it does not have any intention to serve for those people having lower education levels. Clearly, METU CEC uses the “Continuing Education” term in its narrow meaning and restricts its responsibility area to higher education students and graduates. The rule for attending to certificate programs also illustrates the situation. In the Senate Decree for METU CEC certificate programmes, it was stated that “only graduates of university and higher education’ can earn certificates in certificate programs. Those in lower education levels can participate in certificate programs only if there is free place for them after higher education graduates have registered. They will take a ‘participation document’ but not a certificate even if they complete the program successfully.¹⁴⁷” The reason of this rule is to limit the responsibility area of UCE units to continuing professional education for higher education graduates.

¹⁴⁷ Decree of METU Senate (28 January 2003), ‘Decree for Continuing Education Center Certificate Programmes’, Decision No: 4

However, unfortunately Turkey lacks a developed lifelong learning and adult education system. Therefore, UCE units of Turkey have no luxury to restrict their responsibility areas as such. As it was discussed in the earlier chapters UCE units should try to meet educational needs of wide section of society. However, METU CEC eradicates this mission at the beginning by confining its responsibility area to higher education graduates.

5.1.2.5 Participation According to Departments:

581 of the participants have declared the departments they have graduated or that they will graduate in the following years. 58 different departments were expressed. Their distribution, grouped according to faculties is given below.

Table 5.7 Distribution of the Participants According to Faculties

Faculties	Frequency	Percent
Engineering F.	202	34,8
Art F.	140	24,1
FEAS*	76	13,1
Education F.	44	7,6
Vocational S.	35	6,0
Science F.	34	5,9
Other	50	8,6
Total	581	100

* Faculty of Economics and Administrative Sciences

Table 5.7 demonstrates that Engineering Faculty has dominance with 34.8% of the participants. It was followed by Art Faculty with 24.1% and FEAS with 13.1%. A closer look to the distribution of departments according to the courses within Engineering and Art Faculties, will give us more detailed information about the profile of participants.

Departments of Engineering Faculty Participants are mainly distributed between Computer Engineering and Electric-Electronic Engineering. It is followed by Civil Engineering, Industrial Engineering and Chemistry Engineering. In the other category, there are 18 different engineering departments. The distribution

of the engineering faculty participants of the departments, from which most of the participants are graduated, is demonstrated in the Table 5.8 according to the subject of courses.

**Table 5.8 Distribution of the Departments of Engineering Faculty
Participants According to the Courses**

Name of the Course	Comp Eng.	Elect. Electro Eng.	Indust Eng.	Chem Eng.	Civil Eng.	Other	Total
MIS	2	2	2	0	0	2	8
HRM	0	0	0	2	0	1	3
Project Mng.	3	5	6	8	8	34	64
NLP	2	5	1	2	4	13	27
Cisco CCNA	19	19	3	2	0	8	51
Java	7	13	3	1	2	7	33
Aquarium	0	2	0	0	1	2	5
Knowledge M.	1	0	0	2	2	2	7
Other	1	0	2	0	1	0	4
Total	34	46	17	17	18	69	202

Table 5.8 illustrates that Cisco CCNA course is mainly dominated by the graduates of Computer Engineering and Electric-Electronic Engineering Departments. Both Java and Cisco CCNA courses are the subjects of these two departments and the data confirms the situation. After these two courses, participation of graduates of these two departments is in Project Management course. Most of the people from the remaining three departments participated also in this course. Probably, this is related to the position of these participants at their work as project directors or their intention to do so.

Moreover, it is possible to interpret participation of engineers from other departments other than Computer Engineering and Electric-Electronic Engineering as an intention to shift their area of profession. The case is more interesting when participants from other faculties in Cisco CCNA are considered. 71 people who participated in Cisco CCNA course have declared their departments and among these 32 of them are from departments other than

Computer Engineering and Electric-Electronic Engineering Departments. Even 11 of this 32 people are from Education, Art Faculty and FEAS. It means that sometimes people participate in UCE units' courses with the aim of changing their profession. So, METU CEC should also take into consideration this function of its courses.

The interviews with new graduates, who have participated in courses different from the subject area of the departments they have graduated, were confirming this claim as it was considered above. The earlier participants who were in the same situation were also questioned for their motivation to take these courses. A 2004 Cisco participant who was a Statistics graduate put it as follows:

“I was always interested in IT field and although I have graduated from Statistics; I wanted to go towards that field. The Cisco CCNA course was appealing to me because I was mainly interested in hardware. I thought that if I take the course, I would find chance to work in that field. After the course, I took the exam of a public institution and I passed the exam and by means of the certificate I earned from this course I started to work in IT department as system programmer.¹⁴⁸”

However, attending these courses to transfer to that area does not seem to end up with a happy conclusion as the above defined case. Another participant, who was an Education department graduate in the same Cisco course, explained his disappointment as follows:

“I have attended the course because I did not want to work in a subject I have graduated. I was interested in Computer sector. I thought that if I take the course I would find chance to transfer to that field. I would say that, it had no contribution to me. I did not take any further education in the field but I saw that in the job applications sector looks for engineers or experienced people. It was impossible to find a job in this field by means of only this course. It was told us that a Human Resources web site would help us to find job. We left our CV but nothing happened. I can say that it did not serve for anything.¹⁴⁹”

¹⁴⁸ Informant EP 03

¹⁴⁹ Informant EP 01

The second major group of participants are those who have graduated from Art faculty. Distribution of these participants according to the courses is as follows:

Table 5.9 Distribution of the Departments of Art Faculty Participants According to the Courses

Name of the Course	Psychology	Psy. Coun.*	Other	Total
HRM	1	0	3	4
NLP Practitioner	1	0	3	4
NLP	7	4	9	20
Family Therapy	39	58	1	98
Other	3	1	1	1
Total	51	63	28	139

* Psy. Coun: Psychological Counselling and Guidance Department

Art Faculty participants are almost completely from Psychology Department and Psychological Counselling and Guidance Department. This significant domination is related to the Family Therapy course. As it was stated above Family Therapy is a specific continuing professional education course for professionals in related fields. It is possible to say that large participation of Art Faculty is almost completely related to Family Therapy course. This course has such popularity within related professions mainly, because it provides an important title to progress in these professions. This situation demonstrates that demand for continuing education courses is very much related to the impact they provide in the professions of the participants.

Above it illustrated with the Cisco CCNA case that sometimes people participate in continuing education courses to change their profession. Similar case can be observed with the HRM course. Among 35 participants, who have declared their departments, there are totally 11 participants from Mechanical Engineering, Literature, Chemistry Engineering, Banking, Accountancy, Medicine, Journalism and Chemistry. Although these people do not constitute the majority, their presence means that METU CEC should consider this group in course design in order to respond educational needs of such people.

5.1.2.6 Participation According to Sectors:

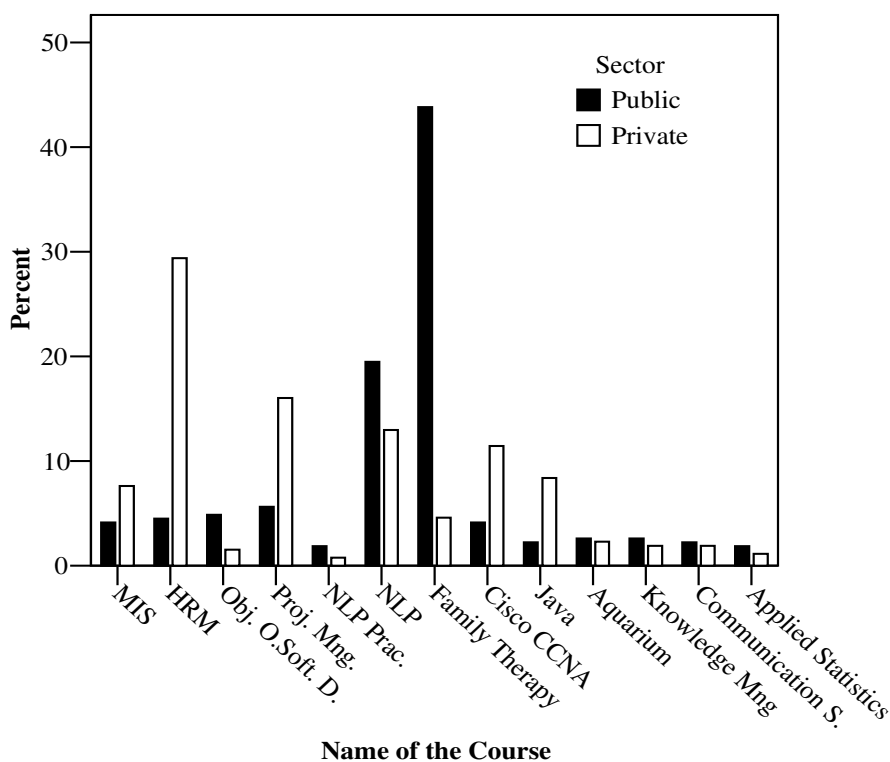
Distribution of the participants according to the sectors they are working is as follows:

Table 5.10 Distribution of the Participants According to Sectors

Sector	Frequency	Percent
Public	267	50,5
Private	262	49,5
Total	529	100

In our data 7 people did not declared if they are working and 232 of the participants are unemployed or student. As it can be seen in the Table 5.10, remaining 529 people are distributed almost equally. It is possible to claim that accession of private sector workers and public sector workers to METU CEC courses are very same. However, when distribution of participants according to the subject of courses is considered, a different view appears.

Figure 5.3 Distribution of the Sectors of Participants According to the Courses



The course, which increases the average of participants working in public sector, is the Family Therapy course as it is demonstrated in the Figure 5.3. In other programs like Cisco CCNA, Java, Project Management and HRM there is significant dominance of participants working in private sector. Below is the distribution of the sectors of participants when family therapy course is excluded.

Table 5.11 Distribution of the Participants According to Sectors when Family Therapy is excluded

Sector	Frequency	Percent
Public	150	37,5
Private	250	62,5
Total	400	100

Distribution of remaining 400 participants is interesting because participants working in private sector are 25% more than the participants working in private sector. Therefore, it is not possible to say that METU CEC provides available conditions to participation of workers of both sectors.

The approach to the participation in continuing education courses is different in private and public sector. The employed participants were asked to determine position of these courses within their sector. One of the participants of Cisco CCNA course who is working in private sector declared that:

“Taking these courses is common in my sector. Especially serious companies send their staff to these courses to make them earn the certificate. The company, I was working in was not such a serious company but the one I am working now is a good one in the sector. Probably they will also send me to some education programmes. They support these type of things; they give permission to leave early etc. If there is work to be finished you yourself would not leave the work to go to the course of course but I am allowed of course.¹⁵⁰”

¹⁵⁰ Informant CP 05

Whereas another participant of 2005 Cisco CCNA course who is working in private sector stated that:

“The subject is really very popular so the demand is high in my sector. However, it is actually really hard to go home and study, come to the lab at weekends etc. It creates extra work load. Therefore, many people because of the high workload in our sector can not arrange to join these courses.^{151,}”

The situation for the public sector is not also so promising. For example, a participant who is working as a director in the public sector complained as follows:

“Even taking permission is always a problem. I support those after me but in the institutional level there is not support and even there is not tolerance.^{152,}”

Generally, the interviewees working in private sector declared that their companies support participating in these courses. However, they have stated that participating in these courses is not so easy because of the extensive workload of private sector. On the other hand, those working in public sector stated that there is not a supportive attitude for courses other than in-service learning courses organised by the institution and they stated that taking permission depends most of the time on directors’ understanding. However, probably the attitude within public sector changes from one type of institution to another. For example, a participant who is working in a public bank declared just the opposite:

“My sector really supports attending these types of courses. Many people around me participate in several different kinds of courses. The institutions arrange some in-service learning courses or they send some employees to related courses.^{153,}”

Therefore, it is possible to say that those who are working in the private sector have dominance in the METU CEC programs. Private sector seems to have a more positive attitude for their staff to participate in continuing education

¹⁵¹ Informant EP 13

¹⁵² Informant CP 09

¹⁵³ Informant CP 06

programs. However, attitude in public sector changes from one institution to another as there is not a consistent policy for this issue.

5.1.2.7 Participation According to Position at Work:

Analyzing position of participants at work will demonstrate another aspect of participant profile. 460 of the participants stated their positions at work and totally 54 different positions were expressed. Therefore, positions at work have been grouped according to the ISCO-88 (International Standard Classification of Occupations) United Nations.¹⁵⁴

5 Structural Levels were identified by this classification. These are; Level 1: 10 Major groups¹⁵⁵, Level 2: 28 Sub-major groups, Level 3: 118 Minor groups, Level 4: 390 Unit groups and Level 5: Indeterminate number of occupations. For this data level third, which denote minor groups, has been used and 14 categories have been identified within these 118 categories.

These are;

1. Upper Level Managers (code:121)
2. Department Directors (code:123)
3. Computer Related Professionals (code:214)
4. Architects, Engineers, Related Professionals (code:214)
5. Life Sciences Related Professionals (code:221)
6. Health Related Professionals (code:222)
7. Higher Education, University Level Education Related Professionals (code:231)

¹⁵⁴ ISCO-88: International Standard Classification of Occupations, Retrived: March 25, 2007, from <http://tuikapp.tuik.gov.tr/DIESS/>

¹⁵⁵ These 10 Categories are:

- | | |
|---|---|
| 1. Legislators, senior officials and managers | 6. Skilled agricultural and fishery workers |
| 2. Professionals | 7. Craft and related workers |
| 3. Technicians and associate professionals | 8- Plant and machine operators and assemblers |
| 4. Clerks | 9. Elementary occupations |
| 5. Service workers and shop and market sales w. | 10. Armed forces |

8. Secondary School Level Related Professionals (code:232)
9. Business Related Professionals (code:241)
10. Social Sciences Related Professionals (code:244)
11. Computer Related Vice Professionals (code:312)
12. Special Education Related Professionals (code:333)
13. Administration Field Vice Professionals (code:343)
14. Armed Forces (code:011)

It is significant that participants are from 1, 2, 3 and 10 categories which correspond to 1- Legislators, Senior Officials and Managers 2- Professionals 3- Technicians and Associate Professionals and 10- Armed Forces. Concentration of participants in these categories indicates that METU CEC does not serve for lower occupation groups which are likely to be in disadvantaged position in the labour market. As it was discussed earlier in the context of new organisation of economy need for labour for performing routine tasks is decreasing putting those in a position of replaceable generic labour. However, the data shows that METU CEC is not successful in serving to those individuals who are in disadvantaged position. Distribution of the participants according to these 4 categories is also worth considering:

Table 5.12 Distribution of the Participants According to Main Occupation Groups

Occupation Groups	Frequency	Percent
Professionals	358	80,4
Legislators, High Level Managers and Directors	65	14,6
Technicians and Associate Professionals	21	4,7
Armed Forces	1	0,2
Total	445	100

The Table 5.12 strengthens the above mentioned claim by demonstrating that more than 80% of the participants, who have declared their position at work, are professionals. It means that employed participants of METU CEC courses are

those who are already in professional occupations. It is clear that METU CEC does not realise its responsibility to serve wide section of society by including those who are in disadvantaged position in the labour market.

The Table 5.13 demonstrates the main groups within Professional Occupation Holders. These are; 213-Computer Related P., 214-Architects, Engineers, Related P., 231-Higher Education, University Level Education Related P., 232-Secondary School Level Related P., 241-Business Related P. and 244-Social Sciences Related P. Largest share of the Professionals are working in Business Related Occupational Positions. It is reasonable as four of the courses (MIS, HRM, Projects Management and Knowledge Management) are mainly related to business sector. Moreover, as it was demonstrated in the Figure 5.3, in these programs there is significant dominance of Private sector workers. Therefore, this case strengthens the claim that people, who are working in private sector, access to certain courses more than public sector workers.

Business Related P. is followed by Secondary School Level Related P. which is mainly consist of teachers, Social Sciences Related P. which is mainly consist Psychologist and Psychological Counselors and lastly, Computer Related P. Large share of Psychologist and Psychological Counselors is again because of the Family Therapy course. This table will be also helpful to observe people's intention to take these courses.

**Table 5.13 Distribution of the Professional Occupation Holder Groups
According to the Courses**

Name of the Course	213	214	231	232	241	244	Other	Total
MIS	5	3	0	0	8	0	0	16
HRM	0	0	0	2	52	0	0	54
Project Management	5	16	5	0	15	2	0	43
NLP	2	8	12	16	10	3	4	55
Family Therapy	0	0	11	37	0	45	5	98
Cisco CCNA	16	7	2	1	1	0	1	28
Java	15	3	2	0	3	0	0	23
Knowledge Mng.	4	1	0	0	7	0	0	12
Other	4	1	4	2	10	2	6	29
Total	51	39	36	58	106	52	16	358

The Table 4.13 indicates that people working in Computer Related Positions mainly attended Cisco CCNA and Java courses which are in line with their position. Higher Education, University Level Education Related P. which mainly consists of Research Assistants preferred NLP and Family Therapy courses. As it was claimed above, Secondary School Level Related P. and Social Sciences Related P. mainly participated in Family Therapy course. Participants of HRM courses are almost completely from Business Related Positions. It is also possible to see that mostly Architects, Engineers, Related P. category which mainly includes engineers and Business Related P. was interested in Projects Management Course.

The Table 5.14 demonstrates a closer look to the category of Business Related P. who have participated in HRM Course:

Table 5.14 Distribution of the Positions of HRM Course Participants

Position	Frequency	Percent
HR Manager	25	48,1
Sales Representative	6	11,5
Ass. Spec./Specialist	6	11,5
Quality Coordinator	4	7,7
Public Relations	3	5,8
Other	5	10,7
Undefined	3	4,7
Total	52	100

It is significant that about half of the participants of HRM Course are those who are already working as Human Resources Managers in their work. HRM course aims to teach basic subjects and principles of human resources management. Therefore, it means that sometimes people attend to METU CEC courses with the intention to learn about the position they are already started working in. Remaining about 27 people may be identified as those who are planning to change their position at work. For the Cisco CCNA course as illustrated in the Table 5.15, it is harder to make such deduction but still it is possible to state that the large share of the participants are already those working in computer related fields. Remaining 15 people are probably intending to change their professions to computer networking.

Table 5.15 Distribution of the Positions of Cisco CCNA Course Participants

Position	Frequency	Percent
Computer Related P.	16	51,6
Architects, Engineers, Related P.	7	22,6
Department Directors	2	6,5
Higher Edu., University Level Education Rel. P.	2	6,5
Life Sciences Related P.	1	3,2
Secondary School Level Rel. P.	1	3,2
Business Related P.	1	3,2
Computer Rel. Vice P.	1	3,2
Total	31	100

The interviews provide information about motivation of those who attend to courses just in the same subject of their position at work. A participant of Cisco CCNA course, who is working in private sector about networking, stated that:

“I am here for my job. I am working in Informatics Department in Telecom and I am working on networks. I would like to improve my knowledge in this field to increase my competence. Also, I believe that it will be good for my career. I think I will continue with the following courses after this. I am planning to follow this way as long as possible.¹⁵⁶”

On the other hand, a participant of 2004 Human Resources Management course, who was working in human resources field for five years when she attended the course, put it in a different way:

“I aimed to learn about applications in human resources field. I am working in Human Resources field and I wanted to have a concrete base over the issue and recently I have also begun the Human Resources Masters program. This is again for the same purpose. I believe that to be based on certain background is important.¹⁵⁷”

Whereas another participant of the same course emphasized the theoretical side of the course as follows:

“Actually, I aimed to learn the theoretical background which we can not learn in practice at work. At that time I was working in Human Resources Department. When I heard about the certificate program, I found the content very satisfying and I decided to attend the course.¹⁵⁸”

Moreover, a participant of Family Therapy course declared a general motivation:

“I believe that not the certificate but the knowledge you gather is important. I must feel competent in all these subjects in order to feel confident when serving to people. Sometimes I hear that people talk in these things as if they are experts but when you

¹⁵⁶ Informant CP 02

¹⁵⁷ Informant EP 07

¹⁵⁸ Informant EP 08

ask for their background they do not have any training. I do not find it moral¹⁵⁹,”

So, the interviews also confirm our inference according to the data that sometimes people attend to METU CEC courses with the intention to learn about the position they are already started working in. It is mainly related to the intention to feel more confident in the position by completing their knowledge about theoretical background and different applications. In fact, these are the only group directly in line with the aim of continuing education in its narrow meaning because they attend these courses to increase their knowledge in their professional areas.

On the other hand, there is remarkable number of participants who are working in other positions at work. It was interpreted as an intention to change their position and the interviews verify the claim as a participant of Cisco CCNA course who is working in an unrelated position in university put it:

“I wanted to open my career to a new path. I was bored about the field which I was working so I thought that it would be enjoyable to learn something about a new field. [...] I may do some home office work about this field and if I find another job offering appealing opportunities, I may consider changing my job.¹⁶⁰,”

Therefore, it is again necessary to suggest that CEC should take into consideration this group who attend these courses in order to transfer to a better position in their field.

5.1.2.8 Participation According to Computer Literacy:

Another indicator of the section of society, to whom METU CEC is serving, is computer literacy of participants.

¹⁵⁹ Informant CP 08

¹⁶⁰ Informant CP 01

Table 5.16 Distribution of the Participants According to Computer Literacy

Computer Literacy	Frequency	Percent
Yes	686	96,8
No	23	3,2
Total	709	100

709 of the participants have answer if they have computer literacy. Among these participants 96.8% have stated that they can use computer. It is a clear indication that METU CEC serves to limited section of society who had chance to learn using computers.

5.1.2.9 The Situation about Students:

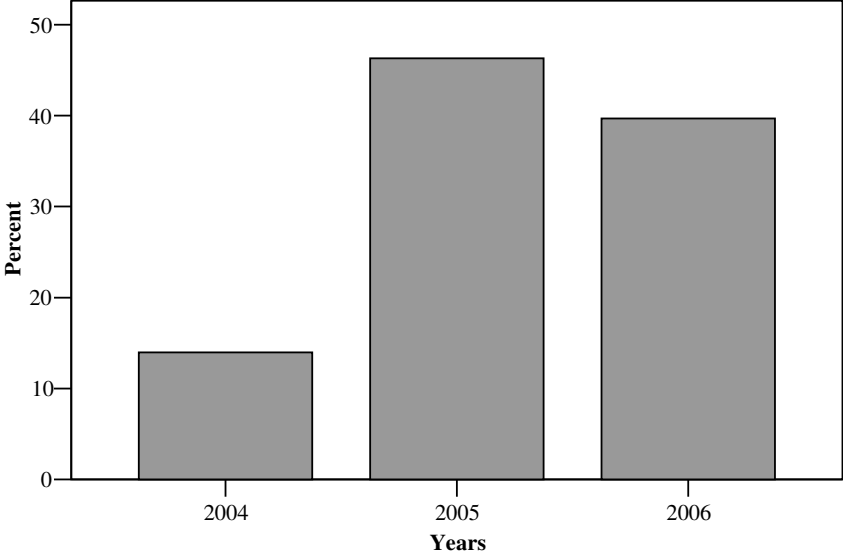
Since METU CEC defines itself as a lifelong learning and in-service learning course provider; participation of students in METU CEC courses is quite problematic. Students who are in undergraduate or graduate classes would not be supposed to participate in continuing education courses as they are already in their education process. However, 117 undergraduate students, 15 Master/PhD level students and 4 students from other levels participated in these courses. Distribution of faculties of participants according to the courses will be helpful to understand students' intention to participate in these courses.

Table 5.17 Distribution of the Faculties of Participants According to the Courses

Name of the Course	Eng.	Feas	Sci.	Art	Edu.	Other	Und.	Total
Project Mng.	21	2	1	0	0	1	1	26
NLP	4	6	0	3	3	0	1	17
Family Therapy	0	0	0	5	0	1	0	6
Cisco CCNA	13	1	1	0	2	2	18	37
Java	7	1	4	0	1	0	15	28
Communication S.	0	0	0	0	4	1	0	5
Other	1	3	1	1	1	0	3	17
Total	46	13	7	9	11	2	45	136

Although the numbers are quite small, still the total number of students from each faculty and distribution of them is remarkable. It is demonstrated in the Table 5.17 that students who participated in METU CEC courses are mainly from Engineering Faculty and it is followed by Faculty of Economics and Administrative Sciences, and Education Faculty. Engineering Faculty students are mainly participated in Project Management and Cisco CCNA courses. These courses are outside the curriculum of Engineering Departments. Therefore, it may be proposed that, these students participated in these courses in order to strengthen their possibility of employment in labour market. FEAS students mainly participated in NLP course, Science Faculty students in Java course and Art Faculty students in Family Therapy course. Probably, students of these faculties also joined these courses in order to increase their employability. Interviews will provide more information about their intention. However, still it brings to the mind the debates about curriculum of university. The Figure 4.4 demonstrates that the situation is getting more serious.

Figure 5.4 Distribution of the Students According to the Years



Above figure demonstrates that in 2003, there were no students in METU CEC courses. It increased to 19 in 2004. The number of the students were 63 in 2005 which was a significant increase. With a slight fall, the number of the students

became 54 in 2006. It is indicating to an irregular increasing trend in student participation in METU CEC courses. These students have a privileged position compared to the other students in their department because they can pay for these courses. Those who can not pay for these courses will not have chance to participate in them in order to increase their employability.

The interviews also point out the same situation. For example, one of the participants of 2006 Java course, who attended the course when she was still a student of Physics department, explained the situation as follows:

“It is a completely new field for me. But the need to specialise in a subject directed me to participate in this course. It is not easy to find a job as a Physics graduate. My last semester was very available for me to take the course so; I wanted to use this available situation. In this sector many people learn the things by studying themselves, but I think it is better to come here to learn from experienced teachers, in an organised content and schedule, and to take certificate documenting your education in the field. The certificate will be helpful in my job applications.¹⁶¹”

She has also stated that through that period she has worked in university preparation courses as a teacher in order to arrange the course fee.

Another participant in Java course who is a fourth year student in Electrical and Electronical Engineering department explained the reason why he attends this course as follows:

“I would like to work in software sector and I have seen that Java is commonly used in this sector. We do not have a related course at the department where we can learn java. If we had this course in the department as elective, it would have been better because I would not have to attend this course and pay for it.¹⁶²”

¹⁶¹ Informant EP 04

¹⁶² Informant CP 10

However, he also claimed a more interesting fact:

“I did not know that students in my department were participating in these courses but when I came here I saw many students and graduates of my department take this course. It makes me feel that I am doing the right thing because many graduates also participate in this course which means it is something necessary to find job in this field.¹⁶³”

The most interesting point in his claim is that the course is very common in the sector and because of this many students and graduates participate in the course to find job. However, interestingly the departments seem to be insensitive to this fact that they do not offer these types of courses in the department as an elective course or something like that. The participant also declared that his family pays the course fee which is a striking indicator of total educational burden on parents. It means that the total amount of money being paid by parents for preparation to the university exam does not end up when their children enter to the university but continue along with the university education and even after university until they succeed to find a job.

Similarly, a female participant of the course who is a master student in Electrical and Electronical Engineering Department points out the same fact:

“Java is a popular programming language; in department we have only seen pascal and C++ and I saw that in job advertisements generally they want java. It is more valid now so I thought that it will be necessary in job applications.¹⁶⁴”

The lecturer of the Java course, who is an academician in Computer Engineering Department, was also pointing out to the necessity of the course in order to find job. His response to the question of why departments do not provide these courses was as follows:

“The university can not provide the students job guarantee. They can learn Java studying themselves or by taking these types of courses. Generally these types of courses are not

¹⁶³ Informant CP 10

¹⁶⁴ Informant CP 11

approved by the department even as elective because in many times they do not confront with department policy.¹⁶⁵”

It seems that the situation is legitimized by reference to the department policy which originates from purpose of the university education. However, this approach disregards the main problem. Participation of these students designates the incongruity of the knowledge and skills provided by departments with the work life. This approach necessitates students to spare extra time to learn these things on their own or by paying to these courses. Inevitably, this situation creates inequality of opportunity within university graduates.

On the other hand, the interviews by early participants indicated another problem about participation of students in UCE courses. For example, a male participant of 2005 Cisco course, who was in second year of Computer and Education Technologies Department, explained his motivation to take the course and his disappointment as follows:

“I do not know I did not have a clear intention for job or anything else. I just wanted to have a specialization. It did not have a clear impact for my life. In fact I have seen its use only in a course this term which is related to this subject. Since it had provided me a base; the course has been easier for me.¹⁶⁶”

METU CEC does not provide educational counselling for the people who are looking for continuing education courses. Therefore, people participate in the courses generally based on some hearings or recommendation of friends. Those who are working in the field can decide better which course would be beneficial for them as they are inside the work world. However, since students do not know what is really going on in work world, it would be harder for them to decide which path to follow for their career. So, providing educational counselling for students is very critical. Otherwise, as in the case of the above participants, participation in these courses would become a loss of time and

¹⁶⁵ Informant L 01

¹⁶⁶ Informant EP 10

money; not only for participant but also for UCE unit. So, in order to prevent such cases, METU CEC based on its relations with business sector and the feedbacks gathered from earlier participants should provide educational counselling service for applicants of the courses.

5.1.2.9 The Situation about Unemployed Participants:

Another important participant group of METU CEC courses is the unemployed people. 510 people declared if they are employed. The Table 5.18 below demonstrates distribution of the participants according to their employment. Students were excluded from the analysis.

Table 5.18 Distribution of the Participants According to Employment

Employment	Frequency	Percent
Employed	435	85,3
Unemployed	75	14,7
Total	510	100

It is significant that about 15% of the participants, who have answered if they are working, are unemployed people. It means that unemployed people attend METU CEC courses with the aim of increasing their possibility for employment in the labour market. This situation reflects the need for METU CEC to keep the course contents practical and in line with skill and qualification demands of the labour market. However, it is problematic when we consider funding of the courses. Unfortunately, funding of the METU CEC courses which are open to public is completely provided by individual participants. Thus, it means that this 15% represents a very privileged group who can pay for these courses although they are unemployed. The situation gets worse when students are included into the analysis.

Table 5.19 Distribution of the Students According to Employment

Employment	Frequency	Percent
Employed	18	13,2
Unemployed	118	86,8
Total	136	100

The Table 5.19 indicates that there are 118 more participants to be included into the group of unemployed people. It means that there are totally 193 unemployed people which is the 29.9% of the total participants who have declared if they are working. It is a remarkable value because it has two important implications. First of all, it means that METU CEC serves to a remarkable unemployed group and their needs in terms of course content and course program will be probably very different from those who are already working. Therefore, in order to serve their needs METU CEC should consider them separately and should provide appropriate courses for their situation. Secondly, it means that METU CEC serves to a remarkable number of people who are likely to have difficulty in paying for the courses. It brings up the necessity for METU CEC to find alternative sources of funding for these courses.

Regarding the first situation for example, a participant of 2004 Cisco course who was unemployed at the time she attended the course stated that:

“Yes, it met my expectations; I have found the job that I am currently working. [...] The course content was satisfying for me but when I started to work in this field I saw that many problems appear and I can not find the answers in the course I have taken. If I had taken the course when I was working in this field in fact I would not find it satisfying. It would have been better to have more practical content.”¹⁶⁷

As she has pointed out taking the course provides the title to find a job in that field however, the course content is not practical enough to provide real competence in the field. On the other hand, another participant of 2004 Cisco course who was unemployed for about four years at that time talked more negative about the course:

“It did not have any positive outcome for my life and for my career. [...] It did not have any advantage for me in looking for a job or for any other thing. It is mainly related to evaluation of companies. Actually, they do not give value to the cisco

¹⁶⁷ Informant EP 09

certificate so much. Then, I have gone towards a different field.¹⁶⁸”

Another participant of 2004 Human Resources Management course who was a sociology graduate for about 3 years and was unemployed at that time also connote a similar situation:

“I intended to complete my management education. I had attended to public relations, total quality management etc. [...] I did not have a concrete intention towards my career or for job when I was taking the course but I thought that completing this series would enable me to be employed easily. It did not provide me positive outcomes actually. It was not as I supposed or may be I did not search enough.¹⁶⁹”

In fact, his explanation also indicates the necessity to provide educational counselling in METU CEC. He said that he had enough financial resources and he participated in several courses. He was later employed for a while but again he is unemployed. It means that it is necessary to provide counselling to the unemployed applicants about the courses in order to prevent loss of time and money.

As it was discussed above the second problem for participation of unemployed people in METU CEC courses is related to cost of the courses. Predictably, contrary to those who were working in private sector; most of the unemployed participants declared that the course fee was high for them. They stated that they paid the fee by barrowing or from personal accumulations. For example, a male participant of 2004 Cisco course stated that:

“I went to army as Reserve Officer to collect some money to take this course. Therefore, the money was ready before I begin the course.¹⁷⁰”

It is disappointing that after the course he could not find a job in computer sector and moved to a completely different field.

¹⁶⁸ Informant EP 12

¹⁶⁹ Informant EP 05

¹⁷⁰ Informant EP 01

In this part, METU CEC's ability to serve for individual level target groups has been discussed. It was indicated in the earlier chapter that UCE units are supposed to meet educational needs of wide section of society. In order to achieve this UCE units are supposed to provide accession of all the groups in society to the courses. Therefore, the profile of METU CEC's participants has been analysed to demonstrate how far METU CEC realises its responsibility in this issue.

The data which were analysed about the profile of participants demonstrated that women have same accession to METU CEC courses as men but their distribution according to courses indicates a significant dominance of men in courses related to computer. The analysis concerning the age groups of the participants illustrated that METU CEC mainly serves for new graduates and does not serve enough to higher age groups. Another analysis also displayed that METU CEC mainly serves for its own city and its contribution to the rest of the country is very low.

It was also demonstrated that participants of METU CEC courses are almost completely higher education students and graduates. In fact, METU CEC in its regulatory document eradicates its mission to serve for people in lower education by confining its responsibility area to higher education graduates. The analysis concerning distribution of participants according to faculties indicates that Engineering Faculty has dominance and it is followed by Art Faculty and FEAS. Distribution of the departments according to courses has demonstrated that people two main intentions that direct people to attend these courses. First of all, they aim to specialise in a field in their profession and secondly they attend with the aim of changing their profession. It means that there is a significant participant group of METU CEC courses who intend to learn a new vocation. Same analysis also illustrated that demand for continuing education courses is very much related to the impact they provide in the professions of the participants as in the case of Family Therapy.

Analysis of the sectors that the participants are working demonstrated (when Family Therapy course is excluded) that participation of the people working in private sector is more than participants in public sector. The analysis concerning the positions of participants at their work indicates that METU CEC mainly serves to a very limited group working in professional positions. It means that METU CEC does not realise its responsibility to serve wide section of society by including those who are in disadvantaged position in the labour market. Another interesting result derived from the analyses was that sometimes people attend to METU CEC courses with the intention to learn about the position they are already started working in.

The data concerning computer literacy displayed that almost all the participants can use computer which means METU CEC serves to limited section of society who had chance to learn using computers.

The case about the student participants is also interesting. There are a significant number of students in courses and their participation is increasing by years. It may be proposed that these students participated in these courses in order to strengthen their possibility of employment in labour market. However, this situation reveals the problems about curriculum of universities and it is clear that this situation creates inequality in opportunity.

On the other hand, significant number of unemployed participants demonstrates another intention of people in attending courses of METU CEC. Students and unemployed people attend METU CEC courses with the aim of increasing their possibility for employment in the labour market. This situation reflects the need for METU CEC to keep the course contents practical and in line with skill and qualification demands of the labour market. Moreover, reveals the necessity for METU CEC to consider the students and unemployed people separately and provide appropriate courses for their situation. However, this situation also indicates that METU CEC should find alternative sources of funding for these

courses in order to serve also those unemployed people who can not pay for these courses.

In summary, it is possible to reach to the conclusion that METU CEC is not successful in fulfilling its responsibility to meet educational necessities of wide section of society by eliminating various obstacles which prevent participation of especially those people in disadvantaged position in labour market.

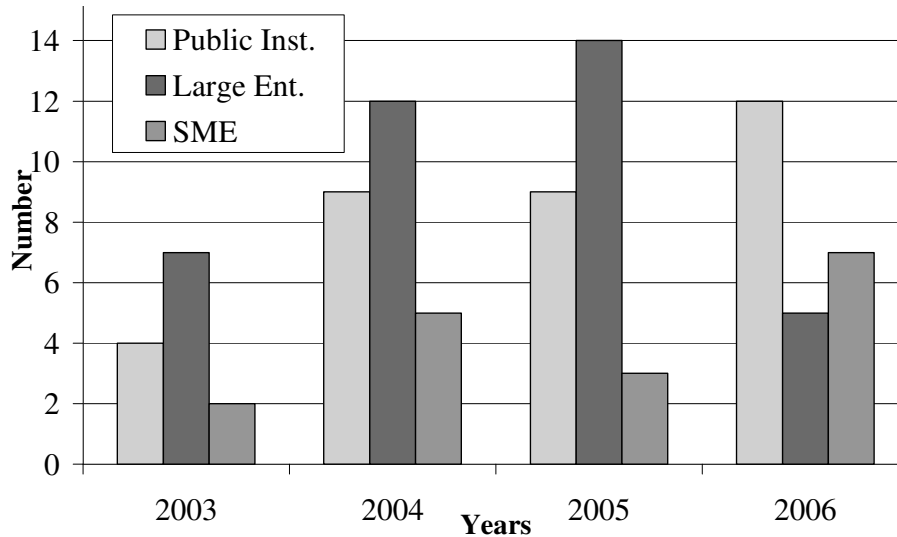
5.2 Serving the Organisational Level Target Groups:

In the earlier chapter, it was stated that in the organisational level UCE units serves to two target groups: Large Enterprises and Small and Medium Enterprises (SME). Though, special emphasis was put on the necessity for UCE units to serve more to SME. As a part of their local development mission UCE units will try to serve a wider section of society and in the organisational level they will try to extend their provision to SME as well as the large enterprises.

Here by using the data concerning courses organised between 2003-2006 years as in-service learning, how far METU CEC serves to SME as well as the Large Enterprises and Public Institutions will be analysed. Between these years totally 191 courses were organised by contracting to organisations. However, 102 of them were in the character of in-service learning courses organised for public and private organisations. Courses organised by Welding Technology and Non-Destructive Testing Research / Application Center are organised by contracting to the Teknopark Corporation. Though the participation is open to public, those courses were not included into the analysis. Moreover, there is remarkable number of Education Counselling Companies that METU CEC contracted certain courses within this period. To overcome certain organisational and financial shortcomings METU CEC contracts certain courses to these types of organisations. All the aspect related to the training is carried out by METU CEC, and advertising and financial issues are fulfilled by the contracted company. Management Information Systems and Human Resources Management courses are organised by this method which were included into the

analysis of courses organised open to public. Lastly, classroom and laboratory rentals which contribute to the total number were also excluded from the analysis. Distribution of remaining 89 courses is as follows:

Figure 5.5 Distribution of the In-Service Learning Courses According to Years



The first thing to emphasize in the above table is the noteworthy low number of courses organized for public institutions and private companies. Totally, 34 courses were organized for public institutions, 38 for large enterprises and 17 for SME. So, it is possible to state that METU CEC is not so successful in providing in-service learning courses to the institutions and enterprises. Moreover, it is not possible to observe an increasing trend. In 2003 totally 13 in-service learning courses were organized, in 2004 it has increased to 26, remained same in 2005, and in 2006 with a slight fall 24 courses were organized.

On the other hand, when shares of the public institutions, large enterprises and SME are compared; it is possible to observe that in 2003, 2004 and 2005 years there was the domination of large enterprises as the main client group. However, in 2006 there was remarkable decrease in courses organized for large enterprises and large increase in the number of public institutions. Decrease in the courses

organised for large companies may indicate decreasing interest of these companies in UCE units courses. Data concerning the following years will demonstrate if this is a temporary situation or a constant trend. Public institutions represent a coherent increasing trend within this period. However, the situation about SME is not so promising. In 2003; 2 in-service learning courses were organised for SME, 5 in 2004, 3 in 2005 and 7 in 2006. This situation indicates that METU CEC mainly serves to public institutions and large enterprises whereas SME constitute very small part of the in-service learning courses.

Distribution of in-service learning courses according to total hours of courses, total number of participants and total revenues will provide us more detailed information about distribution of these courses within public institutions, large enterprises and SME.

Figure 5.6 Distribution of the In-Service Learning Courses According to the Total Hours

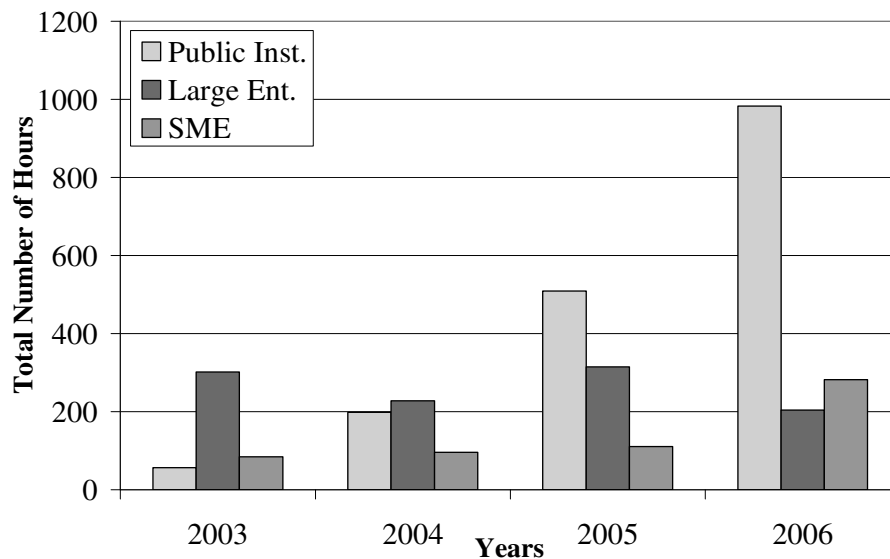


Figure 5.6 illustrates that total hours of in-service learning courses organised for public institutions is more remarkable than the total number of courses organised. In 2004 and 2005 years although the number of courses organised for

large enterprises was more than public institutions total hours of courses is very close in 2004 and even more in 2005. It means more extensive courses were organised for public institutions. The situation is still not so much hopeful for SME. In 2003, 2004 and 2005 total hours of courses remained within 80-110 hours. On the other hand, it is noteworthy that in 2006 it has doubled and reached to 282 hours.

Figure 5.7 Distribution of the In-Service Learning Courses According to the Number of Participants

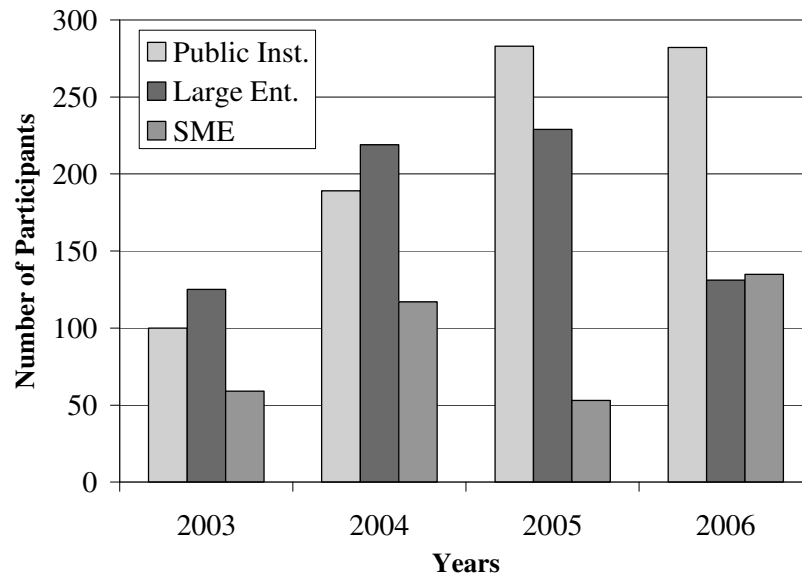
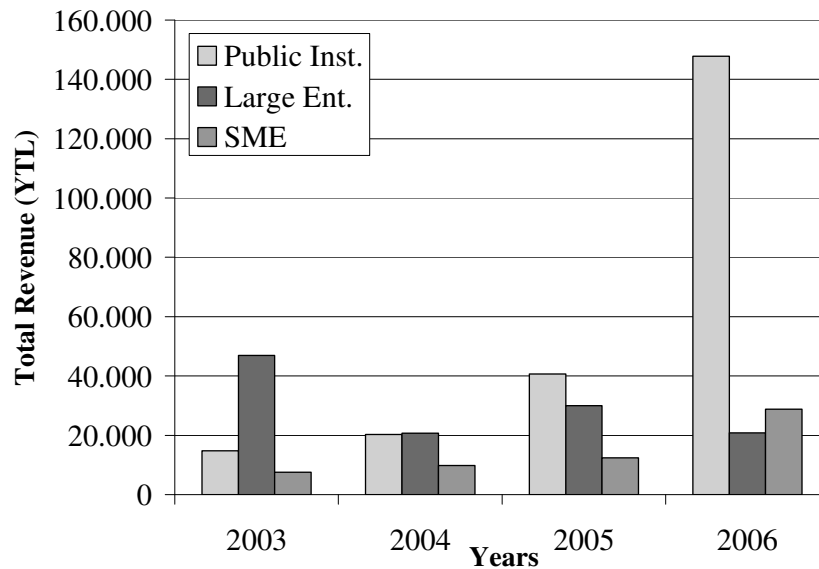


Figure 5.7 is in line with the interpretation of the Figure 5.6. It is possible to observe that more participants benefit from METU CEC courses than other groups in 2005 and 2006. In 2006, it is also remarkable that total number of participants of SME exceeded total number of participants of large enterprises and reached to 135. Although, this is a small number when compared to the population of the region; still it is promising in itself.

Figure 5.8 Distribution of the In-Service Learning Courses According to the Total Revenue



Most significant implication of the Figure 5.8 is that the large share of the revenue collected in the 2006 from in-service learning courses was provided by public institutions. Contribution of SME and large enterprises remained very low compared to it. However, still it is worthy to note that revenue collected from SME in 2006 is 28.791 YTL compared to 20.829 YTL of large enterprises. This situation indicates to the potential of SME as a client for METU CEC and decreasing interest of large enterprises on METU CEC’s in-service learning courses which was also demonstrated in Figure 5.5.

In summary, it was demonstrated that the number of in-service learning courses is very low and distribution of these courses between public institutions, large companies and SME points out that the share of public institutions is increasing whereas the share of large companies decreasing. On the other hand, participation of SME are still low although there is a recent trend for augmentation. In conclusion, it is possible to infer that METU CEC does not fulfil its responsibility in organisational level by providing accession of wide section of society to the UCE courses.

5.3 Conclusion:

In this chapter, the question concerning how far METU CEC is successful in serving the wide section of society has been discussed. For this purpose; first of all METU CEC's success in serving the individual level target groups has been questioned. The analysis demonstrated that METU CEC does not fulfil its responsibility to offer courses in variety of fields with a flexible manner to meet educational necessities of society. Moreover, it is not also successful in serving to wide section of society by eliminating various obstacles which prevent participation of especially those people in disadvantaged position in labour market. Nevertheless, the trend that is observed about the increase in the number of education programmes open to public was found promising.

Secondly, based on the relevant data about in-service learning courses how far METU CEC serves to each group in the organizational level has been discussed. The analysis of the relevant data demonstrated that METU CEC does not fulfil its responsibility in organisational level by serving SME as well as the public institutions and large companies. Nonetheless, the tendency for an increase in the participation of SME has been considered as hopeful.

On the other hand, METU CEC's contribution to the relationship between society and university was not discussed as there is hardly any example for activities undertaken for this purpose. Conversely, even METU CEC itself does not have cooperation and information canals with local authorities and with private and public sector institutions of its region. There is not any intentional effort to bring together expertise of university with necessities of the region and the labour market.

In summary, based on these analyses it is possible to reach to the conclusion that METU CEC is not successful in both serving to wide section of society and in providing relationship between society and university and it means that does not fulfil both elements of the UCE units' contribution to local development.

CHAPTER 6

CONCLUSION

6.1 Final Evaluation of the Study

In the theoretical framework, importance of UCE Units for local development is explained based on the transformations brought up by creation of the knowledge economy. One of the main consequences of development of knowledge economy is increasing unemployment rates all over the world and the significant transformations in the nature of work and the skills demanded from labour force. In the context of knowledge economy, keeping the labour force in line with necessities of the economy and creating new employment opportunities becomes main concerns of the governments in order to combat with unemployment problem.

The other main consequence of development of knowledge economy is transformation in the nature of education. Since knowledge is continuously being reshaped and recreated; in order to stay up to date, people need to continue learning until the end of their lives. Consequently, importance of lifelong learning is realised extensively and it becomes central to the national and international policy debates with the intention of providing sustainability of labour force with necessary skills to serve for the operation of knowledge economy and especially to serve for local development. Moreover, transformation in the nature of education together with global transformations in socio-economic and political spheres initiated an extensive restructuring process

in universities. Within the knowledge economy, universities are expected to produce a workforce with vocationally relevant higher skills, and contribute to economic and social development. These expectations together with the financial difficulties increase universities' engagement with projects aiming to serve for local development.

Due to these socio-economic and political transformations, cities emerge as the critical drivers of economic development because they provide the necessary environment for the development of knowledge economy. Today, competing in the world market by managing and marketing the resources of the city in an innovative manner and in cooperation with public and private sectors while combating with social cleavage within society appear to be the major theme of urban economic development discourse.

In the context of knowledge economy, importance of UCE units for local economic development is a product of the shared agenda between lifelong learning, universities and cities. These units are mainly supposed to provide tools for university to serve for local economic development. Therefore, they appear to be key actors for their cities that will carry out the third mission of universities against the community.

Although there are many ways Continuing Education Units can serve to local development. Many of them in some way related to improving human capital and employment potential of the region. UCE Units will carry out these missions mainly by making these courses available to a much wider section of society and by acting as a powerful link between university and society.

In order to fulfil the mission to serve wide section of society, together with high occupation groups and large companies; UCE Units should act in favour of disadvantaged groups and SMEs. UCE should intentionally try to define educational necessities of these groups and eliminate social and economical obstacles which prevent them from participating in these courses. On the other

hand, for the second objective in order to contribute to the relationship between university and society UCE units should design education curricula tailored to local needs, create networks of institutions in the local region and should design local development projects generating win-win situation for each partner.

Analyses of the position of UCE Units in Finland, France, United Kingdom and Germany demonstrated that developed countries are aware of their importance for so long and in these countries the debates to increase effectiveness of these units to serve better for the requirements of the economy takes place within the important policy issues. Finish Case is a good example to illustrate how UCE Units can serve to local development by improving the university-society relationship. On the other hand, French case is a good illustration of how lifelong learning sector can be promoted by government initiative. Moreover, United Kingdom is a guiding case for effective cooperation between government and university in terms of creating a highly qualified workforce. Lastly, German case illustrates how financial support of government can serve as catalysis for the development of the continuing education sector and how CEC would serve to improve university-society relationship. Finally, the successful cases of UCE Units, which are discussed in order to illustrate contribution of these units to local development, demonstrates that having an innovative approach, focusing on the distinct nature of their region and providing participation of the community in the project are the key points for the success of these projects.

In the latter part, based on the data of UCE Units of Turkey, to what extent these units carry out their mission of serving to local development by serving to wide section of society and by acting as a powerful link between university and society are analysed. The overall data, which is discussed, clearly demonstrated that university continuing education is a very newly developing field in Turkey and activity levels of the units are extremely low at present. Since their activity levels are dramatically low, they are ineffective in serving to wide section of

society and do not provide significant amount of revenue to their universities. Moreover, it was demonstrated that their relations with public institutions and private sector companies in the region is very weak. Lastly, the subject areas of the courses, which they organize, demonstrate that most of them are not aware of their mission to serve society with courses reflecting special expertise of the university. In summary, all these analyses clearly indicate that Turkey is not yet aware of crucial roles of UCE Units within new economic setting. It is also important to point out that in Turkey, being responsible for serving to local development is a relatively new issue for UCE Units, and it is likely to take along time until it is embedded into the main processes of them.

For the last part of the study, data of METU CEC (Middle East Technical University Continuing Education Center) is discussed in order to demonstrate if it, as one of the leading university continuing education centers of Turkey, fulfils its responsibilities in order to serve for local development. As it is indicated in the theoretical framework, UCE Units should meet educational needs of wide section of society in order to serve for local development. In this part, METU CEC's success in serving to wide section of society is discussed based on individual and organisational level target groups. To analyse how far METU CEC is successful in serving to individual level target groups, basic features of the courses and profile of the participants in courses open to public are discussed.

The data and the interviews with the participants concerning the main features of the courses demonstrate that METU CEC organizes limited types of courses only in a few fields with flexibility. Moreover, content of the courses are not directed for the local needs, practical side of the course contents are weak and interactive applications are absent. Although, increasing number of courses organised open to public participation is promising, because of the above mentioned reasons it is possible to propose that METU CEC does not fully meet educational necessities of society.

On the other hand, data concerning profile of the participants and related interviews demonstrate that METU CEC mainly serves for young age groups, higher education students and graduates. Likewise, it only serves for its own city and its contribution to the rest of the country is very limited. Moreover, analysis of the participants' sectors demonstrates that participation of the people working in private sector is more than participants working in public sector. Related to this situation some of the interviewees who work in public sector stated that they have difficulty in taking permission from their directors, and they can not pay fees of the courses. On the other hand, the analysis concerning the positions of participants at their work indicates that METU CEC mainly serves to people working in professional positions and in management positions. Putting all these facts together, it is possible to propose that METU CEC serves only a very limited group of people in society.

The analysis concerning distribution of participants according to their university departments also points to an important fact. People have two main intentions for attending continuing education courses. They either aim to specialise in a field in their profession or aim to shift to a new profession. Although, METU CEC courses do not have a vocational base still people evaluate these course as a chance for transferring to a profession other than their department provided to them. So, it is clear that in course design this remarkable group should also be taken into consideration. Same analysis also illustrates that demand for each continuing education course is very much related to the possible impact it would provide in the career of the participants.

Another important fact is that the number of university students and those who have graduated recently is increasing significantly in METU CEC courses. The interviews reveal that they participate in these courses in order to strengthen their possibility of employment in labour market. This situation is a significant indicator for the problems about curriculum of universities and points to the risk of UCE Units' transformation to entities like university exam preparation

courses. In the past, being a university graduate was enough to find good jobs and for this reason parents were distributing an important share from their budget to send their children to university exam preparation courses. However, today being a university graduate does not guarantee finding chance for employment; so, parents send their children to METU CEC courses in order to increase their chance to find a good job. If the university departments do not respond to this fact by revising university curriculum and offering similar courses in their departments, UCE units will probably turn out to be private schools preparing university students and recent graduates for work world.

On the other hand, the analyses also demonstrate that there is significant number of unemployed people among participants of METU CEC courses. Unemployed people attend METU CEC courses with the aim of increasing their possibility for employment in the labour market. This situation reflects the need for METU CEC to keep the course contents practical and in line with skill and qualification demands of the labour market. Moreover, reveals the necessity for METU CEC to consider unemployed people separately from those who are already working in the field and provide appropriate courses for their own situation. Additionally, keeping in mind that for most of the unemployed participants, it is difficult to pay the fees of the courses; METU CEC should find alternative sources of funding.

To analyse how far METU CEC is successful in serving to organisational level target groups, basic data about in-service learning courses is discussed. It is demonstrated that the number of in-service learning courses is very low and distribution of these courses between public institutions, large companies and SME points out that the share of public institutions is increasing whereas the share of large companies decreasing. And participation of SME are still low although there is a recent trend for augmentation.

On the other hand, METU CEC's contribution to the relationship between society and university is not discussed as there is hardly any example for

activities undertaken for this purpose. It would have been better if METU CEC creates cooperation and information canals with local authorities and with private and public sector institutions of its region, and present deliberate effort to bring together expertise of university with necessities of the region and the labour market.

In summary, all these analyses demonstrate that activities undertaken by METU CEC does not fully meet responsibility of serving to wide section of society and acting as a powerful link between university and society. So, it is necessary to establish a comprehensive strategy in order to meet educational needs of wide section of society and to eliminate various obstacles which prevent people and institutions from participating in these courses. The elements of this strategy are discussed below in terms of macro and micro policy proposals which might enable UCE Units of Turkey to serve effectively for local development.

This thesis provided a basic level impact analysis for METU CEC and in general for UCE Units of Turkey. A further study would be carried out to make a comprehensive impact analysis to demonstrate their contribution to local development. Such an analysis would include detailed interviews with early participants and with institutions which have sent their staff to these courses in previous years. It would demonstrate to what extent they have benefited from the courses and how does it serve to the solution of problems of their city.

6.2 Policy Proposals

Based on the conclusions derived in the theoretical framework, in data analyses parts and from interviews; it is possible to develop two sets of policy proposals. The first set is related to the macro level policies to be followed in country level and the second set will be micro level policy proposals to be executed by METU CEC as well as each continuing education unit.

6.2.1 Macro Level Policy Proposals

First of all, Turkey should develop a comprehensive “Lifelong Learning Strategy” based on the objective of creating the education-employment-local development relationship. The strategy should conceive requirements and transformations brought by knowledge economy and should define how Turkey will adapt to these changing conditions. It should also comprehend the transformations in labour markets and in the nature of work and education. Based on the analyses of these transformations, the strategy should develop policies which will redesign education and related institutions as a whole with the purpose of creating a workforce in line with the necessities of the knowledge economy.

The Lifelong Learning Strategy should include all lifelong learning institutions, government institutions, universities, local governments and any other related institution, and should enhance cooperation between them. For example, this strategy would guide local governments and universities to cooperate more in creating a highly qualified workforce in their region. It would also offer establishment of a national organisation which will provide coordination and cooperation between all related institutions to lifelong learning. Providing cooperation between separate providers of same education programs would decrease loss of time and energy and such a combining platform would make it easier for people to access appropriate lifelong learning programs for themselves.

This strategy should also define incentives, financial support to be granted to encourage participation of people in these courses and facilitate development of the continuing education sector just like in the French and German case.

Another critical policy will be revising university education and the curriculum. The analyses and the interviews with individual participants reveals that university students and new graduates participate in courses of UCE in order to

increase their chance for employment. Skills and qualifications provided by these courses are required to find good jobs in knowledge economy. However, they are not provided to students within university curriculum even as elective courses. This situation is a clear indicator for necessity of revising university curriculum. Therefore, in the first step all appropriate courses offered by UCE units should be offered by related departments as elective courses and in general sense the university curriculum should be revised to bring it in line with necessities of contemporary world.

The other most important policy to be followed in country level will be establishment of a “University Continuing Education Network”. Contrary to many European countries Turkey does not yet have a National Network for UCE Units. It is a very critical step for development of university continuing education sector because of two reasons. First of all, a national network is necessary in order to provide cooperation and coordination between UCE units. Lack of coordination between them results in confusion and disorder in terms of terminology and applications and this situation inevitably decreases quality in continuing education provision. Such a network would introduce mutually agreed arrangements for provision of courses, criteria for special programs and for certificates provided at the end of the courses. It would also provide information to UCE Units about developments in UCE sector and guiding research results about future labour market trends and about developments in education technologies. Likewise, the network would execute the necessary arrangements for introducing developments like ECTS (European Credit Transfer System) and APEL (Accreditation of Prior Experiential Learning) to university continuing education sector of Turkey. Moreover, the network would work on promoting cooperation between UCE units as well as between UCE units and other local partners in local development projects.

Secondly, as a shared platform, a network would represent interest of all the UCE units against government and in other platforms. One of the main problems

against effective functioning of UCE Units in Turkey is strict legal limitations on their authority in administrative and financial processes. The network would struggle for continuing education units to acquire financial independence and more autonomy in their administrative processes. If these are achieved, UCE units would engage in more projects in cooperation with local partners, market their programs more effectively, employ specialists from companies to give lectures in the courses, employ more personnel in the unit to increase their services and activity areas, and so on. In summary, if these legal limitations are reduced to acceptable levels, UCE units would increase their activity levels and their service quality remarkably.

6.2.2 Micro Level Policy Proposals

There are many policies that individual UCE units and METU CEC would carry out in order to increase their ability to serve for local development. Analysis of the general data about UCE units demonstrates that there is hardly any activity that UCE units undertake in order to serve for local development and since their activity levels are dramatically low their ultimate contribution to local development is very limited. So, to start with UCE units should accept serving to local development as their main objective and responsibility. Then, they should try to increase their activity areas and activity levels.

Secondly, as it is discussed in the theoretical part, UCE units should aim to serve wide section of society and should intentionally discriminate in favour of disadvantaged groups and SME. For this purpose, UCE units should try to prepare various education programs appropriate to different expectations and needs, and should eliminate social and economical obstacles which prevent people from participating in these courses. Additionally, in organisational level they should improve their relations with private sector companies and public sector institutions. The data demonstrates that UCE units offer courses in very limited subject areas and appropriate to very limited group in society. Therefore, UCE units should organise various vocational, professional development and self fulfilment programs appropriate to all age groups, for university graduates

as well as for people who do not have university degree, to private sector employees as well as public sector employees and to unemployed people. Course programs should have differentiation in order to fit expectations of different groups like unemployed people, those who would like to change their profession or would like to learn more in the field they are already working. UCE Units should also provide counselling to people about the education programs and should direct people to the programs that would best suit to their background and career targets.

On the other hand, reducing the obstacles which prevent people from participating in these courses is very critical. The analyses and the interviews demonstrate that people have difficulty in participating in UCE units' courses mainly because they can not spare enough time and money. To increase participation of people in these courses it is necessary to provide flexibility in terms of time and space. In order to decrease the time limitation and eliminate the total time spend in classes E-learning applications should be increased in these courses. Moreover, courses should be designed modular in order to let people participate in the modules which best conform to their interest. E-learning methods would also be useful for cooperation with other UCE units in other cities. For example, joint projects would be designed in order to communicate expertise of academicians of one university to people of other cities by using e-learning applications. However, one of the main obstacles against participation of people in UCE courses is high costs of the programs. Since Turkey does not have a regulation for government support to those who participate in lifelong learning courses, all the financial burden of the courses are on individuals. So, UCE units should find alternative sources of funding for these courses in order to serve also those disadvantaged groups who can not allocate money for lifelong learning. For this purpose, UCE units should design each course as a local development project and should try to find financial support from local governments, companies, local partners and from other international organisations.

Likewise, UCE units should eliminate the reasons which prevent SME to take in-service learning courses from university. To start with, it is necessary to increase awareness about strategic importance of education within SME directors. Moreover, it will be essential to create a tradition of cooperation between university and enterprises and to find funding from some other resources to subsidise costs of these courses. It is UCE units' responsibility both to create demand and to address accurately educational needs of SME by means of effective and tailor-made programs.

Thirdly, it is necessary to improve content and in general the quality of the courses provided by UCE units. In order to serve effectively, courses should provide most recent and practical knowledge to the participants and course content should be in line with necessities of the region. For this purpose courses should be as much as possible designed in collaboration with employers and experts from local companies. Additionally, UCE units should make research and projections to identify future trends for qualification and skill demands of labour markets, and prepare course programs in line with these findings. On the other hand, lecturers of the courses should be directed to provide most recent knowledge and where it is necessary experts from companies or directors should be employed in the courses who would give lectures about the practice. Moreover, in order to provide competency about application; practice programs in firms and companies should be added to the course program. Lastly, course evaluation should be designed based on the outputs like how far participants found chance to use the theoretical and the practical knowledge in their job, how many unemployed participants found job after the course, how did the course affect their job and career etc.

It was also discussed that UCE units should improve relationship between university and society in order to serve for local development. Therefore, in order to create close cooperation canals between university and society; UCE units should try to create networks of institutions in the city by means of

developing joint projects with local partners and with external organisations. Such kind of projects would generate a win-win situation for all participating partners and would serve for local development.

Certainly, there is a long way for UCE Units to follow in order to increase their capacity to serve for local development. Extent of their success will mainly depend on awareness about their missions and their commitment to realise these targets.

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APPENDICES

Appendix I : Informants List

Directors of UCE from European Countries:

Informant D 01: Kari Seppala, Director Administrator in Continuing Education Center in University of Turku and President of National Network, Finland

Informant D 02: Dr. Jean Marie Filloque, Director of the Continuing Education Center in Universite de Bretagne Occidentale and President of National Network, France

Informant D 03: Peter Lassey, Workbased Learning Project Officer in Center for Workforce Development in School of Lifelong Education and Development, University of Bradford, United Kingdom

Informant D 04: Prof. Dr. Peter V. Mitsche-Collande, Director of Continuing Education Center in Hannover University, Germany

Lecturer:

Informant L 01: Mr. F.T., 48, lecturer of Java Course

Current Participants:

Informant CP 01: Mr. F.A., 25, Cisco CCNA Course participant, Computer Education and Instructional Technology Graduate (2005), Masters Student in CEIT, working as Research Assistant in university about education technologies

Informant CP 02: Mr. M.D., 26, Cisco CCNA Course participant, Electrical Engineering Graduate (2003), working in private sector about networking

Informant CP 03: Ms. S.H., 25, Cisco CCNA Course participant, Computer Engineering Graduate (last semester graduated), unemployed

Informant CP 04: Ms. A.K., 23, Cisco CCNA Course participant, Mathematics Graduate (last semester graduated), unemployed

Informant CP 05: Mr. K.T., 28, Cisco CCNA Course participant, Electrical and Electronics Engineering Graduate (2003), working in private sector about networking

Informant CP 06: Mr. F.A., 30, Java Course participant, Mathematics Graduate, working in a public bank as Process Developer in Computer Center

Informant CP 07: Ms. Ö.E., 25, Java Course participant, Physics graduate (last semester graduated), working home office about financial analyses

Informant CP 08: Mrs. B.B., 43, Family Therapy Course participant, Psychology Graduate, working in a public school as a teacher

Informant CP 09: Mrs. N.F.A., 53, Family Therapy Course participant, Child Development Graduate, has Masters Degree, working in public sector about family services as department director

Informant CP 10: Mr. Ö.Ö., 23, Java Course participant, 4th year student in Electrical and Electronics Engineering Department

Informant CP 11: Ms. D.İ., 24, Java Course participant, Masters student in Electrical and Electronics Engineering Department, unemployed

Early Participants:

Informant EP 01: Mr. L.T., was 29, Cisco 2004 Course participant, Education Department Graduate, was unemployed during the course, now working as an English Teacher

Informant EP 02: Mr. A.A.Ö., was 33, Cisco 2004 Course participant, Statistics Graduate, was working in private sector as marketing manager and related to IT, now working in private sector in an irrelevant field

Informant EP 03: Mrs. A.Ö., was 24, Cisco 2004 Course participant, Statistics Graduate, was a new graduate and unemployed, now working in public sector in networking field

Informant EP 04: Ms. A.S., was 23, Java 2006 Course participant, was 4th year student in Physics Department, was working in private sector as a teacher, now unemployed

Informant EP 05: Mr. E.D., was 32, HRM 2004 Course participant, Sociology Graduate, was unemployed, worked for some time and now again unemployed

Informant EP 06: Ms. E.E., was 24, HRM 2004 Course participant, International Relation Graduate, was just graduated and not working, having a family enterprise, currently not working as she has a child, will work as director in their enterprise

Informant EP 07: Mrs. H.S., was 30, HRM 2004 Course participant, Economics Graduate, was working in private sector in HRM department, still working in the same job

Informant EP 08: Mrs. D.A., was 29, HRM 2004 Course participant, Business Administration Graduate, has masters degree also in HRM, was working in private sector in HRM department, now working in a different company in the same position

Informant EP 09: Mrs. Z. D. K., was 31, Cisco 2005 Course participant, Physics Engineering Graduate, was unemployed, now working in private sector as associate project specialist related to Cisco systems

Informant EP 10: Mr. M.A., was 23, Cisco 2005 Course participant, was 2nd year student in Computer Education and Instructional Technology Department, currently in 3rd year

Informant EP 11: Ms. S.G., was 22, Cisco 2004 Course participant, was student in Electrical and Electronics Engineering Department and working part time, now working in private sector in a different field

Informant EP 12: Ms. S. A., was 28, Cisco 2004 Course participant, Computer Engineering Department graduate, was unemployed, currently working in private sector in a field other than Cisco

Informant EP 13: Ms. G.M., was 25, Cisco 2005 Course participant, Electrical and Electronics Engineering Department graduate (2004), was working in private sector in a field other than Cisco, still working in the same company, in the same position