

ADULT EDUCATORS' VIEWS ON THEIR OCCUPATION AND  
PROFESSIONALIZATION OF ADULT EDUCATION

NEVİN KAHRİMAN

BOĞAZİÇİ UNIVERSITY

2010

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Thesis submitted to the  
Institute for Graduate Studies in the Social Sciences  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
Educational Sciences

by

Nevin Kahriman

Boğaziçi University

2010

## Thesis Abstract

### Nevin Kahriman, “Adult Educators’ Views on Their Occupation and Professionalization of Adult Education”

The aim of the study is to explore the views of adult educators on their occupation and professionalization of adult education through questioning the ways, difficulties, good sides, and the importance of becoming an adult educator; the kinds of knowledge, education, skills and experience needed for being an adult educator; the roles, responsibilities, concerns and status of adult educators.

For this study, a qualitative research was carried out and semi-structured interviews were conducted with eighteen adult educators who work at eight different Public Education Centers in İstanbul, Turkey. Four of these Public Education Centers were selected among Public Education Centers located in relatively lower socio-economic areas of İstanbul and four of them were selected among Public Education Centers located in relatively higher socio-economic areas of İstanbul. The content analysis method was used for data analysis. Three themes emerged during data analysis, which were becoming an adult educator, the scope of being an adult educator and the scope of professionalization of adult education.

The analysis of the data indicated that adult educators mostly did not start their career in adult education intentionally and willingly, that in spite of some difficulties they had, they were happy in their jobs and that their jobs were generally very important to them. Adult educators mostly did not get an education or a certificate related to adult education before starting to work as adult educators and did not receive in-service training while working. However, they indicated that a certificate or different kinds of education such as in-service training, seminars and internships were needed for adult educators.

Adult educators claimed to have secondary roles in addition to their teaching roles such as providing psychological support and guidance and teaching good behaviors and manners. As for their responsibilities, they expressed that they were mainly contributing to individuals and society. They mostly stated that their roles and responsibilities were different from educators in formal education.

The findings revealed that adult educators had concerns related to finance, social security and working conditions. Adult educators generally stated that adult education was not regarded as a profession and Public Education Centers and adult educators working there were not widely known by society. Most of them also indicated that professional organizations and unions did not exist in adult education.

Based on the findings of the study, it could be said that there are a number of important changes that need to be made related to the working conditions, status and education of adult educators.

## Tez Özeti

### Nevin Kahriman, “Yetişkin Eğitimcilerin Meslekleri ve Yetişkin Eğitiminin Profesyonelleşmesi Hakkındaki Görüşleri”

Bu çalışmanın amacı, yetişkin eğitimcilerin meslekleri ve yetişkin eğitiminin profesyonelleşmesi ile ilgili düşüncelerini, yetişkin eğitimci olmanın yollarını, zorluklarını, iyi yanlarını, önemini; yetişkin eğitimci olmak için gereken bilgi, eğitim, beceri ve tecrübeleri; yetişkin eğitimcilerin rol, sorumluluk, kaygı ve statülerini sorgulayarak araştırmaktır.

Bu araştırma için, nitel bir araştırma yöntemi kullanılmış ve İstanbul'daki sekiz Halk Eğitim Merkezi'nde çalışan on sekiz yetişkin eğitimciye yarı yapılandırılmış görüşmeler uygulanmıştır. Bu Halk Eğitim Merkezleri'nden dört tanesi İstanbul'un sosyo-ekonomik seviyesi nispeten düşük olan bölgeleri arasından, dört tanesi de sosyo-ekonomik seviyesi nispeten yüksek olan bölgeleri arasından seçilmiştir. Veri analizinde içerik analizi yöntemi kullanılmıştır. Veri analizi sırasında yetişkin eğitimci olmak, yetişkin eğitimci olmanın kapsamı ve yetişkin eğitiminin profesyonelleşmesi kapsamı olarak üç tema ortaya çıkmıştır.

Verilerin analizi sonucunda yetişkin eğitimcilerin çoğunlukla yetişkin eğitimi alanındaki çalışmalarına bilerek ve isteyerek başlamadıkları, yaşadıkları bazı zorluklara rağmen mesleklerinde mutlu oldukları ve mesleklerinin onlar için önemli olduğu görülmüştür. Yetişkin eğitimciler, çoğunlukla mesleğe başlamadan önce yetişkin eğitimiyle alakalı bir eğitim veya sertifika ve mesleğe devam ederken hizmet-içi eğitim almamışlardır; ancak yetişkin eğitimciler için bir sertifikanın veya hizmet-içi eğitim, seminer veya staj tarzında bir eğitimin gerekliliğini ifade etmişlerdir.

Yetişkin eğitimciler öğretme rollerinin dışında psikolojik destek sağlama, yönlendirme, doğru davranış ve tavır kazandırma gibi ikincil rolleri olduğunu ileri sürmüşlerdir. Sorumlulukları açısından da bireylere ve topluma katkıda bulunduklarını ifade etmişlerdir. Yetişkin eğitimciler çoğunlukla rol ve sorumluluklarının örgün eğitimcilerden farklı olduğunu belirtmişlerdir.

Bulgular, yetişkin eğitimcilerin parasal duruma, sosyal güvenliğe ve çalışma koşullarına ilişkin kaygıları olduğunu göstermiştir. Yetişkin eğitimciler genellikle yetişkin eğitimin bir meslek olarak kabul edilmediğini, Halk Eğitim Merkezleri'nin ve orada çalışan yetişkin eğitimcilerin toplum tarafından çok tanınmadığını ifade etmişlerdir. Ayrıca, çoğu yetişkin eğitimci, yetişkin eğitimi alanında profesyonel organizasyonların ve sendikaların olmadığını belirtmiştir.

Bulgulara dayanarak, yetişkin eğitimcilerin eğitimlerine, statülerine ve çalışma koşullarına ilişkin birçok önemli değişikliğin yapılması gerektiği ifade edilebilir.

## ACKNOWLEDGEMENTS

During my graduate study, I have accumulated many debts, only a proportion of which I have space to acknowledge here. It is an honor for me to thank those without whose help this thesis would not be completed.

First, my wholehearted thanks go to my advisor Assist. Prof. Özlem Ünlühisarcıklı who provided invaluable guidance and assistance throughout the entire process. Her advice, support and friendship have been invaluable on both an academic and a personal level, for which I am extremely grateful.

I would like to show my gratitude to members of my thesis committee, Dr. Ayşe Caner and Assist. Prof. Cem Kirazoğlu for their sincere assistance, valuable comments and contributions. I am specifically grateful for their understanding and kindness. I also would like to thank Prof. Dr. Rifat Okçabol for his critical insights in my research.

I want to thank Oya Erez and the staff working at the Institute of Social Science for the editing of this thesis.

I owe my deepest gratitude to those who supported me in any respect during the completion of the thesis and have made available their support in a number of ways. Among these are Çiğdem, Filiz, Leyloş, Kadir, Derya, Mustafa, Ebru, Leyla, Banu, Gül, Pınar, Okan, Olcay, Deniz, Kübra, Burak, Ali, Aylin, Canan and Yonca. My apologies if I have inadvertently omitted anyone to whom acknowledgement is due.

Finally, my very special thanks go to my beloved family for their unconditional love, support, understanding, encouragement and patience through all this long process. I would like to thank them for all they are, and all they have done for me.

I want to dedicate this study to my family for being with me in every opportunity and challenge of my life.

*To my dear parents Sevim-Mehmet Ali Kahriman*

*and my dear brother Serdar Kahriman...*

## CONTENTS

CHAPTER I INTRODUCTION.....	1
Statement of the Problem.....	5
Statement of the Purpose .....	7
Research Questions.....	8
Significance of the Study .....	8
Definition of Terms.....	10
CHAPTER II LITERATURE REVIEW .....	14
Professionalization of Adult Education .....	14
Adult Education in Turkey.....	38
CHAPTER III METHODOLOGY .....	48
Research Design.....	48
Research Settings .....	49
Research Participants .....	50
Data Collection Instrument .....	52
Data Collection Procedures.....	55
Data Analysis .....	55
CHAPTER IV FINDINGS .....	57
Demographic Characteristics of the Participants .....	57
Becoming an Adult Educator.....	68
The Scope of Being an Adult Educator .....	79
The Scope of Professionalization of Adult Education.....	92
CHAPTER V DISCUSSION AND CONCLUSION .....	107
Summary and Discussion.....	107
Conclusion and Suggestions .....	113
Limitations of the Study.....	116
Recommendations for Further Research.....	117
APPENDICES .....	119
A. The Interview Form in Turkish.....	120
B. The Interview Form in English .....	124
C. Themes for Adult Educators' Views on Their Occupation and Professionalization of Adult Education .....	128
D. Quotes in Turkish.....	131
E. Demographic Characteristics of the Participants .....	147
REFERENCES .....	150

## TABLES

1. Elements of the Professional Model .....	15
2. Advantages and Disadvantages of Professionalization of Adult Education and Adult Literacy .....	20
3. Themes and Recommendations in Research voor Beleid (2008) .....	26
4. Number of Some Non-formal Education Institutions by Years, 2002-2008 .....	40
5. Selection Procedure and Working Conditions, Opportunities and Obstacles for Professional Development and Evaluation and Societal Situation of Staff in NVAL in Turkey .....	42
6. Public Education Center Statistics .....	44
7. Number of Public Education Centers, Adult Learners and Adult Educators at Public Education Centers in Turkey and in İstanbul. ....	45
8. Participants Interviewed by Public Education Centers They Work.....	50
9. The Type of Courses Adult Educators were Teaching .....	51
10. Participants by Sex and Age .....	58
11. Participants by Work Status.....	60
12. Participants by Educational Background .....	62



## ABBREVIATIONS

HE: Higher Education

MoNE : Ministry of National Education

NGO: Non-governmental Organizations

NVAL: Non-Vocational Adult Learning

NVAE: Non-Vocational Adult Education

PEC: Public Education Center

TurkStat: Turkish Statistical Institute

VET: Vocational Education and Training

## CHAPTER I

### INTRODUCTION

Adult education in the twenty first century has been an important educational field that has its own goals and missions. Adult education is crucial due to its being one of the milestones for the development of societies as the field is essential for both individuals and society (Smit et al., 2009). As the educational needs of people, regardless of their age and status in society, grow day by day, globalization and technological developments lead people to learn new things and keep up with the changing world and developing technology. To be able to pursue its goals and mission, the adult education field needs adult educators, so adult educators as the practitioners of the field are as significant as the field itself. Actually, they are the ones who can lead success and change in a society. Yet, there have been many changes in society with the emergence of new information as a result of globalization. Therefore, adult educators need professional development. Adult educators are working in such a rapidly changing environment that there is demand for professional development and professional identity (Jogi & Gross, 2009). One of the most significant current discussions in the adult education field is its professionalization. Therefore, in recent years, there has been an increasing interest in the professional development and professionalization of adult educators, and these topics are discussed worldwide. In Europe, for instance, “it is highly prioritized; the professional development and the improvement of the quality of teachers and trainers have been recognized as a priority in Europe” (Buiskool et al., 2009, p. 145).

If a country seeks ways to improve its adult education, without doubt it must enhance its educational quality by considering all dimensions. This enhancement is

composed of three dimensions, which are the quality of instruction, qualified educators and supportive public. Especially professional practitioners play a great role for such an enhancement so professionalization of adult education is considered by many to be at the core of improving the quality of instruction in adult programs (Perin, 1999; Sabatini et al., 2000; Shanahan et al., 1994; Sherman et al., 2006; Smith & Gillespie, 2007). A supportive public is also considered a very important aspect for a profession as it is stated that society somehow determines the power of the professions (Aslett, 1981).

Since the practitioners of adult education are the ones who can sometimes change society as implied by Sharpe (2001), adult educators are definitely worth recognition and consideration. This recognition and consideration process is reflected in many studies and publications in which the process of an occupation's becoming a professional field, the profession of adult education and the professionalization of adult educators have been discussed (i.e. Bumin, 2009; Cervero, 1988; Collins, 1991; Merriam & Brockett, 2007; Research voor Beleid, 2008). Hence, it is becoming difficult to ignore the professionalization of the adult education field.

Apart from these studies, whether adult educators need certificates or credentials have been discussed in some studies (i.e. Galbraith & Gilley, 1985; Imel, 1988; Perin, 1999; Sabatini et al., 2002; Shanahan et al., 1994). It is a highly controversial issue as while some think that the credentials and certificates are necessary, some others believe that they are not necessary. According to Perin (1999), for instance, a credential is necessary and in this way, adult literacy can gain status as a profession.

The definition of adult educator is actually difficult to make. Questions have been raised about who adult educators are. Okçabol (2006) asserts that anybody who uses communication skills as part of his job or anyone who teaches something to somebody out of formal education can be regarded as an adult educator. Since this definition is so extensive, whether adult education is a profession or not has been discussed (Wilson, 2001). Merriam and Brockett (2007) state that “the answer to the question ‘Who is an adult educator?’ is quite broad and reflects what ‘counts’ to the person doing the defining. Whether or not one identifies oneself as an adult educator varies with the setting and level of professional preparation” (p. 16). Therefore, the definition of adult education practitioner is quite difficult to make. What is more, adult educators work in various organizations, ranging from universities to large corporations and community volunteer groups. They come from diverse backgrounds, educational experiences, occupations and cultural co-texts (Ianinska & Garcia-Zamor, 2006; Lawler & King, 2003; Marceau, 2003; Mazurkiewicz, 2009; Perin, 1999; Research voor Beleid, 2008). Moreover, as Merriam and Brockett (2007) state “many adult educators have not identified themselves as adult educators, even though they may be working with adults in an educative capacity” (p. 17). On the one hand, they sometimes do not identify themselves as adult educators. On the other hand, sometimes public does not value adult educators well enough. Wilson (2001) argues that adult education is not regarded as a professional identity, which is different from other professions. Furthermore, as for their working conditions, although these change according to the country adult educators are working in, generally, the conditions are not satisfactory, adult educators work mostly part-time and salaries are not good enough (Crandall, 1993; Perin, 1999; Research voor Beleid, 2008). Teachers depending on adult literacy jobs as a major

source of income often need to teach in several programs or institutions and are not paid for the time they spend planning instruction (Perin, 1999).

There has been a rapid growth in the role and possibilities of adult education and adult professional training since the 1990s. In addition, the significance of adult education which is emphasized as part of lifelong learning and adult educators who make lifelong learning a reality by having a crucial role in this process has been widely recognized and discussed in adult education practice (Jogi & Gross, 2009). In Turkey, however, there are not many studies done on adult educators and there has been little discussion about the professionalization of adult education practitioners. Some studies have examined the adult educators (i.e, Akbaş, 2008; Bumin, 2009; Çetin, 1999; Çimen, 2009; Serençelik, 2005) yet very few have examined how adult educators define their occupation and professional identity. Bumin's (2009) study is about adult educators' perceptions of their professions and it is the only study done on this profession. However, the profession of adult educators is important to societies (Jogi & Gross, 2009). Oder (2004), Karm (2007) and McAuliffe (2006) state that adult educators, therefore, need specific knowledge and skills, competence and qualification that guarantee professional skills and an awareness of their role and identity (as cited in Jogi & Gross, 2009). Moreover, as Sharpe (2001) points out, adult educators play an important role in society. Thus, adult educators in Turkey, their awareness of their role and their professional identity should be argued and studied more. Certainly, there are many adult educators who work for different institutions (state and private), NGOs and municipalities in Turkey. However, adult educators who work for Public Education Centers, which are the main provider of adult education in Turkey, are the largest group and it is only when their views, perspectives and needs are understood clearly,

that solutions can be found and applied, which will probably lead to better adult education implementations in Turkey.

### Statement of the Problem

In the 2008/2009 academic year, first semester, the researcher had to observe a Public Education Center as part of a course she was attending. The observation was similar to an internship. For some time, the researcher had to observe classes at a Public Education Center in İstanbul. During observations, the researcher was affected by the enthusiasm of adult educators who worked at that Public Education Center. There, the researcher had the chance to interview adult educators and realized that they were willing to do their best, but there were some obstacles for them, and that they were suffering from some problems related to their job. For instance, they worked in different schools and could not concentrate on what they were doing at Public Education Center sufficiently. Although they wanted to work full time, most of them were working part time. Afterwards, in the classroom, the researcher had the opportunity to discuss their roles and responsibilities in society with her instructor and classmates. These discussions and observations triggered her desire to study adult educators. The researcher thought that an examination of the ideas of adult educators on their occupation would provide valuable insights and focus for adult education and the practitioners of adult education.

Although adult educators are important, there is not much research on adult educators in Turkey. As Zarifis (2008) states, there is not adequate information relating to issues of professional organizations, work environment, employment opportunities, and conditions of work for adult educators in Turkey. Actually, Duman (2007), Okçabol (2006) and Yıldız (2004) note that there is not much

research in the adult education field in general. Duman (2007) states that there are some problems in the adult education field in Turkey in terms of adult educators, their training and employment and some of the problems are: adult educators are not professionalized, individuals who got their education in adult education are not employed in the adult education field. Although in the world, this field is regarded as an academic field which has been professionalizing, in Turkey its value is not regarded and valued enough.

If adult educators are studied and their needs are fulfilled, they can perform better in their jobs and their professional development process. Actually, it is possible to have adult learners who can achieve high standards only if the effectiveness of adult educators is improved through professional development (Smith & Gillespie, 2007). Taylor (2006) expresses that there is a lack of understanding of how non-formal educators make sense of their practice. According to Yıldız's (2004) study that is based on the documentary reviewing of the 110 theses that were carried out as graduate research at Boğazici and Ankara University from 1978 to May 2001, only 18 theses out of 110 were about Public Education Centers and Adult Educators who work at Public Education Centers. Since 2001, after Yıldız (2004) carried out his study, some other studies have been carried out on adult educators, yet there is only one study conducted by Bumin (2009) on the professionalization of adult educators. For example, Serençelik (2005) studied the educators who work at Public Education Centers; non-government organizations (NGOs) that provide adult education programs; and teachers at primary and high schools in İstanbul to be able to find out probable similarities between their problem areas, their solutions for problems, their future expectations about their jobs and their job satisfaction. Akbaş (2008) studied the

selection process of adult educator candidates who will work for Public Education Centers in terms of perception of the director, the interview satisfaction level of adult educator candidates and the job satisfaction of adult educator candidates after being selected to work at Public Education Center. Çimen (2009) studied corporate training practitioners' learning experiences in the workplace that are experienced while these practitioners are acquiring necessary knowledge and skills for their professional development. Bumin (2009) lately carried out a study that was designed to study the perceptions and the educational needs of the adult educators who work for non-governmental organizations, and private and governmental institutions.

In spite of the available studies done on adult educators in Turkey, there are still many areas to be studied and far too little attention has been paid to the views of adult educators on their occupation and their professionalization and how they make sense of their practice. What is more, very few studies question the views of adult educators on their occupation and professionalization of adult education in Turkey. Even though adult education is a highly debated topic in the world, in Turkey there is not much attention that is paid to it. Therefore, the field in general and the practitioners specifically are not studied much and these fields need to be studied more to get clear insights about them in Turkey.

### Statement of the Purpose

The purpose of this study is to explore the views of adult educators who work at Public Education Centers in Turkey on their occupation and professionalization of adult education.



## Research Questions

The following are the main questions of the study:

1. What are the educational backgrounds and experiences of adult educators?
2. What are the views of adult educators on being an adult educator?
3. What do adult educators think their specific roles and responsibilities are?
4. What are the views of adult educators on professionalization of adult education in Turkey?
  - a. What are the professional development needs and opportunities of adult educators?
  - b. What do adult educators think the main problems of adult educators in Turkey are?

## Significance of the Study

The literature on professionalization of adult education is reviewed; there are some studies on professionalization of adult education and adult educators, to illustrate, there was a study carried out on professionalizing adult literacy (Perin, 1999), professionalization of adult educators in Latin America (Goerne, 2001) and professionalization of adult educators in Europe (Research voor Beleid, 2008). However, in Turkey there are few studies on adult educators, which is a missing part in the general study of adult education. In Turkey, except for the research conducted by Bumin (2009) no other research directly related to the subject of the study was found.

It is hoped that the results of this study will contribute to the literature about adult educators and professionalization of adult education. As it is highly emphasized in Research voor Beleid (2008), there is a strong need for more and

comparable information on adult education practitioners and while the professional development and the improvement of adult educators have been highlighted in Europe; there is not much information about Turkey

In order to understand the professionalization of adult educators in Turkey and adult educators' interpretation of their occupation and professional identity, their ideas should be questioned and their views should definitely be taken into account. As they are the ones practicing in the adult education field, they are the ones who can explain their current status. As Jogi and Gross (2009) state "it is essential also to understand how adult educators themselves understand and interpret the construction of their professional identity" (p. 234). This research may enlighten this era of adult education by learning the ideas and feelings of adult educators about their vocation and thus getting the attention of adult education institutions.

Moreover, adult educators' needs and requirements related to their occupation may be re-considered, and adult education may be enhanced as a professional area so that adult educators can find new ways to improve in their fields. Serençelik (2005) suggests that educators who work in both formal and informal education in Turkey have some problems and the solution for all these problems must be generated with the help of the suggestions made by the educators themselves. Information gained from this study may help authorities who work at Public Education Centers to concentrate their efforts on improving the professional status of adult educators and solving their problems. As stated by Lytle et al. (1992) "instead of beginning with specific practices, staff development programs can begin with teachers' thinking about their own work and can aim to reshape work environments to enable reflective and collaborative dialogue and to give teachers power to act on their conclusions"( p. 3). This study could also provide the Ministry

of National Education and also Public Education Centers with some information about the professional development needs of adult educators who work at Public Education Centers so that they can prepare staff development programs accordingly. Lastly, as Imel (1988) states that adult educators should hold a place in the professionalization process of their field or the standards might be imposed externally.

### Definition of Terms

A brief clarification of some of the key terms used in the current study is needed as it is significant to operationally define the following terms in order to avoid misunderstanding and increase clarity while trying to examine the views of adult educators on their occupation and professionalization.

#### Adult Education

Merriam and Brockett (2007) define adult education as “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perceptions define them as adults” (p. 8).

#### Certification

Galbraith and Gilley (1985) define certification as "the process by which a professional organization or an independent external agency recognizes the competence of individual practitioners" (p. 12).

#### Practitioner

In this study, adult educator, adult teacher and adult education practitioner are used synonymously. Merriam and Brockett (2007) state that a practitioner is “anyone involved at whatever level in the planning and implementation of learning activities for adults” (p. 16).

## Profession

It has been discussed whether adult education is a profession or not. Therefore, there are different uses to address adult education. For example, Collins (1991) prefers the term 'vocation' instead of profession because he wants to differentiate it from the perspective of efficiency, measurable outcomes, careerist thinking and efforts to have better and higher outcomes with the help of professionalization and the global marketplace. Collins (1991) claims that "the term 'vocation' conveys a sense of thoughtful ethical commitment" (p. 41). Similarly, Dawson (2005) examines the history of vocation, its meaning and moral purpose and states that vocation has started to be mentioned with careers and occupations away from fulfillment since technical economics have come to dominate the social agenda. As for the definitions of 'profession', The American Heritage Dictionary defines a profession as an "occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specified field" (Shanahan et al., 1994, p. 1). For this study, Allen's (1961) definition is used. Allen (1961) defined profession as:

A specialized, high status career, which serves a socially accepted function of benefit to society by means of a theoretical, body of knowledge, and esoteric technique and terminology, which have been secured through a long, extensive period of formal training, and for the skillful application of which, the professional person receives remuneration. It is composed of autonomous practitioners, who subject to various controls by either the state and/or the professional association, administer their services in such a manner that client's interests are placed above and before those of the professionals' and a code of ethics enforced by the professional organization protects the public interests (p. 209).

### Professional

The American Heritage Dictionary defines a professional as "one who has an assured competence in a particular field or occupation" (Shanahan et al., 1994, p. 1).

### Professionalization

There are many definitions of professionalization. For instance, Crandall (1993) defines professionalization as a product such as the expertise and states that professionalization includes "status enhancement through certification or credentialing, contracts, and tenure" (p. 500). Sabatini et al. (2000) state that professionalization is "the movement of any field towards some standards of educational preparation and competency" (p. 3). Shanahan et al. (1994) define professionalization as "the process of using education and certification to enhance the quality of performance of those within an occupational field" (p. iii). Shanahan et al. (1994) further state that "the term professionalization indicates a direct attempt to (a) use education or training to improve the quality of practice, (b) standardize professional responses, (c) better define a collection of persons as representing a field of endeavor, and (d) enhance communication within that field" (p. 1). In this study, the definition of Aslett (1981) is used. Aslett (1981) defines professionalization as "the social process in which an occupation takes on the elements believed to characterize a profession" (p. 6).

Based on the related literature and the definition of profession made by Allen (1961), the basic elements that characterize a profession are:

To be a specialized, high status career

To be a full time occupation

To be respected and regarded as a profession by society

To have professional associations and unions

- To have professionals who receive remuneration
- To have formally trained professionals
- To have professional development programs

### Organization of the Study

The organization of study is presented as follows. Chapter II reviews the literature on professionalization of adult education in the world and in Turkey; adult education and adult educators in Turkey. Chapter III explains the methodology of study, providing information about research design, research settings, research participants, data collection instrument, data collection procedures and data analysis. Chapter IV presents the findings of the study under four themes; it also includes demographic characteristics of the participants. Chapter V includes a summary and a discussion of the findings of the study, limitations, conclusion, suggestions and recommendations for future research.

## CHAPTER II

### LITERATURE REVIEW

This section discusses the conceptual framework that is related to the present study. The focus of the current study is on the views of adult educators on their occupation and professionalization of adult education. So, related literature review is provided to explain professionalization of adult educators in general, in the world and in Turkey. First, the chapter presents the professionalization of adult education in general. Second, a review of literature is done on the professionalization of adult educators in the world. Third, professionalization of adult education is reviewed in addition to adult educators and Public Education Centers in Turkey. The findings of the related studies are also presented.

#### Professionalization of Adult Education

There are different definitions of professionalization and researchers describe the pathway leading to the professionalization variously. For instance, Shah (1998) asserts that the prerequisites of professionalization of adult education are the development of a well-designed professional training programme with institutional backing, certification procedures, and code of practice. Aslett (1981) points out that the elements of a profession are discussed by different researchers with different profession models. Aslett (1981, p. 20) summarizes all the elements of a profession which are derived from different studies (see Table 1).

Table 1. Elements of the Professional Model

Structural	Attitudinal
1. Full time occupation	1. Self-regulation
2. Professional organization	2. Sense of calling
3. Code of ethics	3. Use of professional organization as a reference group
4. Examination and/or licensing	4. Belief in-service to the public
5. Profession controlled training	5. Autonomy

\*This table is taken from Aslett, 1981, p. 20.

Professionalization of the adult education has been examined in different studies (i.e. Crandall, 1993; Jogi & Gross, 2009; Merriam & Brockett, 2007; Nuissl, 2008; Perin, 1999; Research voor Beleid, 2008). Although the definition of adult education is not made exactly and it is not concluded whether it is a field of practice or an occupation or a discipline or a profession (Merriam and Brockett, 2007) and “the field of adult education is not clearly defined” (Nuissl, 2008, p. 169), it has been highly debated if the adult education has been professionalized or not. This issue has been discussed for a long time, Fordham and Fox (1987) stated in their article that over the last fifteen years, three significant questions, which are still being asked questioning now, were being asked then as well. These questions were as follows: Who are the adult educators? How was the idea of adult education developed? What kind of training is needed for this emerging profession?

Nonetheless, it is also claimed that adult education has already been in a professionalizing process. Cervero (1988), for instance, assumes that adult education is itself a field of professional practice as a result of the fact that the problem of constructing a professional identity in adult education has already been recognized. Cervero (1992) further states that the existence of the professionalization of adult education should not be discussed, instead it should be accepted that the field has



been professionalizing, and a best model and way for the professionalization of adult education should be determined (as cited in Merriam and Brockett, 2007).

Similarly, Imel (1988) states that adult educators should take part in the process of professionalization of adult education, if they do not, the standards may be imposed externally.

The professionalization of adult education is considered important. Merriam and Brockett (2007) express that some people believe in the importance of professionalization in adult education since they believe that professionalization will increase the visibility of the field and will have the power to influence society. As for professionalization of adult education, it is claimed that the field has not professionalized enough (Perin, 1999; Sabatini et al., 2000, *Research voor Beleid*, 2008). In addition, it is asserted that professionalization is not easy to reach. Some studies discuss the ways and strategies for the professionalization of the adult education (Lawler & King, 2003; Perin, 1999; Shanahan et al., 1994; and Wilson, 2001). However, it is not easy to accomplish professionalization since as Perin (1999) suggests, professionalization is not an all-or-nothing phenomenon and it can only be achieved gradually. The main elements of the professional adult education are listed as: professional associations in adult education, development in literature and information resources in adult education and graduate study in adult education, which means the formal academic preparation of those who practice in adult education (Merriam & Brockett, 2007).

As mentioned above, according to the American Heritage Dictionary ‘profession’ is defined as “an occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specified field”(Shanahan et. al, 1994, p. 1.). Sabatini et al. (2000) state that from the perspective of this definition adult

education is not a professionalized field and Guimaraes (2009) asserts the same by claiming that the profession of adult educator has never really been structured.

Perin (1999) expresses that adult literacy educators are not professionals and adult literacy is not professionalized. Perin (1999) states that “unlike other areas of education and human service, adult literacy has no commonly recognized credential or other mechanism designed to ensure quality of practice. The lack of a credential indicates that the adult literacy field has not attained the status of a profession.” (p. 610). Sherman et al. (2006), suggest that most of adult basic education practitioners lack formal training in teaching adults, so professional development and training activities are needed by adult basic education practitioners.

It can be a result of the fact that “in many countries and settings, no specific initial qualifications are required for becoming a practitioner in adult education. Most countries have no formal requirements for the majority of practitioners in adult learning, so the profession is unprotected and everyone can become an adult educator” (Research voor Beleid, 2008, p. 114). Moreover, not much is known about what they do, their qualifications, their professional careers and their employment situation (Guimaraes, 2009).

Adult educators are not often schooled in adult education at undergraduate level. Mazurkiewicz (2009) states that it is difficult to imagine a professional adult educator as a fresh college graduate. Therefore, very few individuals enter into the profession of teaching in adult education through a planned route from an early age as they do in the case of school teaching (Osborne & Sankey, 2009). Since there are not many departments of adult education at the undergraduate level, adult educators, in general, “enter the field with little or no training specific to working with adults;

moreover, some adult educators may lack content area knowledge particular to the goals and needs of their students” (Belzer, 2005, p. 33).

Due to the lack of formal education in adult education, adult educators enter the field with a variety of backgrounds, most of them lack the specific preparatory training for adult education and learning, and they come from many sectors. Some were previously teachers in the K–12 system or others worked in business and industry, so they do not receive uniform preparation and usually take a circuitous route to their current practice. (Cranton & King, 2003; Marceau, 2003, p. 68; Perin, 1999, p. 612; Research voor Beleid, 2008.) According to Research voor Beleid (2008) “most Non Vocational Adult Learning staff in Europe start their career in adult education after a long period of work in other sectors with usually 10 to 15 years of experience in different sector before they become adult educators” (p. 166). One issue that requires special attention which is raised by Merton (2007) is the fact that “there has not been an identifiable career perspective in adult education for young people in schools, in direct contrast to the well understood route to a career as a primary or secondary teacher” ( as cited in Research voor Beleid, 2008, p. 157). Because of the fact that some adult educators do not have formal preparation in teaching their content knowledge to adults, they gain their experience through hands on practice, staff and professional development (Marceau, 2003).

According to the data of Research voor Beleid (2008), “the adult education sector is characterized by a number of factors: staff enter it later in their professional lives, people come and go, and they have short-term contracts or do the job as a second job” (p. 12). Kutner and Tibbetts (1997) express that due to the diversity of adult educators in the educational background, working fields and professional preparation, the adult education field needs professional development programs (as

cited in Marceau, 2003) because “it is important to design and promote the desired model of adult educator when there is such variety in educators’ backgrounds” (Mazurkiewicz, 2009, p. 250). Furthermore, Perin (1999) suggests that there are differences between adults and children, and thus teaching strategies for these two groups vary. Therefore, adult educators who are experienced in teaching children need some special education and training to teach adults. Crandall (1993) adds that among adult ESL and literacy educators, there is also great concern about the need for professionalization of the field and these needs are presented as full-time employment with benefits, more job stability, better programmatic resources, and more commitment to professional development.

Moreover, for adult educators, the settings and adult learners are various in different ways; new paradigm shifts emerge in adult education and the role of the adult educator changes. Hence, adult educators are challenged to add new skills to their existing ones and improve their established teaching and communication skills (Lawler & King, 2003, Research voor Beleid, 2008). Besides, Mazurkiewicz (2009) expresses that due to the fact that there is not much undergraduate level education in adult education, adult educators need to focus on gaining expertise and experience and exploring the ways to transfer their content area knowledge.

Therefore, Jogi and Gross (2009) state that professional development and professionalization are important to adult educators because these are ways which help the improvement of the skills of individual educators and after improving their skills, adult educators will absolutely take place in adult teaching process more effectively and efficiently. Sabatini et al. (2000) surveyed professional adult educators and asked about their professional development needs. The educators stated their professional development priorities are: adding to instructional skills,

adding to knowledge of teaching adults, improving knowledge of how people learn in content areas, learning to incorporate technology into instruction, learning how other teachers conduct their practice and improving classroom management skills.

Shanahan et al. (1994) corroborate Jogi and Gross (2009) by claiming that professionalization of adult literacy field may lead to improved instructional quality and to better working conditions for adult literacy teachers. On the other hand, Lawler and King (2003) discuss some other consequences of professionalization; they state that:

The call for the professionalization of teaching has many consequences. First, we need to consider and discuss the merits and drawbacks of this movement. Second, there is the recognition of state and national associations and governing agencies to recommend or mandate uniform credentialing of teachers of adults. Third, teachers of adults need to be informed about how programs may be accredited in the future; rather than assigning responsibility for such decisions and planning to administrators alone, professional developers can provide expertise in recognizing educators' needs and interests and forums" (p. 10).

Perin (1999) lists the advantages and disadvantages of professionalization of adult education and adult literacy (see Table 2).

Table 2. Advantages and Disadvantages of Professionalization of Adult Education and Adult Literacy

Advantages of professionalization of adult education and adult literacy	Disadvantages of professionalization of adult education and adult literacy
<ul style="list-style-type: none"> <li>• Instills standardization, structure</li> <li>• Eliminates capricious, exclusionary hiring requirements</li> <li>• Makes information on services available to consumers</li> <li>• Assures high-quality teaching</li> <li>• Encourages ongoing updating of</li> </ul>	<ul style="list-style-type: none"> <li>• Not practical---could eliminate staff who are mainstay of adult literacy: public school teachers, rural teachers without access to graduate education, unqualified part-timers, volunteers</li> <li>• May discriminate against adult education in favor of K-12, depending on the agreements made between state</li> </ul>

<p>training via renewal of license</p> <ul style="list-style-type: none"> <li>• Ensures teachers have special knowledge of adult learning</li> <li>• Ensures the hiring and retention of competent teachers</li> <li>• Screens out unqualified teachers</li> <li>• Ensures administrative competence--- coordinating, evaluating, facilitating program should not be left to volunteers</li> <li>• Enhances professional prestige of adult literacy field</li> <li>• Ensures reasonable salary</li> <li>• Leads to hiring of more full time instructors and reduces use of (untrained) volunteers</li> </ul>	<p>agencies and unions</p> <ul style="list-style-type: none"> <li>• Restricts entry to the field, creates monopoly</li> <li>• Increases bureaucratic control</li> <li>• Does not necessarily imply competence, expertise</li> <li>• Preparing for certification might stifle creativity and innovation</li> <li>• Entails government intrusion into local programs</li> </ul>
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\*This table is taken from Perin, 1999, p. 613.

One of the advantages which Perin (1999) states above is standardization.

Certification is one way of standardization for the adult education field. Since there is a variety among adult educators, in order to indicate the professional status of adult educators better, recognized organizations try to create an accreditation system through certified training (Mazurkiewicz, 2009). Merriam and Brockett (2007) state that the desirability of a certificate for adult education practitioners has been debated with opponents who, on the one hand, claim that it is not necessary or feasible and proponents who, on the other hand, claim that there is a rationale for certification such as the need for increased professional skill and special competencies that adult educators need.

As for the ideas of adult educators about certification, the results of the survey carried out by among the members of the International Reading Association's

Adult Literacy Special Interest Group show that 50 % of respondents agreed there should be such a state credential, with 43 % responding "maybe" and only 7 % disagreeing (Perin, 1999). However, Research voor Beleid (2008) shows that for the adult education field, the emphasis is either on selective measures before entering the job, or on internal training and evaluation. External measures such as accreditation, external evaluation by either authorities, professional associations or bodies are underemphasized.

Crandall (1993) suggests that both certification and credentialing have been proposed as ways of enhancing the professionalization of the field. Yet credentialing may be more appropriate because it provides multiple routes for the access to the profession. Actually, providing credentials and certificates is closely related to funding (Perin, 1999).

Nuissl (2008) states that “many people engaged in this field do not recognize themselves in the professional profile of pedagogist for adults, but rather in a social or business context” (p. 171). According to Research voor Beleid (2008) adult education practitioners who work in the non-vocational adult learning are employed on a part time and casual basis and the part time educators who work in the adult education field do not generally have job security and are poorly paid. Some adult educators work under different contracts and some without contracts. Although the majority of adult educators would like to work as adult educators, being an adult educator does not provide good career conditions and is not well-paid. Youngman (2005) expresses the same about the conditions of adult educators and claims that these are the causes of the low status of adult educators in society, he states, “adult educators often have low status linked to low salaries, job insecurity and lack of professionalisation” (p. 128).

Likewise, Crandall (1993) states that “adult ESL practitioners operate in a context in which full-time positions are rare, resources are scarce, and turnover is high” (p. 497) and most of adult ESL and literacy educators work part-time, sometimes without contracts, and they are often volunteers. Perin (1999) adds that adult educators who depend on adult literacy as a major source of income have to work in different programs and for different institutions to get enough money. In addition, these adult educators are generally not members of professional organizations. Marceau (2003) explains the reason of part-time employment in adult education and expresses that “many adult educators are part-time workers because there is minimal funding for programs” (p. 67). Crandall (1993) and Perin (1999) claim that full time employment of adult educators may result in high quality instruction, consistent professional development and attractions of professionals to the field.

In spite of these working conditions, the adult educators are claimed to have roles. Nikolić Maksić and Milošević (2009) state that adult educators have roles, and these are listed as followings:

1. Teaching role
2. Motivating role
3. Evaluating role
4. Cognitive - diagnostic role
5. Regulator of social relations
6. Partner in affective interaction.

Guimaraes (2009) emphasizes that the adult educators have new roles:

With the increasing importance given to lifelong learning today, adult educators are taking on new roles, and their work has greater impact, especially in the economic and social spheres. They operate in a wide variety of organizations and their diverse duties are linked to the knowledge, skills



and abilities of adults who are increasingly looking for more initiatives (p. 205).

Firstly, they have key roles in improving adult learners which is emphasized by Lawler and King (2003) as “teachers of adults in a variety of settings are poised to bring about change, growth, and the development of new skills among their learners” (p. 9). Moreover, they have a role to change society. Brockett (1991) states that adult educators and people who engage in adult education have an influence on society (as cited in Merriam & Brockett, 2007).

The significant roles of adult educators in society do not guarantee a good professional identity and status in society. As Wilson (2001) suggests “Unlike other professions whose identity the public perceives as established, coherent, and purposeful adult and continuing education has little publicly understood professional identity” (p. 76). Wilson (2001) claims that for that reason adult educators generally get different reactions when they introduce themselves to others and people ask them who they are and what they do, neither of which are understood clearly. On the other hand, the results of Research voor Beleid (2008) indicate that while the profession is perceived as attractive by the practitioners themselves in Europe “they however assume that it is not perceived that way by other professionals from other fields. Furthermore, it has become evident that the profession lacks visibility and therefore is not considered a career option by students” (p. 14). Furthermore, according to Research voor Beleid (2008), adult education is perceived by some as a profession for people who are unable to teach elsewhere, and for some others, it is a highly respected occupation with a lot of professional freedom. It is concluded that it has more than one identity because adult educators are composed of people from different groups.

### Professionalization of Adult Education in the World

The study of the status of adult educators' and professionalization of the adult education field in the world is worthwhile because this examination can help us understand the status of adult educators and professionalization of adult education in Turkey compared to the world.

Like adult educators, adult education practices show variety in the world. However, there are some commonalities. Titmus (1989) states that there are four major categories of purposes that capture the goals of adult education worldwide:

- a. Second Chance Education, which offers adults who missed it the kind of education obtainable in the initial education system.
- b. Role Education, which is education for social function and includes social role education and personal role education.
- c. Vocational Education, which is education in the skills and knowledge required in employment.
- d. Personal Enrichment Education or education intended to develop the individual without regard to his or her social or economic function which includes, in effect, anything not covered by the other headings (p. 384).

Although there are some common goals of adult education worldwide, there are differences in terms of adult education appliances and adult educators, their working conditions and the professionalization of adult education the world. Even in the same continent, in Europe, there are differences (Research voor Beleid 2008). In Europe, there has been an intense study on adult educators lately. It is encouraged by the Action of European Commission (2007a) as:

Quality of provision is affected by policy, resources, accommodation and a host of other factors, but the key factor is the quality of the staff involved in delivery. So far in many Member States little attention has been paid to the training (initial and continuing), the status and the payment of adult learning staff. Adult learning staff in this context is not limited to teachers and trainers but includes management, guidance personnel, mentors and administration. They have to be able to address the different needs of the specific groups. The quality of staff is crucial in motivating adult learners to participate. (p. 8).

Osborne (2009) expresses that there is not enough information about the practitioners of adult education in Europe. He expresses that there is a lack of information about many aspects of the profession, such as who they are, how they are recruited, what competences, skills they are expected or required to have, what their specific roles and tasks are, what their employment status is, how their professional development is organized, how they are assessed, and how attractive do they think their profession is. Jogi and Gross (2009) state the same for the Baltic States, they express that there is not much quantitative and qualitative data about the professional work, social and professional status, professional opportunities, professionalism and professional experience of adult educators. They also state that in Estonia, Latvia and Lithuania, the regulations and educational policy documents do not focus on the profession of adult educators and their professional development.

The answers of all the questions, which are asked by Osborne (2009), are explored for different countries. Research voor Beleid (2008) is an important source that provides information about adult learning professions in Europe. The research was done in three phases and under six themes. The themes and the recommendations are shown within the following table:

Table 3. Themes and Recommendations in Research voor Beleid (2008)

Themes	Recommendations
1. NVAL work domains and staff	<ul style="list-style-type: none"> <li>-A plea for an integrated approach</li> <li>-Acknowledge variety</li> <li>-NVAL staff needs more to focus on their primary tasks</li> <li>-NVAL staff needs to adapt to changing circumstances</li> <li>-Development of (European) competence profiles for NVAL staff</li> <li>-Need for more (empirical) research in the field of NVAL</li> </ul>
2. Pathways leading to the NVAL profession	<ul style="list-style-type: none"> <li>-Improve transparency of educational pathways entering the profession</li> </ul>

	-Focus on in-service training
3. Employment situation of NVAL staff	-Stimulate flexicurity -NVAL staff need a stronger lobby
4. Standards, frameworks and regulations	-The necessity of an independent body for quality standards (national and European level)
5. Quality Assurance Management	-More attention for continuous professional development and (internal and external) Evaluation
6. The attractiveness of the profession	-Raising the attractiveness of the profession -NVAL sector needs to be rooted in a strong empirical and theory base

\* This table is adapted from Research voor Beleid, 2008.

The study covers the 27 EU Member States, the EFTA countries which are member of the European Economic Area (Norway, Iceland, and Liechtenstein), and two of the three candidate countries (Turkey and Croatia). The study investigates the status of non-vocational adult learning (NVAL) professions and reflects that there is no common identity as ‘adult educator’ across Europe. The study reflects that the status of adult educators varies from country to country. For some of them it is a highly respected job, for some others, it is a job for people who cannot teach elsewhere.

The research shows the conditions of adult educators as:

People choose to be adult educators for a variety of reasons. It offers them freedom, professional autonomy, a sense of working for a good cause and recognition from their learners. However, it often does not provide them with good career prospects, nor does it pay very well. Still, most educators find the profession attractive. The attractiveness is more a matter of intrinsic motivation and the positive experience derived from the work than a matter of reputation. The work is more highly appreciated by the NVAL professionals themselves than by others. (Research voor Beleid, p. 171)

According to Research voor Beleid (2008), the adult education staff is skilled and most of them have a university degree. However, this varies from one country to another. For example, in Poland, adult educators are highly educated, a significant majority of them have graduated from university and they have usually had pedagogical preparation (teacher training). There is also a high percentage of people

with a PhD. However, in Bulgaria, the levels of qualification of adult educators vary from a lower education certificate to higher education.

Yet, despite of their high level of education, most educators do not have a pedagogical degree. This is because having a graduate degree as an adult educator is not a necessary condition for doing the job. Generally, adult educators start their careers in other sectors with different jobs and become adult educators later with the experiences they gain during their career as an adult educator. Some of the adult educators do the job part-time in addition to other jobs. Another feature of the employment situation of NVAL staff is their flexible working hours. In general, permanent positions can be found within managerial and administrative staff. In contrast, teaching staff often work on a freelance basis, have a contract for a short period or work on a single project and are paid by the hour. However, in most countries salaries are assessed as not being satisfactory (Research voor Beleid, 2008).

Generally, adult educators come from different backgrounds in most countries, yet there are differences among countries in terms of the status and the prestige of the adult education practitioners. In Germany, like in some other countries, there is no such thing as ‘the adult educator’. Actually, adult educators come from various fields. They are mostly experienced staff who gained experience from other fields. Yet, the education of adult educators is highly important, so management and full-time educational personnel are expected to have an academic degree (Dausien & Schwendowius, 2009). Mazurkiewicz (2009) implies that many adult educators in Poland are highly educated and try many ways for the development. The profession of adult education is certainly perceived as being very

attractive. It is the same for Cyprus. The teaching staff and are well paid and working conditions are good (Zarifis, 2009).

In Bulgaria, on the other hand, salaries of adult educators are extremely low and well below the EU average. Zarifis (2008) points out that, non-vocational adult educators have no particular professional status and specific training in Bulgaria. In addition, the qualification of adult trainers is left completely on the staff and is considered as a personal issue, yet the improvement of their qualification does not go hand in hand with their payment and the profession is not attractive. He adds that an entire system for training teachers of adults does not exist in Bulgaria. The unattractiveness of the adult education field may be the result of this. Similarly, Lavrnja and Klapan (2001) point out that “in Croatia there are still some questions to be answered in regard to the conception of the adult education system and creation of preconditions for the autonomous development of the adult education practice” (p. 9).

Shah (1998) examined the professionalization of Indian adult education. He states that to have qualified and well-respected adult educators, a developed and well-organized training program with sufficient institutional support, certification procedures and code of practice are needed. For this, he claims that the requirements, academic backgrounds and interests of the adult educators should be assessed. In India like in many countries, practitioners of adult educators have different backgrounds and Shah (1998) expresses that since adult education is mostly a volunteer job and there is a lack of certification and examination to be adult educators in India, adult education is not considered as a profession. Training is important for the professionalization of the adult educators but training of adult education has some flaws in India, especially senior level personnel need a well-

designed training programme. Although there are opportunities for the professional development in other fields, there is none for adult educators in India.

Goerne (2001) studied tendencies toward the adult education in Latin America. It is stated in his study that in Latin America adult educators are not seen as professionals despite of the improvements in the adult education field. He interviewed directors, coordinators, teaching staff and students in six teacher education programs in Mexico, Brazil, Argentina, and Colombia. In addition, data, which was a research questionnaire, was collected via e-mail or through a website. Eight dimensions were explored by the conducted interviews of adult education profession, which were trade (competencies), systematic theoretical body of knowledge and its dissemination, code of ethics, labor and salary conditions, collegial organizations, social recognition, institutionality, and lastly relations with higher education. The results show that all programs take educator's practice into consideration as an important point for teacher education. It is obvious that although there is a lack of theoretical body, all programs encourage research. There are ethical values and they are implicit rather than explicit. The working conditions and the salaries of adult educators are poor and they lack a common identity. Adult educators in Latin America work under various contract modalities. Sometimes, they work in some other institutions to get satisfactory salary, which inevitably affects the quality of their work. In addition, the work of adult educator is not recognized well by the governments. The institutionality, which was defined as "the strength of programs that train adult educators in the framework of their institutions from the dynamic instituting-instituted focus in the history of their processes" (p. 64), varies with the national context. The relationship with the universities is not

good enough. The university programs that prepare adult educators are few, so are the efforts towards professionalization.

In the USA, adult educators are very different in terms of the educational background, employment status, and instructional setting. They work full time, part time or voluntarily. Owing to this diversity, they actually can need unique professional needs to provide unity (Ziegler et al, 2007). Wright (1971) stated in his study that adult educators were not considered as a professional population in New York City over thirty years ago. Hence, it can be stated that there have always been many differences among adult educators in terms of their backgrounds and instructional setting and they have not been regarded as professional.

Osborne and Sankey (2009) express that in England lately there has been great effort to create a national framework for teaching within the lifelong learning sector. Actually, adult education practitioners are not required any specific adult teaching qualification; therefore, few individuals enter into the profession of teaching in adult education through a planned route. Adult educators work in different institutions under different contracts and they combine their teaching work with part-time or full-time work in another profession. Moreover, part-time employed ones work on a part-time basis with little security.

### Professionalization of Adult Education in Turkey

In Turkey, as Duman (2007), Okçabol (2006), and Yıldız (2004) state there is not much research on adult education. Besides, there are few studies on adult educators (i.e. Akbaş, 2008; Bumin, 2009; Çetin, 1999; Çimen, 2009; Serençelik, 2005).



Bumin's (2009) study is the only study that is done on the professionalization of adult education.

In his study, Çetin (1999) examined the educational needs of adult educators who work for PECs in Ankara via a questionnaire and asked teachers and learners the proficiency level of adult educators. Serençelik (2005) studied the adult educators who work at Public Education Centers and NGO's, and teachers who work at primary and high schools in İstanbul. In his study, he tried to figure out the similarities between their problem areas, their solutions of problems, future expectations and level of job satisfactions. Akbaş's (2008) descriptive study focused on the selection process of prospective adult educators based on perception of the director, the interview satisfaction level of educational trainer candidates, and level of job satisfaction of educational trainer after the selection process. Çimen (2009) studied corporate training practitioners' learning experiences in the workplace, which are experienced while practitioners are acquiring necessary knowledge and skills for their professional development. Bumin (2009) investigated the professional formation, the perceptions and the educational needs of adult educators by designing a qualitative research that was carried out with the participation of 38 educators in different fields. All these studies describe the situation of adult educators by examining the problems they have and make suggestions for the available problems.

The results of these studies reflect the situation of adult educators in Turkey. Çimen (2009) highlights in her study that knowledge in psychology and adult learning were perceived as supplementary areas of conceptual knowledge for people who wanted to be professional experts in corporate training, yet business knowledge was claimed to be more important than knowledge in adult learning and psychology.

Çetin (1999) states that the results of his study show the fact that adult educators are not considered proficient by learners which is a result of the inadequacy of adult educators. Serençelik (2005) expresses that most of the educators perceive their income levels as medium. Half of the educators who work for Public Education Centers are master instructors. Sixty eight percent of educators have pedagogic formation and thirty four percent of educators have never attended an in-service education program. The educators who work for Public Education Centers, non-governmental organizations and schools think that their salaries do not fit the nobility of being a teacher. Non-formal education is not supplied with an adequate pecuniary resource and it is not valued enough. Educators who work at informal and formal educational environment have problems with administration, professionalization, institutionalization, salary, motivation and communication. Akbaş (2008) points out that the PECs are not physically satisfactory to perform adult education activities. Either the buildings are old or they are designed to serve as schools.

Bumin (2009) examined the basic professional problems of adult educators in Turkey under four parts as: academic education, employment, in-service training, and professionalization problems. According to Bumin's (2009) study, 63 % of the educators who are the participants of her study work permanently. Forty two percent of the participants express that being an adult educator is his/her full time job and for 45 %, being an adult educator is a part of his/her job. The characteristics of a good adult educator are listed in seven different categories. These are: 1. Positive personality traits; 2. Public speaking skills; 3. Communication skills; 4. Strategic planning skills; 5. Knowledge and skills in educational sciences; 6. Leadership skills; 7. Knowledge and skills in adult education. The participants list the major

problems in adult education as institutionalization, and problems related to adult educators and learners. Most of the educators who participated in this study express that the adult education field is not considered as a profession in Turkey. The reasons are explained as: Non-formal education is not valued as much as formal education; what is being done in the adult education field is not understood clearly; there is the lack of a undergraduate program in this field; the role and the responsibilities of adult educator are not clarified well enough; the issue of adult education and its problems are not given enough attention; there is no trade union in this field.

The suggestions of these researchers are worth examining in order to get insight what should be done for adult education and its professionalization process. Çetin (1999) suggests that in Turkey, the role and the proficiency levels of adult educators and the number of adult educators needed by Public Education Centers should be determined. In-service training for adult educator should be arranged in Public Education Centers. The standards and competency level which are needed to be an adult education should be detected. Before assigning adult educators to non-formal institutions some courses which are related to adult education should be required. Ministry of National Education and universities should work collaboratively. Besides, he suggests that adult educators should be at least university graduates which is also suggested by Akbaş (2008). Akbaş (2008) further suggests that the standards of being an adult education, the job description and the professional needs of master instructors who work at PECs should be determined in order to enhance the knowledge and skills of adult educators. Moreover, the work conditions of adult educators should be improved and their problems related to social security should be solved. This improvement will attract more adult educators

and increase their motivation. Besides, one of the suggestions of Akbaş (2008) is that there should be a building for each PEC. Serençelik (2005) suggests that Adult Education Associations, Organizations and Adult Education Institutes must be established in Turkey; adult education studies of Ministry of Education and non-government organizations must be planned and coordinated; professional codes and ethics should be determined; and all these suggestions aim to make being an educator a prestigious and well-regarded profession. Moreover, adult educators should be provided with pedagogical and andragogical proficiency, which is highly significant as the majority of them do not have pedagogical and/or andragogical competency. In addition, non-formal education should be supported by the government in terms of both money and importance given.

Bumin's (2009) suggestions are important in terms of adult education professionalization in Turkey. She highlights the importance of an undergraduate program in adult education that will meet the personnel need of Public Education Centers and non-governmental organizations. Moreover, if these undergraduate programs are opened in developing areas and in newly opened universities, they can also play an important role in the development of society. Opening undergraduate programs will not be enough unless the graduates are employed in the adult education field. In addition, in the adult education field, there are adult educators with skills and without much education and this group of people can be benefited from as a source of experience and knowledge. She further suggests that in order to establish some standardization and institutionalization in the adult education field, the andragogic proficiency should be provided by universities for adult educators who work for either state or private institutions. In this way, they can get a certificate and it will lead to the professionalization of the field.

In line with what Serençelik (2005) suggests, Bumin (2009) points that the adult education organizations and unions are needed as an aspect of professionalization and standardization because of the fact that the participants of her study highlights this as a crucial problem. Furthermore, the qualifications and standards to be an adult educator should be determined with the help of adult education organizations and unions so that the adult education field can be regarded as a professional area. She lists the educational needs of adult educator as: andragogical proficiency, adult learning, effective communication with adult learners, the difference of child and adult education, need assessment, program development, program evaluation, communication strategies, leadership, and e-education techniques. Other than these studies, Tekin (1991) highlights that adult education staff is one of the issues that should be considered in adult education both in the world and in Turkey. She adds the lack of qualified adult education staff can be the reason of the fact that adult education is still not regarded as a discipline.

Apart from these studies which were conducted in Turkey, Research voor Beleid (2008), which was carried out about the professionalization of adult educators in Europe, is another study on the professionalization of adult educators in Turkey; the research was on the non-vocational adult learning staff. Zarifis (2008, 2009) also examined the professionalization of adult educators who work with non-vocational adult learning in Turkey.

The requirements to be adult educators in Turkey are noted by Research voor Beleid (2008) as:

Although requirements vary among providers, trainers must, in general, hold a Higher Education(HE) degree in the area for which they are employed and the subject that they will teach. As for other providers such as NGOs and volunteer organizations that offer NVAE, the situation is even vaguer. Most staff (teachers and managers) works part-time and they also must have experience in the area for which they

employed and/or hold a HE degree. This applies for most providers (including private and sectoral organizations and NGOs) (p. 123).

It is also stated that many volunteers are working in many NGOs and voluntary organizations, such as the Educational Volunteers Foundation of Turkey (TEGV) and the Functional Literacy Programme for Adults (IYOP) and most of the people who teach in NVAL programmes in Turkey work part-time (Research voor Beleid, 2008).

Zarifis (2008) states that although the information about the professionalization of adult educators is not adequate in Turkey, there are plenty of educational activities arranged for school staff some of whom work as adult educators as well. More than hundred thousands Ministry of National Education staff participate in in-service training programs. The main goals of these educational activities are to update their information, introduce new technology, prepare them for administration positions and provide new skills and knowledge. However, Zarifis (2008) adds that a detailed and comprehensive training and retraining programme is needed for practitioners in Turkey and the major target groups are:

Teacher training and further training for nursery level and at all levels, primary, secondary, VET and higher education; Leadership training, school and educational management training for principals and leaders; Quality management training for all types of teachers and trainers in formal, non-formal, informal, market-oriented, non-profit, vocational, and non-vocational institutions; Capacity building for public administration staff at national, provincial, and local government levels for top, middle and basic level officials; Capacity building for staff of the labour offices dealing with active unemployment policy and practice; Training for the leadership and experts of firms on human resource development; Higher education training on labour market expertise and adult learning expertise at college and university level; Training for NGO managers, for full time, part-time and volunteer staff; PhD courses for top experts and researchers in lifelong learning. (p. 36).

## Adult Education in Turkey

In Turkey, non-formal education has been based on two principles that cover the establishment, administration, education, production, counseling, inspection and coordination activities of all courses (Zarifis, 2009).

The first is Apprentice Education (basically VET -Vocational Education and Training-oriented) which offers vocational education for people to obtain a certificate and a job. The other is Non-Formal Education for All which is provided in line with the objectives and basic principles of national education. It thus provides educational services to those who have never been in the formal education system (illiterates), or have followed some stage of this system, or have left the system altogether. In Turkey the priority is VET more than NVAE Non-Vocational Adult Education” (Zarifis, 2009, p. 169).

Zarifis (2008) explains Non-Formal Education in Turkey as follows:

Non-Formal Adult Education covers all educational activities which are carried out near to and/or outside of the formal education and belong to the non-formal education category. In Turkey, the term non-formal education covers all aspects of education for those who did not or could not attend formal education and this includes not only adults but only children, drop-outs and young people especially girls and young women (p. 14).

European Commission (2007b) National Progress Report for Turkey describes non-formal education in Turkey as:

Non-formal education is composed of two main parts; general and vocational-technical. These parts are prepared in a co-dependency manner. Non-formal education is mainly under the responsibility of The MoNE, Directorate General of Apprenticeship and Non-formal Education. The said Directorate General governs the non-formal education services through 925 Public Education Centers and vocational training centers that are organized overall the country. Other ministries, official institutions and organizations, universities, municipalities, associations, trade associations, foundations and volunteer organizations and private education institutions can also offer non-formal education activities and they can open courses and award accomplishment certificates ( p. 9).

Güneş (1993) divides the adult educators in the world into three groups based on her review of adult education implementations in the world.

1. Expert managers and coordinators: They are the expert staff who work full time and adult education is a career pathway for them.
2. Full time or part time managers and teachers: These group of adult educators work for formal education institutions as managers and teachers, besides they work for adult education institutions as full time or part time managers and teachers.
3. Paid or volunteer staff: They mostly have an area of expertise and they work in adult education programs as paid or volunteer staff.

Ural (2007) states that in Turkey, adult education is provided by different institutions which can be categorized in two groups: The institutions which provide adult education as primary function and the institutions which provide adult education as a secondary function. Ural (2008) expresses that the institutions which provide adult education both as primary function or secondary function can be listed as:

1. State institutions
2. Private institutions
3. Municipalities
4. Non-Governmental Organizations
5. Universities (Ural, 2008, p. 39).

In Turkey, municipalities by law are also responsible for organizing courses to help adults acquire new skills and find jobs. Therefore, in Turkey Municipalities also carry out activities that are similar to those of the Vocational Training Centers and Public Education Centers (Zarifis, 2008). Okçabol (2008) expresses that Ministry of National Education, which supplies adult education in different state institution, provides the most common and the most comprehensive adult education programs



in Turkey, which was also stated in European Commission (2005) as “The General Directorate of Apprenticeship and Non-formal Education within the Ministry of National Education is the largest provider of non-formal education, and has the broadest organization net with more than 900 Public Education Centers across the country”(p. 10). Ministry of National Education in Turkey provides general education programs, vocational technical education programs and non-formal educational courses (Zarifis, 2008).

Non-formal educational institutions which function under the Ministry of Education in Turkey are: Practical Trade Schools for Girls; Maturation Institutions; Adults Technical Education Centers; Public Education Centers; Vocational Training Center; Private Courses (which has been consist of cumulative of various courses and motor vehicles drivers courses); Private Education Center; Vocational Courses (which opened by law number 3308); Special Education; Tourism Training Center; Koran Course. For number of some of non-formal education institutions including Public Education Center by years, see Table 4.

Table 4. Number of Some Non-formal Education Institutions by Years, 2002-2008

Kind of Institution/Cen-ter	2002/'03	2003/'04	2004/'05	2005/'06	2006/'07	2007/'08
General total	11,939	12,865	14,510	16,230	18,634	20,045
Practical Trade School for Girls	342	366	364	365	360	355
Maturation Institutions	12	12	12	12	12	12
Adults Technical Educational Center	12	12	12	12	12	12
Public Education Center	922	922	924	925	934	957

\*This table is taken from TurkStat, 2009, p. 1.

Among these, Public Education Centers are the most common and most known (Akbaş, 2008; Okçabol, 2006; Zarifis, 2009) According to TurkStat (2009), there are 957 PECs in Turkey in 2007-2008.

#### Adult Educators in Turkey

Generally, adult educators work in three different groups: they work as teaching staff, managers and professional experts (Okçabol, 2006). In Turkey, there is not much information about adult learning professionals and staff because the roles and the positions of adult educators are not clear. In PECs, especially, teachers may be working full time and part-time. Moreover, a career path cannot be mentioned for adult education professionals in Turkey. They are actually school teachers, or basically Higher Education holders, or teaching in Non-Vocational Adult Education programs. Most of them work part-time. As for NGOs and Volunteer Organizations much staff are volunteers. There is not enough information on their work conditions, employment situations of adult educators (Zarifis, 2008).

In his article which is based on the research findings or Research voor Beleid (2008) Zarifis (2009) focuses on selection procedure and working conditions; opportunities and obstacles for professional development and evaluation; societal situation of staff in NVAL in four South Eastern Europe countries (Bulgaria, Cyprus, Greece and Turkey) and the information for Turkey see Table 5.

Table 5. Selection Procedure and Working Conditions, Opportunities and Obstacles for Professional Development and Evaluation and Societal Situation of Staff in NVAL in Turkey

Focus	For Turkey
Recruitment	HE degree holders, employees of MoNE specially trained to respond to the demands of the project in which they are involved
Professional Expectation	Mainly teaching and administration tasks
Employment Situation	Part-time for teaching and technical support staff Full-time for some administrative staff
Career Paths	No career paths, HE holders regardless of age or work experience
Attractiveness	Undefined
Social Impact	Highly mostly due some projects and literacy programmes

\*This table is adapted from Zarifis, 2009, pp. 172-178.

According to Zarifis (2009), in Turkey, adult educators who work in state-run Public Education Centers generally have a Higher Education degree in their teaching area for which they are employed. As for NGOs and voluntary organizations that offer NVAE, the situation is not that clear. Most staff work part-time and they are expected to have experience in the subject area for which they are employed and holding a Higher Education degree is sometimes required and sometimes not. In the Functional Literacy Programme for Adults (IYOP), educators must be at least high school graduates and they need to go on a three-week programme. In Turkey, there is not much information about career in adult education or professional development opportunities and the attractiveness of NVAL professions. According to the European Commission (2009, p. 9.), in order to provide a standardization in Turkey, the Turkish Government established an action plan to acquire ‘General Qualifications of Teaching Profession’ which comprises knowledge, skills and attitudes needed to be found in all teachers (including NVAL teachers). General Competencies for Teachers, which consist of 6 main competencies, 31 sub-

competencies and 233 performance indicators by including information, skills and attitudes required to carry out the vocation of teaching effectively, has been prepared and put into force.

### Public Education Centers

Merriam and Brockett (2007) state that adult educators can be found in all of society's institutions including hospitals, prisons, museums, businesses, schools, churches, colleges, universities, community organizations and online. However, there are some institutions in each country which are the main adult education providers and these institutions play an important role in that society. The institution is important because as Merriam and Brockett (2007) point out "the most visible dimension of the adult education enterprise is its institutions. Not only do the individuals who are working with adults commonly identify themselves in reference to the institution for which they work but learners themselves also talk in terms of the institutional sponsor of their learning activities" (p. 104). Moreover, as Merriam and Brockett (2007) assert, "if we consider the provision of adult education from an institutional perspective, we get a context from which to better understand practice" (p. 111).

In Turkey, adult educators work in different institutions such as municipalities, non- governmental organizations and private institutions but Public Education Centers are the main providers of adult education. Public Education Centers provide three types of educational programs. These are vocational and technical programs, complementary programs and socio-cultural programs. Public Education Centers, which started to function in 1960, provide three types of educational programs. In Public Education Centers, activities have been arranged for education of adults from different backgrounds and they are the main providers of

adult education courses among the institutions organized by the Ministry of National Education (MoNE) General Directorate of Apprenticeship and Non-formal Education. These centers have offered variety of courses for so many adults in Turkey. (Çepni, 2007). So, “investment in Public Education Centers has increased significantly nearly 7000 % over the past decade.” (Zarifis, 2008, p. 15).

Number of learners who participate in the courses that are offered by Public Education Centers all around Turkey is presented in the following table:

Table 6. Public Education Center Statistics

Courses	Number of Courses	Number of Learners		
		Men	Women	Total
Vocational Courses	66,347	462,073	808,985	1,271,058
Social-cultural Courses	80,820	775,622	977,022	1,752,644
Literacy Courses	28,943	111,294	274,062	385,356
Total	176,110	1,348,989	2,060,069	3,409,058

\*This table is adapted from Ministry of National Education Statistics 2008-2009.

Turkish Statistical Institute (2009) describes Public Education Centers as:

Public Education Centers are established in provinces, districts, sub-districts, and villages to carry out social and cultural courses, vocational and general knowledge courses in order to realize the general aims of Turkish national education and the aims and functions of non-formal education. Directorates of Public Education Centers carry out their activities in the offices of directorates, as well as in education rooms and any rooms suitable for training in prison slum areas, public and private institutions of provinces, districts, sub-districts and in formal schools of villages. There is no limit in terms of age and education level in order to benefit from non-formal education services. However, the criteria of age and education level will vary according to the quality of the program. Different courses have been offered in the same districts, sub-districts or villages of the province under the same title according to the quality of the program for the people in certain age groups and educational levels. (TurkStat, 2009, p. xi.)

Çepni (2007) points out that Public Education Centers are all over the country and that these state institutions have different activities. According to data derived from İstanbul Directorate of National Education Statistics (2009-2010), Ministry of National Education Statistics (2008-2009), and TurkStat (2009), the numbers of Public Education Centers, adult learners who are provided with adult education and teaching staff is presented in Table 7.

Table 7. Number of Public Education Centers, Adult Learners and Adult Educators at Public Education Centers in Turkey and in İstanbul.

#	Turkey	İstanbul
Public Education Centers	966	41
Adult Learners	3,409,058	190,164
Teachers	4,908	325
Paid Master Instructors	15,383	--
Permanent Master Instructors	474	--

\*This table is adapted from İstanbul Directorate of National Education Statistics (2009-2010), Ministry of National Education Statistics (2008-2009, and TurkStat (2009).

#### Adult Educators who Work at Public Education Centers

There are totally 20,765 adult educators that work at Public Education Centers in Turkey. They consist of a large group of educators. According to Ministry of National Education Statistics (2008-2009), Public Education Centers provide education for 3,409,058 people and more than 20,000 adult educators are employed in Turkey.

Mert (2007) expresses that the working status of the adult educators who work for Public Education Centers is categorized as: permanent master instructor, paid master instructor/expert teacher and teacher.

1. Permanent master instructors: Most of them are high school graduates and work under General Administrative Services. They work like teachers, yet they do not have the same employee personal rights as teachers. Most permanent master instructors are graduates of vocational high schools and the number of master instructors who finish two years college program is increasing day by day.
2. Paid master instructors/expert teachers: This group of instructors is appointed according to 14 February 2006 date and 26080 no. regulations and 7 July 2006 date and 4235 no. guidelines.
3. Teachers: They are appointed by the government and they are permanent teachers.

Çepni (2007) stated that in 2007, the number of managers, teachers and permanent master instructors was 6.439. There were 11.561 paid master instructors and the number of expert teachers was not clear as the number of expert teacher changes every year or semester. According to Ministry of National Education Statistics (2008-2009) in Turkey there are 474 permanent master instructors, 15.383 paid master instructors and there are 4908 teachers.

Serençelik (2005) expresses that the majority of adult educators who work for Public Education Centers are master instructors who lack pedagogical competency. Akbaş (2008) states that Public Education Centers have their personnel from three different sources:

1. Teachers who work in formal education and work for Public Education Centers part time.
2. Paid personnel and volunteers.

3. Teachers who are assigned by Ministry of National Education.

Okçabol (2008) states that the majority of adult educators who are employed in Public Education Centers are generally got their education to be able to work in formal education. Most of them are primary school teachers. Paid master instructors are graduates of high school and they lack a course of certificate program providing pedagogic or andragogic competency. Moreover, the majority of permanent adult educators do not have sufficient adult education knowledge and andragogic competency.

Therefore, it could be stated that most adult educators who work in Public Education Centers lack pedagogical and/or andragogical competency. Moreover, as most of adult educator who work at PEC work under contract as the majority of adult educators at PEC are working as paid master instructors.



## CHAPTER III

### METHODOLOGY

In this part, the methodology of the study is presented. This chapter includes research design, research settings, research participants, population and sample selection, data collection instrument, data collection procedures and data analysis.

#### Research Design

For this study, which investigates the views of adult educators on their occupation and professionalization of adult education, qualitative research was chosen.

Qualitative research aims to understand the experiences of humans (Lichtman, 2006), so the goal of the qualitative researchers is to understand the meaning people have constructed, human behavior, and the experience of people and their making better sense of their world and lives (Bogdan & Biklen, 2007; Cassell & Symon, 2004; Lichtman, 2006; Merriam, 1998; Merriam & Simpson, 2000). Therefore, in order to get insight about the views of the participants, qualitative studies need to be designed. For this reason, qualitative research was considered the most appropriate method for this study and the researcher conducted semi-structured interview forms, as one of the key methods of qualitative research is interviews (Bogdan & Biklen, 2007; Lichtman, 2006; Schostak, 2002). Rubin and Rubin (1995) suggest that qualitative interviewing is “a way of finding out what others feel and think about their worlds” (p. 1). Therefore, adult educators who work Public Education Centers were interviewed with a semi-structured interview form that was developed by the researcher.

## Research Settings

The study was carried out at eight Public Education Centers in İstanbul. In the first place, an expert, who works at non-formal education unit in İstanbul Directorate of National Education in İstanbul, was consulted to obtain information about the PECs that were located in both lower and higher socio-economic areas in İstanbul. The expert categorized the PECs according to the area they belonged.

In the second place, four Public Education Centers located in relatively lower socio-economic areas and four Public Education Centers located in relatively higher socio-economic areas in İstanbul were chosen based on convenience sampling. For the purpose of confidentiality, the PECs were provided with pseudonyms. PEC 1, PEC 2, PEC 3, and PEC 4 were situated in parts of İstanbul where people who belong to relatively lower socio-economic status live, PEC 5, PEC 6, PEC 7 and PEC 8 were situated in parts of İstanbul where people belong to relatively higher socio-economic status live. In the next part, the PECs are described in two groups based on their common characteristics: PECs located in relatively lower socio-economic parts of İstanbul, PEC1, PEC 2, PEC 3 and PEC 4 and PECs located in relatively higher socio-economic parts of İstanbul, PEC 5, PEC 6, PEC 7 and PEC 8.

### PECs Located in Relatively Lower Socio-Economic Areas

These PECs were mostly functioning near a primary or high school. To illustrate, PEC 2 was in the basement of a school. These PECs were far away from the centre of their neighbourhood. Between 20 and 60 educators were employed in these centers, and between 800 and 3,000 learners in a year participated in the courses provided by these PECs. There were more than 15 course types at these PECs.

### PECs Located in Relatively Higher Socio-Economic Areas

These PECs were situated in the centre of the neighborhood in which they were located. In these PECs, the number of learners was very high; between 5,000 and 15,000 learners participated in the courses in a year. More than 70 adult educators worked in these PECs and there were more than 30 course types.

### Research Participants

Eighteen adult educators who work at eight different PECs in İstanbul participated in the study (see Table 8).

Table 8. Participants Interviewed by Public Education Centers They Work

Public Education Center	Number of Female Participants	Number of Male Participants	Total
PEC 1	2	-	2
PEC 2	-	1	1
PEC 3	3	-	3
PEC 4	2	-	2
PEC 5	-	2	2
PEC 6	-	2	2
PEC 7	1	2	3
PEC 8	1	2	3
Total	9	9	18

Criteria for selecting the subjects were as follows: More than 20.000 adult educators who work at PECs, among these adult educators, more than 15.000 educators are paid master instructors; there are more than 4.000 teachers and approximately 500 permanent master instructors in Turkey. Therefore, the largest group of adult educators, paid master instructors, who were currently working at Public Education Centers, was chosen. In terms of the courses they were teaching, paid master

instructors who were teaching in vocational-technical courses and socio-cultural courses were included; adult educators who were teaching in literacy courses were not included. In addition, similar courses were selected deliberately by the researcher. Some courses were not available at some PECs. Nevertheless, the number of the course types as vocational-technical and socio-cultural was tried to balance and similar or same courses were selected. Finally, 11 vocational- technical courses and 7 socio-cultural courses were included in the study (see Table 9).

Table 9. The Type of Courses Adult Educators were Teaching

Public Education Centers	Vocational and Technical Courses	Social-Cultural Courses
PEC 1	Hairdresser Handicrafts	-
PEC 2	Computer	-
PEC 3	Hairdresser Computer	English
PEC 4	Sewing Course Home Furnishing	-
PEC 5	Graphic Design	Theatre
PEC 6	Computer Painting	-
PEC 7	Computer	Spanish Bağlama (Musical instrument)
PEC 8	-	English Bağlama Folk Dance
Total	11	7

Participants were different in their age, gender, education backgrounds, work experience and experience in adult education. All interviews except one took place at PECs where adult educators work. One interview took place in a cafe in PEC 6.

For the purpose of confidentiality, the participants were provided with pseudonyms.

## Data Collection Instrument

In an attempt to investigate the views of adult educators on their occupation, a semi-structured interview form was developed by the researcher. Individual in-depth interviews are a type of qualitative interviewing that can be described as a conversation between interviewer and participant (Rubin & Rubin, 1995). The researcher developed a semi-structured interview form, and in this way, the researcher had the freedom to be able to change the order of the questions and add new questions if necessary (Gay & Airasian, 2000). While developing the interview, the researchers tried to ask questions that “focus on human beings and how they interact in social settings or how they see themselves or aspects of their environment” as Lichtman (2006, p. 29) suggested. In this part, the development of the interview form and the process of pilot study is presented.

During the development of the interview form, the researcher benefited from the literature review and more specifically the studies of Bumin (2009), Çimen (2009), Jogi & Gross (2009), Merriam & Brockett, (2007), Perin (1999), Research voor Beleid (2008), Sabatini et al. (2000).

The interview form that was developed included ten questions for gathering demographic information and twenty-one open-ended questions. First of all; the questions were examined with two adult educators who were working as managers at a PEC in İstanbul. The comments of those adult educators helped the researcher to go over the wording of some of the questions that were found directive and confusing. Therefore, the questions were revised in order to make the questions in the interview more understandable for the participants.

Secondly, the interview form was piloted with three adult educator who were working at two different PECs, which were named as PEC A and PEC B. One

educator was working at PEC A and two educators were working at PEC B. During the interviews, some questions were re-revised, changed or added. After all revisions, the actual interview form, which contained six questions for demographic information and twenty open-ended questions, was used for data collection. The questions aimed to have the ideas of the participants on their occupation, professional development needs and opportunities in their occupation and to collect their views on professionalization of adult education. Participants were asked about their specific roles and responsibilities, knowledge and skills they had and they needed, in-service programs they participated in, their working conditions and their development needs and opportunities, and professionalization of adult education (see Appendix A for interview form in Turkish and Appendix B for interview form in English).

### Pilot Study

Upon the completion of the interview questions, a two-face pilot study was carried out. After checking the interview form with two adult educators, the interview was piloted with three adult educators. These three adult educators were working at two different PECs as paid master instructors. In these steps, the main concern was to increase the validity of the interview form and to check whether the questions were understandable, comprehensible and clear.

In the first step, two PECs, which were referred as PEC A and PEC B were selected by the researcher. In PEC A the aim of the study and the rationale behind pilot study were explained to the managers. Two adult educators who have been working as managers in PEC A examined the questions with the researcher and commented on them on April 26 2010. Some changes and clarifications were made.

Afterwards, one adult educator who has been working in that Public Education Center A as a paid master instructor was also interviewed on the same day. This participant was 24 years old, female, with one year of experience as an adult educator. She was the educator of Parent-Child Education course.

In the second step, Public Education Center B was visited on April 27 2010. First of all, the researcher got permission from one of the managers. The manager enabled the researcher to do interviews with two paid master instructors. The first adult educator was 42 years old, female, and before working in PEC B, she had been working in many different institutions as an English teacher. She was the educator of English course in that PEC for ten years. The other participant was 30 years old, male. He was teaching for one year, he was the educator of Computer course.

In fact, during the interviews, it was planned to record the interviews with a tape recorder. However, the participants reflected that they would not be confident with a tape recorder. Furthermore, 42 year-old female participant in Public Education Center B asked the researcher a few times whether the researcher would share what she said with management. It took time for the researcher to persuade her. Therefore, responses were written by hand, which was not an easy process. What is more, the interviews took about half an hour and for all interviews a room or at least a table was provided for the researcher.

As a result, the interview form was piloted through the interviews with three adult educators. These adult educators worked at two different PECs. During the pilot interviews, it was realized that some questions were still ambiguous and confusing. Based on these interviews, questions were re-revised. New questions were added and some questions were changed to increase clarity. Questions in the demographic information part were re-organized and the numbers of questions were

decreased from ten to six. In addition, open-ended questions were decreased from twenty-three to twenty.

### Data Collection Procedures

Written permission to carry out the study was received from the mayor of İstanbul and the interviews were conducted. First of all, for each PEC, the purpose of the study was explained to the managers of PECs and written permission was presented to obtain necessary permission to conduct interviews and to ask the names adult educators who were working as paid master instructors of vocational-technical and socio-cultural courses. It was stated that paid master educators of literacy courses were not included in the study. The names were taken and then the aim of the study was explained to participants and their approvals were obtained. Seventeen interviews were conducted at PECs. One interview was conducted in a cafe. All interviews took place between June 18 and 25 2010. The interviews lasted about 30 minutes on average. Before starting the interviews, participants were asked if they would let the researcher to record the interviews. Six participants did not give permission to record the interviews. Thus, six interviews were written, and twelve interviews were recorded with the consent of the participants. The interviews, which were carried out at PECs, took place in teacher's room or an empty classroom or in the garden of PECs.

### Data Analysis

In this study, content analysis method was used for data analysis of the interviews with the aim of identifying themes, core meanings and codes (Krippendorff, 2004). At the first step of data analysis, twelve tape-recorded interviews were fully



transcribed and six interviews, which were recorded through hand-writing, were typed before the analysis. All interviews were read and reviewed for many times to identify the codes, dimensions and themes. Based on content analysis process, recurring themes and the codes were organized and presented (see Appendix C).

## CHAPTER IV

### FINDINGS

The current chapter provides information related to the research questions. The demographic characteristics of the participants and their short career histories are presented. Findings of data are presented under three themes which are: becoming an adult educator, the scope of being an adult educator and the scope of professionalization of adult education. Adult education practitioners' statements are translated into English and quoted in English. After each quotation, the pseudonym of the participant that was provided by the researcher, the course the participant is teaching, and the pseudonym of the PEC the participant works are presented in order to give basic information about the participants. Practitioners' original statements in Turkish are presented in Appendix D.

#### Demographic Characteristics of the Participants

In the interview form, which was semi-structured, there were two parts. In the first part, there were questions that were questioning the following information about the participants: sex, age, educational background, the subject s/he was teaching, whether they were working in another field and if they were working, what they were doing, where they were working and how many hours they were working. Those who participated in the study were between 23 and 52 years old, and the average age of participants was 35. There were nine female and nine male adult educators in the study (see Table 10).

Table 10. Participants by Sex and Age

	Public Education Center	Name	Sex	Age
1	PEC 1	Burcu	Female	39
2		Yeliz	Female	42
3	PEC 2	Hasan	Male	23
4	PEC 3	Fatma	Female	26
5		Ece	Female	34
6		Deniz	Female	32
7	PEC 4	Ezgi	Female	52
8		Funda	Female	30
9	PEC 5	Ahmet	Male	52
10		Ozan	Male	33
11	PEC 6	Berk	Male	35
12		Aykut	Male	32
13	PEC 7	Aylin	Female	29
14		Onur	Male	49
15		Umut	Male	29
16	PEC 8	Ceren	Female	32
17		Ali	Male	25
18		Furkan	Male	32

In terms of work experience of participants, the most experienced participant had approximately 28 years of total work experience while the least experienced participant had less than 2 years of total work experience, the average total years of experience was 12. As for experience as an adult educator, the most experienced participant had 25 years of experience in adult education and the least experienced

participant had eight months of experience, the average year of experience in adult education was 7.

Out of 18 participants, five participants were working in a second job while working as an adult educator. Of these five participants, two participants were teaching in other institutions, one had her own company. She emphasized the fact that she had her own company because of her not being a permanent master instructor. One participant was organizing musical shows and one of the participants was working in one of the municipalities of İstanbul. These participants have worked in their second jobs between 6-20 hours a week. Thirteen participants did not have second jobs. They were working only as paid master instructors. For working hours at Public Education Center, most adult educators worked for 40 hours a week. Eleven participants worked for 40 hours a week and seven participants worked between 10 and 36 hours.

When the courses were taken into consideration, adult educators of the same or similar courses were chosen. As a result, educators of 4 computer courses, 3 language courses (2 English and 1 Spanish), 2 bağlama courses, 2 hairdresser courses, 1 theatre course, 1 folk dance course, 1 graphic design course, 1 painting course, 1 handicrafts course, 1 home furnishing course, and 1 sewing course were included in the study (see Table 11).

Table 11. Participants by Work Status

	Name	Total Years of Experience in Adult Education	Total Working Hours a Week at Public Education Center	Total Working Hours a Week in the Second Job	Course
1	Burcu	4	40	-	Hairdresser
2	Yeliz	23	40	-	Handicrafts
3	Hasan	2	40	-	Computer
4	Fatma	almost 1.5	36	-	English
5	Ece	4	40	as much as she likes	Computer
6	Deniz	9	32-40	-	Hairdresser
7	Ezgi	25	40	-	Home Furnishing
8	Funda	over 2	40	-	Sewing Course
9	Ahmet	15	40	16	Theatre
10	Ozan	5	40	8	Graphic Design
11	Berk	over 5	40	-	Computer
12	Aykut	2	24	-	Painting
13	Aylin	8	over 10	over 20	Spanish
14	Onur	18	32	6	Bağlama
15	Umut	almost 1	40	-	Computer
16	Ceren	1	40	-	Bağlama
17	Ali	3	32	-	Folk Dance
18	Furkan	3	24	-	English

As for educational background of the participants, five adult education practitioners did not have undergraduate degrees while thirteen of them had an undergraduate degree. Two practitioners had double majors, one of which was completed or was being completed via e learning. Two practitioners out of eighteen had a master's degree. None of the practitioners got an education on adult education at university. When the participants' undergraduate degree programs and the subjects they were

teaching at PECs were considered, ten participants out of thirteen were teaching a subject related to his/her undergraduate program. Others were teaching a subject area different from their undergraduate degree. One outstanding situation was that a participant was a graduate of Radio, Cinema and TV, had his master's degree in Folk Dance and he was the educator of a theatre course. In the second one, the educator of an English course at a PEC was a senior student in French Language and Literature. Lastly, an adult educator had her diploma in Controls Systems Technology and she was the educator of Computer course. Participants' study areas at university were different from each other. There was one graduate in Radio, Cinema and TV, Graphic Design, Computer Programming, Painting, Computerized Accounting, Spanish Language and Literature, Music Education, Computer Education, French Language and Literature, Controls Systems Technology, Music, English Language and Literature and Ready-Made Clothing. When master's degrees were considered, one master's degree was taken in Folk Dance and the other one was in Music. For the rest of the participants, five participant out of eighteen were graduates of high school. As for pedagogic formation, only four participants had pedagogic formation, fourteen participants did not have pedagogic formation (see Table 12). On account of the fact that no participants had an education related to adult education, it can be concluded that none of the participants had andragogic competency before being an adult educator.

Table 12. Participants by Educational Background

	Name	Undergraduate	Master	Pedagogic Formation
1	Burcu	-	-	no
2	Yeliz	-	-	no
3	Hasan	Computerized Accounting and Management **	-	no
4	Fatma	French Language and Literature*	-	yes*
5	Ece	Controls Systems Technology	-	no
6	Deniz	-	-	no
7	Ezgi	-	-	no
8	Funda	Ready-made Clothing	-	no
9	Ahmet	Radio, Cinema and TV	Folk Dance	no
10	Ozan	Graphic Design and Photography* **	-	no
11	Berk	Computer Programming	-	no
12	Aykut	Painting	-	no
13	Aylin	Spanish Language and Literature	-	no
14	Onur	Music Education	-	yes
15	Umut	Computer Education	-	yes
16	Ceren	Music	Music *	yes
17	Ali	-	-	no
18	Furkan	English Language and Literature	-	no

\*ongoing

\*\* Open Education

After presenting the demographic characteristics and educational background of the participants (see Appendix E for all demographic characteristics of the participants), to get a better insight about participants, general information about their personal and career life is given below.

Burcu: She was 39 years old. She did not have an undergraduate degree. She graduated from high school. She had been an adult educator for four years.

Beforehand, she had worked as a hairdresser for sixteen years. She was the educator

of the Hairdresser course. She did not have a second job. She stated that sometimes her friends and ex-customers went to her home and that she worked at home from time to time. She expressed that previous Hairdresser educator of that PEC was her friend and her friend was about to be retired and recommended this job to her.

Yeliz: She was 42 years old. She did not have an undergraduate degree. She was a high school graduate. She had been an adult educator for 23 years. She was the educator of Handicrafts course. She expressed that she applied for this job willingly, and then took the exams. She did not have a second job.

Hasan: He was 23 years old. He had an undergraduate degree in Computerized Accounting. At the same time, he had an undergraduate degree in Management from Open Education. He was the educator of Computer course at PEC for two years. Hasan told that his work life started when he was at high school. Then, he was the assistant of one of his lecturers when he was at university. There, he had teaching experience. He was informed about this job and then he started to work as an adult educator. He did not have a second job.

Fatma: She was 26 years old. She was a university student; she was studying French Language and Literature. At the same time, she was getting pedagogic formation. She had been an adult educator for almost one and a half years. She was the educator of English course at PEC. Before being an adult educator, she worked in different fields. She worked as a guide, she worked at hotels, and she worked in textile sector. She expressed that one day she went to PEC for the enrollment of one of her relatives for Literacy course. She sat near an English class there, heard the noise inside and the noise attracted her attention. She thought that she could also educate people and then applied for the job. She did not have a second job.



Ece: She was 34. She had an undergraduate degree in Controls Systems Technology. She has been an adult educator for four years at PEC. Beforehand, she had been a teacher at a primary and a high school. She was the educator of Computer course there; at the same time, she worked for her own company. She emphasized that she set up her own company owing to the fact that she was not a permanent staff. She started to work at PEC by the recommendation of one friend of hers.

Deniz: She was 32 years old. She did not have an undergraduate degree. She was a graduate of vocational high school; she studied hairdressing there. She had been an adult educator for nine years. She was the educator of three different courses: Hairdresser, Skin care, and Manicure-pedicure. She expressed that she started to work as an apprentice during her secondary school years. After she graduated from high school, she got married. After that, Deniz and his husband started to run their own Hairdresser salon. Deniz stated that this attempt did not work and they quit running their Hairdresser salon and started to work at PEC by coincidence. She did not have a second job.

Ezgi: She was 52 years old. She did not have an undergraduate degree. She graduated from high school. She had been an adult educator for 25 years and she was working for two years at PEC 4, teaching Home Furnishing there. Beforehand, she had worked in a bank for two years. She did not have a second job. One of her friends told her that a new PEC was opened, and then she applied for the job and became an adult educator.

Funda: She was 30. She had an undergraduate degree in Ready-Made Clothing. She had been working at PEC for two years. There, she was the educator of Sewing Course. Beforehand, she had worked for some private companies and at a

private course. She preferred being an adult educator due to the fact that she had a child and did not have much time while working for private companies.

Ahmet: He was 52 years old. He was a graduate of Radio, Cinema and TV. In addition to his undergraduate degree, he had his master's degree in Folk Dance. He had been the educator at PEC for fifteen years. He had worked in Turkish Movie sector for thirteen years and then he had had his own advertising company. Then he gave up that job and started to work as an adult educator. He had been an adult educator for fifteen years. At first, he was he was the educator of Folk Dance, but then, a Theatre educator was needed; so, he became the educator of Theatre course. The way he became an adult educator was as follows: one of his friends was vice manager at PEC, and he offered Ahmet to work at PEC, and he started to work there. In addition to working at PEC, he was working at Primary Schools, there he taught drama as an elective course.

Ozan: He was 32 years old. He had an undergraduate degree in Graphic Design and he was studying Photography via distant learning. After graduation, he had worked in private sector for about two years. Then, one friend of his told Ozan that PEC 5 needed a Graphic Design educator, and then he applied for being an adult educator while he was working freelance. He had been working as an adult educator for five years. He was teaching graphic design there. Apart from his job at PEC, he was working for one of the municipalities in İstanbul.

Berk: He was 35 years old. He had his undergraduate degree in Computer Programming. He was the educator of Computer course at PEC. He had been working at PEC for three and half years. Before that he had worked in private sector, he had worked for two different computer companies. Furthermore, he had had one and half years of experience in adult education beforehand in another city.

Therefore, he had more than five years of experience in the adult education field. He expressed that one of his friends led him to work at PEC. His friend informed him about the position at PEC and told him to apply for that job. He did not have a second job.

Aykut: He was 32 years old. He was a graduate of university, and studied Painting at university. He did not work in other fields. After graduation, it was his first job. He had been teaching painting at PEC for two years. At the same time, he was painting at his home and selling the paintings from time to time. One of his friends used to work there and his friend told Aykut to work at PEC.

Aylin: She was 29. She had an undergraduate degree in Spanish Language and Literature. She had been an adult educator for eight years. Before working as an adult educator, she had worked as a simultaneous translator in both English and Spanish and she worked as a manager for an international company. She was a student when she started to work as the educator of Spanish course at PEC 7. While working at PEC, she was working at a university as well. There, she was working for more than twenty hours and she was working for more than ten hours at PEC. She saw by chance that PEC 7 was looking for a Spanish educator and then she applied for the job.

Onur: He was 49 years old. He had an undergraduate degree in Music Education. He stated that he started his music education just after graduation from primary school. He emphasized the fact that his education lasted for eleven years. He had been an adult educator for eighteen years. He was the educator of Bağlama (musical instrument) course. From time to time while he was working at PEC 7, he worked at different PECs and primary schools. He had a second job; he was organizing musical shows in addition to working for 32 hours a week at PEC. His

was working 6 hours a week in his second job. He started to work at PEC by recommendation of one of his friends.

Umut: He was 29 years old. He had his undergraduate degree in Computer Education. He had been an adult educator for eight months. He was teaching the basics of computer at PEC. Before working at PEC, he had worked for an advertising agency for one year. He did not have a second job. He started to work as an adult educator because his father worked near PEC 7; so, he started to work because of his father. He emphasized the fact that, it happened coincidentally, he did not applied for this job personally.

Ceren: She was 32. She had an undergraduate degree in Music. Then, she got formation at a private university. At the time of interviewing, she was continuing her master's education in music. She was the educator of Bağlama at PEC for one year. She stated that she had been at the same PEC for ten years. First, she had been a student at Bağlama class. Then, her Bağlama educator recommended that position to Ceren. During the interview, she was preparing to be a music teacher. She did not have a second job.

Ali: He was 25 years old. He did not have an undergraduate degree. He was a graduate of vocational high school; there he studied electricity. He had been the educator of Folk Dance for three years. He had been working for a private company as a technician yet he had had difficulty in concentrating on his job as he had always been thinking of the times he had been a learner at Folk Dance class and he had not been working when there were Folk Dance contests. Therefore, he decided to become an adult educator. He did not have a second job.

Furkan: He was 32 years old. He had an undergraduate degree in English Language and Literature. He had never planned to be an adult educator or an

educator rather he had planned to be a translator. He had worked in tourism, textile and advertising sectors, at hotels and for magazines. Then, he had started to work as an adult educator at the courses provided by İstanbul Metropolitan Municipality and he had worked there for two years. He had quit it since he had had some problems. After one and a half years of working freelance, he started to work at PEC 8. He did not have a second job but he stated that sometimes he was tutoring.

After presenting the demographic characteristics and short stories of the participants, in the next part, the findings of the study are presented under three themes: which are becoming an adult educator, the scope of being an adult educator, and the scope of professionalization of adult education..

### Becoming an Adult Educator

In this part, becoming an adult educator was examined under the following dimensions: the pathway leading to become an adult educator, difficulties and good sides of becoming an adult educator, the importance of becoming an adult educator for adult educators and the education and the certificate received to become an adult educator.

#### The Pathway Leading to Become an Adult Educator

Interview data revealed that fourteen adult educators had a previous job experience in another field of work before becoming an adult educator. On the other hand, for four adult educators, it was their first job, and they did not have any work experience prior to becoming an adult educator. The fields that the participants worked in before becoming an adult educator varied. Practitioners worked in cinema, advertisement, public relations, textile, graphic design, communication, and

tourism sectors and they worked as an interpreter, manager, contracted teacher, guide, cashier, assistant, salesperson, dress designer, shopkeeper, apprentice, accountant, computer expert, and officer in a bank. One practitioner stated that he tried working for more than one sector, yet did not pursue his career in these fields:

I worked in Turkish Movie sector for 13 years. After that, I set up an advertising agency and I quit it too. Then I started teaching (Ahmet, Theatre, PEC 5, Appendix D. 1.).

One adult educator stated that she started working as a child and was pleased with her previous career life:

Well, I have worked in many fields. I worked as a tour guide. I worked in hotels. Actually, I started working at an early age. Working is a pleasant thing-it doesn't matter where you work. Even working in a shop is a plus. I worked at Swiss Hotel as a PR with the foreign colleagues. I worked as a guide on İstiklal Street. I worked in textile industry. I also worked as a cashier when I was young (Fatma, English, PEC 3, Appendix D. 2.).

On the other hand, the other practitioner was not pleased because of working in so many different fields and he was happy in his job:

Before working as an English teacher, I gained experience in different sectors. I don't really recommend this to anyone. One should be stable in his professional working life. I worked in different sectors such as tourism, hotel management, magazines, textile and advertising; however, teaching is a very good profession (Furkan, English, PEC 8, Appendix D. 3.).

Two practitioners worked at a hairdresser's as an apprentice and then had their own Hair Salons. One of them indicated that while she was running a Hair Salon she realized the fact that running a business and teaching were two different things.

I gained experience starting from apprenticeship. I worked at a hairdresser's when I was in secondary school. The reason that I worked at a hairdresser's was purely financial. Then I realized that I liked working there and then, my husband and I opened a hair salon in a very fancy area but I couldn't handle the administration. Administration is a very different area. We came to a realization that teaching and running a hair saloon are two different things. In the meantime, we had a baby. Running a hair saloon started to become a burden. Eventually we decided to close down our business (Deniz, Hairdresser, PEC 3, Appendix D. 4.).

One participant, who was Folk Dance educator, stated that he was not happy in his previous job and realized that he wanted to become an adult educator:

When I graduated from vocational high school, I had to work in ... company as an intern. I worked there for 1.5-2 years. In the mean time, I was attending a folk dance course here. After attending this course for a long time, I realized that I felt happier doing this course. I mean, I was an electrician but I didn't like being one. I was just fulfilling my duty. I had already graduated from vocational school and I was an electrician. To work in a job that I liked, I didn't look for other things. I thought that I would work in the job I liked. Then I started to place more value on folk dance (Ali, Folk Dance, PEC 8, Appendix D. 5.).

In terms of the ways that adult educators started to work as an adult educator, ten practitioners expressed that they started to work as an adult educator at PEC by taking the suggestions of people. Most of them stated that their friends recommended working at PEC, among them, one practitioner stated that he started to work at PEC because his father was working somewhere near PEC. Three adult educators stressed that they did not ever plan to work as a teacher/adult educator. Two out of these three adult educators expressed that they loved their jobs after taking part in teaching:

Well, I want to say the fact that actually I had never thought of becoming a teacher. I was planning to work in different sectors; however, I came to a realization that teaching is special after I started teaching (Fatma, English, PEC 3, Appendix D. 6.).

Another adult educator expressed that he did not plan to be a teacher owing to his personality:

Working as an art teacher is something that I had never planned to do so. I hadn't imagined becoming one because of my inborn nature (Aykut, Painting, PEC 6, Appendix D. 7.).

On the other hand, four adult educators noted that they started to work at PEC willingly and for different reasons: two adult educators wanted to work at PEC because it was near their home; one adult educator realized that he was not happy in

his previous job. One adult educator looked for a job at a school and then started to work at PEC:

I started this job with my own will. I was looking for a job at a school. I did some research and took the exams and then I started working here (Yeliz, Handicrafts, PEC 1, Appendix D. 8.).

Three adult educators on the other hand started to work at PEC coincidentally. One practitioner had a very interesting story:

I brought one of my relatives here to enroll to Literacy Course, which is provided here for adults who didn't have any opportunity to go to school. While we were busy with enrolling, I sat in front of an English class and heard the voices coming from the class. That really caught my attention. Then I thought I also could provide education for these people and talked to the manager. Next time I brought reference letters and I had an interview. Thus, I started working here (Fatma, English, PEC 3, Appendix D. 9.).

Therefore, when the pathway to become an adult educator was considered, adult educators did not seem to go through a pre-planned pathway and there was no direct route to become an adult educator. Most of them had experience in different fields and it was the fact that even though they expressed that they loved their jobs after working as an adult educator, most adult educators did not start their teaching career intentionally.

### Difficulties of Becoming an Adult Educator

Data analysis showed that there were some difficulties of becoming an adult educator. Although some adult educators did not mention any difficult sides of being an adult educator, almost half of the adult educators underlined that it was very difficult to deal with learners whose ages and backgrounds varied. The more differences among learners were the more difficulties adult educators had:



Since different groups of students with different backgrounds attend, you have some difficulty in providing education for people with different backgrounds within different roles because they come from very different backgrounds (Ezgi, Home Furnishing, PEC 4, Appendix D. 10.).

One of the adult educators underlined the age difference:

You have students in the same class ranging from age 15 to 70. You have to maintain the balance, especially if you work somewhere like Public Education Center. At university, it is usually homogeneous; students are more or less at the same age...It is hard. It is hard to deal with people (Aylin, Spanish, PEC 7, Appendix D. 11.).

One of the adult educators expressed that it was difficult to teach people with different backgrounds:

As people's cultural levels are not the same, it is difficult to teach certain vocabulary and rhetoric to such groups. Because you have both a student who was a primary school graduate and a grad student in the same class. Some might understand a term easily while some can't (Ahmet, Theatre, PEC 5, Appendix D. 12.).

Besides, adult educators indicated that they had some difficulties in teaching since some adult or older adult learners had learning problems:

For instance, when at a young age, especially who has a good knowledge how to use a computer, teaching and the improvement is faster for the learner; however, you have difficulty in teaching when there are older learners in the class, especially if they don't have computer skills at all (Berk, Computer, PEC 6, Appendix D. 13.).

Moreover, adult educators stated that they had communication problems because they had learners who had problems in their private life:

On the very first day of the class, we can have some friends (meaning learners) who are already in depression or anxious or they might have financial or emotional problems. There are some learners who are nearly at my mother's age in my classes, for example, or there are some learners who do not talk at all (Funda, Sewing course, PEC 4, Appendix D. 14.).

An adult educator emphasized that one reason for this communication problem could be caused by the adult educators' lack of knowledge in psychology:

While working with the adult learners, I think the biggest problem they have, as I mentioned earlier, is that there is definitely a communication problem. I

don't know why. Maybe it is because we didn't get any education in psychology (Ali, Folkdance, PEC 8, Appendix D. 15.).

In short, adult educators had some difficulties in their jobs, and said that, the major difficulty was due to having a variety of learners who belonged to different ages, jobs, educational background, and socio-economic status.

### Good Sides of Becoming an Adult Educator

Although many adult educators in this study did not enter the adult education field willingly, they were happy in their jobs. Adult educators underlined that helping, learning and sharing were good sides of becoming an adult educator. One adult educator expressed that being helpful was good:

It is good to educate people because it is rewarding to be an educator, to be useful, to be helpful (Burcu, Hairdresser, PEC 1, Appendix D. 16.).

One of the adult educators underlined that helping learners earn money was a good aspect of their jobs:

Well, there are good sides..Of course, it is nice to teach them and see their improvement at the end of the year. When you have an exhibition, it is good to see their products and how they make money by selling their products. It really makes me happy to see them making their own money. When they come and tell me that 'Teacher, I made a towel and sold it to 25 TL' ... - seeing the light in your eyes makes me feel good (Ezgi, Home Furnishing, PEC 4, Appendix D. 17.).

Another adult educator stated that she was learning something while she was teaching, which was a good side of becoming an adult educator for her:

You get to meet different kinds of people. I believe that I gained a lot. While you are teaching, you are also learning. I live in this neighborhood. I was not familiar with the neighborhood earlier. Therefore, I started to meet people different kinds of people from this neighborhood. Now I know many people in this neighborhood. It is good in the sense of having good connections and a social circle (Funda, Sewing course, PEC 4, Appendix D. 18.).

Sharing was another good side mentioned by adult educators:

I'll tell you why I chose this job...No one has taught me how to use a computer so far. This is how computer experts think: I learned it by myself, you do the same thing. I struggled while I was learning computer skills, which I wasn't very pleased. When I asked someone to teach me basic computer skills and the way they did something, their answer was simple 'I learned it by myself, you do the same thing'. I believe that it is good to share your knowledge. That is the reason we started to work in this field, teaching, and improved. This is the best atmosphere that we could fulfill that goal (Hasan, Computer, PEC 2, Appendix D. 19.).

In short, even though there were difficulties, adult educators mentioned some good aspects of becoming an adult educator and these good sides were sharing, helping, and learning.

### Importance of Becoming an Adult Educator for the Practitioners

In order to understand how important their occupation was in their life, adult educators were asked what their occupation meant to them. Except two adult educators who underlined that their jobs were not a priority in their lives, adult educators emphasized that their jobs were very important to them. One adult educator expressed that his job was a life style for him:

This is like ... It has become a life style for me. I am an educator and an artist (Onur, Bağlama, PEC 7, Appendix D. 20.).

Another adult educator described the importance of his occupation in his life and stated that his occupation was like his personality:

As a person, me, Ali, my job has been like my character because it is my decision. And I do it because it makes me happy, I mean, I am not forced to do that. I am not doing it for money or for anything else. I am doing it because I am happy here, in this atmosphere. It is like part of my character. That's why it is really important to me (Ali, Folk Dance, PEC 8, Appendix D. 21.).

One adult educator expressed that her husband made complaints about her extreme commitment to her work, she emphasized that this commitment was because of her desire to help people:

It is sometimes your priority. My husband even complains about it. He says that you don't even pay attention to your child that much. There are so many friends (meaning learners) of mine that are desperately in need of help I think therefore, I constantly sacrifice. Sometimes it is too much. Sometimes they come before my family. I try to solve their problems. I also try to help them with their family issues. I mean I help them in many ways (Funda, Sewing course, PEC 4, Appendix D. 22.).

It is stated by one adult educator that she did not get married as a result of her commitment to her job:

My job is in the centre of my life. Look, I didn't get married due to my job. While I was busy with my job, I didn't have much time to pursue guys. I couldn't focus on my personal life while I was after new developments in my job (Yeliz, Handicrafts, PEC 1, Appendix D. 23.).

One adult educator emphasized that he liked his job and it was highly important for individuals to work in a job that they like:

It is important to me. I care about my career. It is an essential part of my personal being, my identity. Actually, having a particular job defines a person. Therefore, my job is my priority. I love it and I think it is important that you love your job because you spend a great deal of time in your work till you get retired (Furkan, English, PEC 8, Appendix D. 24.).

Adult educators indicated that they were happy in their jobs. They had different reasons for being happy, yet most of them stated that they are quite pleased with their occupation. One adult educator explained that he was happy in his job due to the chance he had to make people happy:

I help people to hang on to their lives. It really makes me happy. One's happiness makes me happy (Ozan, Graphic Design, PEC 5, Appendix D. 25.).

Some adult educators expressed that they were happy in their jobs since they liked teaching and having the chance to help learners as stated by one of the adult educators:

I am happy and I feel good. First of all, actually helping someone, being useful, explaining something make me happy. Sharing my knowledge makes me happy. That's why I am content (Ece, Computer, PEC 3, Appendix D. 26.).

One of the adult educators stated that he was happy in his job because he loved communication:

Moreover, if you like communicating, which I really like, it gives me the feeling of satisfaction. Therefore, my job is perfectly in accordance with my personality (Furkan, English, PEC 8, Appendix D. 27.).

For two adult educators, their occupation was not very important to them, one of them perceived his job as a way of making a living:

Since I considered this job as a way of having a regular income and insurance by working 2 or 3 days and dealing with my art the rest of the week, it was secondary for me. It is still like that (Aykut, Painting, PEC 6, Appendix D. 28.).

The other practitioner emphasized that his job was just a duty for him because teaching was not his choice:

It is a duty that I should fulfill. Becoming a teacher was not something that I had wanted. It was mainly my parents' wish (Umut, Computer, PEC 7, Appendix D. 29.).

In terms of importance of their job for adult educators, sixteen adult educators considered that their occupation was a significant part of their lives. Only two adult educators did not perceive their job as a priority in their lives. Although they believed that they encountered some difficulties, they were quite happy in their job and liked to help people and make them happy.

#### Education and/or Certificate Received to Become an Adult Educator

Adult educators were asked if they got an education or a certificate to become an adult educator prior to starting to work at PEC. Seven adult educators stated that they got an education or a certificate before starting to work at PEC. One adult

educator stated that he participated in seminars at an education foundation. One stated that she got a certificate to teach Spanish to adults; one adult educator noted that she got a fifty-hour instruction on how to teach adults as a necessity to become an adult educator. One participant got a certificate from PEC to be a paid master instructor. One adult educator got an informal education on how to teach dressing design to adults which was provided by a private course. Two adult educators who were teaching for more than 20 years noted that they used to participate in seminars on adult education every year in their first years. In terms of the education or certificate they got, it appeared that even adult educators were not fully aware what kind of education was related to adult education for example one adult educator listed her conservatory education in this category. Furthermore, although one practitioner counted her certification which was got to be a paid master instruction as a certificate for becoming an adult educator, another adult educator expressed that this certificate could not be regarded a certificate in that sense.

As for the contribution of the education and the certificate while performing as an adult educator, all seven adult educators noted the education and the certificate they had great contribution as indicated by one of the adult educator:

Of course, I think it is beneficial. I feel more self-confident. At least you are more self-conscious about how to treat learners when you go into a classroom (Ezgi, Home Furnishing, PEC 4, Appendix D. 30.).

When it was asked if they were sufficient for adult educators to perform in their job, five adult educators stated that they were sufficient but they would continue learning in the adult education field:

They are sufficient for now but I want more. I believe that if I learn more, I can teach more (Funda, Sewing course, PEC 4, Appendix D. 31.).

One practitioner expressed that the adequacy of the education in adult education somehow depended on the person as there were some people who had a lot of knowledge, but could not explain what s/he knew:

I mean it rather depends on the person. I mean one might be expert in his field and cannot explain the things very well. On the other hand, even though a person does not know much about her his field, but can explain something well (Aylin, Spanish, PEC 7, Appendix D. 32.).

The analysis of interview data revealed that eleven adult educators did not get an education or a certificate in adult education before becoming an adult educator. For the adult educators who did not get an education or a certification before becoming an adult educator, it was asked if they had any difficulty owing to not getting an education or a certificate and if they had, what kind of difficulty they had. Eight adult educators out of eleven noted that they did not have any difficulties for different reasons. Observing his previous adult educator was one of the reasons indicated by one adult educator:

Maybe I didn't have a certificate, but apart from 800 hour-training (training required to be a paid master instructor), we spent a lot of time observing our teacher to perform this job well. I mean, we observed what kinds of methods our teacher used, what kind of methods he used while teaching to young learners and adult learners. We observed him constantly. As long as he let us teach, we conducted his classes. We went through a process in which he evaluated our teaching skills. Everyone should experience such a process. It was like an internship. I think such internship is necessary (Ali, Folk Dance, PEC 8, Appendix D. 33.).

Having some good personality traits was another reason as stated by some of the adult educators:

Not getting an education or a certification didn't cause any problems. Why it did not cause any problems? Because I am quite a patient person. I mean, it is just because of my personality. And if you also care about education and the target group you are teaching, you deal with them better (Berk, Computer, PEC 6, Appendix D. 34.).

One of the adult educators indicated participation in seminars at PEC as a reason of not having difficulty in teaching adults as she expressed that adult education was covered in those seminars :

No. Why didn't I have difficulty? My former manager at that time used to give seminars at the beginning of each year on these things. We actually are

given seminars at the beginning of every year (Deniz, Hairdresser, PEC 3, Appendix D. 35.).

One adult educator stated that he did not have any difficulty on account of his previous teaching experience:

It didn't cause any problems. Since I worked as an assistant when I was a student, I didn't have any difficulty because I was teaching classes while I was an assistant (Hasan, Computer, PEC 2, Appendix D. 36.).

Two adult educators criticized pedagogic formation because they stated that although they had formation, they indicated that it was either inadequate or inappropriate for adults:

I didn't get an education on teaching adults. I was studying French Language and Literature and I didn't even have any pedagogical classes but I gained experience while working as a teacher. Working at this PEC really helped to get insight in pedagogy. Being an educator is something different. You get the feeling of being an educator the moment you step into a classroom. I think teaching is an already inborn talent. I didn't get any education about how to communicate with a student in a classroom environment. Now, I am having pedagogy classes at university and in fact, pedagogic classes are mostly about theory but it lacks practice. I think, these classes are taught by unqualified university lecturers (Fatma, English, PEC 3, Appendix D. 37.).

We have the notion that formation is such a big deal. Pedagogic formation is for teenagers not adults. Therefore, it is necessary to get an education on how to teach adult learners, which I did not get (Umut, Computer, PEC 7, Appendix D. 38.).

To conclude, most of the adult educators in the study did not get an education or a certificate on adult education before becoming an adult educator, yet the adult educators who did not get an education or a certificate in adult education prior to working as an adult educator mostly stated that they did not have much difficulty due to their traits, previous experiences or participation in seminars.

### The Scope of Being an Adult Educator

In next part, the scope of being an adult educator was examined based on data analysis. This theme was examined under these dimensions: roles and



responsibilities of adult educators; required knowledge, skills, experience and traits for being an adult educator and the necessity of the certification in adult education.

### Roles

Adult educators indicated that they have different roles. While defining their roles, they made their job definitions as paid master instructor, educator and teacher. Five adult educators stated that they were teachers, three adult educators defined themselves as paid master instructors and seven practitioners said that they were educators. Four adult educators did not make a clear cut definition for his/her job. In addition to their primary role as teachers, paid master instructors or educators, it was expressed by most of the adult educators that they had the role of a psychologist at PEC:

If you are really a sensitive person, you can help people. A teacher certainly plays a role of a psychologist at the same time...Being a teacher is not only about teaching. You see different characters in class. You sometimes act like a psychologist because you have people from all walks of life (Furkan, English, PEC 8, Appendix D. 39.).

There are some people come here on their doctors' advice. Besides, sometimes, we do rehabilitate people here (Ahmet, Theatre, PEC 5, Appendix D. 40.).

People having family matters come here to feel relieved and you try to make those people feel better. In a way, you try to act like their psychologist. You listen and talk to them (Ece, Computer, PEC 3, Appendix D. 41.).

One adult education practitioner listed publicizing PECs as one of the important roles of adult educators:

We first have to explain the parents what public education is all about. It is of course my own preference. When they come here, I first introduce what public education is about. I explain what kind of an institution it is and I tell them how important this institution is and that the students should attend the classes regularly (Ezgi, Home Furnishing, PEC 4, Appendix D. 42.).

Apart from these, adult educators indicated that they acted as a guide from time to time:

The people (who come here) are more or less the same age as you are. There are people in their sixties, too and your friendship is different with them. This means, it is not only you teach them but also guide them whenever they need (Furkan, English, PEC 8, Appendix D. 43.).

In addition, adult educators indicated that they taught different things apart from the syllabus, they stated that they taught some good behaviors and manners:

We have some learners who even don't know simple manners such as how to enter a classroom or dress code when they come here. Our aim isn't only to teach the needlework to them. When they complete the course, they will also learn how to talk to their friends and elderly people (Ezgi, Home Furnishing, PEC 4, Appendix D. 44.).

Adult educators also stated that they were role models for their learners; therefore, they pay attention to their behaviors:

We must be very careful what we are saying in the class because a child or an adult can misunderstand it and take it as an example. Therefore, you must be very careful what you are saying. They might try to act like you (Fatma, English, PEC 2, Appendix D. 45.).

Like I said, our students take us as role-model. Even our dialogues... In the simplest term, when they don't watch their language during the classes, I warn them right away. I even try to be formal with my friends because they take us as role-models. They take us as role-models with our both mistakes and good manners. So, our responsibility is significant in that sense. You have to set a good example in every way (Funda, Sewing course, PEC 4, Appendix D. 46.).

In conclusion, adult educators seemed not just to be adult educators but they had some roles such as psychologist, guide, representative of PECs, and role models and as stated by a few adult educators they had the role of teaching good behaviors and manners.

## Responsibilities

To be able to understand whether adult educators had some specific roles and responsibilities, adult educators were asked the roles and responsibilities of their occupation and if they had some specific roles and behaviors, which could differentiate them from other educators (educators who work in formal education). As for responsibilities, adult educators stated they were contributing to both society and learners.

### Contribution to Society

It was stated by adult educators that they contributed to society in some ways.

Painting educator, for instance, expressed that he perceived his job as a way to accomplish a social mission:

I consider my job as a social mission. You know there is a study called the history of art... You have the opportunity to teach it here. What I want to achieve personally is to give them insight of this field. I teach not only the techniques but also the theory (Aykut, Painting, PEC 6, Appendix D. 47.).

The educator of Folk Dance course expressed that while he was teaching Folk Dance; he focused on culture and provided people with knowledge of Turkish culture:

At first, we see our history and culture here; we teach young learners both our folk dance and our culture. We emphasize this all the time; at least I do (Ali, Folk Dance, PEC 8, Appendix D. 48.).

One adult educator claimed that one of his aims was to contribute to society by helping learners be well mannered and sociable:

Of course, our aim is not to teach computer skills only but also to contribute to society by helping people be well-mannered and sociable members of

society. I mean, the latter is our ultimate goal (Berk, Computer, PEC 6, Appendix D. 49.).

Similarly, adult educators emphasized that one of their goals was to contribute to society by helping individuals become self-confident and self-respected members of society:

Teaching a learner, helping him/her enhance his/her general knowledge, teaching how to use their language appropriately and how to behave in society, helping learners become self-confident members of society is what I do ... (Yeliz, Handicrafts, PEC 1, Appendix D. 50.).

I help my students to become sociable and sensitive members of society. People are smart. I made them view their world from different perspectives. I teach them to respect themselves, I teach them how to discuss and behave properly (Onur, Bağlama, PEC 7, Appendix D. 51.).

### Contribution to Learners

Apart from contribution to society, adult educators noted that they contributed to individuals by helping them become sociable, relaxed, happy, and knowledgeable:

I have a fifty-year-old student who comes here to learn web design and to develop a social interaction. He doesn't stay at home all the time. His state of mind gets better (Ozan, Graphic Design, PEC 5, Appendix D. 52.).

We help people improve themselves both socially and culturally by giving assignments (Berk, Computer, PEC 6, Appendix D. 53.).

Adults come here with their personal problems. They might not have self-confidence. I don't expect too much from them. I provide trust and motivation for them. They come here to pursue a hobby and have fun (Ceren, Bağlama, PEC 8, Appendix D. 54.).

Moreover, helping learners earn their own money and providing them with job skills were other things mentioned by educators of vocational-technical courses:

I teach skills needed for Handicrafts to people who quit formal and non-formal education. I help them to make their own money (Yeliz, Handicrafts, PEC 1, Appendix D. 55.).

You first teach how to use his/her hand skills and how to be at peace, and then you provide him with job skills. You have to provide all three together (Burcu, Hairdresser, PEC 1, Appendix D. 56.).

As for the specific roles and responsibilities adult educators had, the analysis of interview data showed that adult educators mostly considered that they had different roles and responsibilities when compared to educators who worked in formal education, especially K-12 teachers. Sixteen adult educators noted that the roles and responsibilities of adult educators were completely different for different reasons. Whereas, two adult educators expressed that they had basically the same roles and responsibilities as other educators. Most of the adult educators who indicated that they and educators who worked in formal education had different roles and responsibilities suggested that adult educators dealt with learners whose ages, educational background and socioeconomic status differed but other educators dealt with students whose ages and aims were similar:

Teaching adults is different from teaching children. There is not even an age range. We have learners who are 30, 20, or maybe 70. There is diversity in that sense. Their occupations and educational background are various, thus teaching adults is so different (Aykut, Painter, PEC 6, Appendix D. 57.).

The number of learners taught was another reason for the difference:

We, as adult educators, teach a great number of people. I teach 250-300 students a year. But a primary school teacher spends the whole year teaching 30 students. We deal with more students (Ahmet, Theatre, PEC 5, Appendix D. 58.).

One adult educator noted that at schools she had to force learners to study, yet for adult it was not the case:

I worked at a Primary School, too. Here, since individuals come willingly, you don't force them to study. It is not the case at Primary and High School. There, you force students to learn. Therefore, I believe that adult education is more efficient because people are self-conscious and come here to learn something (Ece, Computer, PEC 3, Appendix D. 59.).

Another adult educator suggested that responsibilities of adults were more difficult than children's and dealing with adult learners were more difficult:

Teaching a group of adult learners is both difficult and easy but the difficulties of teaching adult learners are a lot harder than teaching young learners. For example, a child wishes to have a candy or a glass of water; their problems are as simple as that whereas, adults' problems are more

complicated. If the learner is a woman, she plans what to cook for dinner when the lesson is over (Ali, Folk Dance, PEC 8, Appendix D. 60.).

Another adult educator pointed out that the difference was because adult educators had more responsibilities when compared to other educators:

Other teachers only teach their classes. I mean they don't have a lot of responsibilities compared to us, but we have a lot. Since we have a lot of responsibilities such as not only teaching them the needlework but also social manners as I mentioned earlier. To me, knowing how to behave in a social environment is more important that I always tell them behaviour has the utmost importance. Regular teacher teach children whose minds are pliant but we teach adults whose minds are not pliant, which is really hard (Ezgi, Home Furnishing, PEC 4, Appendix D. 61.).

On the other hand, it was expressed by two adult educators that dealing with adult learners was much easier compared to children:

Teaching adults is easier than teaching young learners because it is difficult to teach kids. OK, it is easier for them to learn because they are true beginners, so they pick up quickly. However, it is hard to maintain discipline in the classroom with a group of children or teenagers. They are more difficult to deal with, especially the ones during adolescence. When young learners have problems, they show their feelings. Dealing with adults is easier (Aylin, Spanish, PEC 7, Appendix D. 62.).

Other reasons were: adult educators needed to be more careful with the learners because adult learners were more resentful than children; other educators dealt with children who would be adults in the future so, other educators had more and harder responsibilities compared to adult educators; responsibilities of adult educators were much more difficult as they were coping with adults who went to PECs for doing some forbidden things in his/her family such as meeting boyfriends or eloping.

For two adult educators, roles and responsibilities of adult educators and educators in formal education were similar as both adult educators and educators in formal education were educators and were doing the same things while teaching or educating:

I guess we have the same responsibilities. We all do the same. We make them gain their awareness. We teach them manners, too (Hasan, Computer, PEC 2, Appendix D. 63.).

Adult educators stated that their responsibilities were contributing to society and individuals. As indicated by most of the adult educators in the study, they had a lot of roles and responsibilities and for most adult educators these roles and responsibilities were different from educators in formal education. Although some adult educators stated their responsibilities were harder, some indicated that K12 teachers had more and harder responsibilities.

### Required Knowledge and Skills

To be able understand the scope of being an adult educator, the kind of knowledge, skills and experience needed by adult educators were questioned. Adult educators were asked what kind of knowledge was required for being an adult educator. Mostly, adult educators underlined the importance of an undergraduate degree. Twelve adult educators stated that having an undergraduate degree was significant as it provided adult educators with required knowledge. When it was asked whether having an undergraduate degree or having experience in adult education was more important, the majority of adult educators stated that having an undergraduate degree was more important; on the other hand, two adult educators emphasized that having an experience was more important:

It is of course important to go to a university but no matter what you study, gaining professional experience in your job is more important. The university graduates come here knowing nothing. An intern told me that she knew nothing about field. I received my education at Maturation Institute for two years. A regular university graduate gets theoretical education but I got the applied education. Schools teach theory. I've improved myself a lot. University graduates boast because they have finished university, they have a

lot of self-confidence, but once they get into the job, they struggle (Yeliz, Handicrafts, PEC 1, Appendix D. 64.).

Both university education and experience were stated to have equal significance for being an adult educator by three adult educators as expressed by one of them:

It actually has to contain one aspect of each. Let me put it this way; it is more than just receiving high school education, because when you finish high school, you get an education to a certain point. However, university education is important human relations and knowledge wise. Experience also is important as it is in every occupation (Hasan, Computer, PEC 2, Appendix D. 65.).

One adult educator stated that he did not know whether psychology classes were provided at university as he did not had an undergraduate degree and he added that if there were such kind of education, then having an undergraduate degree would be so beneficial:

I have to say I do not know whether or not university education is necessary for adult education. I cannot say anything as I did not go to university. If an independent psychology course is given, it will definitely be important (Ali, Folk Dance, PEC 8, Appendix D. 66.).

In addition to university education, the importance of knowledge in content area was underlined and it was expressed that the knowledge in major was crucial since it increased credibility of adult educators:

First of all, you must have an accumulation of knowledge in your field. It is a must. You must not have any deficiencies in your particular field, because your respondents are adults and your knowledge is the primal aspect to gain credibility (Aykut, Painting, PEC 6, Appendix D. 67.).

One adult educator emphasized the necessity of participation in seminars. She stated that adult educators' participation in seminars before starting to work was necessary:

Seminars are essential. Teachers really have to be very well-trained. As I have said, I am very lucky but not everybody can be as lucky as I am. We took communication and adults seminars for a week. I want all my friends to take them...I would love a teacher candidate to take these seminars before starting his/her job. I think teachers at Public Education Centers should take seminars as primary school teachers take pedagogic formation courses (Ezgi, Home Furnishing, PEC 4, Appendix D. 68.).



Another adult educator pointed out that knowing adult learners was important for adult educators and this education can be provided by PECs:

One has to receive education so as to know adult learners better. Have we received such an education? We acquired this through our experiences. One has to receive education in order to educate adults. Moreover, this has to be given by Public Education Centers (Ozan, Graphic Design, PEC 5, Appendix D. 69.).

In addition to knowing adult educators, knowledge in adult psychology was highlighted:

First of all, one has to try to get to know the adult as well as having the knowledge of adult psychology. Reading from books is not enough. An internship is definitely necessary alongside the education (Berk, Computer, PEC 6, Appendix D. 70.).

Another thing emphasized by adult educators was updating present knowledge:

A teacher should update his/her knowledge. I mean, a teacher should not teach according to the former style saying 'That's how it was before; I only stick to that old-fashioned style of teaching.' (Ali, Folk Dance, PEC 8, Appendix D. 71.).

Apart from these, in terms of skills, communication skills were considered significant:

A teacher has to have very strong communication skills. Communication is an important aspect, especially in terms of having the capacity to address adults one by one (Fatma, English, PEC 3, Appendix D. 72.).

To conclude, studying at university before being an adult educator was highly emphasized by adult educators. Besides, knowledge in content area, participation in seminars, knowing adult learners, knowledge in adult psychology, updating present knowledge and having good communication skills were mentioned by adult educators.

### Required Experience

As stated above, although some adult educators emphasized the necessity of education, some adult educators highlighted that both education and experience were crucial for adult educators. One participant for instance stated that having experience was much more important than studying at university:

I think experience gained while working is more important. It is like how they say; being trained from the cradle. I have also worked with many university graduate friends but I have realized that they lacked too many things. I see myself on a much more advanced level (Ezgi, Home Furnishing, PEC 4, Appendix D. 73.).

As for the experience required, knowing how to teach, knowing how to behave and doing internship were mentioned:

Now, you might have the knowledge and ability, but you may not know how to teach. They have to know how to teach (Onur, Bağlama, PEC 7, Appendix D. 74.).

One first has to know he/she should behave according to the learner's level and culture. We do not have well-trained learners (Yeliz, Handicrafts, PEC 1, Appendix D. 75.).

Thus, in order for an experience to be transferred from generation to generation, an internship atmosphere, an informative atmosphere is definitely necessary. Normally, we do not go through an internship process (Berk, Computer, PEC 6, Appendix D. 76.).

To sum up, even though having a university education was considered important, in terms of teaching, experience was also underlined by adult educators. Knowing how to teach, how to behave and doing internship were mentioned by adult educators.

### Required Traits

Some personal traits were listed as significant for being an adult educator. Loving the job was one trait as stated by one practitioner:

So you have to love your job. You cannot give anything without loving it or by forcing yourself. One should see it as a hobby, rather than a duty (Ahmet, Theatre, PEC 5, Appendix D. 77.).

Patience was another trait that was underlined by adult educators:

You have to be patient, because they are not like children. You cannot get angry, cannot show your resentment or anything. They have problems or excuses. Some say ‘We have the wedding ceremony, is it alright if we don’t attend the class?’ or ‘Come on, let’s smoke’. Some do not know how to behave in certain situations (Hasan, Computer, PEC 2, Appendix D. 78.).

Loving people was also considered a required trait for being an adult educator:

You have to love people. I don’t think that a person who doesn’t like people or lacks communication skills can be successful in teaching adults or children (Ece, Computer, PEC 3, Appendix D. 79.).

In the study, loving the job, being patient and loving people appeared to be required personal traits for being an adult educator.

### Certification

Certification is a topic that has been discussed in professionalization process of adult education. Therefore, in order to understand what adult educators considered about the necessity of a certificate for being an adult educator, it was asked if a certificate was required for being an adult educator or not. Sixteen adult educators stated that a certificate was necessary as stated by one of them:

Without a certificate, how will you prove your knowledge? I definitely support that one should get a certificate (Ahmet, Theatre, PEC 5, Appendix D. 80.).

One participant emphasized that a certificate was necessary but not just as an official document but a certificate that could provide learners with applicable and meaningful information:

You are given a certificate but it is only a piece of paper. In that case, it is meaningless. It helps neither the instructor nor anybody; but if it’s a

certificate given after an intense education as a document shows competency then it at least helps building up an easier communication with adults. I think it makes communication easier (Ali, Folk Dance, PEC 8, Appendix D. 81.).

However, two adult educators did not believe in the necessity of a certificate for being an adult educator as indicated by one of them:

I do not think it is compulsory because it is a bit up to the person. I mean you get education anyhow; you are given the education to build up a dialogue with people. You are taught the advantages of these aspects; but if you do not make use of or put what you've learned into practice, it wouldn't mean a thing. If you are built to do it, you do it (Aylin, Spanish, PEC 7, Appendix D. 82.).

On the one hand, all sixteen adult educators suggested that a way to pick up adult educators who could be successful in adult education and a kind of education was necessary; on the other hand, there were adult educators who suggested that instead of a certification some other ways to get an education were more feasible. Adult educators stated that instead of certification, a seminar, an internship or in-service training could be preferred:

An official document might not be necessary but an education planned to fulfill the need of knowledge in adult education can definitely be provided. Necessary information can be provided. A certificate may not be required but the accumulated knowledge can be transferred. It would be better. Internship together with seminars may also be an option (Aykut, Painting, PEC 6, Appendix D. 83.).

A one-day/two-day education can be given to raise an awareness of risks, difficulties and methods as well as providing advice and warning (Furkan, English, PEC 8, Appendix D. 84.).

Maybe a special education like a prior in-service training will be beneficial. A preparatory education may be beneficial so as to introduce the learners, tell them how the learners in that age group may pick up things, how they may expect a fifth time explanation and how it may not be possible for them to understand things with a pop (Ece, Computer, PEC 3, Appendix D. 85.).

Seminars are underlined by adult educators and especially one adult educator emphasized the importance of seminars for a few times:

As I said before, one should definitely participate in those seminars for adult education. They must know their learners. I do not believe they can be

productive in courses without knowing their learners. Practicing by oneself and teaching something are two different things. You may have a good command in something but if you're incapable of showing what you know, then you fail. You may be excellent in that particular course you are teaching, but if you are not good at classroom management, you fail again. All these aspect are pieces of the whole (Ezgi, Home Furnishing, PEC 4, Appendix D. 86.).

An interview or an exam was also suggested by adult educators to pick up successful practitioners for adult education:

I think an interview rather than a certificate is more important. Experts of this job may interview the candidate teacher and I think a few questions can reveal her competence quickly (Fatma, English, PEC 3, Appendix D. 87.).

To sum up, most adult educators believed that a way to pick up practitioners who could be successful in adult education and getting an education related to adult education were important, so was having a certificate. However, some of them offered different ways to get an education, which were seminars, workshops, in-service training, or internship. Moreover, as alternative tools for elimination, interviews or exams were offered instead of certification.

### The Scope of Professionalization of Adult Education

Based upon data analysis, to be able to understand the scope of professionalization of adult educators concerns of adult educators, status of adult educators in society, professional organizations and unions, in-service training, and PECs' being known by society were identified.

### Concerns of Adult Educators

Analysis of data revealed that adult educators who work at PECs, especially paid master instructors had so many concerns that even if the researcher was questioning

something different, the practitioners had a tendency to talk about their problems and concerns and these concerns were financial concerns, social security concerns and concerns related to work conditions.

### Financial Concerns

Data analysis showed that all adult educators had financial concerns, which were insufficient income, not earning money during summer holiday, unequal income compared to permanent staff and teachers and lack of remuneration. Low income and not earning money during holidays were mentioned in this way by one of the adult educators:

Our problem now with the payments is that our time wages are low. Our wages are cut automatically on official holidays. You cannot say ‘My wage was cut so I am skipping teaching what is in the program or canceling this class’. You have to give the course one way or another. If the institution is closed on that day, you have to rush through the pacing (Hasan, Computer, PEC 2, Appendix D. 88.).

One adult educator specifically listed her needs and underlined that money she was earning was not sufficient to meet these, especially social activities were impossible with money she earned as an adult educator; therefore, she said that she had to work in another field:

We cannot get our wages even if it’s an official holiday. We are not paid during summer holidays. Looking it from this side, it is difficult, of course. Then I have to get part-time jobs to earn more money. Why? I have to earn my living. I am a person of a certain age and with a child. It does not matter if you have a child or not, you still have monthly expenses: electricity, water, telephone bills, rental payment, kitchen expenses, etc. In addition to this, there are expenses spent for social activities. I would love to see a movie or go to a theatre some time (Burcu, Hairdresser, PEC 1, Appendix D. 89.).

Moreover, adult educators also indicated that their income was lower than other educators’ (permanent staff and teachers) income, which they thought was so unfair:

You may consider this a rebellion but considering that we have the same job, wages can be equal...Because we are really doing the same thing. We do nothing less than the others (Fatma, English, PEC 3, Appendix D. 90.).

One adult educator called permanent master instructors as KA (first two letters of the word 'permanent' in Turkish) and further claimed that she did not know whether instructors on the permanent staff were happy with their income and somehow she compared paid and permanent master instructors in terms of income:

In fact, nobody is satisfied with the wages. In no way, we are satisfied. I do not know about the permanent staff. We call them PS shortly. We do not relate to them because we walk on another path. I am of course not satisfied with my wage. It does not even cover my transportation expenses (Deniz, Hairdresser, PEC 3, Appendix D. 91.).

Moreover, adult educators expressed that there was lack of remuneration; they worked so hard but did not earn as much money as they deserved:

All in all, we want to receive remuneration. Unfortunately, we can't. This is another issue. We definitely do not receive remuneration (Berk, Computer, PEC 6, Appendix D. 92.).

None of the adult educators was pleased with their income, all wanted to have higher income and receive remuneration.

### Social Security Concerns

In addition to financial concerns, data analysis showed that adult educators had social security concerns such as retirement, lack of job security, not being on the permanent staff, lack of sense of belonging and lack of some social rights that other educators (permanent staff and teachers) had. It was noted by adult educators that retirement was a consideration for them and it was somehow related to insurance:

I cannot retire even when I am 120 years old because we were insured for 8 days a month before. It used to be like this, but it has changed now, though (Ahmet, Theatre, PEC 5, Appendix D. 93.).

People ask me when I am going to retire. I say in 2080. I have to pay insurance premium until I am 100 years old. It is impossible. I cannot retire since they were not paying my insurance in full (Onur, Bağlama, PEC 7, Appendix D. 94.).

Insurance was another concern, they stated that it was a serious problem two or three years ago but was solved substantially:

We would not benefit from health and insurance facilities; however, with the latest legislation, two or three years ago adult educators who teach more than 25 hours have their insurance paid on a monthly basis (Ece, Computer, PEC 3, Appendix D. 95.).

Nevertheless, insurance was still a problem for adult educators because when they did not work, for instance during summer holiday, their insurance premium was not paid:

Our insurance premium is paid as long as we work. For example, our insurances will be cut now due to summer holiday. You and your insurance premium are paid as long as you work (Funda, Sewing course, Appendix D. 96.).

Lack of job security and not being on the permanent staff were interrelated concerns, as because of not being on the permanent staff, they did not feel secure in their occupation, and adult educators stated that they did not want to consider their future every year:

I was not able to become a teacher either. I don't regret it. However, nothing is certain. I may not be working next year. I don't want to act with the fear of tomorrow. I am not on the permanent staff; I do not have social security. I go on living not knowing what will happen tomorrow (Onur, Bağlama, Kadıköy, PEC 7, Appendix D. 97.).

Being on the permanent staff is important to me because my occupation lacks job security. I suffer from it. I mean, I have doubts like 'Will I have new students after completing this course? Will my income decrease?' Yes, I make translations and I tutor but will these be enough? Can I live on these? I love my job. I don't want to feel the anxiety (Furkan, English, PEC 8, Appendix D. 98.).



It was expressed by one practitioner that the risk of losing job was a possibility even for an adult educator who was working for thirty-five years as a paid master instructor:

There is a teacher who has been working here for 35 years; still a paid member and they can send him away anytime (Ceren, Bağlama, PEC 8, Appendix D. 99.).

A few adult educators also indicated that they could not feel the sense of belonging, one adult educator, for instance, focused on the fact that he did not even have an identity card:

We don't have an identity. Everybody calls me "teacher" but the state does not provide me with a status. For example, I don't have an academic personnel or teacher card. We are not provided by travel cards. I work for the state but I don't have a personnel card. I have given a weird card by the school administration. This is a conflict. Provide me with a card and trust me or not (Ahmet, Theatre, PEC 5, Appendix D. 100.).

Moreover, adult educators expressed the fact that they did not have some social rights that other educators (permanent staff and teachers) had; they had lower status than other educators in the Ministry of National Education and they wanted to be equal in that sense:

I believe that it is important to find a solution in terms of providing equal rights in order to benefit from social rights. I believe that master instructors and regular teachers should have the same rights on a certain extent. Because both parties give the same level of education, put the same amount of energy and time in their jobs. I don't think that it is fair when not providing equal rights for both sides (Aylin, Spanish, PEC 7, Appendix D. 101.).

Actually, within Ministry of Education, there is a second hand status. They treat you like a second-class citizen. You get an inferior treatment from the ministry (Berk, Computer, PEC 6, Appendix D. 102.).

One adult educator summarized all concerns they had and added that management sometimes misused the situation of paid master instructors, the situation that they worked under contract and there was a possibility that they did not have a contract for the next year and managers sometimes took advantage of that situation:

The most important thing is being a permanent staff. ‘Will I get to be permanent staff or not’, that’s the question. You start to think that I should find other ways to take care of myself if I do not become the permanent staff. For example, there is an open position where many applicants can apply. In that case, the administration might feel that they hold all the power and use it against you. That means they can provide you with more burden since it is the only alternative for the applicants to be provided with a job to earn their living. But if you are on the permanent staff, you might feel more comfortable. We are going to fulfill our job’s requirements anyhow. It is not a problem to sacrifice for my institution but at least, we would be aware of our responsibilities and duties towards our institution. If we feel that we belong to an institution, we would work comfortably. I would serve them with a better me! It would definitely discourage me if the administration used “I hold all the power” card. That makes me think twice. One shouldn’t quit such a job due to such reasons. The future of Turkey is not just children but the ones who guide them. They are usually the parents (Berk, Computer, PEC 6, Appendix D. 103.).

In conclusion, adult educators had many social security concerns. Retirement, insurance, lack of job security, working under contract and not being on the permanent staff, lack of sense of belonging and lack of some social rights were outstanding concerns for almost all the adult educators in the study.

#### Concerns Related to Work Conditions

Most adult educators had concerns related to work conditions, which were lack of material and classrooms, lack of support of administration, extra workload and lack of communication among adult educators working at different PECs. Most adult educators mentioned the lack of materials and classrooms at PECs, one adult educator said that he wanted to have an appropriate classroom; another adult educator emphasized the lack of materials:

I would like to have a comfortable room that I can work in. A place, 8-10 meters is small to make music. I would be happier if I had a music room (Onur, Bağlama, PEC 7, Appendix D. 104.).

Moreover, our classes lack in necessary equipment. For example, we don't have enough computers...This issue is not taken a great care (Umut, Computer, PEC 7, Appendix D. 105.).

One adult educator noted that sometimes they faced the lack of support of administration:

Attitude towards art is important. If the manager does not take art with great care, this could be reflected upon us...The manager has a direct effect on us. For example, he restored the room in which you can play the bağlama. The approach of the manager has a great importance. We are highly affected by the administration's perception about our work. Primarily, administration should appreciate the art. When we verbalize our needs, for example, we tell him that we need a room, he just doesn't care. Other courses could be his priority (Ceren, Bağlama, PEC 8, Appendix D. 106.).

A few adult educators mentioned extra workload. One adult educator expressed that they had some extra workload and as a result, he wanted to change his job if he had a chance to do so:

Would I leave this place if I found a better job opportunity? Of course, I would. The difficult life conditions force us to pursue better opportunities. Now, we work for 40 hours per week including the weekends. We have only one day off, which is Friday for me, for example, and on which I have to stop by the institution to deal with some administrative stuff. In short, I am busy for seven days and we can hardly spare any time to do social activities or to get rest as a master instructor (Berk, Computer, PEC 6, Appendix D. 107.).

Lack of communication among adult educators who work at PECs was underlined by a few adult educators and expressed this way by one adult educator:

You will go to another Public Education Center after going out from this one or your expertise is about Public Education Centers. There could be a lack of communication between Public Education Centers and their personnel. For example, it has been years since Public Education Center were founded but not until this year a festival "Hemfest" (Public Education Centers Festival) is held, including all Public Education Centers. We were all given a duty there, but everybody had their own booths and we had small talks with each other, with instructors teaching Computer skills. Here is the thing with Public Education Centers; everybody is so selfish considering "I" first. There are Public Education Centers or managers that never emphasize "we". Therefore, we have that kind of troubles. Naturally, when managers consider "I", instructors could not say "we". It is not a team work. We should be able

to say “we” as adult instructors at all Public Education Centers. I see it as a shortcoming (Ece, Computer, PEC 3, Appendix D. 108.).

In conclusion, adult educators had many concerns, and they wanted to be on the permanent staff; have job security; have sufficient income; receive remuneration; have enough materials and better working conditions and have the same social rights other educators (permanent staff and teachers) had.

### Status of Adult Educators in Society

Adult educators’ status in society was not high due to certain reasons. Most of them stated that they were not valued in society. Firstly, it was stated by adult educators that although teachers and educators were respected in society, there was prejudice against adult educators who worked at PECs so, when it was stated that they were working at PEC, people showed less respect:

When you say Public Education Center, people think of a place where no decent education is given, or the education is temporary. Therefore, most people are prejudiced. It is only when people start to come and see the good education and teachers, their prejudice start to fade away (Aylin, Spanish, PEC 7, Appendix D. 109.).

Adult education is not but teaching is still a profession that is highly respected. If you are a teacher, you are respected in all levels of the society. People cherish you and respect you, but if you tell that you work at the Public Education Center, people frown upon you (Furkan, English, PEC 8, Appendix D. 110.).

In terms of respect, eight adult educators expressed that they were respected by others:

They see us as a teacher... Of course, we are respected, I mean as someone who is a teacher (Berk, Computer, PEC 6, Appendix D. 111.).

On the other hand, six adult educators stated that they were not respected; one adult educator stated that the reason for this was their not being on the permanent staff:

They say “Is it so?” They even look down on us and I don’t really know why. They perceive us differently. They have a very lame way of reasoning. The reason is actually not being permanent staff. Most experienced teachers are not permanent staff. So people do not appreciate them as much as they should (Deniz, Hairdresser, PEC 3, Appendix D. 112.).

Another adult educator said that as practitioners themselves perceived their occupation as a temporary job, so adult education and the practitioners of adult education were not respected:

I get negative reactions especially from young people. They ask about the salary immediately. They recommend me either to take the KPSS (An examination that should be taken to become a civil servant) or do some other things. Elderly are more respectful to me because I am a teacher. It is certainly not considered a prestigious job since it is seen a temporary job. Actually, it is up to the attitude of the people who does the job in a way. If the teachers see it as a temporary job, people would consider it so (Umut, Computer, PEC 7, Appendix D. 113.).

Adult educators were also asked whether adult education was regarded as a profession or not. Three adult educators expressed that adult education profession was regarded as a profession; three adult educators considered that adult education started to be regarded as a profession. Twelve adult educators, on the other hand, noted that others did not regard adult education as a profession owing to various causes. According to adult educators, formal education was valued but non-formal education was ignored and considered as a leisure time activity; so, adult education and adult educators were not valued:

I don’t think adult education is regarded as a profession... It is because when you say education people think about formal education. When you say non-formal education, people take it as a leisure time activity or a hobby. This is what they have in mind when they come here so they do not have a notion of our profession. Besides, the administration does not appreciate the adult educators and we are not permanent staff or we do not have social security. These can be considered as the reasons (Ceren, Bağlama, PEC 8, Appendix D. 114.).

Another reason was that adult educators themselves did not represent their job well enough:

I do not think it is perceived that way, which is my personal opinion. I do not know why. Maybe it is because the staff cannot clearly express their job. Maybe the permanent instructors do not express it when they are asked about their job, it maybe because they do not say that they work at Public Education Center and teach adult learners there. While a teacher working at a high school can proudly talk about it, instructors working at Public Education Centers do not want to say it aloud. This can be a reason (Ece, Computer, PEC 3, Appendix D. 115.).

One adult educator stated that Turkey was a developing country and the adult education field was not regarded as an academic field:

I do not think it is seen that way (as a profession) because our country is a developing country. Adult education is a hot issue. It is not much discussed academically, yet it is a promising field. More people are becoming aware of the changes. Unfortunately, we do not have a scientific educational approach towards adult education (Furkan, English, PEC 8, Appendix D. 116.).

Another adult educator stated that adult educators perceived their job as a step for their career, not a profession:

It is not the way it is definitely perceived. Let me put it like this: it is seen only as a step, especially in our field. We all want to do better under better conditions. For example, the job interviews that I had with the private sectors are also just like this. I mean, because of the payments, it makes it impossible for me to continue to work at Public Education Centers. I cannot live on like this. If I were a permanent master instructor, I would definitely consider to stay in my job (Hasan, Computer, PEC 2, Appendix D. 117.).

The most mentioned reason for not being regarded as a profession was adult educators' conditions (not being on the permanent staff, not having job security and so on):

I do not think it is taken seriously. First of all, you work under a temporary contract. You sign a contract every year but it does not guarantee that you can continue to work at the same institution the next year. It is because of this uncertainty (Aykut, Painting, PEC 6, Appendix D. 118.).

To conclude, adult educators believed that educators were respected in Turkey but there was prejudice against educators working at PEC. Moreover, their job was not

regarded as a profession for various causes but especially because of their working conditions.

### Professional Organizations & Unions

Professional organizations are a part of a profession (Allen, 1961). Therefore, adult educators were asked if there were professional organizations and/or unions in adult education that supported the rights of adult educators. Data analysis showed that adult educators did not have much information about the existence of professional organizations and/or organizations. Four adult educators stated that there were organizations and unions, four adult educators said that they did not know anything about the presence of such professional organizations and/or unions. Ten adult educators expressed that there were not any professional organizations or unions in adult education. Adult educators who noted that there were organizations and unions meant organizations and unions for teachers. Only one adult educator said that she knew there was an organization for only adult educators, but did not have much information about it. Adult educators who expressed that there were not organizations and/or organizations mostly said that as far as they knew they did not exist, so they were not completely sure. There was an information gap in that sense; mostly adult educators were not so sure about the existence of the organizations. When it was asked if adult educators wanted to have such an organization or a union, fifteen adult educators stated that they demanded such an organization or a union, and three of them did not want to have them. The adult educators who did not desire an organization or a union stated that they did not trust in such organizations or unions as stated by one adult educator:

I would like to be a member of a union or something, but in Turkey, nobody supports anything. I am not sure how effective it would be. I cannot be

hopeful. I don't think that majority will raise their voice either. I do not think that that kind of a union can have a positive or negative effect (Onur, Bağlama, PEC 7, Appendix D. 119.).

One adult educator expressed that he wanted to have such an organization or a union if it could really achieve to defend their rights:

I would like to see them in the office if they could defend our rights and do something. It might protect my rights but the statutes are important, whether they provide enough trust is what it counts. I want them to be in the office to see if they can (Ozan, Graphic Design, PEC 5, Appendix D. 120.).

The adult educators who believed in the importance of organizations or unions came up with different reasons. The most emphasized reason was that such an organization could defend the rights of adult educators, and provide them with the same rights as permanent master instructors and teachers:

There isn't right now. Of course, I would love it, why wouldn't I? I don't want to deal with defending my own rights. A particular organ of the state or institution should defend my rights. I just want to deal with my job, which is teaching (Burcu, Hairdresser, PEC 1, Appendix D. 121.).

We don't have something quite like it. For example, I might want something like this: A master instructor should have some of the rights that a regular teacher has. A teacher's card for instance can be provided for them or same privileges should be given to them. In short, if you can have a teacher's card while working here, you should also be able to benefit from other privileges and rights (Aylin, Spanish, PEC 7, Appendix D. 122.).

One practitioner desired something different instead of a professional organization, and he wanted to have a union that only included practitioners of cultural courses:

As far as I know, there aren't. I don't want it if it is exclusively for the master teachers. I think if there were an institution that includes all cultural branches and a union that defends the rights of all, then I would want it (Ali, Folk Dance, PEC 8, Appendix D. 123.).

In the study, adult educators stated that they wanted to have professional organizations and unions so that such an organization or union could defend their rights. However, adult educators were not much informed about the presence of professional organizations and unions.



### In- service Training

To be able to understand the role of in-service training in adult educators' professional development and professionalization process, adult educators were asked whether they participated in in-service training or not. Eight adult educators stated that they received in-service training whereas ten adult educators said that they did not receive any. Most of the adult educators who participated in in-service training stated that the frequency of their participation was twice a year. The frequency was between once a year and three times a year. The most frequently participated in-service training was in the adult educators' teaching area. Adult educators underlined that in-service training had positive effects on their occupation. One adult educator expressed that she could answer the questions of learners more easily and felt better:

First of all, you can give clear answers when someone asks a question. You don't get the impression that the teacher is not proficient enough or think that 'who hired that teacher?' As an instructor, you can, at least, show that 'I have precise answers to your questions.' That makes you feel good (Ece, Computer, PEC 3, Appendix D. 124.).

Another adult educator noted that she learned new things through in-service training:

I learn new things. Every year new things come up. I am still learning about new things. Handicraft is also something that is subject to constant change (Yeliz, Handicrafts, PEC 1, Appendix D. 125.).

Adult educators stated that they did not receive in-service training because they did not have the time, they were not informed, they had been teaching while in-service training was held, and lastly, the most underlined reason was the lack of in-service training at PECs as stated by one adult educator:

In-service-training is not provided for us every year. I think that those kinds of seminars are lacking (Ahmet, Theatre, PEC 5, Appendix D. 126.).

Moreover, adult educators were asked which fields they would prefer if they planned to receive in-service training; the most preferred fields were communication, human behavior and psychology. Adult educators also expressed that they made attempts for self-development apart from or besides in-service training. One adult educator participated in psychology courses at İstanbul University. One adult educator applied for formation at Yildiz Teknik University. The majority of them said that they read books about self-development and psychology. One adult educator stated his personal attempts for self-development this way:

I did not get pedagogic formation but I have did research myself on that particular subject, I mean I searched online about it, I mean I tried to improve myself, find written documents and read them. For instance, I made a personal effort to understand what a teacher psychology and student psychology is as it is a part of my job (Berk, Computer, PEC 6, Appendix D. 127.).

To sum up, almost half of the adult educators received in-service training and expressed that they were very beneficial. More than half of the adult educators who did not receive in-service training had different reasons for not receiving in-service training such as not having time, not being informed, the conflict between teaching hours and in-service training hours and the lack of in-service training.

### PECs' Being Known by Society

During interviews, most of the adult educators stated that PECs were not known by society because of the fact that PECs were not publicized and introduced well:

Municipalities have also started working. I do not think they know much about the functions of Public Education Centers. They do not know what is going on there. It is because they do not know much about Public Education Centers or adult education (Onur, Bağlama, PEC 7, Appendix D. 128.).

Therefore, people could not differentiate PECs from İSMEK (İstanbul Metropolitan Municipality Art and Vocational Courses) and sometimes from People's Houses:

Most people confuse PEC with İSMEK. Public Education Centers are not very widely known, actually. The advertising is bad, many people ask if it is a private institution or not. I tell them that it is free. People are not aware of

that. Advertising can be made and spreading the news can be a tool to attract many people to come here (Aykut, Painting, PEC 6, Appendix D. 129.).

Let me put it this way. People confuse Public Education Centers with People's Houses. They get them mixed up. They think that one of them is the other one. People should be informed about this. When they come over here and we inform about what kinds of services we provide, they seem to understand the difference. I inform them which courses and what kind of education is given at Public Education Centers. When you list the courses from literacy to any kind of course, their reactions are like 'We did not know about these courses, is it free, we were not even aware of such an institution.' (Ece, Computer, PEC 3, Appendix D. 130.).

On the other hand, a few adult educators expressed that PECs had just started to be publicized, and therefore known by people:

However, Public Education Centers started to be publicized (Burcu, Hairdresser, PEC 1, Appendix D. 131.).

We mostly lack in publicizing but we have just started it this year (Funda, Sewing course, PEC 4, Appendix D. 132.).

To summarize, adult educators said that PECs were not known by many people society; therefore, people sometimes could not distinguish PECs from other institutions that provided adult education and when they stated that they worked at PEC mostly people did not have an idea about the institution and what they were doing at PEC.

## CHAPTER V

### DISCUSSION AND CONCLUSION

In this section, the summary of the findings is presented. This chapter also includes conclusion and suggestions, limitations of the study and recommendations for further research. In summary and discussion part, first the demographic characteristics, educational backgrounds of adult educators are given. Secondly, the views of adult educators on the ways, difficulties, good sides and importance of becoming an adult educator are summarized and discussed. Finally, the summary of adult educators' views on the knowledge, education, skills and experience needed for being an adult educator and their views on the roles, responsibilities, concerns and status of adult educators are presented.

#### Summary and Discussion

This study aimed to collect the views of adult educators who work at PECs on their occupation and professionalization of adult education. It explored the ways, difficulties, good sides, and the importance of becoming an adult educator and education and/or certification that adult educators got to become an adult educator, the scope of being an adult educator and the scope of professionalization of the adult education field. For this study, a qualitative research was carried out and semi-structured interviews were conducted with eighteen adult educators who work at eight different Public Education Centers in İstanbul, Turkey. Four of these Public Education Centers were selected among Public Education Centers located in relatively lower socio-economic areas of İstanbul and four of them were selected among Public Education Centers located in relatively higher socio-economic areas of İstanbul. The data was analyzed through the content analysis method.

In the study, there were nine female and nine male adult educators whose ages were between twenty-three and fifty-two. As for the work experience of adult educators, the most experienced participant had approximately twenty-eight years of total work experience and the least experienced had about two years of total work experience. The most experienced participant in adult education had twenty-five years of experience and the least experienced participant had eight months of experience in adult education.

In terms of educational background, five of adult educators were high school graduates; the remaining thirteen adult educators had an undergraduate degree. One adult educator was currently enrolled in an undergraduate program and one in a master's program. Two adult educators were currently enrolled in a second undergraduate program. Adult educators' educational background varied and they had experiences in different fields before starting to work as an adult educator and the findings of the current study was consistent with the findings of Research voor Beleid (2008).

Data analysis revealed that adult educators mostly studied in various undergraduate programs, worked in other sectors before becoming an adult educator and there was not a direct career route for adult education, which was also proposed by Cranton & King (2003), Ianinska & Garcia-Zamor, (2006), Lawler & King, (2003), Marceau, (2003), Mazurkiewicz (2009), Perin (1999) and Research voor Beleid (2008). Moreover, the findings were in line with what Osborne and Sankey (2009) expressed, they stated that very few individuals enter into the profession of teaching in adult education through a planned route from an early age. Most adult educators in the study reported that they started to work as an adult educator through the recommendation of their friends.

Dealing with adult learners who belonged to various educational backgrounds and socio-economic levels was the major difficulty indicated by adult educators. However, most adult educators were pleased with their jobs as it was identified that they loved helping people, sharing and learning. In addition, for most of the adult educators, their job had an important part in their lives. Even though most of them did not select their occupation intentionally, they were quite pleased with their occupation because of the opportunities of helping individuals in their jobs. In other words, they were pleased with a sense of working for a good cause, which also emerged in the findings of Research voor Beleid (2008) as a selection criteria for people to work as an adult educator. As for their education in adult education, prior to becoming an adult educator, more than half of the adult educators did not get an education or a certificate related to adult education and so, they were not competent in andragogy when they started to work in the adult education field.

In terms of job definitions, adult educators identified themselves as paid master instructor, teacher, and mostly educator. In addition to their basic roles, adult educators noted that they had some secondary roles such as psychologist, role model, guide, representative of PECs, and teaching good behaviors and manners. These roles were similar with three of the roles of adult educators proposed by Nikolić Maksić & Milošević (2009), which were: teaching role, motivating role and regulator of social relationships. Besides, adult educators reported that they had responsibilities of contributing to society and learners. Almost all of them emphasized that they had different roles and responsibilities from educators in formal education.

Findings show that adult educators underlined the importance of university education; most of them believed that university education was required to be an

adult educator. Furthermore, knowledge in content area, participation in seminars, knowledge in adult psychology, knowing adults and having good communication skills seemed to be required for adult education practitioners. Moreover, being experienced in how to teach, how to behave and doing internship before being an adult educator was also required. Although there were few adult educators claimed that being experienced was more important than being a university graduate, most adult educators stated that having an undergraduate degree was much more important than being experienced in adult education. In addition to these requirements, it was identified that some good personality traits such as being patient, loving human beings and loving the job were listed as required personality traits for being an adult educator by adult educators in this study. Positive personality traits, communication skills and knowledge in adult education were also identified in Bumin's (2009) study. In terms of certificate, almost all adult educators expressed that adult educators should be provided with knowledge in adult education by either providing them with a certificate or through different ways such as seminars, workshops, internship programs or through in-service training. Furthermore, adult educators noted that certification was also required as a way that indicates the competency of adult educators before starting to work as an adult educator. In addition to certification, they offered exams and interviews as a way of employing qualified adult educators and eliminating unqualified ones.

Adult educators who participated in this study were paid master instructors, which meant that they were working under contracts. This group of adult educators, who was the largest group among adult educators who work at PECs, had many concerns related to their occupation. They had financial concerns, social security concerns and working conditions based concerns.

Firstly, all the adult educators in the study believed that their income was quite unsatisfactory and they did not receive remuneration, which meant they did not earn the money they deserved. They were not earning money during holidays as they were working as paid master instructors, which meant they earned money based on the hours they were teaching at PEC. Shortly, the more hours they taught, the more money they earned and when they were not teaching, they were not earning money. This situation was different for the adult educators on the permanent staff and most of the teachers as they were paid for twelve months in a year regardless of holidays. Therefore, adult educators also complaint that they their income was lower than other educators' although they were performing the same job.

As a second consideration, almost all adult educators had social-security concerns in this study. As they did not earn during holidays, their insurance was not paid for the days they were not working. Therefore, their retirement was almost impossible with such little insurance fee. They emphasized the fact that this situation had been worse two or three years ago but improved somehow, yet they still had concerns related to insurance and retirement. Moreover, as they worked under contract, they were not on the permanent staff, so there was always a possibility of losing their jobs and they were very unhappy because of not having job security. In terms of social rights, most adult educators underlined the fact that they did not have some social rights that permanent master instructors and teachers had such as travel cards, or identity cards. As they did not have social security and some social rights, a few adult educators expressed that they lacked the sense of belonging; they did not know which institution they belonged to.



Thirdly, more than half of the adult educators had concerns related to their working conditions. Lack of classrooms for their courses and materials was the major concern for most of the adult educators. Besides, they indicated that there was lack of communication among adult educators, and lack of support of management was also mentioned by one adult educator. A few adult educators stated that apart from their primary responsibilities, they had extra workload that was assigned by the management and this workload was due to their not being on the permanent staff in their occupation. The findings related to concerns of adult educators verified the previous studies in which it was stated that conditions of adult educators are not satisfactory, adult educators work mostly part-time and salaries are not good enough (Crandall, 1993; Perin, 1999; Research voor Beleid, 2008).

As for professionalization of adult education, the status of adult educators, professional organizations and unions, in-service training and PECs' being known by society were examined. Almost half of the adult educators reflected that they were not respected. However, most of the adult educators reflected that their job was not regarded as a profession due to various reasons but most importantly because of their working conditions, which was also proposed by Youngman (2005) as adult educators often have low status because of low salaries, job insecurity and lack of professionalization. The findings corroborate the findings of Bumin (2009) and ideas of Wilson (2001) who stated that adult education is not regarded as a professional identity, which is different from other professions.

Most adult educators stated that professional organizations and unions in adult education did not exist as far as they knew and they wanted to have organizations and unions so that these organizations and unions could secure their rights. In terms of development of adult educators on the job, more than half of the

adult educators did not participate in-service training for different causes and adult educators stated that they tried to develop on their jobs through their own attempts. As for society's recognition of PECs, most of the adult educators indicated that PECs were not known by society, therefore, people could not differentiate PECs from other institutions and as a result, what they were doing was not known clearly in society. These findings support the ideas of Wilson (2001) who suggested that adult education has not been considered as a professional identity by society and for that reason, which is adult education is generally unrecognizable in society, adult educators generally get different reactions when they introduce themselves to others as who they are and what they do are not understood clearly.

### Conclusion and Suggestions

In this study, the aim was to collect the views of adult educators about their occupation and professionalization of adult education. Professionalization was defined in this study as the social process in which an occupation takes on the elements believed to characterize a profession by Aslett (1981). When the elements that characterized a profession were considered, which were listed by the researcher based on the literature review and the definition of profession made by Allen (1961), it could be concluded that adult education was not a professionalized field in Turkey and adult educators have many problems related to their occupation. The elements that characterize a profession were: being a specialized, a high status career; being a full time occupation; being respected and accepted by society; having professional associations and unions; having professionals who receive remuneration, having formally trained professionals and having professional development programs.

When the adult educators' views taken into consideration, adult education was not regarded as a profession, and it was not a high status career. Moreover, as adult educators did not get an education in adult education, they could not be regarded as specialized in adult education. Adult educators in the study were not on the permanent staff, so they did not have a full time occupation. Although most adult educators seemed happy in their jobs, they have many concerns related to their occupation. Almost all the educators in the study lacked job security and not only PECs but also adult educators themselves were not known much by society although half of them thought that they were respected as educators. There was an apparent lack of professional organizations and unions. Besides, adult educators did not think that they received remuneration. Most did not get an education formally to be adult educators and most of them did not receive in-service training. Therefore, it could be stated that when the elements of the profession are compared to the findings of the study, adult education is not professionalized in Turkey.

Important changes related to education, working conditions, and status of adult educators is needed. Such changes may have an influence on adult educators and contribute to adult education and its professionalization. First, adult educators seemed to start without having a structurally organized education. Therefore, they should get an education or a certificate that could provide them with knowledge in adult education, adult learning and psychology as most adult educators start work with little or no knowledge in these. Besides, while they are working, based on their needs adult educators should be provided with in-service training programs so that they can learn new things and update their knowledge. Universities should take part in the education of adult educators, especially adult education programs. University

lecturers should give seminars on adult learning, adult psychology, human behavior and communication at PECs.

Secondly, there are a number of important changes that need to be made in terms of the financial situations, social security and working conditions of adult educators. The working conditions of adult educators should be improved; their payment should be increased and adult educators who as paid master instructors should be provided with job security in a way. In addition, professional organizations and unions in adult education should be established so that these organizations and unions can defend the rights of adult educators, can hold an important place for professionalization of adult education and help adult education be regarded as a profession and gain a higher status. These things are needed in adult education because according to interviews carried out, adult educators have a tendency to leave their jobs when they find a job that provides them with more money or job security; therefore, the experienced adult educators are not benefited fully in adult education.

Thirdly, PECs and adult educators who work at PECs should be publicized well and a common identity for adult educators should be provided. The standards of being an adult educator, roles and job descriptions of adult educators should be determined. Professional organizations and unions in adult education should be founded so that they could defend the rights of adult educators. Paid master instructors should be provided with the same social rights as permanent master instructors and teachers as much as possible such as having job security, being paid for twelve months in a year, having identity and travel cards and so on. Moreover, it could also be stated that meetings in which adult educators could reflect on their problems and talk about their issues should be held at PECs because the researcher

was struck by adult educators who thanked for giving them the opportunity to discuss these issues.

Finally, as not much is known about adult educators in Turkey, to develop a database for adult educators is necessary. Although, these changes are strongly needed, they all need systematic planning in the long term and enough fund.

### Limitations of the Study

At first, the data of this study is collected through semi-structured interviews. During the interviews, the researcher tried to create an atmosphere in which participants could answer the questions by being aware of the fact that the information would be kept confidential. However, participants may have answered the questions with the fear of saying something wrong or inappropriate or they may have wanted to present themselves in a socially acceptable and desirable way, which could give rise to some bias.

Secondly, another source of weakness in this study is that adult educators who taught vocational-technical and socio-cultural courses were included in the study, and educators of literacy courses were not included. So, their views were not collected, and this study is limited to adult educators who teach vocational-technical and socio-cultural courses at PECs.

Thirdly, all the interviews were planned to be tape recorded. However, six participants did not allow the researcher to tape record the interviews. As a consequence, the responses of six participants were written down and this may have caused the loss of some data.

Finally, the participants of this study were adult educators who worked at PECs as paid master instructors. However, there are also adult educators who work at PECs as permanent master instructors and teachers. Therefore, there may be difference between the views of adult educators who work as paid master instructors and adult educators who work as permanent master instructors and teachers. This study is limited to the adult educators who work at PECs as paid master instructors.

### Recommendations for Further Research

This study explored adult educators' views on their occupation and professionalization of adult education. There are very few studies on adult educators and professionalization of the adult education field in Turkey. Therefore, more research is needed in order to better understand the how adult educators make sense of their practice and professionalization of the adult education field and to find out their expectations and professional development needs. Future studies on the current topic are therefore recommended.

Furthermore, in this study, paid master instructors who work at PECs were included. However, there are also adult educators at PECs who work with different status such as permanent master instructors and teachers. Therefore, similar qualitative studies and a more systematic quantitative study that can include a large percent of adult educators should be carried out. A further study could investigate the aspects of a great number of adult educators such as who they are, how they started to work as an adult educator, what their specific roles and tasks are, what their employment status is, and how attractive they think their occupation is.

Moreover, this study collected the views of the practitioners of adult education. Similar studies can be carried out with different participants such as

managers of PECs, university lecturers in adult education programs, authorities in non-formal education and so on. It would also be beneficial to examine the professional development of adult educators and their learning experiences on the job.

## APPENDICES



## APPENDIX A

### THE INTERVIEW FORM IN TURKISH

## Yetişkin Eğitimcilerin Meslekleri ve Yetişkin Eğitiminin Profesyonelleşmesi ile ilgili Görüşleri

Bu çalışma, yetişkin eğitimcilerin mesleklerini ve yetişkin eğitiminin profesyonelleşme sürecini nasıl değerlendirdikleri ile ilgili görüşlerini edinmeyi amaçlamaktadır.

Vereceğiniz bilgilerde kişi adı sorgulanmayacaktır ve elde edilen bilgiler Boğaziçi Üniversitesi, Yetişkin Eğitimi Bölümü'nde yürütülmekte olan yüksek lisans tezinin verilerini oluşturmak için kullanılacaktır. Bu bilgiler, sadece akademik amaçlarla kullanılacak olup, katılımcı gizliliği esastır.

Değerli zamanınızı bana ayırdığınız ve katıldığınız için teşekkürlerimi sunarım.

Nevin Kahrıman  
Boğaziçi Üniversitesi Eğitim Bilimleri  
Yetişkin Eğitimi Yüksek Lisans Programı

### Kişisel Bilgiler

1. Cinsiyetiniz: ☐Kadın ☐Erkek
2. Yaşınız:
3. Eğitim durumunuz ve mezun olduğunuz bölüm(ler):
  - ☐ İlköğretim:
  - ☐ Lise:
  - ☐ Lisans:
  - ☐ Yüksek Lisans:
  - ☐ Doktora:
  - ☐ Diğer:
4. Halk Eğitim Merkezi'nde Ders Verdiğiniz Alan:
5. Burada çalışırken aynı anda başka bir yerde çalışıyor musunuz?  
☐ Evet ☐ Hayır
6. Çalışıyorsanız;
  - a. Ne iş yapıyorsunuz?
  - b. Nerede çalışıyorsunuz?
  - c. Haftada kaç saat çalışıyorsunuz?

## Görüşme Soruları

- 1.Çalışma hayatınızdan bahseder misiniz? Eğitiminizi tamamladıktan sonra nerelerde çalıştınız ve su anda çalıştığınız Halk Eğitim Merkezi'nde çalışmaya nasıl başladınız?
- 2.Mesleğinizi tanımlar mısınız? Yaptığınız işi veya mesleğinizi nasıl anlatırsınız, mesleğiniz neleri kapsar?
- 3.Mesleğiniz sizin için ne anlam taşıyor?
- 4.Mesleğinizden memnun musunuz? Neden?
- 5.Halk Eğitim Merkezi'ndeki çalışma koşullarınızdan(haftalık ders saatiniz, ücretiniz, çalışma ortamınız, idari yükünüz gibi) bahseder misiniz?
- 6.Halk Eğitim Merkezi'ndeki çalışma koşullarınızda değişiklik olmasını arzu eder miydiniz? Evetse, ne gibi değişiklikler?
- 7.Mesleğiniz toplumda (başkaları tarafından) nasıl algılanıyor, “Halk Eğitim Merkezi'nde çalışıyorum” dediğinizde nasıl tepkiler alıyorsunuz?
- 8.Türkiye’de yetişkin eğitimi bir meslek olarak algılanıyor mu? Neden?
- 9.Sizce yetişkin eğitimci olmak için üniversitede okumak gerekli mi yoksa çalışırken edinilen tecrübe daha mı önemli? Neden?
10. Mesleğinizle ilgili haklarınızı savunan ve sizi temsil eden bir organizasyon veya sendika var mı? Varsa hangileri ve mesleğiniz açısından sizi nasıl destekliyor? Yoksa olmasını ister miydiniz? Neden?
11. Türkiye’deki yetişkin eğitimcilerin en önemli sorununun veya sorunlarının ne olduğunu düşünüyorsunuz?
12. Yetişkin eğitimci olmak için gereken bilgi, beceri ve tecrübeler nelerdir?
13. Mesleğinizin gerektirdiği bilgi ve becerileri öğrenmek için mesleğe başlamadan önce herhangi bir eğitim veya sertifika aldınız mı? Almadıysa, bir sonraki soruya geçilecektir. Aldıysanız;
  - a. Bu eğitimler ve sertifikalar nelerdir?
  - b. Bu eğitimlerin ve sertifikaların mesleğinizi icra etmenize katkısı olduğunu düşünüyor musunuz? Neden? Nasıl katkıda bulunuyor?
  - c. Bu eğitimler ve sertifikalar arasında size fayda sağlamaları açısından bir sıralama yapabilir misiniz?
  - d. Bunların, mesleğinizi icra etmeniz için yeterli olduğunu düşünüyor musunuz? Neden?
14. Almadıysanız, eğitim ve sertifika almamanız yetişkinlere eğitim verirken size zorluk yarattı mı? Ne gibi zorluklar?

15. Yetişkin eğitimciler için bir yeterlilik belgesi ve veya sertifika olmalı mıdır? Neden?
16. Hizmet-içi eğitimlere katılmakta mısınız? Katılmıyorsa bir sonraki soruya geçilecektir. Katılıyorsanız;
- a. Ne kadar sıklıkla katılmaktasınız?
  - b. En çok hangi alanda hizmet-içi eğitim aldınız?
  - c. Hizmet-içi eğitimlerin mesleğinize ne gibi etkileri oluyor?
17. Katılmıyorsanız;
- a. Neden katılmıyorsunuz?
  - b. Katılsanız en fazla hangi alanda hizmet-içi eğitim almak istersiniz?
18. Mesleğinizle ilgili kendinizi geliştirmek istediğiniz alanlar var mı? Varsa, geliştirmek istediğiniz alanlar için neler yapmayı düşünüyorsunuz?
19. Mesleğinizin (yetişkin eğitimci olmanın) rol ve sorumluluklarından bahseder misiniz kişisel ve toplumsal açıdan? Hangi roller ve sorumluluklar yetişkin eğitimci olarak sizi diğer eğitimcilerden ayırır?
20. Burada sorulmayan ve sizin eklemek istedikleriniz var mı?

## APPENDIX B

### THE INTERVIEW FORM IN ENGLISH

## Adult Educators' Views on their Occupation and Professionalization of Adult Education

This study aims to collect the views of adult educators on their occupation and the process of professionalization of adult education.

The names of the participants will not be questioned during data collection and the information that you will provide is being collected as data for a master's thesis to be submitted to Boğaziçi University, Graduate Program in Adult Education. This information will only be used for academic purposes and will be kept confidential.

Thank you for devoting your time to the study and contribution.

Nevin Kahriman

Boğaziçi University Educational Sciences

Graduate Program in Adult Education

### Personal Information

1. Sex: ☐Female ☐ Male
2. Age:
3. Your education status and the department(s) that you have graduated from:  
  
☐Primary School:  
☐High School:  
☐Undergraduate:  
☐Graduate:  
☐Doctorate:  
☐Others:
4. The course you are teaching at Public Education Centre:
5. Apart from working here, do you also work for any other place?  
☐Yes ☐No
6. If you are working in another place:
  - a. What do you do?
  - b. Where do you work?
  - c. How many hours a week do you work?

## Interview Questions

1. Could you mention your work life? Where have you worked after you completed your education and how did you start working at Public Education Center that you are working now?
2. Could you define your profession? Could you define your occupation? How could you describe your occupation and what does your occupation involve?
3. What does your job mean to you?
4. Are you pleased with your job? Why? Why not?
5. Could you mention working conditions of the Public Education Centre that you are working for? (such as working hours, payment, the atmosphere, administrative responsibilities and so on)
6. Would you prefer to change your working conditions at Public education centre? If yes, what kind of changes would you like?
7. How is your profession regarded (by others) within society? How do people react when you say “I work at Public Education Center”?
8. Is adult education regarded as a profession in Turkey? Why? Why not?
9. Do you think it is necessary to graduate from a university to become an adult educator or it is more important to have experience while working? Why?
10. Is there an organization or a union that defends your rights and represents you? If yes, what are these and how do they support you in your profession? If no, would you like to have one? Why? Why not?
11. What do you think the most important problem(s) that adult educators face in Turkey?
12. What are the knowledge, skills and experiences required to be an adult educator?
13. Did you get an education or a certificate before starting to work in order to have the knowledge and skills required in your profession? If yes,
  - a. What are these?
  - b. Do you think that they contributed to performing your job? Why? How?
  - c. Could you rank them in terms of their benefits?
  - d. Do you think they are sufficient to perform your job? Why? Why not?
14. If no, did you have difficulty in teaching adults because of the fact that you did not get an education or a certificate? If yes, what kind of difficulties you had?

15. Do you think there should be a credential or a certificate for adult educators?  
Why? Why not?
16. Do you participate in in-service training? If yes,
  - a. How often do you participate?
  - b. In which subject have you received in-service training most?
  - c. What kind of effects do in-service trainings have on your profession?
17. If no,
  - a. Why do not you participate?
  - b. If you participate, which subjects will you prefer most?
18. Are there areas in your job that you would like to improve? If yes, what do you plan to do to improve in these areas?
19. Could you mention the personal and social roles and responsibilities of your job (being an adult educator)? Which roles and responsibilities distinguish you as an adult educator from other educators?
20. Is there something that is not questioned here and you would like to talk about?



## APPENDIX C

### THEMES FOR ADULT EDUCATORS' VIEWS ON THEIR OCCUPATION AND PROFESSIONALIZATION OF ADULT EDUCATION

Themes	Dimensions	Codes
Becoming an adult educator	The pathway leading to become an adult educator	1. Having experience in other fields 2. Not having experience in other fields 3. Recommendation of people 4. Coincidental 5. Intentional 6. Not ever planned
	Difficulties	7. Dealing with adult learners belong to various backgrounds and ages 8. Difficulties while teaching 9. Communication problems with learners who have personal problems
	Good sides	10. Helping 11. Learning 12. Sharing
	Importance of becoming an adult educator	13. Making adult educators happy/pleased 14. Very important 15. Not very important
	Education and/or certificate related to adult education	16. Having an education and/or a certificate 17. Not having an education and/or a certificate 18. Education's or certification's being beneficial to perform the job 19. Education's or certification's being enough to perform the job 20. Not having difficulty due to the lack of education or a certificate 21. Having difficulty due to the lack of education or a certificate
The scope of being an adult educator	Roles	22. Paid Master Instructor 23. Educator 24. Teacher 25. Psychologist 26. Teaching good behaviors and manners 27. Role- model 28. Representative of Public Education Center 29. Guide
	Responsibilities	30. Having the same responsibilities as other educators (educators who work in formal education) 31. Having the different responsibilities from other educators (educators who work in formal education)) 32. Contribution to society 33. Contribution to learners

	Required Knowledge and Skills	34. Having an undergraduate degree 35. Knowledge in content area 36. Participating in seminars 37. Knowing adult learners 38. Knowledge in adult psychology 39. Updating present knowledge 40. Communication skills
	Required Experience	41. Knowing how to teach 42. Knowing how to behave 43. Doing internship
	Required Traits	44. Loving the job 45. Being patient 46. Loving human beings
	Certification	47. Necessary 48. Unnecessary
The scope of professionalization of adult education	Concerns of adult educators	49. Financial Concerns 50. Social security concerns 51. Concerns related to work conditions
	Status of adult educators in society	52. Prejudice 53. Respected 54. Not respected 55. Regarded as a profession 56. Not regarded as a profession 57. Started to be regarded as a profession
	Professional organizations & unions	58. Existing 59. Not existing 60. Not known 61. Demanded 62. Not demanded
	In-service training	63. Participation in in-service training 64. No participation in in-service training 65. Attempts for self-development
	PECs' being known by society	66. Not known 67. Started to be known

## APPENDIX D

### QUOTES IN TURKISH

1. Türk Sinemasında 13 yıl çalıştım. Sonra bir reklâm ajansı kurdum. Ondan da vazgeçtim. Öğretmenliğe başladım sonrasında. Ahmet, Tiyatro, HEM 5.
2. Ya birçok alanda çalıştım ben, rehberlik alanında çalıştım işte, otelcilik falan yaptım. Çok küçük yaşlarda başladım aslında çalışmaya, çok da güzel bir şey çalışmak hani her zaman nerde çalışırsan, mağazada da çalıştım, onun bile artısı var yani. Otelcilik, otelde çalıştım, Swiss Otel’de çalıştım halkla ilişkiler bölümünde yabancı yöneticilerle beraber, istiklal de çalıştım rehberlik yaptım, tekstil alanında onun dışında küçükken kasiyerlik falan yaptım. Fatma, İngilizce, HEM 3.
3. İngilizce öğretmenliğine başlayana kadar birçok sektörde deneyim sahibi oldum. Bunu kimseye tavsiye etmiyorum. Daha istikrarlı gitmeli insan profesyonel yaşamında. Turizm, otelcilik, dergi, tekstil, reklâm birçok sektörde çalıştım ama öğretmenlik çok güzel bir meslek. Furkan, İngilizce, HEM 8.
4. Çıraktan yetiştim. Ortaokul dönemlerinde bir kuaför salonuna girdim. O maddiyattan kaynaklanan bir kuaför salonuna girmek isteği idi. Sonra baktım, evet ben bu işi çok seviyorum... Sonra eşimle beraber bir salon açtık. Çok iyi bir semtte salon açtık ama ben işletmenlik yapamadım. O çok farklı bir kulvar. Öğreticilik çok farklı bir kulvar. Bunu keşfettik bu arada. Bu arada bebeğimiz de oldu. Salon işletmenliği de baya ağır bir külfet. Biz de o salonu kapattık. Deniz, Kuaförlük, HEM 3.
5. Liseden mezun olduğumda, stajyerler olarak endüstri meslek lisesini okuduğum için, stajyer olarak ... firmasında çalışmışım, orda bir buçuk iki sene civarında çalıştım O arada halk oyunlarına burda kursiyer olarak devam ediyordum. Ve epey bir zaman geçtikten sonra baktım ki ben bu işte daha mutluyum, yani ben elektrikle ilgileniyorum ama o işi sevmiyorum. Yani sadece o an o işi yapıyorum yani, hani liseden çıkmışım o isteyim mutlu olduğum işi yapmak için dedim ki ya yani çok fazla şey aramaya bakmadım orda aslında biraz daha mutlu olduğum işi yapım dedim. Ve halk oyunlarına biraz daha fazla önem göstermeye başladım. Ali, Halk Oyunları, HEM 8.
6. Yani aslında şunu belirtmek isterim mesela bundan önce asla ben öğretmenlik yapmayı düşünmezdim, çok farklı alanlar düşünüyorum ama buraya girdikten sonra çok özel bir şey olduğunu fark ettim. Fatma, İngilizce, HEM 3.
7. Şimdi benim aslında hiç planlamadığım bir şeydi, yani böyle resim öğretmenliği falan filan. Onu yapabileceğimi de pek düşünmüyordum aslında yapım itibariyle. Aykut, Resim, HEM 6.
8. Kendi isteğimle başladım. Okulda iş bakıyordum. Sordum, soruşturdum, imtihanlarına girdim ve burada çalışıyorum. Yeliz, El Sanatları, HEM 1.
9. Burada yakınımı okuma yazma burada eğitim veriyoruz biz, okuma yazma 2. kademe, daha önce okuyamamış öğrencilere, yetişkinlere eğitim veriliyor.

Onlardan birisi yani bir yakınımı kayıt için gelmiştim. Bir İngilizce sınıfının önünde oturdum ve sesi duydum böyle dikkatimi çekti ben de eğitim verebilirim diye müdür beyle görüştüm ve referanslarımla geldim, toplantı yaptık ve öylece başladım. Fatma, İngilizce, HEM 3.

10. Farklı farklı gruptan öğrenciler geldiği için onları hani farklı farklı eğitim vermek, farklı rollerde eğitmek, birazcık zorlanıyorsun. Çünkü çok farklı kesimden geliyorlar. Ezgi, Mefruşat, HEM 4.
11. 70 yaşındaki ile 15 yaşındaki aynı sınıfta. Yani bir denge sağlamak zorundasın. Özellikle halk eğitim tarzı yerlerde çalışıyorsan. Hani üniversitede standart, hepsinin yaşları yakın...Zor. İnsanlarla uğraşmak zor. Aylin, İspanyolca, HEM 7.
12. Kültür seviyesi eşit olmadığı için hitabet veya bir kelime bilemeyen insana eğitim vermek zor. İlkokul mezunu da var. Lisans mezunu da var. Bir terim var. Biri hemen anlıyor. Biri de hemen anlamıyor. Ahmet, Tiyatro, HEM 5.
13. Mesela yaş genç olduğu zaman, bilgisayar kullanma bilgisi olduğu zaman, eğitim hızlı bir şekilde, olgun bir şekilde ilerliyor ama sınıf ortalaması yaşı yüksek olduğu zaman, bilgisayarı hiç bilmedikleri zaman (zorlanıyorsun).Berk, Bilgisayar, HEM 6.
14. Çok tedirgin, ilk geldiği gün depresyonda olanlar oluyor, maddi manevi sıkıntıları olan arkadaşlarımız oluyor. Bizim kendi annelerimiz yaşında olanlar oluyor aralarında mesela veya hiç konuşmayanlar oluyor. Funda, Giyim, HEM 4.
15. Yetişkinlerle çalışırken en büyük problemleri bence daha demin de söylediğimiz gibi, yani bilmiyorum ama bence bir iletişim problemi mutlaka oluyor. Yani nedendir bilinmez. Belki dediğimiz gibi belki psikolojik bir eğitim almadığımız için çok fazla. Ali, Halk Oyunları, HEM 8.
16. Birilerini yetiştirmek güzel çünkü eğitimci olmak, onları yetiştirmek, yararlı olmak, insanlara yararlı olmak çok güzel. Burcu, Kuaförlük, HEM 1.
17. Valla iyi yanları tabii ki onlara bir şeyler öğretip sene sonunda onu farklı bir kişi olarak kurstan mezun etmek ve sergi yaptığın zaman da onların ürünlerini görmek çok güzel ve onların işte az önce de dediğim gibi dışarıya işlerini parayla yapıp para kazandıklarını görmek, beni en çok bu mutlu ediyor. İşte geliyor diyor hocam ben bugün bir havlu yaptım sattım, 25 lira aldım diyor. Onun gözlerindeki o ışıltıyı görmek tabii ki çok güzel. Ezgi, Mefruşat, HEM 4.
18. Çok farklı insanlarla tanışıyorsunuz, çok şey kazandığımı da düşünüyorum. Sonuçta öğrenirken bir şeylerde öğreniyorsunuz bu çevrede oturuyorum, bu çevreye ben de yabancıydım. Böylelikle bu çevrenin insanlarına da tanışmaya başladım. Birçoğunu tanıyorum artık. İletişim anlamında, sosyal çevre anlamında da iyi oldu. Funda, Giyim, HEM 4.

19. Mesleği aslında tercih etme amacımdan bahsedeyim. Ben bu bilgisayar sektörüne, daha doğrusu usta öğretici sektörünü şu şekilde istedim. Ben bilgisayar öğrenirken bugüne kadar kimse bana öğretmedi bilgisayarı. Genelde piyasadaki bilgisayarıcı da o vardır. Ben öğrendim, sen de kendin öğren. Hani ben bir şekilde tırmalayarak bir yerlere geldim ve bu benim hiç sevmediğim bir şeydi bu. Ya ben birine ya sen bunu nasıl yaptın dediğimde öğretir misin dediğimde, ben kendim öğrendim, sen de kendin öğren cevabını aldıktan sonra, hani bir laf vardır: hani bilgi paylaştıkça bilgi olur diye. O mantıkla hareket ettik bu sektörde ve eğitim sektöründe ilerledim. İş olarak kendimizi tatmin edebileceğimiz en iyi ortam bu, bu alan. Hasan, Bilgisayar, HEM 2.
20. Benim için şey olmuş, bir yaşam tarzı. Eğitimciyim ve sanatçıyım. Onur, Bağlama, HEM 7.
21. Ali olarak bence mesleğim benim karakterim gibi yani çünkü benim kararım. Ve ben mutlu olduğum için yapıyorum, yani bir zorunluluğum yok. Yani ne para için, ne de başka bir şey için, diyorum ki ben burda mutluyum, bu ortamda mutluyum ve onun için bu işi yapıyorum. Benim için ha Ali'nin karakteristik özelliği gibi bir şey. Onun için çok önemli benim için. Ali, Halk Oyunları, HEM 8.
22. Bazen çok ön planda oluyor. Eşimden şikâyet alıyorum hatta. Kendi çocuğunla bu kadar çok ilgilenmiyorsun diyor çünkü. O kadar çok yardıma ihtiyacı olduğunu düşündüğüm arkadaşlarım oluyor ki. Sürekli kendimden ödün veriyorum. Bazen gereğinden fazla, ailemden önüne geçirmeye çalışıyorum bazen oluyor. Kafamda gidiyor zaten çözümlemeye çalışıyorum çünkü ailevi olarak da yardım etmeye çalışıyorum bazı arkadaşlara. Yani her anlamda yardım etmeye çalıştığım için. Funda, Giyim, HEM 4.
23. Hayatımın içinde mesleğim. Bak, ben mesleğim için evlenmedim. Mesleğim için koşuştururken karşıdaki adamlara bakamadım. Yenilikler peşinde koşarken özel hayatıma adapte olamadım. Yeliz, El Sanatları, HEM 1.
24. Benim için çok önemli. Ben kariyer çok seven bir insanım, yani kimliğimin çok önemli bir parçası, zaten bir insanın mesleği o insan hakkında çok şey söyler. Dolayısıyla çok ön planda benim mesleğim benim hayatımda. Çok seviyorum ve bence insanın yaptığı işi sevmesi çok önemli çünkü hayatınızın çok büyük bir bölümünü zaten işte geçiriyorsunuz emekli olana kadar. Furkan, İngilizce, HEM 8.
25. İnsanların hayata tutunabilmeleri için onlara yardım ediyorum. Bu beni çok mutlu ediyor. Karşımdaki mutlu olunca ben de çok mutlu oluyorum. Ozan, Grafik Tasarım, HEM 5.
26. Ben mutluyum, kendimi iyi hissediyorum. Daha doğrusu verimli olmak veya bir şeyler anlatmak, kendimi işe yarar hissetmek beni mutlu ediyor birincisi. Bilgimi paylaşmak beni mutlu ediyor. O yüzden ben memnunum. Ece, Bilgisayar, HEM 3.

27. Bi de eğer iletişimi seviyorsanız, ben çok insan çok seviyorum, o iletişim beni manevi olarak çok tatmin ediyor. Dolayısıyla çok karakterime, kişiliğime uygun olduğunu gördüm(mesleğimin). Furkan, İngilizce, HEM 8.
28. Bir yan uğraş olarak bir düzenli gelir, işte sigorta ve 2, 3 gün çalışarak geri kalanını sanatla, kendi şeyimle uğraşarak o şekil düşündüğüm için ikinci plandaydı, hala da öyle. Aykut, Resim, HEM 6.
29. Benim için yapılması gereken bir görev. Öğretmenlik benim için istediğim bir şey değildi. Ailemin isteğiyle geldim buraya. Umut, Bilgisayar, HEM 7.
30. Tabii ki (faydası olduğunu) düşünüyorum. Kendime daha bir özgüven duygusu hissediyorum ve en azından kursiyerleri nasıl davranılacağını daha bilinçli olarak sınıfa giriyorsun. Ezgi, Mefruşat, HEM 4.
31. Şuan için evet ama tabii ki daha fazlasını istiyorum, daha fazlasını öğrenirsem daha fazlasını öğretebileceğime inanıyorum. Funda, Giyim, HEM 4.
32. Yani biraz kişiyle da alakalı bir şey. Yani sonuçta hani hepsine sahip olup, anlatamayan olabilir, hiç birine sahip olmayıp, çok güzel anlatma yeteneğine sahip insan da olabilir. Aylin, İspanyolca, HEM 7.
33. Şöyle söyleyeyim belki belgeli bir eğitim almadık ama o 800 saatin dışında bu işi iyi yapmak için hocamızın yanında çok kaldık. Yani hocamız nasıl ders veriyor? İşte çocuğuna yetişkinine nasıl anlatıyor olayı. Bunu sürekli ondan izledik. Bazen öğretmenimizin müsaade ettiği, hocamızın müsaade ettiği kadarıyla biz çıktık onun yerine. Bize baktı bu işi ne kadar yapabiliriz, ne kadar yapamayız diye bu şekilde bir süreç de geçirdik. Bu süreç de olmalı gerçekten yani. Staj gibi bir şey oldu. Bence de bu gerekli. Ali, Halk Oyunları, HEM 8.
34. (Eğitim veya sertifika almamak) bende (zorluk )yaratmadı, neden yaratmadı? Çünkü ben gayet sabırlı ve metanetli bir insanım. Yani bu biraz benim kişiliğimden kaynaklanıyor. Bir de eğitimin değerini ve karşısındaki insanın değerini biliyorsan bu konuya ağırlık verir ve ilgilenirsin. Berk, Bilgisayar, HEM 6.
35. (Eğitim veya sertifika almamanın zorluğu) Yok. Neye istinaden yaratmadım? Çalıştığım ortamdaki o dönemdeki beraber çalıştığım müdürüm bu tür şeyler için bize seminer veriyordu zaten sene başında. Her sene başında bizler seminer görüyoruz. Deniz, Kuaförlük, HEM 3.
36. (Eğitim veya sertifika almamak) Bir zorluk yaratmadı. Öğrenciyken de asistanlık yapmış olduğum için pek zorlanmadım. Çünkü asistanlık yaparken ders de veriyordum. Hasan, Bilgisayar, HEM 2.
37. Eğitim almadım, normal Fransız Dili ve Edebiyatını okuyorum, pedagojik eğitimi dahi almamıştım, ama işyerinde bunu öğrendim ve pedagojik



eğitimde çok büyük etkisi oldu bu işyerindeki tecrübem. Şimdi şöyle bir şey, eğitimci olmak çok ayrı bir şey, sınıfa girdiğinizde onu hissediyorsunuz. Bu içinde olan bir beceridir zaten bence, ben böyle bakıyorum çünkü ben sınıfa girdiğinizde öğrenciyle nasıl iletişim kurmalısınız bunların eğitimin almadım ama bunların eğitimini şimdi üniversitede pedagojik eğitimde alıyorum ve bakıyorum ki aslında, evet, aslında formasyon eğitimde bu anlamda eksik bence uygulamadan çok yoksun bir şekilde veriliyor, yetersiz kişiler tarafından pedagojik eğitim veriliyor bence. Fatma, İngilizce, HEM 3.

38. Bizim kafamızda şöyle bir durum var. Formasyon önemli diye. Ancak, formasyon hep gençlere yönelik, ama yetişkinlere yönelik değil. O yüzden yetişkinlere yönelik bir eğitim almak lazım. Ben böyle bir eğitim almadım. Umut, Bilgisayar, HEM 7.
39. Hakikatten insanlara eğer duyarlı bir insansanız çok da yardımcı olabilirsiniz. Bir öğretmen kesinlikle aynı zamanda bir psikolog görevi yapıyor... Öğretmenlik asla sadece bir şey öğretmek değildir. Orda insanların kişiliklerini taşıyorsunuz. Bir psikolog gibi davranıyorsunuz yeri geliyor çünkü çok farklı alanlardan, çok farklı yaşantılardan insanlar geliyor. Furkan, İngilizce, HEM 8.
40. Doktor tavsiyesiyle gelen kişiler var. Zaten burada bir rehabilitasyon görevi de görüyoruz. Ahmet, Tiyatro, HEM 5.
41. İşte ailevi sorunu oluyor, problemi oluyor, oraya rahatlamak için geliyor ve sen onu bir nevi rahatlatmaya çalışıyorsun. Bir nevi onun psikologu olmaya çalışıyorsun. Dertleşiyorsun, konuşuyorsun. Ece, Bilgisayar, HEM 3.
42. İlk önce biz velilere halk eğitimin ne olduğunu anlatmamız gerekiyor. Tabii ki, benim kendi tercihim. Ben geldikleri zaman ilk önce halk eğitimi tanıtıyorum. Yani halk eğitimin nasıl bir kurum olduğunu anlatıyorum ve ondan sonra da işte buranın hani ne kadar ciddi bir kurum olduğunu, öğrencilerin sürekli gelmesi gerektiğini, bunları anlatıyorum. Ezgi, Mefruşat, HEM, 4.
43. Zaten aşağı yukarı sizin yaşında insanlar. Atmışlarında insanlarda var onlarla olan dostluğunuz da başka türlü oluyor. Dolayısıyla yani sadece öğretmenlik değil orda aynı zamanda insanlara yol göstericilik bile yapıyorsunuz yeri geldiğinizde. Furkan, İngilizce, HEM 8.
44. Buraya geldikleri zaman daha sınıfa nasıl girilip çıkılacağını, nasıl giyineceğini bilmeyen kursiyerlerle karşılaşıyoruz. Bizim amacımız sadece onlara dikiş nakış öğretmek değil... Burada arkadaşlarıyla nasıl konuşacağını, bir büyüyle nasıl konuşulacağını öğrenmiş oluyor. Ezgi, Mefruşat, HEM 4.
45. Çok dikkat etmeniz gerekiyor, bazen bir cümle kuruyorsunuz, onu o çocuk çok farklı ya da yetişkin çok farklı algılayabiliyor ve onu örnek alabiliyor. O yüzden çok dikkat etmeniz gerekiyor. Sizin gibi davranmaya çalışıyor insanlar. Fatma, İngilizce, HEM 3.

46. Dedığım gibi her şeyi biz ne yapıyorsak onu örnek alıyor öğrencilerimiz. Birbirimize karşı olan konuşmalarımız. En basit derste birbirlerine yanlış bir kelime kullandıkları zaman hemen uyarıyorum. Kendi arkadaşlarımla da daha seviyeli olmaya çalışıyorum. Çünkü tamamen örnek alıyorlar. Hatayı da örnek alıyorlar, doğruyu da örnek alıyorlar. O anlamda sorumluluk çok büyük sorumluluk aslında. Her anlamda örnek olmak zorundasınız. Funda, Giyim, HEM 4.
47. Bir sosyal sorumluluk olarak da görüyorum ben (işimi) ...İşte sanat ayrı bir şey bunu işte sanat şeyi tarihi diye bir bilim var işte. Burda işte o fırsatı yakalıyorsunuz... Benim yapmak istediğim kişisel olarak resim sanatına bakışı da, o konuda da bi bilgi sahibi olmalarını istiyorum. Onla ilgili işte bir şeyler anlatıyorum, bir şeyler gösteriyorum. Yani teknikten ziyade kuramına yönelik. Aykut, Resim, HEM 6.
48. Biz temelimizi, kültürümüzü görüyoruz aslında burda ilk başta. Çocuklara aslında hem halk oyunlarını hem de eski kültürlerini bir nevi anlatıyoruz ve bunu da her seferinde vurguluyoruz, ben vurguluyorum. Ali, Halk Oyunları, HEM 8.
49. Tabii ki amacımız sadece bilgisayarı öğretmek değil, toplumda daha iyi daha sosyal bir kişilik kazandırmak yani bizim asıl amacımız o. Berk, Bilgisayar, HEM 6.
50. (Benim yaptığım) Öğrencimi eğitmek, genel kültürlerini arttırmak, güzel konuşmayı öğretmek Toplumda nasıl davranılması gerektiğini öğretmek. Topluma kendine güvenen bireyler yetiştirmek. Yeliz, El Sanatları, HEM 1.
51. Topluma sosyal ve duygusal insanlar yetiştiriyorum. İnsanlar akıllı. Dünyalarına farklı pencerelerden baktırdım. Kendini saygı duyan insanlar yetiştiriyorum. Nasıl davranacağını bilen, tartışmayı bilen, ölçülü insanlar yetiştiriyorum. Onur, Bağlama, HEM 7.
52. Elli yaşında bir öğrencim var, Web tasarım için geliyor, sosyalitesini arttırıyor. Eve tıkmıyorlar. Burada psikolojileri düzeliyor. Ozan, Grafik Tasarım, HEM 5.
53. Ödevler vererek, insanların sosyal, kültürel açıdan da gelişmesini sağlıyoruz. Berk, Bilgisayar, HEM 6.
54. Yetişkinler kafalarında dertle geliyorlar. Güven eksikliği oluyor. Onlarda mükemmel sonuçlar beklemiyorum. Güven ve motivasyon sağlıyorum. Hobi olarak geliyor, eğlenmek için geliyor. Ceren, Bağlama, HEM 8.
55. Örgün ve yaygın eğitimi yarıda bırakan insanlara el becerisini öğretiyorum. Mesleki beceri kazandırıyorum. Bütçelerine katkıda bulunuyorum. Yeliz, El Sanatları, HEM 1.

56. Onun önce elini eğitiyorsun, ruhunu eğitiyorsun, sonra meslek veriyorsun, üçünü bir arada vermek zorundasın. Burcu, Kuaförlük, HEM 1.
57. Tabii şeyi farklı bir psikoloji yani yetişkinlerle çalışmak, çocuklarla çalışmaktan çok daha farklı Üstelik belli bir yaş şeyi de yok. Yani 30 yaşından, 20 yaşında da olabiliyor, 70 yaşında da olabiliyor. Yani geniş bir şey, eğitim durumları çok farklı, mesleki durumları farklı, dolayısıyla çok değişik yani o şey. Aykut, Resim, HEM 6.
58. Biz yetişkin eğitimciler çok daha fazla kişiye ders veriyoruz. Ben 250–300 kişiye eğitim veriyorum senede. Bir sınıf öğretmeni 30 öğrenciyle geçiriyor bir seneyi. Biz daha fazla kişiye hitap ediyoruz. Ahmet, Tiyatro, HEM 5.
59. İlköğretimde de görev yaptım. Burada kişiler kendi istekleriyle geldiklerinden dolayı şey değil. Yani sen bir şeyleri zorlamıyorsun vermek için. İlköğretimde ve lisede öyle değil. Sen bir şeyleri zorluyorsun onların alması için. O yüzden çok daha verimli olduğuna inanıyorum yetişkin eğitimin çünkü bilinçli insanlar ve bir şeyler öğrenmek için geliyorlar. Ece, Bilgisayar, HEM 3.
60. Yetişkinler gurubu zor olduğu kadar kolay ama zorlukları küçüklerinkine göre çok daha ağır. Yani çünkü ufak bir çocuğa en fazla problemi işte bir şeker alabilir miyim ya da bir su içebilir miyim olur. Ama yetişkinin problemi eğer bayansa işte buradan çıktıktan sonra eve gideceğim, yemek pişireceğim gibi bir problem olur. Yetişkinlerinki biraz daha zordur. Ali, Halk Oyunları, HEM 8.
61. Diğer öğretmenler sadece dersine girer çıkar, yani çok fazla bir sorumluluk yoktur. Ama bizde, dediğim gibi, o kadar fazla sorumluluk taşıyoruz ki ona biz sadece işte nakışla ilgili az önce de anlattım, davranışlarından bahsediyoruz. Bunları onlara kazandırmaya çalışıyoruz. Benim için de davranış çok önemli ve onlar her zaman ben onu söylerim. Onlar işte yaş ağacı eğitiyor ama biz kuru ağacı eğitiyoruz tabiri caizse ve o ağacı eğitmek de gerçekten çok zor. Ezgi, Mefruşat, HEM 4.
62. Daha kolay bence (yetişkin eğitimci olmak) çünkü çocuklarla uğraşmak daha zor. Tamam, bilgi olarak öğrenebilmeleri açısından daha kolay, çünkü kafaları açık, verilen şeyi hemen kapabiliyorlar. Ama onların sorumlulukları daha zor çünkü onları idare etmek daha zor, problemleri daha zor, ergenlik döneminde yaşadıkları sorunlar var. Yok, ailede bir problem yaşadığı zaman onu yansıtacak ama yetişkinle uğraşmak daha kolay. Aylin, İspanyolca, HEM 7.
63. Aynı olmalı. Hepsi de aynı şeye çıkıyor. Onlara bilinç de kazandırıyoruz. Tavrı, davranış da öğretiyoruz. Derste kişisel eğitim de veriyoruz. Hasan, Bilgisayar, HEM 2.
64. Üniversite okumak önemli tabii ki, ama ne kadar okunursa okunsun, mesleki tecrübe çok daha önemli. Çünkü geliyorlar üniversite mezunları yanıma, hiçbir şey bilmiyorlar. Bana hiçbir şey bilmediğini söyledi stajyer. Gerçi ben

2 yıl Olgunlaşma Enstitüsü'nde eğitim aldım. Üniversite mezunu teorik (bilgi) aldı, ben uygulama aldım. Okullarda teoridir. Ben uygulamayı aldım. Kendimi çok yetiştirdim. Okul bitirdim deyip, egolarını büyütüyorlar. O yüzden güvenli geliyorlar. Ama işin içine girince zorlanıyorlar. Yeliz, El Sanatları, HEM 1.

65. Aslında ikisinden de bir parça olması gerekiyor. Yani şöyle söyleyeyim. Sadece hani lise eğitimi yapmaktan ziyade lise eğitimini tamamlayıp bir yere kadar bir şey oluyorsunuz. Ancak, insanlara nasıl davranılması gerektiği olsun, bilgi bazında olsun eğitim oldukça önemli. Tecrübe de elbette ki her meslekte olduğu kadar önemli. Hasan, Bilgisayar, HEM 2.
66. Şunu söyleyeyim üniversite yetişkin eğitimi için bilmiyorum çok önemli olup ya da olamayacağı yani eğer şimdi kendim üniversite okumadığım için, onun için bir şey diyemem orda bir psikolojik ayrı bir ders veriliyorsa kesinlikle önemli olur. Ali, Halk Oyunları, HEM 8.
67. Bir kere en baştan branşınızla ilgili bir şey birikiminiz olacak o kesin. O nokta hiçbir eksiğiniz olmayacak çünkü karşınızdakiler yetişkin insanlar, yani onların güvenine en başta sağlayacak şey sizin birikiminiz. Aykut, Resim, HEM 6.
68. Onun için bence seminerler şart. Öğretmenin gerçekten bu konuda çok eğitim alması gerekiyor. Ben, dediğim gibi, yani ben çok şanslıyım ama herkes bu şansı yakalayamaz. Bir hafta ben iletişim semineri aldık, yetişkin semineri aldık. Ben bunu bütün arkadaşlarımdan bunu almasını isterim... Ben isterim ki bir öğretmen görev başlamadan önce bu seminerleri, yetişkin eğitimi seminerlerini mutlaka alması gerekir. Nasıl bir öğretmen ilkokulda bir formasyon alıyorsa, halk eğitim merkezlerinde de öğretmenlerin bunu alması gerekiyor diye düşünüyorum. Ezgi, Mefruşat, HEM 4.
69. Yetişkini iyi tanımak için eğitim almak gerekiyor. Biz aldık mı? Tecrübelerimizle kazandık. Yetişkinleri eğitmek için, eğitim almak lazım. Hatta HEM'lerde verilmeli. Ozan, Grafik Tasarım, HEM 5.
70. Bir kere önce yetişkinleri tanımaya çalışmak gerekiyor. Yetişkin psikolojisini bir kere bilmek gerekiyor. O tabii kitaptan okumak da yetmez tabii. Bu işi mutlaka eğitimin içerisinde bir staj görmek gerekiyor. Berk, Bilgisayar, HEM 6.
71. Kendini sürekli bence yenilemeli. Yani yeni çıkan bir şeye de 'ya önceden bu vardı ben sadece bu kalıptan öğretim' dememeli bence yani. Ali, Halk Oyunları, HEM 8.
72. İnsan iletişimi çok güçlü olmalı, yani iletişim çok önemli şey çünkü özellikle bu durumlarda insanlar yetişkin olduğu için, her birine ayrı ayrı hitap edebilmelisiniz. Fatma, İngilizce, HEM 3.
73. Çalışırken edinilen tecrübe daha önemli diye düşünüyorum. Çünkü daha böyle hani derler ya tabiri caizse çekirdekten yetişmedir diye. Çünkü ben

çoğu üniversite mezunu arkadaşlarla da çalıştım. Ama ben onlarda gördüğüm eksikliği çok fazla gördüm. Ben onlardan kendimi çok daha ileri safhada görüyorum. Ezgi, Mefruşat, HEM 4.

74. Şimdi, bilgi ve beceriye sahip olabilirsiniz, ama nasıl öğreteceğinizi bilmiyorsunuzdur. Öğretmeyi bilmeleri gerekiyor. Onur, Bağlama, HEM 7.
75. Önce karşısındaki insanın seviyesine, kültürüne göre davranacağını bilmen lazım. Bize çok okumuş gelmiyor. Yeliz, El Sanatları, HEM 1.
76. Dolayısıyla mesela bir tecrübenin bir sonraki nesle bence aktarılabilmesi için bu staj ortamının, eğitimci ortamının yani mutlaka (olması gerekir). Normalde bizde staj görme olayı yok yani. Berk, Bilgisayar, HEM 6.
77. Bunun için işini seveceksin. Sevmeden zorlamayla bir şey veremezsin. Bunu görev gibi değil de, sevdiğin bir uğraş olarak görmelisin. Ahmet, Tiyatro, HEM 5.
78. Sabırlı olmanız lazım. Çünkü çocuk gibi değil bunlar. Kızamıyorsunuz, bir şey diyemiyorsunuz, dertleri oluyor, düğünümüz var, kursa gelmezsek olur mu diyorlar, hadi sigara içelim mi diyorlar. Bazıları nasıl davranacağını bilmiyor. Hasan, Bilgisayar, HEM 2.
79. İnsanları sevmesi lazım. İnsanları sevmeyen veya diyalogu iyi olmayan birisini yetişkin, çocuk veya hiçbirisinde yeteri kadar iyi olacağını zannetmiyorum. Ece, Bilgisayar, HEM 3.
80. Sertifika olmazsa nasıl kanıtlayacak bilgisini? Sertifikayı kesinlikle destekliyorum. Ahmet, Tiyatro, HEM 5
81. Ama laf olsun diye bir belge değil, bu kesinlikle olmalı yani. Yani belge veriyorum sana ama sadece yani teorik bir yazılı tutup da o belgeyi vermesinin bana hiçbir önemi olmaz, onu söyleyeyim yani. Ya da hiçbir usta öğreticiye, hiçbir insana yararı olmaz ama gerçekten o işi öğreterek böyle bir yeterlilik belgesi verilecekse söyle bir yararı olur: Yetişkinlerle hiç yoktan insanlar daha rahat anlaşır diye düşünüyorum. İletişim için daha bir kolaylık olur diye düşünüyorum. Ali, Halk Oyunları, HEM 8.
82. Yani çok zorunlu olduğunu düşünmüyorum. Yani çünkü biraz kişilerle alakalı bir şey. Sonuçta senin insan diyalogun varsa, sonuçta öğretmen olarak zaten formasyon alıyorsun, sonuçta bir şekilde onlarla diyalog kurmayla ilgili bir eğitim alıyorsun, zaten bunların bazı artılarını o sırada sana öğretiyorlar. Yani senin içinde varsa yaparsın. Olmasa, sen o eğitimi alsan da onu uygulayamadıktan sonra çok da bir faydası olmayacaktır. Aylin, İspanyolca, HEM 7.
83. Ya sertifika belki öyle resmi bir şey gerektirmeye bilir ama kesinlikle o insandaki o boşluğu, o eğitimi, o yetişkin eğitimi, yönelik bir şey yapılabilir. Bir bilgi verilebilir yani. Yani sertifika hani olması şart değil de, o birikim

aktarılabılır yani. Daha iyi olur. Ya staj olabilir bir seminer falan gibi bir şeylerle. Aykut, Resim, HEM 6.

84. Ben küçük bi, bir günlük ya da iki günlük dediğim gibi, uyarılarla dolu işte bu eğitim şeklindeki işte tehlikeler, zorluklar, taktikler nedir şeklinde böyle kısa bir eğitim alınıp verilebilir insana. Furkan, İngilizce, HEM 8.
85. Bence bir ön bir belki hizmet içi eğitim tarzında böyle özel bir eğitimden geçirilebilir. Hani ‘muhatabınız şu insanlar, algılamaları şöyledir, pat diye bir şey algılamalarını beklemeyin, bunlar genç insan değiller, bir konuyu 5 kere de anlatabilirsiniz’ gibi az da olsa bir bilgi verilebilir, eğitim verilebilir. Ece, Bilgisayar, HEM 3.
86. Az önce dediğim gibi yetişkin eğitimi için mutlaka o seminerlere mutlaka katılması gerekiyor. Yetişkini tanımaları gerekiyor. Tanımadan bu kursa başlarsa çok verimli olacağına inanmıyorum. Kendi yapmak çok farklı, bir şey öğretmek çok farklı bir şeydir. Çok iyi bilirsin ama gösterme yeteneği yoktur. Gösteremezsin. Ha konuda da çok iyisin ama sınıf hâkimiyetin olmayabilir. Bunların hepsi bir bütün olması gerekir. Ezgi, Mefruşat, HEM 4.
87. Aslında sertifika değil de mülakat olabilir, yani bu işin erleri tarafından bir mülakata girilip yeterliliği birkaç soru bile anlaşılabilir bence. Sertifikadan daha önemli. Fatma, İngilizce, HEM 3.
88. Bizim hani ücret yönünden şu an sıkıntımız, saat ücretinin düşük olması, artı bir resmi tatilde otomatikman ücretimizin kesilmesi ve şu nu da yapamıyorsun, ‘a o gün benim ücretim kesildi arkadaş, ben gün bu konuyu atlıyorum, bu dersi veremiyorum’ gibi bir seçeneğin de yok. O dersleri bir şekilde vermen gerekiyor. O gün de hani o kurum da kapalı, derse gidemezsin denirse senin bir şekilde o dersi sıkıştırman gerekiyor. Hasan, Bilgisayar, HEM 2.
89. Biz de resmi tatil dahi olsa o günün ücretini almıyoruz. Yaz tatillerinin ücretini almıyoruz. Bu yanları tabii zor. Ben bu sefer ek iş yapmak zorundayım. Neden? Hayatımı yürütmek zorundayım. Mesela ben belirli yaşta, çocuğu olan, çocuğum dahi olmasa sadece şahsıma yaşıyor olsam bile en azından benim bir aylık giderim var nedir? Elektrik, su telefon vs. kira da oturuyorsam kiram vardır, mutfak masrafım var. Bunun haricinde bir de az da olsa, sosyal aktive, en azından bir sinemaya, tiyatroya gitmek isterim. Burcu, Kuaförlük, HEM 1.
90. Belki bu biraz isyan alacak ama madem aynı iş yapıyoruz ücretler denk olabilir... Çünkü gerçekten aynı iş yapıyor. Hiçbir eksiği yok. Fatma, İngilizce, HEM 3.
91. Hiç kimse aslında aldığı ücretten memnun değil. Hiçbir şekilde kimse memnun değil. (Kadroluları) bilemem. Biz onlara kısaca KA diyoruz. Bizi ilgilendirmiyor onlar, onlar çünkü ayrı bir kulvarda, biz ayrı kulvarda

- koşuyoruz. Ücretten tabii ki memnun değilim. Benim yol paramı bile karşılamıyor. Deniz, Kuaförlük, HEM 3.
92. Sonuçta yani emeğimizi bir yerde almasını isteriz. Ama alamıyoruz ne yazık ki o ayrı mesele, kesinlikle alamıyoruz yani. Berk, Bilgisayar, HEM 6.
93. Ben 120 yıl çalışınca bile emekli olamıyorum. Çünkü ayda 8 gün sigortalanıyorduk eskiden, gerçi değişti. Ahmet, Tiyatro, HEM 5.
94. Ne zaman emekli olacaksın diye soruyorlar, 2080 diyorum. Emekli olmam için 100 yaşına kadar prim ödemem gerekiyor. İmkânsız bir şey. Sigortam tam yatmadığı için emekli olamayacağım. Onur, Bağlama, HEM 7.
95. Sigortadan veya sağlık hizmetlerinden yararlanamıyorduk ama son çıkan kanunla 2 veya 3 sene oldu, 25 saatin üzerinde derse girenler 30 gün üzerinden sigortası yatırılıyor. Ece, Bilgisayar, HEM 3.
96. Öncelikle biz çalıştığımız süre boyunca sigortalı olu(yor). Mesela yaz tatile çıkacağız şu anda, sigortalar kesilecek. Çalıştığın sürece maaşını alıyorsun, sigortan işliyor. Funda, Giyim, HEM 4.
97. Öğretmen de olamadım. Pişman da değilim. Ama garantim yok. Seneye çalışamayabilirim. ...Sosyal güvencemle ilgili derdim var. Yarını düşünme kaygısıyla bir şey yapmak istemiyorum... Kadro olmaması. Sosyal güvence olmaması, yarın bir şey olacağını bilmeden yaşıyorum. Onur, Bağlama, HEM 7.
98. Kadro benim için önemli çünkü ben iş güvenliğim hiç yok benim. Ve bunun acısını çok hissediyorum hayatımda yani 'acaba bu kurs bitince yeni öğrencilerim olacak mı, gelirim azalacak ne yapacağım'. Evet, tercüme yapıyorum, özel ders var ama yetecek mi beni geçindirecek mi diye kaygılarım var. Mesleğimi de çok seviyorum, bu kaygı olmasın çok istiyorum. Furkan, İngilizce, HEM 8.
99. 35 senedir hoca var burada, hala ücretli çalışıyor ve onu her an gönderebilirler. Ceren, Bağlama, HEM 8.
100. Bizim kimliğimiz yok. Herkes hocam der bana, ama devletin verdiği bir kimlik yok. Bize paso verilmiyor. Kötü yani. Yani ben devlet adına çalışıyorum, çıkart kimlik göster deseler, kimlik yok. İdarenin bana verdiği saçma bir kimlik var. Çelişki var bunda. Ya bana kimlik ver, güven, ya da güvenme. Ahmet, Tiyatro, HEM 5
101. Bu haklar konusunda en azından hani eşit bazı şeylerden yararlanabilmekle ilgili bir çözüm bulunabilmesi açısından önemli olduğunu düşünüyorum ve hani usta öğretmenlerle normal bir şekilde öğretmenlik yapanların bazı konularda eşit olması gerektiğini düşünüyorum. Çünkü aynı eğitimi veriyorsun, aynı zamanını harcıyorsun, aynı emeği gösteriyorsun, ama haklar konusuna gelince bazı şeylerde eşit olmamasının çok adil olmadığını düşünüyorum. Aylin, İspanyolca, HEM 7.

102. Aslında Milli Eğitim içerisinde 2. sınıf bir statü, işler ne diyeyim. Muamele evet muamele görüyoruz yani. 2. sınıf öğretici muamelesi görüyoruz. Berk, Bilgisayar, HEM 6.
103. Ya en önemli problem kadro meselesi. Kadro verilecek mi, verilmeyecek mi, en önemli problem bu. Kadro verilmeyecekse mesela ben artık başımın çaresine bir noktadan sonra bakmak zorundayım yani. Misal şöyle bir olay var birileri geliyor usta öğreticiliğe müracaat ediyor, şimdi idarenin elinde bir şey var, sana görev verebilirim, vermeyebilirim, idare ister istemez, bu kozunu bize oynayabiliyor. Ha biz de işte ya ekmek parası, çalıştık, işte idare ne derse kabul edelim zihniyeti oluşuyor ister istemez çünkü ortam buna müsait. Ama kadrolu olursak çok daha rahat, haa biz yine kurumumuza iş yapmayacak değiliz. Kurumumuza biz yine fedakârlığımızı yaparız, mesele değil. Ama en azından görevimizin, sorumluluğumuzun biliriz. Bir sahibimiz olur yani en azından bizim. Bizim bir sahibimiz olursa daha rahat çalışırız. Daha iyi ben daha iyi hizmet ederiz. Yani kesinlikle yani yani idarenin bize böyle bir koz kullanması gerçekten çok kötü bir olay, bizim gerçekten şevkimizi kıran bir olay. Bize çalışmayı tekrar tekrar düşündüren bir olay. Yani böyle bir mesleği aslında insanların bırakmaması lazım. Çünkü Türkiye'nin geleceği bakın sadece çocuklar değil, çocuklara yönlendiren, çocuklara eğitim veren nedir? Onların anneleri, babalarıdır. Berk, Bilgisayar, HEM 6.
104. Ama daha rahat çalışabileceğim bir odam olmasını isterdim. Müzik yapmak için 8-10 metre kare bir yer küçük. Müzik için bir odam olsa daha iyi olurdu, daha mutlu olurdum. Onur, Bağlama, HEM 7.
105. Ayrıca, sınıf ortamında imkânsızlıklar var. Bilgisayar eksikliği var... Onlara dikkat edilmiyor. Umut, Bilgisayar, HEM 7.
106. Sanata bakış açısı önemli. İdareci değer vermiyorsa, bu bize de yansıyor... Müdür bizi çok etkiliyor. Bağlama kurusunun odasını çok değiştirdi, mesela, Müdürün sanata verdiği önem çok önemli. İdarecinin yaklaşımı çok önemli. İdarenin, mesleğimize bakış açısı bizi etkiliyor. Öncelikle idarenin kendisinin sanata değer vermesi gerekiyor. Odaya ihtiyacımız var diyoruz önemsemiyor, fazla görebiliyor. Farklı kurslara daha fazla önem verebiliyor. Ceren, Bağlama, HEM 8.
107. Ha buradan daha iyi bir iş bulabilirsem, gitmez miyim? Giderim. Şartlar çünkü hayatın zorluğu bizi daha iyi fırsatları ne yapıyor? Sunarsa tercih etmemiz gerekiyor yani. Şimdi 40 saat burada buna çalışıyoruz, ama buna cumartesi, pazar günleri de dâhil haftada bizim bir günümüz boş. Mesela benim cuma günlerim boş, ona da ister istemez idari işleri yürütebilmek için kuruma yine geliyoruz. Kısaca, haftalık yedi günümüz dolu yani bizim. Ve kendimize sosyal bir faaliyet yapabilecek, dinlenebilecek ne bilim zamanı çok az ayırabiliyoruz yani bir usta öğretici olarak. Berk, Bilgisayar, HEM 6.
108. Şey olabilir, mesela siz şimdi halk eğitimden çıkıp farklı bir halk eğitime geçeceksiniz. Oradan farklı bir halk eğitime geçiyorsunuz veya konunuz halk



eğitimlerle alakalı. Halk eğitimlerle çalışan personellerin bir birleriyle diyalog eksikliği veya iletişimsizliği olabilir. Mesela halk eğitimler kurulduğundan bu yana yıllar geçmiş ve ilk defa halk eğitimler bir arada, bu sene ilk defa düzenlenen HEMFEST düzenlendi halk eğitimler festivali. Evet, orda görevliydik, orda farklı işte ben kendi standım, farklı bir stand, gittim bilişim standının oradaki bilgisayarlı öğretmen, farklı kurumdaki arkadaşlarla konuştuk falan ama şöyle bir durum var halk eğitimlerde. Herkes ben ben ben diye bakıyor, hiç biz demeye yaklaşmayan kurumlar veya müdürleri. O sıkıntılar var. Doğal olarak idare ben diye baktığı sürece öğretmenler de biz diyemiyorlar. Hani biz demeyi veya halk eğitimciyiz demeyi bence halk eğitimler arasında söylenilebilir. Ben eksiklik olarak görüyorum. Ece, Bilgisayar, HEM 3.

109. İnsanlarda öncelikle bir önyargı var. Yani Halk Eğitim dediğin zaman çok iyi eğitim verilmeyen, hani sadece hani gelen insanlara geçici süreli eğitim verilen yer algılaması var. Ama ne zamanki yavaş yavaş insanlar geliyor, verilen eğitimlerde iyi olan hocaları görmeye başlıyor, o zaman biraz o önyargı kırılıyor. Aylin, İspanyolca, HEM 7.
110. Halk eğitim değil de öğretmenlik hala çok saygı duyulan bir meslek. Öğretmensiniz, toplumun her bölümünde elle tutuluyorsunuz. Yüceltiliyorsunuz, çok saygı duyuluyorsunuz. Ama işte ‘öğretmenim’ nerdesin ‘halk eğitimdeyim’ deyince dudak büküyor insanlar yani şey, beğenmiyorlar. Furkan, İngilizce, HEM 8.
111. Öğretmen gözüyle bakılıyor... Ya tabii saygı görüyoruz, yani öğretmen, normal öğretmen statüsünde bizler de saygı görüyoruz yani. Berk, Bilgisayar, HEM 6.
112. ‘Yaa öyle mi’ deniliyor hemen. ‘Hı’ falan öyle. Eğreti gibi bakıyorlar. Neye istinaden öyle bakıyorlar bilmiyorum... Onlar basit bakıyorlar da o yüzden. Neye istinaden, biraz önceki sorudan kaynaklanıyor. Kadrodan. Çünkü usta öğreticilerin çoğu kadrolu değil. (Değer) vermiyorlar. ‘Ha’ falan. Deniz, Kuaförlük, HEM 3.
113. Kötü tepkiler alıyorum. Direk maaş konusu geçiyor. Yok KPSS’ ye gir, yok şu işi yap diyenler oluyor. Bunu özellikle genç kesim yapıyor. Yaşlı kesim daha saygı duyuyor öğretmenlik yaptığımdan dolayı. Kesinlikle prestijli bir meslek olarak algılanmıyor. Çünkü geçici bir iş olarak bakılıyor. Aslında bu biraz da bu işi yapan insanların duruşuna bağlı. Hocalar da yaptığı işe geçici bakarsa, insanlar da onu öyle algılar. Umut, Bilgisayar, HEM 7.
114. Bence yok. Çünkü eğitim deyince insanların aklına örgün eğitim geliyor. Yaygın eğitim deyince hobi ve boş vakit değerlendirme gibi algılanıyor. İnsanlar buraya bu amaçla geldikleri için bu işi yapanlarla ilgili bir meslek algısı yok. Ayrıca, idarenin verdiği değer az olduğu için kadromuzun olmadığı ve güvencemizin olmadığı da bir sebep gösterilebilir. Ceren, Bağlama, HEM 8.

115. Bence algılanmıyor şahsi fikrim. (Neden?) Onu bilmiyorum desem. Belki kurumda çalışanlar bunu yeteri kadar dile getirmediklerinden olabilir. Hani kadrolu çalışanlar bunu yeteri kadar ‘e nerde çalışıyorsun?’. ‘Halk eğitimde çalışıyorum, yetişkinlere eğitim veriyorum’u, kendileri bunu zikretmediklerinden dolayı olabilir. Çünkü normal okulda öğretmen olan, ben lisede öğretmenim diye gururlu bir şekilde söyleyebiliyor ama halk eğitimde nerde görev yapıyorsun. Belki dillendirmiyorlar bile, konuşmuyorlar bile. Bu etki olabilir. Ece, Bilgisayar, HEM 3.
116. Bence algılanmıyor çünkü hala gelişmekte olan bir ülkeyiz. Yetişkin eğitimi de yeni bir konu. Akademik anlamda da çok tartışılmış bir konu değil. Ancak gelecek vadeden bir konu. Yeni yeni uyanış var. Yetişkin eğitimi konusunda bilimsel bir eğitim anlayışı ne yazık ki oturmamış. Furkan, İngilizce, HEM 8.
117. Yok, o şekilde kesinlikle algılanmıyor. Şöyle söyleyeyim özellikle hani bizim alanımızda bir basamak olarak görülüyor sadece. Yani şöyle hani hepimiz daha iyi şartlarda bir şeyler yapmak istiyoruz. Örneğin benim hani normalde özel sektörde yaptığım iş görüşmeleri de bu şekilde. Yani sonuna kadar ücret düzeyinden dolayı halk eğitimde devam etmem mümkün değil. Yani hayatımı devam ettirmem. (Ücret iyi olsa bu meslekte kalmayı düşünür müydünüz?) Eğer ki hani bir kadrolu öğretmen tarzı olacaksa kesinlikle (bu meslekte kalmayı düşünürüm). Hasan, Bilgisayar, HEM 2.
118. Fazla ciddiye alındığımı düşünmüyorum. İlk başta bir kere sözleşmelisiniz. Senelik kontrat imzalıyorsunuz, onun devamlılığı şüpheli yani seneye devam edecek misiniz etmeyecek misiniz, o devamlılığından zannediyorum, belirsizliğinden kaynaklanan bir şey. Aykut, Resim, HEM 6.
119. Bir şeylere üye olmak isterim ama Türkiye’de hiç kimse hiçbir şeyi desteklemiyor. Ne kadar ses getirir emin değilim. Ümitli bakamıyorum. Çoğunluğun da ses getireceğini zannetmiyorum. Öyle bir sendikanın negatif veya pozitif bir etkisinin olabileceğini düşünmüyorum. Onur, Bağlama, HEM 7.
120. Gerçekte iş yapacaksa, hak savunacaksa gelmesini isterim. Beni savunurdu ama tüzüğü önemli, o güveni veriyorlar mı o önemli. Bu işi yapabilecekse istiyorum. Ozan, Grafik Tasarım, HEM 5.
121. Şu anda yok. Tabii ki isterim neden olmasını istemeyeyim ki. Ben sürekli kendi haklarımı savunmakla uğraşmak istemiyorum. Benim haklarımı belirli kurum ve devlet şey yapsın. Ben sadece mesleğimle, eğitimciliğimle uğraşayım... Burcu, Kuaförlük, HEM 1.
122. Yani herhangi bir şekilde o tarz bir şey yok. Mesela şöyle bir şey isteyebilirim. Bir usta öğreticinin normal bir öğretmenin sahip olduğu bazı haklara sahip olabilmesi gerekir. Mesela en basit örnek, öğretmen kartı olabilir ya da öğretmenlere yönelik uygulamalarının ayrılarının onlara da geçerli olabilmesi lazım. Sonuçta burada çalışırken bir öğretmen kartı

alabiliyorsan, birçok şey de aynı şeyi kullanabiliyor, aynı haklara sahip olunabilmesi gerekiyor. Aylin, İspanyolca, HEM 7.

123. Benim bildiğim yok. E ben sadece usta yöneticilere olarak olursa olmasını istemezdim. Bence bütün kültürel dalları içinde birleştiren bir kurum olsa, bunların hepsinin bir yerde haklarını savunan bir sendika olsa, o zaman isterdim. Ali, Halk Oyunları, HEM 8.
124. Birinci karşımdaki insan soru sorduğunda net bir şekilde cevaplar verebiliyorsun. Ha ‘bu öğretmen de bir şey bilmiyor, bunu kim karşımıza koydu’ imajını yaratmıyorsun. Eğitimci olarak en azından ha bu konularla da ilgili bilgim var ve şunun cevabı şudur diye net şekillerde cevap verebiliyorsun, kendini iyi hissetmeni sağlıyor. Ece, Bilgisayar, HEM 3.
125. Yenilikler tanıyorum. Her sene yenilikler çıkıyor. Ben hala yeni şeyler öğreniyorum. El sanatları da sürekli yenilik isteyen bir şey. Yeliz, El Sanatları, HEM 1.
126. Hizmet içi eğitimler her sene olmuyor. Bu tür seminerlerin eksik olduğunu düşünüyorum. Ahmet, Tiyatro, HEM 5
127. Ben formasyon almadım ama o konuda kendim baya bir araştırma yapıp yani internet üzerinden ne nedir, ne değildir, yani kendimi yetiştirmeye, yazılı belgelere ulaşmaya ne yaptım? Gayret ettim, okudum. Mesela eğitimci psikolojisi nedir, öğrenci psikolojisi nedir, yani bunları tabii ister istemez mesleğimiz olduğu için kişisel çabalarım ile yani birçok şeyi yapmaya, ortaya koymaya, özen gösterdim yani. Berk, Bilgisayar, HEM 6.
128. Belediyeler de çalışmaya başladı. HEM’in işlevini yeteri kadar bildiklerini sanmıyorum. Orada ne iş yapılıyor bilinmiyor. HEM’leri ve yetişkin eğitimini bilmediklerinden kaynaklanıyor. Onur, Bağlama, HEM 7.
129. Şeyle çok karıştırıyorlar. İSMEK’le çok karıştırıyorlar. Bu Halk Eğitim Merkezleri pek bilinmiyor aslında. Tanıtımı zayıf, işte hep soruyorlar işte, özel mi, şey mi, yok diyorum ya ücretsiz hani. İnsanların pek bilinci yok. Tanıtım yapılabilir, o sirkülasyon da artabilir yani, yeni insanlar buraya gelebilir. Aykut, Resim, HEM 6.
130. Bir kere şöyle söyleyeyim. Halk Eğitimlerle Halk Evlerini karıştırıyor insanlar. Bunları insanlara bildirmek lazım. Geldiklerinde anlatıldığında bunu anlıyorlar. .... diyorum halk eğitim merkezi, burada şu şu eğitimler veriliyor, şu kurslar var. Okuma yazmadan tutun, bütün diğer kurslar deyince ‘haa yok biz orayı öyle bilmiyorduk’ tarzında tepkiler oluyor tabii ki... ‘Ücretsiz eğitim mi aaa biz onu bilmiyorduk, burada böyle bir kurum mu vardı?’ diye algılayanlar var. Ece, Bilgisayar, HEM 3.
131. Ama şimdi halk eğitimlerin tanıtımı başladı. Burcu, Kuaförlük, HEM 1.
132. Hani tanıtım anlamında çok eksiklerimiz var ama bu yıl yeni yeni başladılar. Funda, Giyim, HEM 4.

## APPENDIX E

### DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

	Public Education Center	Name	Sex	Age	Course	Total Years of Experience in Adult Education	Total Working Hours a Week at Public Education Center	Total Working Hours a Week in the Second Job	Undergraduate	Master	Pedagogic Formation
1	PEC 1	Burcu	Female	39	Hairdresser	4	40	-	-	-	no
2		Yeliz	Female	42	Handicrafts	23	40	-	-	-	no
3	PEC 2	Hasan	Male	23	Computer	2	40	-	Computerized Accounting and Management **	-	no
4	PEC 3	Fatma	Female	26	English	almost 1.5	36	-	French Language and Literature*	-	yes*
5		Ece	Female	34	Computer	4	40	as much as she likes	Controls Systems Technology	-	no
6		Deniz	Female	32	Hairdresser	9	32-40	-	-	-	no
7	PEC 4	Ezgi	Female	52	Home Furnishing	25	40	-	-	-	no
8		Funda	Female	30	Sewing Course	over 2	40	-	Ready-made Clothing	-	no
9	PEC 5	Ahmet	Male	52	Theatre	15	40	16	Radio, Cinema and TV	Folk Dance	no
10		Ozan	Male	33	Graphic Design	5	40	8	Graphic Design and Photography* **	-	no
11	PEC 6	Berk	Male	35	Computer	over 5	40	-	Computer Programming	-	no
12		Aykut	Male	32	Painting	2	24	-	Painting	-	no

13	PEC 7	Aylin	Female	29	Spanish	8	over 10	over 20	Spanish Language and Literature	-	no
14		Onur	Male	49	Bağlama	18	32	6	Music Education	-	yes
15		Umut	Male	29	Computer	almost 1	40	-	Computer Education	-	yes
16	PEC 8	Ceren	Female	32	Bağlama	1	40	-	Music	Music *	yes
17		Ali	Male	25	Folk Dance	3	32	-	-	-	no
18		Furkan	Male	32	English	3	24	-	English Language and Literature	-	no

\*ongoing

\*\* Open Education

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