

AN ANALYSIS OF LIFELONG LEARNING POLICIES AND PRACTICES OF
REGIONAL DEVELOPMENT AGENCIES

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AN ANALYSIS OF LIFELONG LEARNING POLICIES AND PRACTICES OF
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Agencies

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Thesis Abstract

Selcan Çınar Yıldırım, “An Analysis of Lifelong Learning Policies and Practices of Regional Development Agencies”

This study aims to reveal how adult education activities are formulated in regional policies of the Regional Development Agencies (RDAs).

To gather information, document analysis and semi-structured interviews are used. The semi-structured interview form is developed by the researcher and it is prepared for four different RDAs on April, 2013. The sample of the study is formed through nine persons who are experts of RDAs. Additionally, content analysis was used as a research method to make a document analysis of the RDAs’ lifelong learning policies. The study mainly focuses on nine documents. Primary documents are mainly used as data sources, and the selection of these documents is designed to fit the specific research questions underpinning this study.

Agencies are new structures that bring the harmonization process with the EU to life and embody private sector dynamism in their structures when Turkey’s history of development is considered. Agencies have played important roles in relation to “responding to market demands” which has been very popular in liberal discourse within the last ten years, as practitioners of supranational and national policies in the regions. Agencies produce practical solutions to market requirements through funds. Agencies provide funds to projects that aim to give occupational training to a variety of groups especially for these purposes.

The results of the study demonstrate that adult education policies are generally instrumentalized to produce the output that can create the labor force which has the competence and equipment suitable for the labor markets and structured for small-scale and short-term economic objectives. Lifelong learning is not discussed in the social context. This causes human to be defined as an input – human capital – to be transformed into labor force.

Tez Özeti

Selcan Çınar Yıldırım, “Bölgesel Kalkınma Ajanslarının Yaşam Boyu Öğrenme Politika ve Uygulamalarının Analizi”

Bu tezin amacı Bölgesel Kalkınma Ajanslarının bölge politikalarında yetişkin eğitimi faaliyetlerinin nasıl formüle edildiğini tespit etmektir. Bilgi toplama için yarı yapılandırılmış mülakatlar ve doküman analizi yöntemleri belirlenmiştir. Yarı yapılandırılmış görüşme formları araştırmacı tarafından geliştirilmiş, 2013 yılı Nisan ayında dört farklı bölgesel kalkınma ajansında uygulanmıştır. Araştırmanın örnekleme bu dört bölgesel kalkınma ajansında çalışan dokuz bölgesel kalkınma ajansı uzmanından oluşmaktadır. Buna ek olarak, içerik analizi araştırma yöntemi kullanılarak, bölgesel kalkınma ajanslarının yaşamboyu öğrenme politikaları ile ilgili doküman analizleri yapılmıştır. Çalışmada dokuz dokümanın içerik analizi gerçekleştirilmiştir. Bu dokümanlar şunlardır; sekizinci ve dokuzuncu kalkınma planları, GMKA, BEBKA, ÇKA ve BAKKA ajanslarının bölgesel kalkınma planları, yaşamboyu öğrenme özel ihtisas komisyonu raporu, işgücü piyasaları özel ihtisas komisyonu raporları, "Kuruluştan bugüne sosyal politikalar" başlıklı sosyal politika açılımları çalışma grubu raporu. Birincil dokümanlar veri kaynağı olarak kullanılmıştır. Doküman örnekleme çalışmayı destekleyen araştırma soruları göz önüne alınarak amaçlı örneklem yöntemi ile seçilmiştir.

Ajanslar Türkiye'nin kalkınma tarihi göz önüne alındığında özel sektör dinamizmini yapısında barındıran, AB ile uyum sürecini hayata geçiren, ulusal ve ulusüstü politikaların bölgedeki uygulayıcısı konumundaki yeni yapılardır. Ajanslar son on yılda liberalizmin en popüler söylemi olan piyasa taleplerinin karşılanması söylemi açısından önemli bir role sahiptir. Kalkınma ajansları tarafından esneklik, post-fordizm, girişimcilik, yenilikçilik, rekabetçi kapasite gibi kavramlar içselleştirilmiştir. Ajanslar fonlar yardımı ile piyasa taleplerine pratik çözümler sunarlar. Ajansların eğitim alanındaki faaliyetleri yetişkin eğitimi aktiviteleri açısından analiz edildiğinde, ajansların eğitim konusunda en fazla vurgu yaptığı konulardan birisinin mesleki eğitim olduğu tespit ediliyor.

Çalışmanın sonuçları gösteriyor ki, yetişkin eğitimi politikaları iş piyasaları için uygun rekabetçi ve yetkin işgücünü oluşturmak için araçsallaştırılmıştır ve kısa vadeli ve küçük ölçekli hedefler için yapılandırılmıştır. Yaşamboyu öğrenme sosyal bağlamında tartışılmamaktadır. Bu anlayış insanın işgücü olarak tanımlar ve onu iş piyasalarının bir girdisi -insan sermayesi- haline getirir.

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ABBREVIATIONS

BAKKA	West Balck Sea Development Agency
BEBKA	Bursa, Eskişehir, Bilecik Development Agency
CHP	Republican People's Party
ÇKA	Çukurova Development Agency
CTO.....	Turkish Employment Organization
DA	Development Agency
DOKA	Eastern Black Sea Development Agency
DP	The Democratic Party
EEC	European Economic Community
EU	European Union
GMKA	South Marmara Development Agency
IMF	International Monetary Fund
ISO	International Organization for Standardization
ISTKA.....	Istanbul Development Agency
İŞKUR.....	Turkish Employment Agency
KPSS	State Employees Selection Exam
KOBİ.....	Small and Medium Sized Enterprises
KOSGEB.....	Small and Medium Enterprises Development Organization
MEGEP	Strengthening the Vocational Education and Training System Project
NGOs	Non-governmental Organizations
NUTS	Nomenclature of Territorial Unit for Statistics
RDAs.....	Regional Development Agencies
R&D.....	Research and Development
SMEs.....	Small and Medium Size Industries
SODES	Social Support Program of The Ministry of Development
SPO	State Planning Organisation
TARTUD	Tarsus Tourism and Promotion Association
USA.....	United States of America

CHAPTER I

INTRODUCTION

Background of the Problem

Since Turkey gained European Union (EU) candidate status with the decision of the Helsinki Summit in 1999, its domestic political and economic life has changed due to some regulations put in place to enable the integration of Turkey into the EU. Various legal arrangements in the areas of programming, administrative structuring, capacity building at central and local level has been done in order to guarantee EU membership. The implementation of those regulations in Turkish policies has further accelerated since 2002.

Regional Policy has been one of the key regulatory titles for Turkey because it has been at the agenda of the European Union as a common policy since the 1975 Treaty of Rome. It can be said that a new era started in 2002 in terms of regional development policies since the Turkish state has based its own legitimacy on its capacity to guarantee territorial unity. Related to “Europeanization,” the Turkish government implemented local government reforms which not only gave local authorities more proactive status, but also broadened the competences of the local authorities.

It is well known that, regionalization process in Turkey goes hand-in-hand with the national development plans and they are mostly formulated towards integrating all economic, social and cultural areas in a centralized fashion, since the young republic had to eliminate inequality between regions. The priorities of the government plans and development plans aimed to balance division of labor

between social groups and the regions. In this way, inequalities among regions would degrade. In addition, the concept of regional development was understood in a very hierarchical way. The purpose of this policy is to ensure economic and social cohesion and social stability.

However, in the near term, the government has adopted decentralization in order to meet the demands of the EU and the supra-national mechanism and to manage the uncertain economic conditions. The current regional policy approach, associated with new management models and decentralization, does not have a hierarchical structure and is not state-centered; on the contrary, this approach highlights local governance.

To achieve regional economic development in terms of the Europeanization concept the state transfers its power to the regional level. So, Turkish state has changed its structure of regional governance and made arrangements in accordance with the EU subsidiary principle which has led to the expansion of local government powers greatly.

As it has mentioned above, traditionally, Turkey's development policies are in top-down direction. Via determining a policy for whole country, the state attempted to achieve effective results. The general principle of the development plans is developed and activated of the market economy. To create strategies for sustainable development, the government was making plans which have sector-specific targets. On the other hand, to establish a balance between central regulations and regional autonomy, it is clear that there is a need for the destruction of the traditional frame.

In a new frame, briefly, globalization and regionalization aren't described as opposite terms but they are depicted as complementary terms. Since there is no global space, the focus of contact is local. In this context, the term "state" is reshaped. The new structure of the state and the role of it are redefined in the perspective of Europeanism. In terms of this new perspective, via adopting a governance model, the government began to give importance to the participation of the private sector. In other words, cooperating with state authorities, private actors are increasingly engaged in governance practices.

Designation of Nomenclature of Territorial Units for Statistics (NUTS) Regions in line with the EU Regional Statistical System was determined by the decision of Council of Ministers on August 28, 2002. The Ninth Development Plan (2007-2013) redefines NUTs (Nomenclature of Territorial Units for Statistics) which are considered as the most appropriate model for the analysis of socio-economic disparities and the details of regional development plans. The State Planning Organization following the definition of NUTS levels, a new institutional framework for these regions was introduced through a program, which is underway to establish RDAs.

As shown in Figure 1, the country is divided into 'statistical regions'. Level-1 has the twelve NUTS (Nomenclature of Territorial Units for Statistics) regions, level-2 has twenty six NUTS regions and level-3 has eighty one NUTS regions in the base of adaptation with the EU in September 2002. NUTS level-3 is based on eighty one provinces; NUTS level-2 was defined by grouping the neighbor provinces in the scope of level-3 and NUTS level-I, similarly, was constituted by grouping the NUTS level-2 regions in the base of adaptation on EU. Accordingly,



Fig. 1: 26 NUTS level-2 Regions. Picture from (Eurostat, 2008)

RDAs formulated in the frameworks of NUTS level-2 with the Law No. 5449 in 2006. İzmir and Çukurova Development Agencies were established firstly and began to function in July 2006. With the Council of Ministers decisions on the establishment of eight Development Agencies in November 2008 and sixteen Development Agencies in July 2009, the legal process for the establishment of RDAs at twenty six NUTS Level II regions was completed.

RDAs are centralized in description of localization. Organizational structure of an RDA is composed of administrative board, development council and general secretariat (See Figure 2).

RDAs have had an important role in ensuring regional development. RDAs are based on public / private sector and NGO's coordination and organization.

The Development Council is formed in order to run the agency and provides close partnership between public authorities, NGOs, universities, private organizations and local governments in the region.

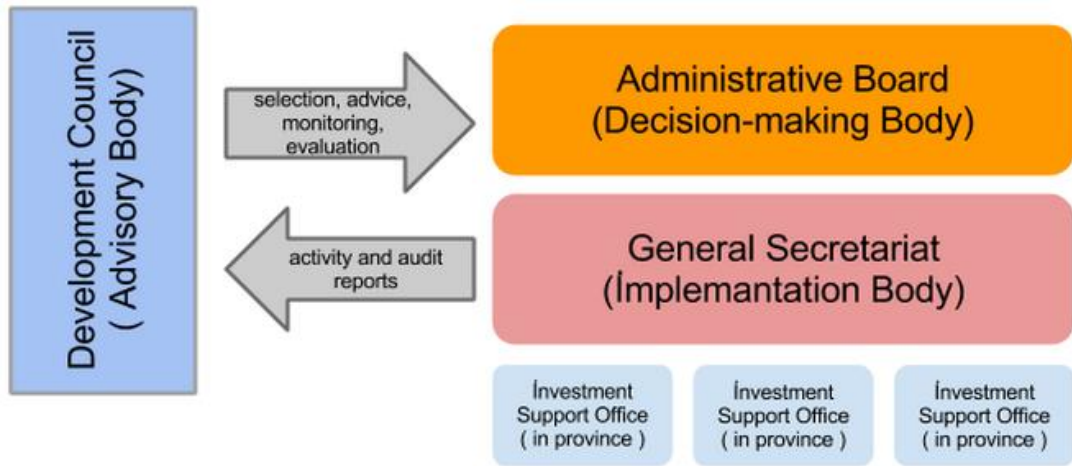


Fig. 2: The Agency Structure of Organs and Functioning. The picture is adopted from ("Kalkınma ajansları 2011," 2011).

The Administrative Board is the arbiter organ of the Agency; which it is composed of Governors, Metropolitan Municipality Mayors, Chairman of Provincial Council and Chairman of Chamber of Commerce and Industry of the region.

The General Secretariat is the executive body of the Agency and consists of able experts and support staff.

The Investment Support Offices are to attract domestic and foreign investment to the region, and to boost entrepreneurship in the region.

General Secretariat consists of the Secretary General, Unit Managers, Experts and Support Staff. Units are connected to the General Secretariat as follows; planning, programming and coordinating unit, project implementation unit, monitoring and evaluation unit, support services unit, and investment support office.

Planning, programming and coordinating unit conducts research to improve the competitiveness of the region. This unit also prepares regional development plan to collaborate between region and local, national, international institutions.

The Project Implementation Unit is responsible for carrying out the programs. The Project Implementation Unit executes activities to support the implementation of regional plans and programs.

The Monitoring and Evaluation Unit collects necessary information, analyzes and reports it for the purpose of monitoring and evaluation of the projects. The Investment Support Office contributes to economic development by following permit and license procedure of investors in region and promoting business and investment opportunities for national and international level.

The aims of the RDAs in Turkey are:

- to improve the relationship among public sector, private sector and non-governmental organizations,
- Ensuring the efficient and appropriate utilization of resources
- Stimulating local potential through accelerating regional development and ensuring sustainability

Certainly one of the most important headings which are within the sustainable targets of the regional development agencies is social progress headings. Agencies empowers locally in recent global concepts formations and paradigms in social policies. The strategies regarding the social developments also intended to produce complete projects with education policies which bring education system into the benefit of global economy. So, investment in human resources through education training has become one of the major items of the political agenda. The document of European Framework for Lifelong Learning decided to focus on competitiveness, growth, development and productivity.

Statement of the Problem

This study aims to understand how adult education activities are formulated in regional policies of the RDAs.

The main purpose of the study is,

- to examine on planning and programming activities of RDAs in the context of social policy.
- to produce a thick description of what the framework of social policy programs is.

In order to do this the study will look into and analyze lifelong learning policies and practice of regional development agencies.

Research Questions

The questions of this study are:

- What is the RDA's function in the implementation of national and supra-national lifelong learning policies in context of social development?
- What are the main themes used in the conceptualization of lifelong learning in social policy programs of RDAs?
- What kind of adult education activities are funded and supported by RDAs?
- What is the functionality of these educational activities at the point of women and youth participation in labor force?

Significance of the Study

This thesis studies on the effects of the RDAs on lifelong learning concept in a critical way. Interviews have been conducted with some experts from the RDAs. In addition to the interviews, the main political documents that cover the lifelong learning issue have been considered. These two sources are the main sources used for the development of this thesis. The importance of this thesis comes from the fact that it is the first study that investigates the relations of lifelong learning concept and the RDAs. Another importance of this study is that this study focuses on the effects of the neoliberal policies on the lifelong learning policy in the regions of Turkey. It points out the dynamic relationships between the state in the Global System and the region. The effects of the EU membership process have also been investigated.

CHAPTER II

LITERATURE REVIEW

Concepts

This part includes key concepts in regional development and the framework of social policy programs of regional development agencies.

Globalization, Governance and Regionalization

With the hegemony of the neoliberal perspective, globalization has become the most widely debated concept among a number of commentators. Not surprisingly, commentators seem willing to agree that the term must be linked in some way to the wilting of the idea of a cohesive and sequestered national economy and society (Robertson et. al., 2007).

Although globalization is often exclusively associated with homogenization of identities and cultures, Dale highlights that globalization is not based around a particular set of values, but, it is a set of managerial approaches for the organization of liberal market economy (Dale & Robertson, 2009).

The deepening of transnational relationships leads to more integration and interconnection in the liberalized market. In such a system, globalization brings a new type of managerial approach, international division of labor, and organizational model. The dominant ideology of the concept of globalization is deeply rocked the structure of the classical national state and the formal governmental system.

One of the common opinions regarding the definition of globalization is that “it is primarily a perceived set of changes, because ‘greater forces’ (global

competition, responses to IMF or World Bank demands, obligations to regional alliances, and so on) leave the national state ‘no choice’ but to play by set of global rules not of its own making” (Torres & Burbules, 2000, p. 2).

In this new era, the nation state is seen to be too small for big policy decisions and too big for small decisions. Consequently, the power and boundaries of the nation state are slowly being redrawn, as both global and local institutions set agendas and win new policy functions and undermine old arrangements (Globalisation, 2008).

In liberal perspective, which is dominant ideology around the world, the formal governmental system has been changed with a new concept; ‘governance’. Governance can be seen as a concept to create a bridge between globalization and regionalization. Via this new concept, globalization does not represent the end of the region. The region, which becomes a part of, rather than separate from, the global, is a unit area defined by the network of relationships. As a result, public-private cooperation began to be seen as very crucial. So, a collaboration of state and civil society in public policy has become a top priority agenda.

Ball (2010) examines the trend move from government to governance. He says that:

A change in the nature of what it means to govern which manifests itself through increasingly blurred boundaries between different tiers of government, and the public and private sectors, and between the state and civil society (p. 124).

Stöhr makes a brief explanation of the concept, “governance is considered as the way in which the public sector, private sector and civil society work together as

partners in building a stronger economy and better society” (Edralin, Mani & Stöhr, 2001, p. 282).

Governance has enabled the presence of several management layers. Relationships between those layers are regulated by the institutions which are established to have active economy. In global world, the dominant ideology of neoliberalism starts process of regionalization and gives birth to those institutions. The important point is that because of decentralization policy, those institutions have an autonomous structure and have reinforced to share administrative role of the state.

Deriving market integration and taking part in inter-regional economic competition, supranational forces, EU, provide regionalization as a part of government reform. The largest share of government reform for the regionalization process is divided into market friendly strategies. To engender cooperation between regional groups and to enlarge the sphere of activity of private sectors is another big share of government reform.

Regional Development

The concept of region is currently used in planning, administration and analysis of many national and international public programs. Etymologically, the term “region” comes from Anglo-Fr. as *regioun* and from old French as *region*, which corresponds to "direction, boundary, district, country," (region, 2013). Or, region is a portion of the body with natural or arbitrary boundaries. The ‘region’ is above the provinces in the hierarchical level of government and it brings to mind the idea of a homogeneous block of space that has a persisting distinctiveness due to its cultural and physical characteristics.

The region has always been an important concept in the political agenda of the European Union. Since 1980s, regional policies are more market-friendly than the former policies. To provide firms, regions are completed necessary infrastructures, offered some incentives such as cheap labor, and raw material, reduction in taxes, etc. Regional development is measured by the chances of population, employment, income and value added produced. Committee of the region has established in 1994.

The Regional Development Agencies (RDAs)

The law on the establishment, coordination, and duties of development agencies at NUTS II level entered into force on February 8, 2006. Subsidiary and partnership are the main principles of RDAs. The purpose of regional development agencies is to encourage inward investment and employment in their regions in line with regional economic strategies approved by the government. Regional financial assistance is channeled through the agencies, including funding from European Union sources (The Penguin Dictionary of Economics, 2003).

RDAs' subject to the provisions of private law regulated by law 5449 and working under the coordination of the State Planning Organization (SPO). RDAs are based on the principle of subsidiary. SPO monitor and evaluate the implementation of plans and programs, determine the principles and procedures, regarding the assessment of institutional performance of agencies and performance of programs, ensure inter-agency cooperation and support joint project generation, ensure cooperation and coordination between related institutions at central level. RDAs should be able to adopt different organizational forms appropriate to local circumstances. According to Halkier, Danson, and Damborg (1998) bottom-up

approach brings certain advantages to Regional Development Agencies. These advantages can be cited as follows; producing strategies that are designed in line with the region's problems, the establishment of more effective and not bureaucratic relationships, because of semi-autonomous structure protecting from political interference.

After redefinition of development policy by the European Union with the Lisbon strategy, development agencies have become fundamental element of regional development. Through forming and running partnerships, regional development agencies throughout its history has served many different purposes which are to attract investment, to ensure the region's economic and social development, to determine the development strategies, to support the regional institutes according to specified strategies, to enhance cooperation

Lifelong Learning

Beginning from 1970s, significant transformations have taken place both in the developed countries of the West and the underdeveloped countries. With the change in the global economic conditions through the oil crisis, transnationalization of capital, increasing global competition, etc., the neoliberal ideology, which had been advocated since 1930s, became popular in the context of the late 1970s. However, neoliberalism has certainly not only been dominant at the ideological level, but they were also applied as policies.

Şener (2004) explains neoliberal theory as “a largely unregulated capitalist system (a “free-market economy”) not only embodies the ideal of free individual choice but also achieves optimum economic performance with respect to efficiency, economic growth, technical progress, and distributional justice.” (p. 2). The state is

assigned to a very limited economic role: defining property rights, enforcing contracts, and regulating the money supply. State intervention to correct market failures is viewed with suspicion on the grounds that such intervention is likely to create more problems than it solves (Kotz, 2002). Neoliberalism and globalization appears as two complementary concepts. According to Heron (2008); “Neoliberalism is the ideology that promotes its own brand of capitalist restructuring; that which he calls globalization” (p. 89). It continues along a line of thinking of knowledge, society and history, emphasizing rationality, scientific objectivity, essentialism and the linear directions of time, thought and development; and operates in rigid binaries of primitive-modern, black-white, man-woman, first world-third world, developed- underdeveloped. In this vein, the Western model of civilization and/or development is put forward as the model to emulate and the basis upon which a developing country must accommodate its market(s), policies and populations in order to ‘catch up.’ Further, moving in linear progression from ‘developing’ to ‘developed’ is more likely to occur if one's economy is primarily directed to meet the needs and interests of the web of global capitalist relations dominated by the ‘developed countries’; and in meeting these needs will serve well for the developing country.

In light of increasing global competition, the EU, an important strength of the global world, gives priority to education and training to achieve economic competitiveness and social cohesion. Jones (2005) maintains that the EU put such a high premium on the need to raise the skill levels in each and every region of Europe so that they could better sustain their own economic development, attract new industries, and arrest the flow of qualified manpower from the very regions which desperately needed to retain their own talented, highly qualified people.

With the changing political structure of Europe after the 1970s, lifelong learning becomes a significant subject on the policy agenda in Europe. EU formulated the concept of lifelong learning via Education Permanente document. At the end of the 1980s the EU had establish a wide range of education programs which based on the principle of lifelong learning. The creation of the pillar system which was established through the Treaty on European Union in 1992 had deeper effects on the Europeanization of the policy making process on education and training. The EU's programs for education and training have been gathered under two roofs which are Sokrates and Leonardo.

EU

EU Regional Development Policy

In 1957, two treaties were signed between France, Netherland, Belgium, Luxemburg, Italy and Germany in Rome that gave birth to the European Economic Community (EEC). The Treaty establishing the EEC affirmed in its preamble that the countries signed specifically affirmed the political objective of a progressive political integration and declared the necessity of development policy which minimizes the disparities between regions. Even today, authorities emphasize on establishing a genuine unified market policy to be developed by the member countries to eliminate regional disparities. Although as of the 50s the issue of regional development was taken at the national level, with the globalization ideology and hegemony of neoliberal perspective this policy has been changed.

During the period of 1980s and 1990s, regionalization has become a prominent topic in Europe.

Turkey

Background of Regional Development Efforts of Turkey

Turkey's regional development policies can be divided into three periods. The first period is covering years from 1923 to 1960. The second period is called planned period. Lastly, during the years from 2002 to the present it is defined as the third period which includes the integration process of the EU.

The Planning Effort of Turkey Before 1960s

The World War One and the 1929 World Economic Crisis had negative effects on Turkish economy. The newly established republic faced many problems such as insufficient accumulation of capital, lack of infrastructure, low per capita income level and so on. The primary objective of the new republic was to alter the basis of economy from agricultural production to industry. In the early years of the Turkish Republic (1923-1933) the government pursued a liberal economic policy based on private enterprise. In The First Economic Congress of Turkey, "Economics of the National Pact" have been accepted. After this congress, the state was seen as an aid to private enterprise. To create national enterprise class, government has set up monopolies, carried out the expropriation process and attempted to encourage industry. It was stipulated that the state may operate in areas which is exceeding the economic power of private enterprise.

In 1929, İsmet İnönü (1933) said that:

“To get rid of the vulnerability of the national economy and to ensure active economic progress, many institutional and social precautions need to be taken by the government. So, it is essential that government agency and national enterprises must interfere in every area of economics. We should follow our Path ... continuously equip ourselves, and try to reinforce our

individual and desperate tradesman and consumer with the help of our institutions. This is why the government intervention in every field of national economy is necessary” (p. 224-227).

Nonetheless, this liberal economic policy had to be changed substantially during the 1930s, because of economic and social infrastructure deficiencies, the lack of industry-based private enterprise and most importantly, the economic crisis of 1929. During the years from 1930 to 1940 general trend was a protectionist and nationalist economic policy.

While The Tobacco Monopoly Law was being discussed in 1930 in The Turkish Grand National Assembly, some of the MP's who are defenders of the interests of trade argue about the problem of the limits of state intervention. In 1932, eight law drafts were submitted to parliament. They were highly interventionist economic issues. Boratav (1972) highlights that “through the state enterprises and the intervention of the state administration capitalist development begins in Turkey in 1932” (p. 11).

The initial planning studies were performed in the same year. In 1934, the first five-year industrial plan was into effect. The basic objectives of this plan were aiming at import substitution and providing a certain increases in the production of consumer goods. The first five-year industrial plan was financed plants for the manufacture of textiles, ceramics, glass, cement, paper, chemicals, iron and steel. With the implementation of the plan twenty factories started to operate. Two large corporations, Sümerbank and Etibank, have been brought in the economy.

The years 1932-1939 represented a period of accelerating the accumulation of private capital. In the 1930s and 1940s, one of the rival CHP (Republican

People's Party) groups is liberals (who defended a liberal capitalist model) which had different perspectives regarding modernization and foreign policy orientation and competed to influence the core leadership centered on Atatürk. The liberal group's most prominent member was arguably Celal Bayar, who was the chair of the İş Bankası (Business Bank) from its foundation in 1924 until 1932, the minister of economics between 1932 and 1937, and later prime minister from 1938-39 (Hale, 1980).

In 1937, Turkey signed credit agreements with Britain and Germany amounting to fifty eight percent of the state budget. Ahmet Ağaoğlu, a leading late Ottoman and early Republican liberal thinker and intellectual father of the Serbest Cumhuriyet Fırkası (Free Republican Party), responded to the claims that the planned economy was the best way to achieve economic development. Ağaoğlu argued that the reason why the East was underdeveloped was not because it was exploited by the West but rather because of its suppression of freedom. Ağaoğlu asserted that modernity, progress and strength flow from liberalism and individualism (Karpas, 2004).

Second plan was placed into effect in 1938. The scope of this plan is larger than the first one. Second plan gave priority to heavy industry. Following Atatürk's death, the statist groups within the CHP consolidated their dominance, isolating their liberal rivals. In contrast to advocates of liberal viewpoint, state policymakers think that policy of state control accelerate development of the capitalist system. During the second half of the 1930s, "Kadro" ('The Cadre'), which is the important ideological magazine, has been the source of significant controversy over policy of state control.

Yalçın Küçük (1971) underlines two important conceptualizations of the “Kadro” magazine. One of them is that; “there is a harmony of the classes in scheme of Turkey”. The other is that; “the state is above classes, which means that the state is an independent entity beyond the conflicts between classes.” He maintains that, this ideological rhetoric has been effective in the emergence of propertied classes; and the primary products of the first period of statism are Turkey’s first big capitalists. He also highlights that during the implementation of state control policies policymakers denied the relationship between capitalist private entrepreneurship and the state control policies (p. 210). Development plans have been manipulated the private sector for the short and long term purposes of country. Thanks to conscious efforts, the private entrepreneurs have been developed and have reached the capacity to do large-scale investments.

After 1939, especially in the period of 1946-1950, statisms as an official economic policy were abandoned. The second experimentation with economic liberalism took place after the end of World War II.

Erder (2003) said that “in the polarized world after Second World War, indeed, Turkey has participated on the capitalist side. By the year 1945 with the basic choice of power was to liberalize the economy.” (p. ix). He maintains that “with the transition to multi-party system, adaptation to capitalism has become even more important. DP had a conception of economic development which based on private enterprise and liberal policy and disapproved of statism and planning” (p. ix).

Boratav (1962) assessed and evaluated the status of private enterprise between the years 1945-1950. He pointed out that private enterprise demanded

independence in economic area, wanted to manage economic life and limit the activities of state, has requested the transfer of the state enterprises to them. “CHP schedule its program most of these demands in the party congress in 1947. At the same time DP (The Democratic Party) agreed almost entirely with private entrepreneurs.” (p. 194). Boratav (1962) highlighted that “essentially there is no separation between the parties and the influential social groups” (p. 194).

Towards the implementation of the Marshall Plan, Semih Baran Plan was prepared. 1947 five year plan has not been implemented since it did not meet the demands of the USA.

New economic policy, called liberal economy, was applied after 1950’s. This period may also call infrastructure investment period. These policies has enabled the development and strengthening of free market economy.

On the other hand, during 1950-1960s, the new government (DP government) failed to conduct a successful relationship with the world of capitalism. But this is also a fact that “the May 27 revolution had taken over the planning mission from the DP” (Soyak, 2011, p. 174).

The Planning Effort of Turkey After 1960s

On May 27, 1960, General Cemal Gürsel led a coup d’état that removed President Celal Bayar, Prime Minister Adnan Menderes, and his cabinet from power and dissolved the parliament. In the same year, state planning organization founded by declaring military government's commitment to the west and capitalism. Planning was seen as a complement to the market mechanism and State Planning Organization (SPO) was established. The establishment of the SPO was a turning

point in terms of development strategies. Development plans are prepared by SPO and put into practice in annual programs. These programs are arranged in accordance with the objectives and policies in development plans. The programs are formed also by taking advice of related institutions, and approved by Higher Planning Council and The Council of Ministers.

The founding staff of State Plan Organization designed the first five-year development plan which was a comprehensive plan of all dimensions; social, cultural, economic, and technological; and prepared with fifteen-year perspective. With the transition to the planned period, decisions are taken towards the long term goals. The social aspects of the plan have a functional unity with the economical dimensions. The most prominent feature of the plan was integrity.

Erder (2003) states that social sectors had taken place in the plan in a functional way. He gives the example of the education sector. "Education strategy aimed at the general social development and equality of opportunity" (p. xiii). According to economical and technological perspective, this strategy is also functional. He highlights that "the same approach applied to the health sector. In this plan staff created a program for health sector that includes socialization of the health care system and population planning." (p. 9). He also adds that on the other hand, "income distribution between regions and classes and employment targets were internalized among the objectives of the plan" (p. 9).

At the end of the second Five Year Progress Plan Period (1968–1972), parallel to the change of political power in 1972, regional development and regional planning concepts were shelved and another policy regarding the procurement of a

balanced development was followed. This tendency also continued in the third Five Year Progress Plan Period (1973–1977).

Until the period of 1960-1980 to strengthening the industrial base private sectors, strategy of industrialization through import substitution has become the central policy. This basic policy abandoned in 1980, national development policy has been made compatible with the new world order. In line with happenings in the world, neoliberal economic policies become dominant in determining the planning strategies. Thus, after the 1980's the opening of foreign markets has accelerated and the process of creating all the tools and institutions of the free market system has started.

The military coup of 1980 has guaranteed smooth implementation of neo-liberal economic policies by repressing the voice of civil society. According to Boratav and Yeldan (2006), “the post 1980 adjustment path started with an orthodox stabilization policy that also incorporated the first structural steps toward a market based mode of regulation.” They highlight that, “the shock treatment of 1980, facilitated by the military coup of September and generously supported by international donors, was, to a large degree, successful in terms of its own policy goals” (p. 4). The civilian successor of the military government, which was elected in 1983, then followed the neo-liberal model. The regional policy of the third Five Year Progress Plan was modified in the fourth Five Year Progress Plan (1979–1983) due to the re-emergence of the significance of region planning; however, having experienced two political power changes in this planning period made it difficult for the objectives of the plan to be implemented. During this period, plans aimed to create socio-economic infrastructure of public investment.

The Planning Effort of Turkey During the Years From 2002 to the Present

Turkey as a candidate country to join the EU has changed its approach on regional development movements. Europeanization process requires decentralization of governance. Instead of valuing the dynamics of the state central planning, EU highlights the importance of local entrepreneurs who called stakeholders and the principle of being connected which conceptualized as a roof to reach the goal of horizontal networks (EU, Central state, region, departments, commune) and vertical networks (public players, private players, non-public players).

To harmonize with the EU's regional policy, Turkey was forced to reshape its central development strategy and to share power with the private entrepreneurs and regional civil actors. Within globalization and Europeanization, hierarchical structure of Turkey can be seen as the clue of the failure of decentralization.

Therefore, a major change of discourse in the developments plans of Turkey happened after 2000. In the Eighth Five-year Development Plan (2001-2005) and the Ninth Five-year Development Plan (2007-2013), there is a noticeable metamorphosis in the approach to regional policies. The requirements of the Europeanization were taken into account as a new social reality in those plans. Regional policies were reshaped in line with this social reality. To make regions more competitive, compliance with local actors has been considered important in the regional development plans.

NUTS Region in Turkey

Related to “Europeanization”, a new regional classification was introduced in Turkey at the end of 2002. The State Planning Organization and the State Statistics Institution established NUTS regions at three different levels. A total of eighty one provinces are covered by NUTS 3 level, twenty six regions formed by bringing provinces together make up NUTS 2 level, and twelve regions formed by bringing twenty six sub-regions together make up NUTS 1 level. According to this classification, NUTS 1 regions covers TR1-Istanbul, TR2-Western Marmara, TR3-Aegean, TR4-Eastern Marmara, TR5-Western Anatolia, TR6-Mediterranean, TR7-Central Anatolia, TR8-Western Blacksea, TR9-Eastern Blacksea, TRA-Northeast Anatolia, TRB-Central Eastern Anatolia, and TRC-Southeastern Anatolia.

Challenges for the Future of the RDAs in Turkey

The hierarchical structure of the state is constant element in Turkish political arena because of the way and understanding of the structure of state and institutions.

Bullmann (1996) points out that, traditionally unitary nation-states now need to think seriously about regionalization to keep pace with European-level developments. EU requires the candidate states to introduce the necessary legal arrangements and administrative reforms to harmonize with the EU’s regional policy, and the establishment of RDAs is an important element of those administrative reforms (Sobaci, 2009).

In the second half of the 2000s, a process to create a set of RDAs began in Turkey. However, the traditional view of regional development has prevented the formation of suitable institutional structures and capacity at the regional level.

Legendijk, Karasu, and Yaşar (2009) state that, there is a need for some changes about RDA formation. They highlight that “without further changes, there is a risk that key deficiencies from past programmes will simply be reproduced, and that the absence of proactive regional development strategies and sectoral guidance plans will persist” (p. 394). This inference shows that regional development agencies with existing structure can not produced solutions to the key disputes of region.

According to Dulupçu (2005), considering highly centralized state tradition and low level socio-economic development in many parts of Turkey, the adoption of a development strategy has caused some analysts to view “regionalization” as a policy that has been superficially applied for EU candidacy purposes, and remains application of regionalization unutilized.

CHAPTER III

METHODOLOGY

In this chapter, population and sample selection, development of interview forms and data collection, conducting of interviews, analysis of data, the document selection process, and the analysis of the documents take part.

The aim of this study is to gain insights into how adult education activities are formulated in regional policies of the RDAs and to examine the planning and programming activities of RDAs in the context of social policy. On the basis of these aims, the study explored the answers of the following questions,

1. What is the RDAs' function in the implementation of national and supra-national lifelong learning policies in context of social development?
2. What are the main themes used in conceptualization of lifelong learning in social policy programs of RDAs?
3. What kind of adult education activities are funded and supported by RDAs?
4. What is the functionality of these educational activities at the point of women and youth participation in labor force?

To gather information, document analysis and semi-structured interviews are preferred. The theories and the concepts presently discussed were built by detailed academic literature with secondary sources such as books, articles, in journals and articles published as conference or working papers.

Data was collected by a semi-structured interview form developed by the researcher and implemented among the experts of RDAs. The data acquired from those interviews and meetings are used in the thesis, when it is necessary. To find out key categories, content analysis as a document analysis method has been utilized.

To check the results of interview data, this study used both interview data and content analysis of documents. The documents; the Eighth Development Plan, the Ninth Development Plan, Regional Plans of RDAs, Ad Hoc Reports about Lifelong Education, Ad Hoc Reports about Labor Market, and the report prepared by social policy workgroup named “Social policies of RDA’s since they were established” were studied to assess how lifelong learning is conceptualized in RDAs’ regional policy through the documents.

Population and Sample Selection

The sampling strategy is to select an expert sampling which is a type of purposive sampling technique. Trochim and Donnelly (2008) define expert sampling as:

Expert sampling involves the assembling of a sample of persons with known or demonstrable experience and expertise in some area (p 95).

Expert sampling is used when research needs to glean knowledge from individuals that have a particular expertise. In this study, participants having particular expertise and potential to open new doors were chosen. The sample of the study is formed through people who have worked in RDAs. Experts interviewed for this study are assigned by development agencies’ personnel regulations. According to these regulations, each of those experts should get a certain score from State Employees

Selection Exam (KPSS). In addition, for an assignment as an expert in the agency, they need to have work experience in the public or private sector on certain matters for at least five years.

Also, snowball sampling was used to reach RDA experts since they are not easily accessible. Patton (2002) explains the purpose of snowball sampling strategy as follows: “Identify cases of interest from sampling people who know people who know what cases are information rich, that is, good examples for study, good interview participants” (p. 243).

Sample of the study consists of nine experts of RDAs, four of which are monitoring and evaluation experts and five of them are the planning unit from ÇKA(Çukurova Development Agency), BEBKA (Bursa, Eskişehir, Bilecik Development Agency) , GMKA (South Marmara Development Agency), BAKKA(West Black Sea Development Agency). Sample of the study is selected purposefully from among both male and female participants of the RDAs’ experts. By looking at the annual reports of the years 2010-2011, RDAs working in social development have been identified. Participants in the study consist of basically two groups of people. First group are the planners of the RDAs who evaluate spatial, social, demographic, economic and technical data together with aesthetic, cultural, natural/ecological factors so as to determine aims and objectives for the future, define tools and processes of implementation, recommend alternative proposals to decision makers and undertake a role and responsibility in the implementation of those proposals. The second group is monitoring and evaluation experts, who produce performance indicators in program, component and project levels, collect

data on performance indicators of projects/programs and conducted several site visits to implementation units and grant projects.

Two planners who work for ISTKA (İstanbul Development Agency), DOKA (Eastern Black Sea Development Agency) were selected for the pilot study. For the main study, experts were selected from four different RDA's; ÇKA, BEBKA, GMKA, BAKKA. Via email, general secretariats of RDAs were asked to allow meetings with planning, monitoring and evaluation units experts. After the general secretariat gave permission, the researcher asked planning, monitoring and evaluation units experts if they want to participate in the research after presenting the aims of the study.

Development of the Interview Form and Data Collection

Data were collected by employing a semi-structured interview form developed by the researcher and implemented among the workers of RDAs. The conditions of RDAs were taken into account while the open-ended interview questions were designed. They were prepared in Turkish and were conducted in Turkish. In the development stage of the form, the researcher has benefited from similar studies in Turkey. To ensure the success of the study, pilot studies were with a few participants. Thanks to the guidance of pilot study participants who work for ISTKA and DOKA, the researcher had a chance to recover interview questions and revise items.

For qualitative data, the semi structured elicitation technique -a social process in which you ask people questions and they answer- was chosen. In the pilot study interviews were conducted with two different experts. These experts were working as planning experts of ISTKA (PP1) and the DOKA (PP2). The study was

reconstructed based on the information gained from the experts during the pilot interview. Some questions of the pilot study interview form are related to the RDA's function in the implementation of national and supra-national policies. The experts were asked about the importance of the RDAs for Turkey, the relationship between central plans and regional plans, whether or not a region is closely integrated into global processes. During the pilot interviews, first, it was requested from the National Agency experts to answer the question, "What is the place of National Agencies in Turkey?" Experts who were interviewed in pilot studies gave information about the priorities of the program. They mentioned that topics such as employability, entrepreneurship, labor force participation, increasing education's sensitivity towards labor force demands and innovativeness were included in the priorities of the program. They emphasized that it is quite crucial for the project to be in accordance with these priorities.

After these pilot interviews, it was concluded to have interviews with the experts from the Planning Unit and Monitoring and Evaluation Unit for each agency.

In addition to the life stories of participants, other questions related to initial thoughts of people about new adult education policy in Turkey with the effect of EU, working experiences of experts during planning or evaluation process and sources of them are asked to experts through the main interview form.

In addition to data gained by interviews, observations, and informal negotiations are used as a supporting data of the study as well.

This study achieved rigour of validity through five approaches: "construct validity; confirmability; credibility; external validity and finally,

reliability/dependability” (Miles & Huberman, 1994, p 277). Construct validity in this study was achieved through a literature review involving multiple sources of evidences, establishing a chain between them, and having key external informants. Confirmability achieved by developing a record of data collected (such as recorded cassette tapes, transcriptions, interview notes, secondary sources) to allow other researchers to observe a chain of evidence. Credibility achieved through discussion of the results and conclusions with other academic researchers. External validity in this study achieved through the use of procedures for coding and analysis. Reliability/dependability is achieved by gathering similar results when the similar study is designed by other researchers.

The researcher who collects data did not explain her personal ideas or bias the issue. The researcher acted as observer.

After the transcription of interviews, answers of each participant listed under the related questions and major and salient common themes determined for each question. After this process, responses of samples are grouped under the related themes.

Conducting Interviews

The outcomes presented in this study are based on one-on-one interviews. The reason for choosing a qualitative design is that “it implies a direct concern with experience as it is lived or felt or undergone” (Sherman & Webb, 1988, p. 7). Furthermore, qualitative studies are interested in understanding how people make sense of the world and the experiences they have in the world (Merriam, 2009). According to Glaser and Strauss (1967), “the constant comparative method was used since such constant comparisons force the analyst to consider the diversity of the

data: Each incident is compared with other incidents, or properties of a category, in terms of possible similarities and differences. This mode of comparing is in contrast to coding for crude proofs; such coding only establishes whether an incident indicates the few properties of the category that is being counted” (p. 114). Since the aim of this study is to analyze the changing adult education policy on the effect of new regional development policy and to examine the ongoing change in the organization of the Turkish regional policy, and the process of formation of the Regional Development Agencies in Turkey, the study employed face-to-face interviews. Face-to-face interviews are planned, prearranged interactions between two or more people, and their purpose is to generate detailed and desired information about an event, that would not otherwise be possible to obtain by other means of data collection (Seidman 2006; Weiss 1995; Rubin & Rubin 2005).

The researcher interviewed with nine experts who worked in four different RDAs, and accepted participating in the study on April 2013. Participants were interviewed by the author only. They were asked for and granted permission for taping of the interviews. The duration of each interview varied from forty to forty five minutes. The interviews were transcribed and coded using the program of Express Scribe.

Analysis of the Data

The interviews were transcribed using the program of Express Scribe. Interviews were recorded and transcribed verbatim, then subjected to close examination. Firstly, the researcher prepared transcripts, found, refined, and elaborated concepts, themes and events. Secondly, the researcher compared concepts and themes across, themes and events (Rubin & Rubin, 2005). The analysis of the data employed was

associated with the constant comparative method, to identify recurring themes within and across data sources (Merriam, 2009). It is a widely used method in all kinds of qualitative studies (Glaser & Strauss, 1967). The basic strategy is to begin with a particular incident from an interview and compare it with another incident in the same set of data or in another set. These comparisons lead to tentative categories, which are then compared to each other until thematic units are reached (Merriam, 2009).

Document Selection Process

This part of the study focuses in detail on how lifelong learning is conceptualized in RDA's regional policy through the documents: — the Eighth Development Plan, the Ninth Development Plan, Regional Plans of RDA's, Ad Hoc Reports about Lifelong Education and Labor Market, and The report which is named "Social policies of RDAs since they were established". Primary documents are mainly used as data sources, and the selection of these documents is aimed to fit the specific research questions underpinning this study. Patton (2002) states that, "because of the fact that the logic of purposeful sampling is quite different, purposeful samples should be judged according to the purpose and rationale of the study" (p. 245). The purpose of the study was to understand how adult education activities are formulated in regional policies of the RDAs. In order to analyze the RDA's lifelong learning policies and adult education activities, it would be more reliable to analyze the SPO and RDA's own official documents. SPO and RDAs publish massive amount of policy documents in different contexts. The content of the study is about lifelong learning policy; due to documents that are not included in the issue of lifelong learning has excluded from the scope. So, some of the official reports and plans

were chosen as data because they were felt to represent most adequately the mainstream policy about lifelong learning in the planning process of regions. Neuendorf (2002) highlighted that “validity is the extent to which a measuring procedure represents the intended, and only the intended, concepts” (p. 112). The SPO plays an outstanding role in planning regional policy at the national level. Between the national development plan and the local plans the interdependencies are more depending on overlapping of contents and procedures. Thereby, the Eighth Development Plan and the Ninth Development Plan which are the master plans for socio-economic development and top in the hierarchy of plans in the last decade has analyzed. Regional plans and national development plans has a linear relationship each other. So, the other main source of documents is the RDA’s regional plans. Those reports which are mentioned above are directly related to the lifelong learning policy.

Analysis of Documents

Krippendorff (2004) stated, “the content analyst views data as representations not of physical events but of text that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind” (p. xiii). In this study content analysis was used to describe trends in communication content. Weber (1990) indicate that “words, phrases, or other units of text classified each category may consist of which are presumed to have similar meanings” (p. 12). According to Elo and Kynages (2008) content analysis process used to organize data includes three steps; open coding, creating categories, and abstraction. On the base of Kynages and his colleague’s view, to make sense of the data, in the first instance, notes and headings are written in the margin of text while reading it. To describe all

aspects of the content and to provide a means of describing the phenomenon, the second part of the process, notes and headings are collected to coding sheets and they are grouped together as categories and categories are grouped as main categories. Lastly the final step is abstraction which means formulating a general description of the research topic through generating categories. During the classification procedure each category has been assessed according to accuracy and reliability.

CHAPTER IV

FINDINGS

This part of the study focuses in detail on how adult education activities are formulated in the regional policies of the RDAs and what kind of adult educational activities were funded and supported by them. It also examined the planning and programming activities of RDAs. The findings of the study will be summarized under the following sub headings: Demographic characteristics of the participants, findings of the interviews and findings of the document analysis.

Demographic Characteristics of the Participants

RDAs' experts who are participants of the study are symbolized by PP (planning expert) and PME (monitoring and evaluation expert) to protect their identity. In each quotation, they will be represented with these symbols.

There are five planning expert participants (PP) and four monitoring and evaluation expert participants (PME) in the sample of the study.

Additionally, in the pilot study interviews were conducted with two different experts. These experts were working as the planning experts of ISTKA (PP1) and the DOKA (PP2).

The first planning expert participant (PP1) is a woman. PP1 is 32 years old, married and a university graduate. She has completed her bachelor's degree in city and regional planning. She has work experience from State Planning Organization.

PP2 is a 26-year-old woman, single and a Master's graduate. She has graduated from a social development and international relationship program. Her first work experience is in the Regional Development Agency.

PP3 is a 24-year-old woman, single and graduated from a 4 year statistics program. Her first work experience is in Regional Development Agency.

PP4 is a 24-year-old man, single and a PHD graduate. He has graduated from a 4 year economy program. His PHD subject is economic development and international economics. His first work experience is in Regional Development Agency.

PP5 is a 29-year-old man, married and a master graduate. He has graduated from a social science. His master's degree is Social and Political Science. There is no information about his work experience.

PP6 is a 35-year-old man, married and a master graduate. He has graduated from a physics engineering program. His master degree is management. He worked in the IT sector for a while.

PP7 is a 29-years-old woman, single and a PHD graduate. He has graduated from 4 year economy program. His master degree is Social policy. His PHD subject is city and region planning. His first work experience is in Regional Development Agency.

The first evaluation expert participant (PME) is a man. He is 28 years old, single and master graduate. He has graduated from an international relations and EU program. His master degree is international relations and EU. The work experience of him is in Regional Development Agency.

PME2 is a 30-year-old man, married and graduated from a 4 year management program. He had previously worked as a budget reporting expert in an independent audit firm.

PME3 is a 36-year-old man, married and a PhD. graduate. His PhD. subject is management and organization. He previously worked as a public administrator.

PME4 is a 35-year-old man, married and a master graduate. He is graduated from physics engineering. There is no information about his work experience.

Table 1. Demographic Characteristics of the Sample

Participant	Sex	Age	Marital Status	Education Level	Occupation	Work Experience
PP1	Woman	32	Married	University Graduate	City and Region Planning	State Planning Organization
PP2	Woman	26	Single	Master Graduate	Social development and international relationship	RDA
PP3	Woman	24	Single	University Graduate	Statistic	RDA
PP4	Man	29	Single	PhD.	Economics	RDA
PP5	Man	29	Married	Master Graduate	Social and Politica Science	No information
PP6	Man	35	Married	Master Graduate	Physic Engineering	IT Sector
PP7	Woman	29	Single	PhD. Student.	City and Region Planning	RDA
PME1	Man	28	Single	Master Graduate	International Relations	RDA
PME2	Man	30	Married	University Graduate	Management	Budget Reporting Expert in Independent Audit Firm
PME3	Man	36	Married	PhD.	Management and Organization	Public Administrator
PME4	Man	35	Married	Master Graduate	Physic Engineering	No information

Findings of Interviews

Some questions of the interview form are related to the RDA's function in the implementation of national and supra-national policies. The questions directed to the experts include topics such as the importance of the RDAs for Turkey, the relationship between central plans and regional plans and whether or not a region is closely integrated into global processes. During the interviews, firstly it was requested from the National Agency experts to answer the question "What is the place of National Agencies in Turkey?"

To get the ideas from those being interviewees, findings of interviews will be presented under certain categories. Findings of the interviews will be summarized under the following sub headings: The change in the organisation of the regional policy, The RDAs' function in the implementation of national and supra-national policies, issues relating to the operation of the regional development agencies, conceptualization of lifelong learning in social policy programs of RDAs, Education, social policy, development, Existing Projects and Applications.

The Change in the Organization of the Regional Policy

The participants stated that significant changes have taken place since agencies undertook a role in the process of establishing regional policies. It is suggested that participation is encouraged through development council and agents, which are the actors of planning process and have an industry-specific dynamism. Participants underline the fact that the spatial-based planning process has been initiated with regional plans.

The experts also underline that the development agencies are flexible and there are dynamic structures in decision-making and implementation. They additionally point out that regional plans, programs and financial support intersect with the admission process of the projects in accordance with the priorities, and also participation is crucial in the decision making mechanisms. They also highlighted the fact that agencies are active structures which gives rapid response to change by means of research and analysis in terms of competitiveness.

By referring to the previous plans, the experts stated that development plans were previously prepared in a centralist structure. They expressed that agencies are structured to break the centralist perception. They stressed that agencies listen to locals and provide solutions for the locals. The thoughts of the participants regarding this subject are as follows:

1- PP3: During the development plans, planning elements were formed from the centre, Ankara, and these aspects were put into effect as outputs. But now, we are organizing workshops in every town, explaining what regional plan is at every location we visit and get their opinions.

PP3 expressed that they can even reach out to small accommodation units while PP4 who expressed similar thoughts explained this process by correlating it to industrial development. It was stressed that the needs of the industry focused on locals are not seen in the plans made with a centralist vision. They said that agencies can cooperate with the industry focus in the region while ensuring local development and that they improve the region with the fund resources in competitive conditions. They stated that agencies uncover the potential of the region and submit it to the view of ministries and investors.

2-PP4: In business cycle, requirements were in such a state that they were not directly observed from the centre and the action plan could not reach to the local. It was stated that the demands were not noticed from the local and this mission was assigned to Regional Development Agency. It is possible to speak of a relative success. Not only the Ministry of Development, but also other ministries want to make use of the potentials at local level. The information at the local level is directed to the center. The extent to which information is structured is uncertain, but they want to utilize our role.

Additionally, experts pointed that previously regional plans were made already. However, they stressed that with the establishment of the development agencies, the possibility of creating more comprehensive strategies was raised. In addition to his/her statements PP4 stressed that spatial analyses can be made while PP5 talked about the role of agencies on identifying the needs of the region.

3-PP5: Central development plans are currently in progress, but it is decided that inclusion of local dynamics to the system is more logical. Development agencies started to be established with the realization that local development is significant. Regional plans are developed. Regional plans are now doing something, which was missing in the previous development plans and they are determining more comprehensive strategies. In other words, it is also analyzing the current situation, but it is determining a strategy for a particularly serious area. At first, spatial-based and comprehensive evaluation were not performed. There were certain city-based general expectations. Studies were performed on these expectations. But with the onset of development agencies, regional, spatial evaluations are performed. I believe that this is the most significant change in the planning concept. I consider the agencies are significant in terms of the transition into the spatial-based planning.

Participants stated that the organizational structure triggered the fact of forming a participative development perception. They told that a communication has been executed with the shareholders in the region in order to form a joint development perception. PP6 quoted the general structure of the development committee. He stressed that participation peaked in the region because of these mechanisms.

4-PP6: We are maintaining participation at the maximum level while performing the regional plan projects. We do surveys on the web site at regular intervals. We are trying to ensure the participation of stakeholders in the area. We try to substantiate this process on various platforms continuously. Moreover, we are including this aspect in various projects. We have a development council. We are informing the development council about all the activities we perform. We are making invitations. Therefore, participation is maintained at the maximum level.

Similar to PP6, PP7 also pointed to the importance of participation for the region and to the unique organizational structure of the regional development agency. PP7 expressed how participation is ensured.

5-PP7: Workshops are organized to ensure participation. There are different methods to ensure participation; for instance we conduct surveys. But talking with individuals is different. Let's say we have an agency building. Informing them about who is occupied with what kind of an activity is increasing the motivation to ask questions by making calls in terms of establishing communication and developing acquaintance.

As a result of the interviews made with the experts, it can be understood that with the establishment of agencies, new mechanisms are created for regional development. It is understood that to ensure participation in the region, meetings were organized with many corporations and institutions especially with some owners and industry chambers. It has been seen that there is a settlement that brings together the council and the departments of the agency with the local industry factors. It can be said that to ensure this structure, regular meetings are conducted, fairs are being attended, and corporations and institutions are included in the project creating processes. Participation is described over these studies. Participation is explained as the most important structural change by the experts. It is stressed that by this way, the process of changing the regional policies has been changed.

The RDA's Function in the Implementation of National and Supra-national Policies

In spite of the differences the regional development agencies create in the process of creating regional policies, it has been identified that they incorporate hierarchical factors. Especially in terms of creating policies and developing strategies, it has been identified that central and even global policies are put into practice in a hierarchical settlement by the agencies.

The participants stated that they are developing policies in cooperation with the Ministry of Development and there was a direct harmony between regional plans and national development plans that there were governors and administrators in the city level in the development board consisting of wise men in the region and that they are preparing a regional policy in compliance with the national policies.

Experts have stated that with the establishment of the agencies a more flexible development understanding has been formed. They have stated that development has been put into practice from the regions and with the participation of the regions. However in the interviews that were conducted, they also stressed the hierarchy in the structure. They said that they consider participation important in the determination of regional strategies. However, they also stressed that regional strategies should be compliant with the central strategies. They pointed to the fact that central decisions are taken by the Ministry of Development and that there are mechanisms that control the compliance of the decisions with the regions. They stated that regional plans are approved by the center after being made as draft in the region, and that at the approval phase they are harmonized with the center.

6-PP3: Studies are performed by twenty six different agencies in Turkey and common experiences are formed. These aspects are evaluated by Ministry of Development and of course they also have a contact with the centre. Since State Planning organization is a preparation planning experience, we are frequently trained. We are constantly receiving training on these aspects and receiving their opinions. As a matter of fact, the approving mechanism has already changed. Regional development is approved by the Ministry of Development. But, indeed, we submit our plans for their information after they are completed. After our draft is confirmed with the statement that it can be presented to the supreme council of regional development, they are submitted for approval. So we are in direct contact with them.

The majority of the participants stated that it is crucial for the regional plans prepared specially for the region are compliant with the central plans. PP4 stressed that international policies dominate the regions irruptively. PP4 also stated that the major axis of the regional plans should be compliant with the major axis of the central plans. PP4 also stressed that if a strategy special to the regions, s produced by the agencies and if this strategy is non-compliant with the major axis of the central plans, this strategy can't be implemented and won't be accepted.

7-PP4: In Turkey, when it is about regional policy, there is a sort of withdrawal. With recent developments, a central structure has been established in terms of the economy in Turkey. We can not say that we are pursuing a regional policy. You are supposed to make a regional plan. Basic strategic objectives are major axis of development plans of the upper scale. However, we experienced an incompatibility in terms of the basic major axis. Your regional plan doesn't get acceptance. So, there must be a compatibility and harmony between them in order that you don't conduct any adverse actions. We R&D (Research and Development) insist on innovation, you can not come up with any projects based on primitive aspects.

In addition to this, PP7 described the regional plans as a reflection of general policies.

8-PP7: Plans come along as structures in which strategic decisions of the upper scale, general policies are reflected and pre-defined elements.

In addition to this, participants stated that agencies were established in parallel with Turkey's membership nomination process that regional policies have been specified within the NUTS 2 level areas, agencies bore similarities with the examples from EU in terms of the statute and the functioning and the national and the international policies were followed by the agencies.

9-PP3: Separating Turkey into two upper levels TR area within this adjustment process before participation, establishing development agencies are actions, which are fictionalized in relation with the regional development in EU. I am not sure about the condition of regional development agencies in EU, but at the meetings we attend, it is stated that there are examples of countries, with which we bear direct similarities. As a matter of fact, our statute was adopted from a converted version of EU statute. We are even having problems which stem from this modification process.

PP3 pointed to the relation between the agencies in Turkey and the regional agencies in the European Union. PP4 mentioned the basic differences between the structures of the agencies in Turkey and the structures of European Union's regional agencies. By contrast with the examples in Europe, PP4 stressed that no profit-oriented structure has been established in Turkey yet.

10-PP4: Agencies are one of the commitments that were given in the European Union process. When regional development agencies in European Union are analyzed structurally, they are not state enterprises as a whole. Many of them are profit-oriented. When examined, it is observed that the agencies in Turkey are acting like public enterprises and granting donations. In the first phase, the first thing agencies should do in order to make their presence felt is to grant donations since they are supposed to draw attention. As for the agencies in Europe, fund support is in the background, primary role of most of them is to do planning, attract investors and make analysis. In the future, agencies in Turkey will also head towards such assignments; but under current circumstances, this difference with European agencies is quite prevalent.

PP5 mentioned similar points as PP3 and PP4. PP5 stressed that the agencies were established as part of European Union Membership process. However, PP5 stressed that the fund amounts allocated for EU agencies could not be ensured in Turkey. Furthermore, PP5 supported PP4 stressing that there are differences in terms of administrative structure.

11-PP5: With regard to form, there is a structure which is similar with EU, particularly concerning monetary support. For instance, on average, 1/3 of EU's fund is allocated to these topics. For example, it is allocated to the European Regional Development Fund or the European Social Fund. EU countries are allocating a considerable amount. I don't think that a fund equal to this amount is allocated in our country. We have a discrepancy like this. Also, things are quite different in terms of the institutional aspects. It is in the administrative area but there are similar aspects in terms of regional establishment and basic logic. I am of the opinion that it resembles. I also think that even the regional development funds and social funds are important and there is a significant difference in this context. Frankly, I believe that, it is becoming different in terms of the amounts. Such issues may be the basic differences. Apart from that, there are administrative and structural differences. The logic of our establishment is to put into effect by adopting their basic logic.

PP7 pointed to the structural differences. In addition to that PP7 stated that joint programs are executed with EU. PP7 stressed that the main similarities are the projects and execution of studies.

12-PP7: We are executing common programs with the EU. As a matter of fact, our programs bear a resemblance to theirs. They have a project based approach. For instance we are trying to sustain the same culture and establish it here. There is this approach which is expressed as 'You have an idea, you put it down on a project, present it to relevant parties, let them evaluate it and you follow this course within the context of a system.' So, there are similar aspects in this sense, indeed.

Issues Related to the Operation of the Regional Development Agencies

Experts pointed to rising of some problems in terms of functioning due to differences. The subjects related to functioning have been mentioned in this section according to the answers given to the interview questions.

Participants referred to certain problems in terms of the functioning of development agencies. They emphasized the fact that development council and board of management have drawbacks as well as advantages from the point of operation.

PME2 stated that original economic policies typical of the region can't be developed since central policies are pursued by the agencies. He added that governor, the highest level of bureaucrat within the central structure of the regions, is in the executive council. He focused on the results of senior bureaucrat's presence in the structure of the agency. Summarizing these results, PME2 attributes the continuity of centralist influence within the agencies to this structuring.

13-PME2: In the projects carried out by the development agencies, there is a profound gap between what is implemented and what is targeted. Agencies are preparing regional plans, but whether such regional plans have an instructive nature or their level of importance for the region is uncertain in practice. It is at least an important step for meeting the requirements by considering the local dynamics and the local demands. But of course there are lots of problematic aspects. Central policies which depend on the centre due to the structure of management board are implemented. The degree at which the needs of the region are met and regional requirements are taken into consideration is a little problematic. This stems from the fact that there are governors in the management board and they are working based on a very central system. They are taking actions in accordance with country-wide economic policies and social policies instead of local and regional issues. They can not avoid the centrifugal force effect of the central influence.

PME2 also emphasized the fact that perspective of central administrations such as PP2 conflict with the flexible structure of agencies. He stated that bureaucratic elements within the structure of the agency create disadvantages from time to time. On the other hand, it adds, since people in the development councils don't have any sanction power, they sometimes avoid participation.

14-PP2: Although management boards are weighed upon a central management point of view, there are also such structures as governors, general provincial council chairmen, chambers of industry, non-governmental organizations and universities in the management board. We have a development council, which is the advisory body for encouraging participation and a sort of advisory council. However, development councils unfortunately can't operate in the functional manner as they are designed or idealized in the law. All the foregrounds of the region are subtracted in the development councils. There is an attempt towards including wise-men from institutions, universities and civil society. These lists can be changed with the approval of council of ministers, but frequent changes are not permitted. Such proposals are submitted from the secretary general and approved by the ministry. A council of 100 members consisting of such institutions and persons is present. They are expected to serve as an advisory council which establishes commissions for the development agency and provide warning in thematic subjects and sector-specific issues. But since they don't have any influence or sanction over the management board, these persons' motivation to meet on a regular basis, produce certain elements and make policies remains low. For this reason the current problem is that, development groups, which are the actual assembly of participants, remain inactive.

With regard to the operational process, PP4 refers to the fact that agencies must have a dynamic structure by definition. However, it has underlined that this dynamic structure hasn't been established completely yet. It suggests that this stems from the structure of management board.

15-PP4: Development agencies are in a state of contradiction between their roles in the statute and hierarchical planning concept. It is intended to sustain the dynamism of private sector in the statute. However, transmission from the centre to the local is not overcome at the agencies yet. There are relatively high numbers of agencies, which are dependent on the office of

governor in the executive committee. They don't know their position precisely. There is private sector dynamism in the establishment. There is a centre-based concept in the structure. Agencies were supposed to pull the public institutions to an upper level by providing dynamism; but on the contrary, public weight is pulling us down. Development agencies have gained momentum towards top-down clumsiness and bureaucracy. In many regions, governors are creating a different structuring. Although it is specified otherwise in the statute, governors are regarding the agencies as subordinate institutions under their level of authority. Yet another public institution is established and agencies are in need of the authority to direct this institution.

The majority of participants remarked that problems with regard to the functioning of development and advisory committee hinder the dynamism of agencies. At this point, they emphasized the fact that particularly the representatives of central bureaucracy become involved in the administrative processed with a centralist approach. They expressed their concerns about the potential clumsiness that might dominate the process as a result of this situation. These structural problems mentioned by the participants can be interpreted as anxieties about the hierarchical order when developing policies for the regions. It is observed the neo-liberal policies established with global tendencies are primarily integrated with policies developed at national level, then conveyed to the regions with a certain type of hierarchy.

Participants state that another function of the agencies is to decrease differences between the regions and underline that existing structure poses and obstacle against this course of change.

16-PME2: It is expected that agencies take actions with the purpose of eliminating inter-regional and intra-regional differences. I am of the opinion that this intention is not put into effect in practice. Within the context of our region, for instance, this area consists of three cities and they all have completely different structures. Although they are zoned according to this

statistical structure, they have considerable different features. Whether inter-regional difference is eliminated is also a problematic issue. Larger regions receive a larger share from the central fund. They are also receiving large shares from the local funds, from the funds of provincial special administration or from the municipal financing sources. Budget of the larger area is more from the point of development agencies and naturally small areas have a smaller amount of budget. Level of the magnitude is maintained. Therefore, inter-regional difference doesn't change in practice. Secondly, larger city receive more support on account of the fact that it has more universities which are under more improved conditions, developed level of private sector, and there is the presence of a better project infrastructure.

Participants referred to the structural problems related to the planning schedules, monitoring, evaluating, and controlling mechanisms of documents such as environmental plans, zoning plans and strategic plans and issues with regard to content compatibility.

17-PP2: In accordance with the law, planning hierarchy is as follows: development plan on the top, below that regional plan, and below that, landscaping plans, below landscaping plans come the strategic plans etc. Legally, making the regional plan is a task, which is assigned to the development agency. But there is this gap and deficiency: landscaping plans, zoning plan etc. have to be subject to this. However, preparation schedules of these plans are currently not open to coordination and development agencies don't have such authorities as monitoring and evaluating the actions of the other institutions. You can't impose anything on the municipality to go with the regional plan you prepare. There are very old institutions, which have certain settled working techniques, methods and schedules. They have their own specific periods. You can't attempt to change these settled elements partly for the purpose of proving your competence and legitimacy. Current gap and the lack of a monitoring and assessing mechanism are obvious. The communication between other institutions and development agency is a mystery. We have to comply with the documents which are prepared by us. However, other institutions' complying with regional plans is completely at their discretion. Lack of an integrated mechanism which encompasses the municipality, special provincial directorate of administration contributes to the process of regional plan's losing their actuality. If such an authority were present, we wouldn't have to put down any procedures just for kicks in order to prepare a plan. So, coordination is significant.

As it is stated by PP2 above, most of the experts referred to the problems in terms of implementing the regional plans within the region. They stated that almost every organization has established a plan apart from the regional plans. They pointed to the fact that though all these institutions and organizations are below the regional plan within the plan hierarchy, an integrity relationship could not be established.

In addition to this, participants stated that there are problems related to personal rights even though the staff employed by the agencies forms a think-tank for the region.

18-PP6: The significance of the Development agency for Turkey is obvious, but there is another side of the coin: Development agencies in Turkey are not certain about their future direction yet. They actually provide serious brain-drain into the region, majority of whom would not go there under normal circumstances. But personal right actions of 'slapdash' development agencies took a negligent approach. In the beginning, there was a significant transition to the development agencies on the part of the public. But now, there is a transition from the development agencies to the public. Primary reason of this condition is the fact that the status aspect is ambiguous. There are major factors such as not regarding expertise in this area as one of the typical expertise areas in the state sector. I believe that such aspects influence the personnel negatively more than one would suppose.

Conceptualization of Lifelong Learning in Social Policy Programs of RDAs

Participants stated that the concept of lifelong learning is included in the educational aspects of the regional plans. They underlined that lifelong learning is a supported and known concept. They referred to the fact that the concept of lifelong learning is considered within the context of participation in the labor market. They explained in particular that lifelong learning can be regarded by the agencies as an application and this mechanism targets at developing an institutional capability by financing education and consultancy activities within the scope of certain priorities.

Experts stated that the most typical examples of adult education activities organized by the experts of the agency directly are technical support programs. They stated that technical support programs are supports provided to develop public institutions. They stated that most of the supports provided within the scope of technical support program are project management, access to fund sources, use of new technologies, trainings for improving capacity and efficiency. This support is sometimes provided by agency experts directly or education companies are assigned through tenders.

19-PP2: The most conscious adult education activity settled into the system is the technical support. We provide support to the project within the scope of the regional priorities, requirements and technical support program's own priorities.

Experts of the agency defined life-long learning as an approach. It was stated that this approach was included in the plans. Majority of the participants referred to the fact that life-long learning activities are implemented in their regions through various educations programs.

20-PP3: We focused on the concept of lifelong learning in the regional plan. This concept was utilized. One of the headings of regional plan with regard to education section is the concept of lifelong learning. Literature review data collecting activities are conducted for the new the plan related to this concept. Currently, the statistical data about only the lifelong learning activities in the region, the participation rate, the properties of the people participating in such activities, the participation rate of women and age group is collected. Afterwards, these data will be interpreted. After this stage, the education section will be improved with institution interviews. Balıkesir and Çanakkale rank among the first ten cities with regard to lifelong learning activities and public education statistically. In other words, lifelong learning activities are quite prevalent here. The last time I attended a public education center meeting; there was the distribution of courses there. Lots of courses are launched. There are courses in various fields.

Some experts suggested that life-long learning is not completely understood in the region. They emphasized that it is regarded within the context of participation in labor force, not in the life itself.

21-PP4: In Turkey, lifelong learning is not known as a concept. Majority of employers try to include unqualified workers to labor markets with new qualifications particularly during periods of crisis. It is categorized not as participation to the life, but participation to labor market. Other aspects of this subject don't come to the foreground. Such activities are restricted to hobby courses of municipalities.

In addition to this, they referred to the fact that outputs in the field of social politics, which is one of the areas where life-long learning is utilized intensely, are not recognized clearly, thereby posing significant problems for the improvement process. They stated that Ministry of Development requires clear objectives. They highlighted that economic outputs can be measured, but social facts don't have the same nature.

22-PP4: In the regional plans, the Ministry requires those substantial targets in the context of improvement be established and there must be subjects such as social development aspects of lifelong learning. But how can you specify the objectives? You can say that schooling has changed from X% to X% and occupational education has changed from X% to X%. But you come across institutions such as the Provincial Directorate of National Education. For performance indicators, we put figures in more 'macro' sizes from institutions such as Turkish Statistics Institute since certain public institutions would be accountable in case of micro objectives and specific figures, and possibility of working with these institutions would be almost zero. Therefore, we can't set micro objectives.

Majority of the participants underlined that life-long learning is particularly important in terms of meeting the demands of labor market. It was emphasized that demands of the regions were collected and the need for qualified employee was observed in parallel with this as a result of the meetings. It was stated that life-long

learning is considered important in the planning process so that projects that might meet such demands can receive support.

23-PP5: Lifelong learning is a concept known among the planning department. Anyway, we observe lifelong learning in very serious workshops in the sense of demand. Our cornerstone here is the workshops. Of course we are doing researches as well. Regional plan is fine, but we have this thing in the region: our region is an emigrant region. It is a region, which sends lots of qualified staff. But people coming to the region are not as qualified as those who leave here. Therefore, continuing education is of critical importance. What is more, providing support to social capital is included to the agenda as a main topic. But we are aware of lifelong learning mentality and we support it considerably. It is not beyond the limits of our perspective towards social progress. Projects related to this aspect are also proposed. We are trying to include lifelong-learning to the planning process as much as possible.

Most of the experts underlined the same aspects as the statements of PP5. Majority of participants emphasized the fact that basic focus is on increasing participation in labor force while evaluating life-long learning approach in the plans. In addition to this PP6 emphasized that meeting the demands of domestic markets is crucial. They underlined that life-long learning approach forms the prerequisites for meeting such demands.

24-PP6: We included lifelong learning to regional plan as well. We had opened a heading called 'ensuring rural development'. We had objectives such as increasing urban awareness, providing social development, and increasing life quality. We determined sub-goals under these headings. Increasing workers' health and work safety, meeting the requirements of the groups with disabilities and providing opportunities etc. remain at the forefront. Lifelong learning took place as creating the necessary conditions so that education and personal skills are evaluated in parallel with the requirements of the labor market. Technical support was shaped based on the purpose that education is not restricted to formal education such as high school, university degree and individuals improve their other skills as well.

Education, social policy, development

Experts focused on such topics as the significance of innovativeness, the necessity of entrepreneurship, the priority of employment, occupational training, and labor force demands. They referred to the fact that education has a special role in social development. Concepts such as employment, human capital, social inclusion, participation of the groups with disabilities to labor force, sensitivity towards labor force demand were emphasized under the category of lifelong learning, education and social development.

Majority of the participants underlined the fact that the social development programs have a role in terms of increasing the recognition of agencies in the region, the presence of the governor as a bureaucratic authority in the management boards of the agencies for establishing social development plans. They mentioned the fact that since inadequate sources are allocated to social development projects and level of participation is low since project output is not seen clearly and it is possible to work only with the institutions focus.

It is a topic, which takes place in several political documents and included to the agenda of educational agencies, discussed in various courses. Majority of the experts referred to the fact the subject of education is particularly addressed within the topic of education. They suggested that meeting the qualified personnel need of the industry is quite significant.

25-PP3: The lack of occupational training is an issue which is frequently expressed particularly in the industry sector. So we are projecting this issue to out plans. It is stated that there is a lack of qualified and educated personnel in the industry and increasing educational institutions is one of our agenda topics. We are aware of the fact that the region needs this.

It was stated by the experts of development agencies that education, which is frequently included in national development plans and international documents must have an increased awareness towards the demands of labor markets. This is a finding, which indicates the continuity of central policies. Agency experts stated that needs of the region is determined by means of the negotiations in the meetings. They added that priorities of the program are recorded in accordance with the determine needs. They stated that since these priorities are defined as strategic priorities, people who write the projects create content in line with such priorities. They underlined that they are organizing courses and training programs, which can respond to the demands of labor markets in the region. Once again, it was emphasized that vocational education comes to the forefront at this point.

26-PP7: The sensitivity of educations towards labor force demand is significant. Because, you know that it is always stated loudly: let there be cooperation between universities and the industry. And alike, let there be education. Courses are provided on certain subjects. But the possibility that industry might not need it is always present. So, in this sense, correspondence between these two elements is of critical importance. Therefore, they need to be determined. We made interviews with industrial zones in this regard. Apart from that, agencies receive education demands via e-mail. These education demands are generally about occupational gaps. We try to close these gaps by means of such methods.

PP5 emphasized the same aspects as PP7. In addition to this, he underlined that demands of the sector and programs for improving life-long learning are intersected through sector-oriented workshops and thematic workshops. He emphasized the necessity of simultaneous improvement of social dimension and economic dimension. While the necessity of educational policies' meeting the demands of the sector was referred to, it was particularly emphasized that social dimension should not be ignored.

27-PP5: There are junction points between the sector-specific workshops and the thematic workshops. For instance, innovativeness, R&D are directly related to basic sectors. We don't consider sector-specific and thematic workshops as separate from each other. For example one of the issues expressed the most is the lack of occupational education. From now on, we are writing it as a strategy before the workshop begins. Therefore, we do occupational education workshops. Education policies must be planned in connection with the sector. It doesn't mean that people must do whatever the sector imposes on them. But a compliance mechanism is necessary. Otherwise, people may create serious social problems. For this reason, education as well as labor force must be connected and canalized to the employer in all conscience. That's what we believe. For instance, social capital, social development, and increasing social capital will also reflect to the sectors. What we consider as the basis is human. In other words, when you improve the social side of a human, its economic side changes along with it. Strategies adopted in this area and the conditions are regarded as the starting point and social areas are chosen. For example, we developed financial support for competitiveness for this year: Infrastructure and employment of women. Topics related to emigration. We are attaching a particular importance to occupational education in the reports. Education is observed as significant topic in all the discussions. If you want social development, improving human resources, improvement of human, the individual; education is the basis of all these aspects. It is impossible not to take this topic into account. There is no probability for education to be absent in social development. If you are ever pursuing a social reconciliation, a social development, you can not do it only through economic aspects, erecting manufacturing facilities and purchasing machinery. In the mentality of lifelong learning, you can do it by considering human as a constantly learning being and regarding social development and education as indispensable variants.

PME1 stated that social progress aspect is actually in the background. He pointed out the fact that increasing the recognition of the agencies within the region is an important source of motivation for encouraging social progress. In addition to this, it was conveyed that agencies' involvement in certain levels of state bureaucracy pave the way for highlighting the topics related to social development. PME1's observations related to social development indicates that, education activities which cover this social aspect will not receive support from the agencies in the long-term.

28-PME1: Social development is actually a subject which is kept in the background. The idea that economic developments will simulate social development is quite prevalent. Since the agencies have recently been established, they need a little bit more visibility. I believe that when you support a small or medium sized enterprise, providing support to ten associations, public institutions along with small and medium sized enterprise would contribute to the visibility of the agency significantly. In a word, we can also make such a deduction from this approach. Social development may not be necessary, when the agencies are well known in the region. This is not the only motive. But I am of the opinion that one of the significant cornerstones for providing support to social development is this. The second reason is as follows: having a more private nature before the agencies are established was planned as an institution under the guidance of commercial structures and non-governmental organizations. But when we evaluate it ultimately, we currently have governors in the management boards. So, the degree at which governors play a role in the bureaucracy is obvious. Therefore, I think that, this bureaucratic tradition is another reason to allocation of more portions of funds for social development. We are commencing a social development program for the second time. The focus of both development plans was to increase the service quality of public institutions. Projects covering adult education issue constituted 20 % of the proposed projects.

Like PME1, PME2 and PP4 also stated that the general opinion of the agencies is that, when economic development is achieved, social development is also achieved spontaneously. PME2 also called attention to the fact that social aspect is ignored in practice although social development is highlighted in regional plans.

29-PME2: When it is about development, primary factor is the economic aspect of the development. As for the criteria, figures such as growth and employment come into prominence. Therefore, when development is mentioned, few people think of its social aspect. The same thing applies when you think based on these agencies. We provided support to an extent, this much exporting has been made with this much support. This much employment is provided. Such statements make a more significant influence. I don't agree with the approach, which suggests that all the problems are solved when economy is fixed. But the approach is more different.

PP4 also underlined the fact that agencies are particularly focusing on industrial development. According to PP4, long-life learning is also considered within the context of industrial development even when it is about social development. Stating that activities of the agencies in the region are evaluated with quantitative outputs, PP4 pointed out to the fact that social development's not providing a feedback in the long term poses an evaluation problem. He remarked that in political terms, investments that produce results in the short run are preferred. He added that direct results of social development projects are visible in the process.

30-PP4: The grim reality is that, social development is mentioned in the specific context of the region. However, this subject is put on the back burner in support mechanisms. When we evaluate the current situation, we are aiming sustainable development. However, the belief that when economic development is achieved, social development would come along with it by itself which is quite popular. Women support is received, for instance, in tourism sector. When we talk increasing the employment of woman, it is positioned at a point below industrial level. When evaluated in terms of remittance share, it is again below the overall values of industry which is two thousand in sixteen thousand or two million in twenty eight million for two years. Why is a higher level of social development not achieved? One aspect of it is restricted to the capacity of handling large projects; large scales are not designed when executing the projects. We generally work with focus institutions. Public institutions and they are the institutions you can have a contact with. Lack of social institutions and non-governmental organizations also cause trouble for the region. Sustainability of development ... You can observe the results of economic support within one year, but social development is a long-term process. You may not be able to see what aspects your supports would result in. Most of the institutions don't consider making long-term investments as a great idea; it is not preferred politically. Direct result may not be received from the social development projects. The habit of thinking long-term is still influencing the decision mechanisms.

A significant majority of participants mentioned that movement capacity of non-governmental organizations, from which projects are expected in education field, is

quite limited. They added that institutions that receive fund from the agencies for life-long learning projects are mainly public institutions.

31-PP6: Turkey has lots of drawbacks in the sense of social development. Social development is required along with the economic growth since mobility capacity of non-governmental organizations is quite restricted in a period of recession. It is important to have their contribution when economy improves and industry develops.

Existing Projects, Applications

There are a lot of adult education activities to which a monetary fund transfer is made by development agencies. In the study, particular projects which are considered significant and highlighted by the evaluation experts were included. Following projects and practices are those presented to the researcher by the agencies and information which was shared.

Adult Education Activities are Funded and Supported by RDAs

GMKA:

When one looks at the adult training activities supported by Southern Marmara development agency, it can be seen that projects which are under the scope of technical support programs are funded for public institutions. Education activities conducted in the funded projects are those in the fields of project writing, access to fund sources and business education.

32-PME1: At GMKA, thirty nine projects were produced within the concept of social development related to learning. Social development programs were commenced two times. Priorities were determined in a way to increase the service qualities of public institutions for both projects. In the coming projects, those which covered adult education made applications. 20% of the projects were related to education. In addition to our project supports to adult education, we also had technical support programs. Here, we are providing

education on project cycle management, how to write a project and other application processes, project preparation, and management. The required technical support is provided by the agency's support experts or through service acquisition. Public institutions and organizations can make a request for making contributions to education, program and project preparation, assigning temporary expert personnel, providing consultancy, lobbying activities and developing international relations within the scope of the Technical Support Program.

BEBKA:

When education activities of Bursa, Eskisehir, Bilecik development agency is analysed upon a closer inspection, it is observed that technical support trainings are again come to the forefront. In addition to this, there are projects, which are funded for disabled individuals. In most of these projects, attention is paid to create a content which can form a labor market addressing the needs of the sector. When looked at the education programs organized with the funds provided to SME's, it is seen that innovation and entrepreneurship oriented education activities come to the forefront. In the projects addressing the countryside, it is determined that projects for improving agriculture and stock farming fields are not encouraged. Once again, the projects are based on sector-oriented objectives and the content is created with the purpose of improving capacity, gaining competitive power and provide entrepreneurship. It can be observed that plans and programs, in which education is regarded as a significant strategy for the awareness towards labor demand and the projects correspond to each other.

33-PME2: Within the scope of BEBKA, one of the priorities in the social development projects was supporting the projects for the disabled. In the projects for the disabled, there were projects which were designed for their inclusion to professional life. Also, the book 'Special Needs Education, A Good Future,' which was prepared by Bursa Provincial Directorate of National Education within the scope of Special Needs Education, A Good

Future project was published in order to guide individuals who needed special education. Education projects which addressed not only the disabled persons, but also their families were organized. Education projects provided to the families were for including families in this process with psychological support to disabled individuals. Also, again within the scope of disabled people's access to family education activities were conducted in order to provide the infrastructure for their access to such services. Some of the projects on this matter aim to make disabled individuals as economically independent by supporting them with vocational information.

One of the projects was designed for giving auto-cad education to the disabled individuals in computer-aided drawing laboratory. The level of industry is quite developed in the region. There is need for qualified personnel in such areas as automotive and machine industry. One of the projects is based on providing auto-cad training to the disabled individuals. Occupational training projects were arranged by taking the requirements of the region.

There is a well-advanced ceramic sector in Eskişehir and Bilecik. Directing individuals to popular occupations with personnel requirement is targeted with ceramic course to disabled people.

Ninty agriculture engineers and thirty four veterinary surgeons assigned in the city received training for ten days within the scope of "Project for Occupational and Technical Education of Agricultural Research and Development Personnel" by the Ministry of Food, Agriculture and Livestock. Topics such as "Current situation of agriculture in Eskişehir, problems and solution suggestions," "forage plant breeding," "alternation applications in infertile and irrigated farming," Improvement and management of grassland farming" were discussed in these education programs.

In the project called "Medical Waste recycling System," which was organized for recycling the wastes in accordance with the new regulations of European Norms and Ministry of Environment, information on medical waste recycling was provided with a training program of 600 hours to fourteen persons.

Altınaylar New Product System Development Project established a new facility for manufacturing all pape covered with stones and glass granules, and gave Production Efficiency and ISO 9001 Quality Management System education to company personnel.

Bilecik municipality established a fully-equipped centre where handicraft production typical of Bilecik region within the scope of the "Bilecik Ottoman Culture and Handicrafts Centre" project and constituted the education program for handicrafts such as calligraphy, ornamentation, miniature, tile, ceramic, painting, glass, leaded glass, sedefkâr, künde-kari, filigree, coppersmith. Twenty five trainees received education within the scope of the project.

Bursa Craftsmen's Association determined the meals typical of Bursa region and prepared a local dishes book within the scope of "Local Dishes of Bursa" project, and education was given to thirty five restaurants, cooks and artisans in the city.

Provincial Culture and tourism Directorate of Bursa turned the Armistice house into a museum within the project named "History is Making Itself Heard in Mudanya Armistice House." Within the scope of the Project, souvenirs were produced.

In the Project named "Motives of the Past Meet the Future," handicraft motives typical of the region were determined and eighty four women trainees in the region were provided with education about these motives. These motives were used as souvenirs and turned into economic values.

Eskişehir Chamber of Industry Organized Industry zone" launched a centre with a project called "Eskişehir Industrial Design Project" and provided industrial design training to about nineteen furniture company personnel, fourteen students and or unemployed persons.

In the project "Bringing Han Women into the Economy with Touristic Products that Promote the Area" which is organized by Han municipality, nineteen women were provided with handicrafts training so that they could produce souvenirs.

İpek Education, Practice and Job training Center provided ceramic-tile-making training to six teachers and seventy five students within the scope of the "Souvenir Production of Individuals with Mental Disabilities." Tiles that were prepared by the children were promoted in various fairs and exhibitions.

Kumkaya Village ukhtar provided training to olive growers and young people of the village on new techniques related to olive care, disinfestations, trimming and irrigation. One laboratory was setup and eighty persons were

provided with education within the scope of the project.

ÇKA:

Çukurova Development Agency is one of the pilot agencies. It sets a good example for small-scale agencies in many respects. Adult education activities organized in this region are somehow diverse, however, like other agencies, program priorities for meeting industrial demand are determined in ÇKA. When looked at the implemented projects, it is determined that education activities are mostly based on meeting the labor force needs of prominent sectors. It has been observed that fund support is provided too many institution and commerce chamber particularly for occupational education. In Çukurova region, agriculture has a significant role for the economic structure of the region; however, funds are not directly allocated to subjects related to agriculture in program priorities and projects. Projects conducted in the fields where agriculture and industry intersect with each other, such a food receive considerable fund support. It has observed that such an observation is valid in the other areas, too. It has been understood that this is due to the fact that agencies' sphere of activity is industry and economy oriented. This is valid for social development projects addressed at countryside as well. Social progress of countryside is also discussed within such contexts as tourism sector and dairy products. Adult trainings are driven by the demands and needs of the sectors.

34-PME3: ÇKA attaches importance in the issue of education for each program. It supports the educational topics in the programs. The share of education in only 2011 program was 39% for the social projects.

We provided special spoken language training for hearing impaired people in groups with disabilities.

Erdemli District Governorship is a vocational education project organized

for raising the awareness level of the farmers related to production techniques and skills with "Education for Greenhouse banana growers" program prepared with the cooperation between Erdemli Chamber of Agriculture and Erdemli District National Education Directorate. We have a conventional agriculture regime in our region. A training program of 176 hours was provided to twenty farmers. We held a meeting for the project. This project is one of the projects implemented within the scope of providing orientation for the migrant population. The main objective of the project is to contribute to farmers who do greenhouse banana growing, plantation of which is becoming more and more popular, in the process of gaining the qualities required for competitive economy and information society.

Anamur Directorate of Public education Center provided vocational courses in the fields of backhoe-loader, Loader, Bulldozer, Boogie, (Rock Truck, Soil Carrier, Transmixer) Forklift, excavator etc. within the scope of the project "Making a Living the hard Way." In four construction equipment courses launched in 2012, forty persons received certificates. Fifteen persons who were working as operators without certificates become certified within the scope of this project. Twenty five persons who were unqualified employees learned how to operate construction equipment, become certified and found the opportunity to find a job.

"Adana İsmet İnönü Technical and Industrial Vocational High School" aims to meet the requirements or the urban industry branch of the population who immigrated to the region with emigration. It is aimed to train the uneducated construction foremen and develop their innovation and creativity consciousness. 5000 persons benefited from vocational trainings on plumbing, maintenance and service works on household coolers, welding technology, PVC joinery manufacturing and installation, painting, decoration and isolation, woodwork manufacturing and assembly, tile and ceramic veneer, reinforced concrete molding work, construction masonry, barbender works, and plastering.

BAKKA:

When priorities of the projects funded by West Black Sea Development agency are analyzed, it is seen that the agency still attaches importance to the priorities of the sector. It is observed that they are utilized from the fund sources of public institutions more. Experts attribute the inadequate amount of fund sources conveyed

to limited number of non-governmental organizations. The agency also underlines that there were lots of non-governmental organization in the region. It is also determined that workmanship type training programs are particularly provided in the region. Educations provided in areas such as woodcarving, weaving aim at gaining labor force.

35-PME4: We established four social development programs mostly in accordance with the priorities mentioned in the regional development plan. Disabled people, elderly people and women were defined as the disadvantaged groups and we supported intensive education projects for including these groups to economic life, employment and social life.

Karabük Central Commercial High School” set up a computer laboratory and provided basic accounting, computer-aided accounting, bureau services, keyboard use training to twenty trainees within the scope of the "Unobstructed Life, Unobstructed Employment" project.

Ereğli Meslek Eğitim Merkezi targeted at including young persons, elderly people, disabled people and women in the labor force market with the project named “Strength of the Wood is Overcoming Obstacles.” Within this project, a wood engraving training of 480 hours was provided. In the project "Professional Web Programmer" presented by Ereğli Industrial Vocational High School, increasing the number of Web designers in the region and the country was targeted. A Web Designing course of 600 hours was provided to the trainees.

Bartın Chamber of Commerce and Industry provided training programmes on topics such as health, communication, psychology, and career planning through the agency of expert educators to ten girls between thirteen and eighteen. With this project, increasing the rate of the enrollment of women in the secondary education and higher education enrollment was targeted. In addition to this, increasing the consciousness level of the aforementioned disadvantaged group about personal rights and preventing violence against women, increasing labor force participation rate of teenage girls in the region and helping them gain their economic independence can be included in the ultimate objectives of the project. Education seminars addressing teenage girls were organized within the scope of the project. Visits were paid to the universities. Participants and successful business women were brought together.

Adult education activities at the point of women and youth

GMKA:

When looked at projects of Southern Marmara Development Agency, target audience of which is young people and women, it is observed that sector-oriented projects become prominent. Social development projects contain adult education activities that will make the young people qualified. In such projects, housewives, victimized women, and women living in the countryside constitute the target audience. It is particularly observed that projects which benefit from social development funds contain training programs that improve handicrafts. In such projects among the absolute outputs, women's gaining power is an important topic that is deleted. However, consolidation of women is not only defined in terms of fending for oneself economically. Even in the name of the project, the women are defined as aggrieved, defenseless, and incapable. In the projects, women are fending for themselves and entrepreneurship is emphasized. Eventually, vocational education projects both in the countryside and the city come to the prominence.

36-PME1: GMKA, is available particularly for the projects, target audience of which is women and young population. An example of the projects, target audience of which is women is the "handicrafts, wings of women." With this project, the objective was to help women living in the peripheral villages of Susurluk to have their own income. Since women were unqualified, they have to be educated. Handicraft and wood painting education was provided to them. We supported them for purchasing workshop materials. A six-month education was given. Another gain of the project was that, women here founded their own association. The production process was sustained after the project. Products are sold to the vehicles passing and stopping along Susurluk highway. They will be able to receive other courses under the framework of the association and suggest including local values to the process.

Another example to the projects, target audience of which is women is the

project called “Kill Two Birds with One Stone: women employment and development of small-sized enterprises transformation in Bozcaada.” About forty women were given education about consultancy service, how to meet local guests and service quality. These education activities were supported by the teachers of Çanakkale University Vocational School. The fact that women were the target audience the project was reinforced by our giving priority to the disadvantaged groups within the context of social development.

The majority of the Bozcaada community rent one of the rooms in their houses as pensions. Therefore attempts are being made towards bringing tourism to the foreground. However, quality service at these pensions may not be very good. District governorship and Çanakkale University have increased the quality of service in the region by providing education to women who are running the business at these pensions and given them the opportunity to have higher levels of income. Another output of the project was to increase the number of the undeclared enterprise. Women were encouraged not to work undeclared.

Another Project with the women in the title is "Strong Women, Strong Tomorrows." Within the scope of the project, which was organized to prevent violence against women, education seminars were given in sixteen villages. A woman counseling center was founded and local community were informed. It can be said that this had a striking effect; because the process made a proud repercussion in the media and became a role model for other districts.

Bigadic Public Education Center organized a project named "Woman are overcoming the obstacles". Vocational training programs on overlock machine operation and making decorative home accessories were provided to twenty five housewives, four of whom were disabled persons. Women were certified with the objective of employment. The objective of the project is to diversify vocational education, and increase the employability of women. Women were advised about entrepreneurship and the necessity of avoiding the primary role of earning money only as an employee, instead of being employers and creating employment. Atatürk Vocational School for Girls realized the first step to life project towards women. Parent education seminars were organized in this project. Guidance, child care education was provided. Two classrooms were turned into application areas. A parent seminar named 'my father and mother will also get a school report' was conducted within the scope of the project.

Erdek Chamber of commerce organized a project named "Erdek is Developing with Tourism" with the objective of providing employment for young people. One room of the chamber of commerce was turned into an education room in order to increase the labor force for both providing employment and continuing education activities in the long term. Five hotels made employment commitments to ten young persons as employees as a result of the project. Vocational English education was given by the educators in order to raise "Cashier Staff" and "Service Bellboy" for tourism sector and a series of training seminar programs were organized to develop the skills of the participants within this scope. Sixty two young persons received education. Forty eight of them received a certificate.

Education Laboratory in Yenice trade and vocational high school for Armure and Jacquard Weaving Pattern Program;" Increasing Occupational Competence" project targets a training intermediate staff to work for the textile companies and take roles in the enterprise.

BEBKA:

Participation in labor market come to the forefront in the projects of Bursa, Eskişehir, Bilecik development agencies, in which target audience is women and young individuals. In addition to this, education projects for encouraging entrepreneurship draw attention. In many projects, particularly in those target audience of which is women, adult education activities are organized in the fields of having access to fund resources such as microcredit, business, marketing, incentives. Women's participation in economic life is specially emphasized. Many projects, which aim to grow qualified labor force for prominent sectors in the region, have been supported by the agency. In the countryside, on the other hand, small-scale businesses are supported.

37-PME2: NUTS 2 level area subject to BEBKA is a region where the need for direct qualified labor in specific sectors such as machinery, automotive and ceramics is high. Therefore, because of the need for trained personnel with certain qualifications, projects addressing disadvantaged groups aim to help them gain such qualifications. For this reason, specific vocational

training programs come into prominence under the title of education with regard to social development.

A project which covers the topic of supporting women, who are victims of domestic violence in the social life, is an example to the projects, target audience which is women. This project was carried out by a public institution in charge of this subject. Women, who are victims of domestic violence, first apply to the police station, then; they are directed to certain institutions. The project was executed by one of the institutions taking role in this phase. Improvement works related to improving the infrastructure of this institution where women who are victims of domestic violence are first settled and meeting the requirements of women taking sanctuary here. It contained a data collection system through which the basic information about women could be recorded and tracked. Psychologists were provided to the institution within the scope of this project. Training programs in self-improvement topics such as human rights gender equality, maternal child care, ways to cope with stress and job searching techniques were established. This institution worked in cooperation with Turkish Employment Organization so that women could join vocational education courses with the purpose of reinforcing them financially as well. Project partner was Turkish Employment Organization. Women were directed to Turkish Employment Organization, participate in vocational courses and made more equipped through various training programs such as methods of looking for a job, thereby stand on their own feet economically. Contacting with relevant institutions in charge of the later phases of the process after leaving the institution was also included in project activities.

There are projects containing various training activity addressing the requirements of different regions with the purpose of including women to economic life. These projects are arranged in a way they take a certain vocational education and then put this knowledge into practice. Activities such as seedling cultivation in rural areas, souvenir production at locations where education and textile are developed and switching to mass production where touristic activities are more popular are currently in progress. For instance, at a residential area where there are lots of leather factories, there are projects containing education activities for recycling leather waste. In another rural district, women are trained about healthy milk production. Education activities were education programs provided in accordance with the requirements of the region.

Yet another project was carried out by Bursa Special Provincial Administration. Within the scope of "Doğancı, Dağyenice and Atlas Village Women Entrepreneurship Project, women were educated about personal

rights, employee rights and entrepreneurship. They were also provided with raw materials to encourage their participation in economy. A workshop with the industry type knitting machines was established so that they could manufacture sleepers, towels etc. the products they manufactured at this workshop were exhibited for sale in an exhibition. It was a project addressing women's gaining their rights and participating in the economy, raising their awareness and including them in the economy with the products they make. Within the scope of entrepreneurship education, comprehensive education programs on subjects such as what must be done to establish an entrepreneurship, how the necessary permits are received, how the capital can be found, micro-credit opportunities, incentives, which subject I negotiated with which authority, permits, company structures, joint stock corporation, limited company etc. Afterwards, these women founded an association. Supports continue on an average level but if there is any support in the same heading, this project was implemented at another point in terms of content. Now it is being implemented, and it can be implemented at some other location in future.

Workshops were established so that young people can participate in working and develop their knowledge capacities and skills. Ceramic and carpet weaving training programs were provided. Manufactured products were sold with the purpose of profit-making. It was not a project, which was expected to turn into employment. It is a vocation training center, people are receiving education to reintroduce themselves to the societies and employment opportunities are limited.

In these projects women and disabled people who are the target audience also consist of young groups in general. When we think in this context, majority of education activities continue with young people. Participants' target audience is young people.

At the “Women is at Education, My Milk is Healthy” project carried into effect at the Yeniyurt Village subject to Eskişehir’s Beylikov district, women were informed about healthy milk production. Within the scope of the project which was launched by the Directorate of Food, Agriculture and Livestock due to intensity of female farmers and animal shelters, 2 women received education on barn and milking hygiene for hygienic milk production, veterinary medicines, pest control, theoretical and applied training on animal health. The project was prepared for encouraging women's active participation in economic life and reinforcing their socio-economic status.

ÇKA:

It is seen that occupational projects that receive funding from Çukurova development agency include occupational education projects for adults. It can be said that there are education projects which address the requirements of industrial area are provided. It has been determined that occupational education activities are mainly implemented for including the young people who emigrated to the area, to the labor market are mainly implemented. Although a small number, there are also projects which are funded for social adaptation.

38-PME3: We are providing about five-ten support per year for strengthening women. This is a budget, from which fort-fifty organization can benefit on average. Projects encourage activities of female entrepreneurship such as setting up a business. In addition to this there are some activities for women employers. Another area is for the employment of women. There are more technical staff and education-oriented activities here. Vocational courses in the areas of CAD-CAM, Photoshop, computer-aided design, interior architecture and furniture design, book binding and serigraphy are evaluated within the scope of the support. We are already making observation in the area planning; to what extent do women participate in the working lie? What is the level of woman employment? Project creators have the opportunity to observe them from here. Agency is being intervened in the political area with these plans. So, if its effects are strong enough, it can provide cooperation between labor force demand and projects of project creators.

“Garment Industry Model Machinery vocational Project at International Capacity” project executed by Adana Girl Technical Education Advanced Teaching Institute” provided education to disabled persons, young people and women on textile. Fifteen teenage, unemployed and poor women who have basic vocational education were subjected to a 360 hours education with ninety hours applied training.

Fifteen young people were provided with a technical service staff raising course with the purpose of ensuring the social and economic compatibility of general population who came to the region by emigrating through the program organized by Tarsus Chamber of Commerce and Industry and Industrial Vocational High School. One training workshop was set up within the scope of the project.

Within the scope of Tourism and Promotion Association in Tarsus district of Mersin (TARTUD) provided tracking Monitor training to twenty persons, Home Pensioning training to twenty persons, and certificate within the scope of the project.

Tarsus Vocational training Center” provided professional expertise training to twenty seven trainees within the scope of the project “We are opening doors to employment with natural gas.”

Establishing the First and only Education and Career Center with 100 Person Capacity Where Continuous Education and Consultancy Service is Provided for Migrated Population of the Region Project" initiated by Adana Chamber of Commerce provided computer-aided pre-accountancy, bureau management and executive assistance training to thirty women and thirty young people between the ages of eighteen-twenty nine. Some of the participants who completed the training found the opportunity to be employed.

One of the projects implemented within the scope of social program for the orientation of emigrated population was lifelong learning and sport center. This project was executed in Tarsus; because it is a region that receives migration intensively. A youth camp was organized for 500 hundred young people chosen among the migrated population in Tarsus. Young people were brought together with that camp. Reading saloons were arranged. A tennis court was built in Tarsus. There was a considerable population, who settled in Tarsus after Van earthquake. Children and young people were taught tennis for about five-six months so that they could adopt their new residence area. This tournament drew interest in a national level as well.

With its project “Employment of the Emigrant Young People Through Vocational Education", Ceyhan Chamber of Commerce targeted at educating and employing the unemployed young population and trainees were given CTO- Turkish Employment Organization - Ministry of Education Approved certificates. Providing vocational training to emigrant young people through the education centre established within the scope of the project and organizing seminars for the families was aimed. Sixty students in total were trained and certified in the branches of accounting, welding, machinery maintenance repair mechanic, and marketing sales staff within the scope of the project.

BAKKA:

When one looks at the projects funded by Western Black Sea development agency, an target audience of which is women and young people, it is observed that the approach in favour of education's supporting the market demands are also approved in this agency. It is possible to say that projects in which women receive education for reviving tourism sector are funded. In such projects, weaving, local traditional handicraft products, which are the typical crafts of local inhabitants of the area taught to the citizens with the aim of transforming these products into economic values. Individuals who receive these education programs are also supported with entrepreneurship education. Projects, which include training programs for growing qualified personnel for service sector, are also supported. Especially women are directed to service sector. Similar to other projects, when one looks at projects related to the countryside, particularly those which regard women as target audience, it is seen that projects which use innovativeness and productivity growth as base are supported. In projects called ecological village, which aim to increase competitive power of tourism sector in Western Black Sea, there are also adult education programs. Here, entrepreneurship is encouraged by providing tourism education to women and young people.

39-PME4: We are not stipulating employment as a prerequisite in social projects. There must be such a pursuance in large cities. Here, project culture is inadequate. There is no SODES. So, the region is learning how to write a project with us for the first time.

"Women at Work" project prepared by Zonguldak Chamber of Commerce and Industry provided equipped training programs for solving potential problems employees may come up with in the working life more rapidly along with self-improvement training programs. In KOSGEB Applied Entrepreneurship training, trainees who completed the training were given certificates. It was mainly consultancy companies from regions such as İstanbul and Ankara, who had the right to provide the training programs after

the tenders. Production of labor through alternative product is carried out with handicraft projects. Elpec cloth, which has a lot of profit potential, wire break, Afgani ring cloth. The property of the project is that people are learning the specifics through the instructions of the master and their horizons are opened up towards gaining economic value from their craft.

Zonguldak Provincial Special Administration provided child care staff, patient and old citizen attendant training programs for forty eight women trainee within the scope of the Project “From seven to seventy seven, From Service to Service.”

Women were taught handicrafts in Bartın Public Teaching Center with the purpose of home economics.

Bartın Provincial Directorate of Food, Agriculture and Livestock declared quality milk mobilization. In the “Conscious Women and Quality in Milk Mobilization project organized by Bartın Provincial Directorate of Food, Agriculture and Livestock, women were provided with training for increasing the milk productivity of cows and popularizing the culture of healthy milk production. After the education given to forty female farmers, a technical visit was made to sample livestock plants.

CNC turning machine education was provided to young people in Zonguldak. There is no employment condition in these activities. It targets at providing jobs and it may turn to mobilization over the course of the project.

Findings of Documents

This part of the study will focus in detail on how lifelong learning is conceptualized in RDAs’ regional policy through the documents: — the Eighth Development Plan, the Nineth Development Plan, Regional Plans of RDAs, Ad Hoc Reports about Lifelong Education and Labor Market, The report which is named “Social policies of RDAs since they were established”. To develop an understanding of the meaning of communication, qualitative content analysis is used in this study. Content analysis as a research method is a systematic and objective means of describing and quantifying phenomena (Krippendorff, 2004).

Features of the Selected Documents

The Eighth Development Plan and the Ninth Development Plan

The top in the hierarchy of plans is development plan. Therefore, the most important political documents are both the Eighth Development Plan and the Ninth Development Plan.

The Ninth Development Plan (2007-2013) was approved in the 121st plenary session of Turkish Grand National Assembly in 28.06.2006. The Ninth Development Plan is a plan that is considered important in the sense that it contributes to the process of membership to EU. The function of the Ninth Development Plan is defined as constituting the basis of plans and programs like National Development Plan and Pre-Accession Economic Program that are the needs of the EU membership process, and ensuring the harmonization of these documents. The most important distinctive characteristic of the the Ninth Development Plan is that it adopts a development perception that is suitable for the purpose of realization of radical changes in the area of regional development.

Long Term Strategy and Eighth Five-Year Development Plan (2001-2005) was approved in the 119th plenary session of Turkish Grand National Assembly in 27.6.2000. In the Eighth Development Plan, the target that is set is getting a share from the World trade by a structural transformation parallel to the inclinations in the world trade. Improvement of the market economy, reaching an employment structure based on industry and services are among the main targets in the Eighth Five-Year Development Plan. In this plan, integration with the European Union and the World is aimed. It is stressed that in all development axes ensuring the harmonization with EU will create competitive advantage.

Regional Plans

Regional plans are the highest level plans developed in the regions that establish a bond between the development plans and the strategic plans. This bond is established by creating a regional development national strategy text coordinately with the creation of the development plans.

Reports Drawn up by Special Ad Hoc Commite on Lifelong Learning or Non-formal Education and Labor Market

In the concept of the preparation studies of the Eighth Five-Year Development Plan, Specialization Commission, which was formed in the matter of lifelong education and informal education, has published a report in 2001 with the aim of contributing to the planning studies. In this report, contributing to economic growth is defined as one of the purposes of lifelong education. The concept "Lifelong learning", is described as an approach that will ensure the effective use of manpower and that will meet the needs of the labor markets in the globalizing economic world.

In the concept of the preparation studies of the the Nineth Development Plan, Specialization Commission, which was formed in the matter of labor markets, published a report in 2007 with the aim of contributing to the planning. In this report, it was stressed that employment should be in the center of the determining process of economy policies and social policies.

Report Drawn up by Social Policy Work group

The report which is named "Social policies of RDAs since they were established" (Kuruluşundan Bugüne Kalkınma Ajanslarında Sosyal Politikalar) was drawn up by social policy work grup in 2012.

This plan stresses that there is a stress regarding social development in the Ninth Development Plan. It describes the Regional Development agencies as the structures that produce policies, develop programs and support mechanisms regarding development. It confirms that economic development is prioritized in the policies that are produced. It stresses the importance of ensuring the harmonization of the individual with the World and that World's economic order in the plans and programs.

A Lifelong Education: A Key Strategy for Labor Market Demands and Changing
Economy

In both development plans, lifelong learning is featured as the key to an education model that is sensitive to demands of the labor markets.

Especially the Ninth Development Plan is the one that was wanted to be synchronized directly with regional plans. With this aspect, the strategies and tendencies are reflected directly to the regional plans as shown in negotiation findings. The region plans that were under the development in the plan hierarchy are being controlled by the development ministry via certain mechanisms. In this way, since adult training is described as a tool to meet the requests of the market, these requests have been prioritized in the funded projects.

A lifelong education strategy will be developed towards increasing the employment skills of individuals in line with the requirements of a changing and developing economy and labor market (T.R. Prime Ministry, 2007, p. 98).

In the Ninth Development Plan, lifelong learning has been described as a strategy that was needed by the markets by returning back quickly to the business quotation in the continuously changing market conditions.

The education system will be handled with the integrated approach by taking lifelong education into consideration to support the development of human resources. The structure of the system, which is based on efficiency, accessibility and equal opportunities, will be strengthened (T.R. Prime Ministry, 2007, p. 100).

The need that education system should win a structure that was convenient to the strategy that is developing the human resources was emphasized again in the Ninth Development Plan.

Especially for the students who have not had the chance to join an undergraduate program, lifelong learning approach is an important factor in obtaining the required knowledge and skills to join the labor markets.

The possibility of all sorts of extended education based on the approach of lifelong learning shall be developed, training activities shall be increased for young people who are not able to enter into any higher education programs so as to gain skills and professions, activities of local administrations, non-governmental organisations and the private sector on the issue shall be encouraged (T.R. Prime Ministry, 2001, p. 91).

In the Eighth Development Plan, the necessity of re-shaping education, and the obligation of realizing transformations that are production oriented and that are intended for meeting the needs of the market have been stresses. The importance of lifelong learning in education approach has been stressed in terms of qualified manpower and competitiveness.

National education shall be restructured within a unique system instructing ways and methods of reaching information for everyone with an approach of

lifelong learning, containing an effective counselling service, enabling opportunities for horizontal and vertical transitions at all stages of education, appropriate for professional standards of the market, giving emphasis on production oriented education, taking the transfer of power as basis, providing equal opportunity for all students without exception (T.R. Prime Ministry, 2001, p. 89).

Organization of the education system in order to meet the market needs was emphasized oftenly in the Eighth Development Plan. The information taken from the experts interviewed during the study is also supporting this percept. It was established during the study that there is lots of professional vocational education centers in most of the agents which are performing projects with fundings. Most of non governmental organization that are giving professional education evaluated their lifelong education strategies in their professional education projects as described in the Eighth Development Plan. In their projects, they performed education activities to develop human resources with the fundings they get from different agencies.

Improvement of the educational system shall be carried out with the aim of meeting the qualified manpower requirements of the economy and enhancing Turkey's international competitiveness. The educational system shall be restructured in an integral way on the basis of the lifelong learning approach. This new structure shall consist of effective counselling services, enabling opportunities for horizontal and vertical transition, decentralisation and equality of opportunity, and emphasising an education geared towards production. Restructuring studies that have been started in the field of primary education within this scope will also be pursued in an accelerated way in secondary school, high school and adult education (T.R. Prime Ministry, 2001, p. 252).

In the Nineth Development Plan, the need of establishing a flexible structure in the education and labor markets for developing the required manpower in the market and for creating employee productivity and employment is stated. Also, it is stressed

that it is possible for the education field to meet the demands in the economy with the lifelong learning strategy.

The need of lifelong learning strategy described in the Ninth Development Plan, is also placed in regional plans. Once the meeting findings are examined, it can be found that the experts emphasizing lifelong learning has an important role in meeting the market needs. Lifelong learning strategy appears also in the social development plans that were handled with the economical aspect. Once the projects are examined it can be seen that priorities have been identified by taking the regional leading branch of industries labor needs into account.

The education system will be handled with the holistic approach by taking lifelong education into consideration to support the development of human resources. The structure of the system, which is based on efficiency, accessibility and equal opportunities, will be strengthened (T.R. Prime Ministry, 2007, p. 122).

In the Ninth Development Plan, the importance of skill gaining of the labor was pointed. Similarly, one of important elements of the sustainable development is the development of human resources. By this way, in the strategies of regional development agencies, workshop studies, professional education and lifelong learning were the leading subjects.

In order to develop the information systems related to the labor market, to provide the education and labor market with a more flexible structure, and to increase employment and labor productivity, workforce will be trained in the areas demanded by the economy taking the lifelong education strategy into consideration (T.R. Prime Ministry, 2007, p. 98).

Coordination between the politics performed in the regions and central politics has been described the strategies developed in the regions about the lifelong learning.

Lifelong learning is described in a structure supporting the economical size of the development and the social sizes have been disregarded.

Once analyzing the regional plans of the South Marmara development plans, the same coordination was observed. South Marmara development agency highlighted that the lifelong learning strategy should be used by protecting the labor need of the industries in the region. Once the priorities are being described this way in the regional plan, lifelong learning is being handled similarly in the strategies prepared for the region. Therefore the projects prepared to this understanding and priorities were utilized from the funding resources.

South Marmara Development Agency has stressed that competitiveness and productivity can be ensured in agriculture by using lifelong learning strategy in rural area with the programs that include educational events regarding the subjects such as basic business, production, marketing and e-trade, financial management and audit, and organization (Güney Marmara Kalkınma Ajansı , 2010, p. 36). With reference to the fact that in the Ninth Development Plan one of the basic development axes is “increasing the accountability of education in labor market demands”, it is stated that with the region’s education resources, some education programs that can make the qualifications of the local community match with the labor market demands can be realized (Güney Marmara Kalkınma Ajansı, 2010, p. 177).

With this purpose, it is said that cooperation can be ensured with the public education centers that are common educational institutions.

Lifelong learning is seen as an important strategy in the regional plans of Bursa, Eskisehir, Bilecik Development Agency. Adaptation of the education with market needs also takes place in the plans of the agency plans. It is also determined that these priorities are kept in mind in the projects including lifelong learning performed in the region.

Bursa, Eskişehir, Bilecik Regional development Agency give high priority to increasing the labor force quality. One of the six basic development axes of Bursa, Eskişehir, and Bilecik Development Agency is determined as social development and employment. Increasing the quality of manpower characteristics through professional and technical training programs is considered as one of the most important purposes of this development axis. It is stated that lifelong learning is an important tool in sensitizing education to labor demand, and therefore this is also stressed in the Nineth Development Plan. It is stressed that the relation between employment and education is considered important. These institutions have been seen as the needs of lifelong learning and the information society approach. It is stated that “improvement of manpower is possible and the education-employment relation is strengthened through training. As for the role of public education centers, it is said to increase the quality of life through social courses” (Bursa, Eskişehir, Bilecik Kalkınma Ajansı, 2010, p. 50).

Çukurova Development Agency has stressed that the unemployed population within the region plan and the population that has immigrated to the region should be trained in accordance with the demands of the labor markets.

Target-driven professional training programs in line with the demands of the sectors within the region will be organized for unemployed population. Besides, the employment areas of the qualified manpower available within the region, that cannot find employment, will be promoted in the Fregion (Çukurova Kalkınma Ajansı, 2010, p. 24).

The education level and the general qualifications of the population that has immigrated into the region do not meet the demands of the urban business lines. Giving training programs that can increase the professional qualifications of these regions can make them adapt to the urban life (Çukurova Kalkınma Ajansı, 2010, p 28).

In the region plan text of Western Black Sea Development Agency, it is pointed out that “Providing conditions for utilising education and personal skills to be utilised in parallel to the labor force market demands” is one of the fundamental purposes. BAKKA’s Region Plan indicates that “it is necessary to diversify employment opportunities for the rural population that constitute 50.3% of the region populace” (Batı Karadeniz Kalkınma Ajansı, 2010, p. 48).

Labor market’s Ad Hoc report stresses that the improvement of human resources has a successful role in the struggle with unemployment. While defining the active policies that need to be carried out in this period, some features like; “that improves entrepreneurship and creativity that increases the employability of the manpower through education, professional education and lifelong learning” (T.C. Başbakanlık, 2007, p. 2) have been put forward. Especially the importance of developing lifelong learning policy for the purpose of meeting the employee need of labor markets through Professional education has been pointed out. It is pointed out that a professional and technical educational system that broad-based sectorial training programs can be given through MEGEP (Strengthening of Professional Education Project) by reorganizing the Professional and Technical education; that has the flexibility feature and modular structure and that can meet the needs of the work life should be targeted (T.C. Başbakanlık, 2007, p. 53). The committee report that refers to the fact that technologies in service and industrial sectors change constantly, has described lifelong learning from this point of view.

“Individuals need to obtain the “employability” qualification and to improve and renew these qualifications constantly in order to compete in the very dynamic and variable labor market. This need of the individuals that continues during their

whole lives and that gains more importance day by day is called “lifelong learning” (T.C. Başbakanlık, 2007, p. 54).

Additionally, it is stated in the report that in case of Turkey’s possible membership to EU, the importance of lifelong learning and professional education will be increased. It is stressed that it is important for the unemployed and especially the youth and the women that they are educated in the professions that the labor market needs, for the fact that this has a key importance in increasing the employability (T.C. Başbakanlık, 2007, p. 96).

The need for restructuring of the education system has been revived on the subject of basic purposes and policies in this report. This restructuring is described as follows;

Educational system will be restructured in the way that it will educate the manpower so that it meets the needs of work life, that it will take into account the lifelong learning approach, and that it will protect the flexible and local needs in the modular structure (T.C. Başbakanlık, 2007, p. 98).

In the lifelong education or informal education Ad Hoc report, lifelong learning is described as a new approach.

“Lifelong learning” concept is a new approach that aims to train people in line with the effective usage of manpower in the step towards the globalizing economic World, transfer and spread of information and communication technologies and also the need of a population that the knowledge and qualifications that will be used in the production and service sectors (T.C. Başbakanlık, 2001, p. 12).

In this report, it is stated that creating a labor market that can keep up with the change forms the basis of the lifelong learning concept. Knowledge is described as a production material. The need of giving particular importance to common

professional education is especially stressed in the frame of lifelong learning principle (T.C. Başbakanlık, 2001, p. 24).

During the study, lifelong learning has been described as an approach in all of the nine documents that were analyzed. This approach has pointed to lifelong learning in terms of the individual taking place in the labor markets in variable and competitive conditions. The subjects like; restructuring of the educational systems taking into account the demands of the labor markets, participation of the adult segments to manpower in accordance with these demands by gaining skills are the common underlined subjects in all the analyzed documents. It has been identified that the topics discussed in these documents are also constantly mentioned in the regional policy development processes executed by the agencies. Lifelong learning has been evaluated in this frame in nearly every support program that the agencies created. The strategies have also been developed in this context. Therefore, in either the interviews or during the evaluation process of the implemented projects or the document scanning, lifelong learning has been described with an economic dimension rather than its social dimension. Lifelong learning has been instrumentalized in terms of finding the qualified manpower immediately in global world's constantly changing market conditions. Development agency experts have pointed to the fact that development agencies are not implementation institutions but policy determining institutions. In the research that is conducted, despite that the implemented projects arise from quite different institutions, it has been identified that they need to produce products in this political frame in order to Access the fund resources. Therefore, it is obvious that a project that does not agree with the basic tendencies and that defines a development axis in a different subject in the region can't benefit from the fund resources even if it is unique. Political axis has been

described are being transferred from the micro to macro in the same frame, education area and adult education activities are being conceived again in a structuring that will be able to meet the demand of the markets.

Promotion of Entrepreneurship, Innovativeness in Social Policies Through Lifelong Learning

In the Nineth Development Plan, entrepreneurship is described as the irrevocable factor of active labor policies. The need of transforming the disadvantageous groups that are disabled, women and unemployed youth in a way that they can meet the demands of the labor markets by taking professional education is stressed. It is stated that especially in the underdeveloped and rural regions, the structuring of social policies will be grounded on the demands of the labor markets and the projects that are about entrepreneurship will be sponsored.

Active labor policies, which aim to increase employability by improving the skills and qualifications of the labor force, cover programs such as training the labor force, vocational education, and labor force harmonization programs, provision of vocational directing, vocational consultancy and counseling services, development of job searching strategies, providing disadvantaged groups such as the unemployed, the disabled, women and the young with opportunities to find jobs, entrepreneurship training and employment-guaranteed education programs (T.R. Prime Ministry, 2007, p. 49).

In the Nineth Development Plan, the fact that entrepreneurship is required to be promoted in especially the underdeveloped areas has been stressed. During the study, the interviewed experts have also mentioned about their entrepreneurship training programs that were conducted in the regions, especially in the countryside. For example, it has been observed that, the entrepreneurship training programs are given in the regions as well as the training programs that include the processing of

hand made products special to the countryside. It is understood that with these training programs the aim is to create employment areas by bringing the tourism sector to life in the small regions. Again in the countryside, it has been seen that entrepreneurship training is considered important in the projects aiming to increase the efficiency in the areas like milk manufacturing. It has been understood that the aim is to avoid immigration by giving training programs to individuals on the topics like fund opportunities, entrepreneurship, marketing and innovation in the scope of these training programs. Starting from this point, we can come to a conclusion that the topics underlined in the national plans are put into practice in the regions by agencies.

Income-generating projects will be supported in a way to diversify the economic activities targeting the poor. In particular, entrepreneurship in rural areas and underdeveloped regions will be encouraged (T.R. Prime Ministry, 2007, p. 103).

Again in the Ninth Development Plan, it is stressed that in the fast changing market conditions, individuals can orient themselves to the changing environment by entrepreneurship training programs. The importance of creating active training programs in accordance with the need of market demands is underlined again in this plan. The priorities of this national plan find their places in the region plans. In all the development agencies that constitute the study sample, it has been identified that the priorities mentioned in this plan are overseen and the projects giving training programs on entrepreneurship are funded.

Employment services will be provided for a larger number of people and their quality will be raised. Active labor market policies will be spread through labor force training and vocational training courses, primarily entrepreneurship and employment guaranteed programs, professional

consultancy and guidance services, and training seminars in the industry. Active labor programs will be organized in line with the analyses of labor market requirements (T.R. Prime Ministry, 2007, p. 99).

In the Ninth Development Plan, the importance of the fact that entrepreneurship should be given to the individuals accompanied with professional training programs is also stressed. Therefore, this subject is taken into priorities in the region development plans and programs. It has been observed that the projects that are employment oriented, that support the outstanding labor markets in the region and that aims to up skill individuals professionally in parallel with the entrepreneurship training programs are supported with the fund resources of the agencies.

The quality of employment services will be improved and resources allocated to active labor programmes will be increased. Active labor policies will be spread through entrepreneurship training, employment guaranteed programmes, professional consultancy and guidance services, labor training and vocational training courses and industrial training seminars (T.R. Prime Ministry, 2007, p. 122).

In the Ninth Development Plan, it is stressed that the curriculums that are formed should encourage innovativeness and entrepreneurship. It is stated that in order to develop entrepreneurship, it is important to form special education programs in universities which will support non-governmental organizations and labor markets. The importance of the generalization of entrepreneurship has been stated in the development of human resource which is an important component of economic structuring.

With the aim of increasing quality in education, curricula based on innovativeness and research will be extended throughout the country, and students will be encouraged for scientific research as well as entrepreneurship (T.R. Prime Ministry, 2007, p. 100).

Special training programs to develop entrepreneurship will be supported with the collaboration of public institutions and organizations, the private sector, universities and NGOs within the approach of development based on local dynamics and internal potential (T.R. Prime Ministry, 2007, p. 106).

Regional and local economy will be taken as the basis of economic structuring and development, and human resources will be developed so as to support specialization at the local level particularly in underdeveloped regions, entrepreneurship will be spread, and measures will be taken to accelerate local employment and capital accumulation (T.R. Prime Ministry, 2007, p. 124).

In the Eighth Development Plan and the Ninth Development Plan, it is stated that entrepreneurship and innovation are the keys of social, cultural and economic development. In the Ninth Development Plan, it is stressed that the Regional Development Agencies have an important and effective role in that matter.

Development agencies will be instrumental in identifying, supporting and coordinating region-specific, innovative policies and self-supporting development financing will be initiated particularly in regions with high potential (T.R. Prime Ministry, 2007, p. 124).

Individual creativity, the driving force of economic, social and cultural development, can not be guided towards new and original works, innovations and inventions, thus the country potential can not be sufficiently evaluated (T.R. Prime Ministry, 2001, p. 237).

Entrepreneurship has been especially stressed in the South Marmara Development Agency vision. It has described innovation as an irrevocable factor in increasing the region's competitiveness (Güney Marmara Kalkınma Ajansı, 2010, p. 7).

Entrepreneurship and innovation have been considered as cultural factors, and the reason for the entrepreneurship and innovation culture not being sufficiently developed in the region is stated as a blind side of the region. The need of creating programs that will develop entrepreneurship culture within the agency has been indicated.

Entrepreneurship spirit has also been stressed in the vision of Bursa, Eskişehir, and Bilecik Development Agency's region plan. Under the title of the main axis and purposes of regional development, the need of supporting entrepreneurship has been stressed. The need of enabling the disadvantaged groups to be employed has been stated as one of the important purposes in developing the organization level of human resources and local development capacity (Bursa, Eskişehir Bilecik Kalkınma Ajansı, 2010, p. 216).

With respect to the fact that entrepreneurship spirit is deficient in the region, Çukurova Development Agency has stressed the things needed to be done in the region plan especially related to the labor markets. Participation of the disadvantaged groups to the labor markets has been mentioned among the social harmonization targets. Development of innovation has also taken place among the important targets.

Vision of Western Black Sea Development Agency is that "Becoming a competitive region that expanded its sectoral frame through embraced entrepreneurship, creating new employment fields and improving its life quality". So, accordingly BAKKA's two purposes are the majors to trigger entrepreneurship. In the text of Western Black Sea region plan, it is stated that realising sectoral diversity by supporting entrepreneurship and innovation and realising sustainable social development are those purposes (Bati Karadeniz Kalkınma Ajansı, 2010, p. 47).

Labor market specialization commission has stated that it is important for entrepreneurship culture to take its deserved place in the education/professional education in terms of increasing employment. For this reason, it has stressed the

importance of following policies that makes employment easier for the disadvantaged groups (T.C. Başbakanlık , 2007, p. 110). Additionally, it is advised to create support mechanisms for encouraging entrepreneurship, especially women entrepreneurship. Entrepreneurship based on innovation has been described as an effective tool for creating employment (T.C. Başbakanlık, 2007, p. 99).

As a result of the research carried out among all the development agencies that will produce policies in the region on harmonization of the individual to the world and world's economic order, in the research report named social policies in the development agencies since the establishment until today; it is stated that "In Turkey, in current social policies, the desire of the individual to be present in the labor markets as a healthy and competent individual is put into worlds constantly" (Kalkınma Bakanlığı, 2012, p. 8).

Additionally, in this report an important identification mentioned below has been made regarding the envisagement on social policies in the regional plans.

It is understood that important social policy subjects like education, health, work life are not always positioned with their inner values in the region plans, these subjects are sometimes valued over their effects on employment and accordingly on economy. In this situation, it comes to mind that social policies carry importance for the agencies based on the fact that they effect in financial area, or that it is thought that the reduction of the inequalities in the community and ensuring social development can only be realized by prioritizing the economic policies (Kalkınma Bakanlığı, 2012, p. 16).

Another identification defined in this report is that social development is considered as a tool for economic growth and development. It is stressed that in the programs generally policies regarding employment are present.

While thirteen agencies out of twenty six have not made any research studies on social development / social policies yet, in an important part of the studies that are completed or ongoing, human resources is considered as a tool for ultimate targets of more of a growth and economic development, in the frame of competitiveness and labor market (Kalkınma Bakanlığı, 2012, p. 19).

Generally, as we look at the social policy areas that the agencies discuss within their plans, programs, and activities, it can be seen that especially the policies related to employment under the title of professional education, development of human resource capacity, and entrepreneurship are stressed commonly; besides this very few agencies discuss subjects like health, culture-arts, environmental sustainability and accessibility (Kalkınma Bakanlığı, 2012, p. 33).

During working on the interviews made with experts and analyzing the projects that are practiced, notions like entrepreneurship and innovativeness became prominent in the sample of the nine documents. It is confirmed that entrepreneurship training become prominent in many projects of the adult training practices. When especially focused on projects which women and youth are target groups, it is seen that, in most of the projects, the aims which are preventing unemployment and creating employment became prominent with these training programs. In the interviews made with local development agencies, it is pointed that the entrepreneurship is important to increase competitive power of the area. The economic and social outcomes which are reducing unemployment and promoting small and medium sized enterprises in the region are aimed with these training programs. In addition to making education sensitive to market demands, neoliberal approach attaches importance to making entrepreneurship prominent in educational programs even in the regions. For this reason, in all EU documents, national development documents, and regional plans, entrepreneurship education curriculum is pointed. Fund sources are allocated for promoting entrepreneurship.

CHAPTER V

DISCUSSION AND CONCLUSION

The study aims to gain insights into how adult education activities are formulated in regional policies of the RDAs and to examine the planning and programming activities of RDA in the context of social policy.

The present study focused on what the RDAs' function in the implementation of national and supra-national lifelong learning policies in the context of social development is, what the main themes used in conceptualization of lifelong learning in social policy programs of RDAs are, what kind of adult education activities are funded and supported by the RDAs, and what the functionality of these educational activities at the point of women and youth participation in labor force is. This was carried out through document content analysis and semi-structured interviews.

In this part of the study, findings of documents and interviews will be discussed and some conclusions will be drawn to examine the planning and programming activities of RDAs in the context of lifelong learning and to produce a thick description of what the framework of social policy programs is. This chapter continues with the conclusions of the study and continues with the limitations, and recommendations for further studies.

Summary and Discussion

In this section, the findings of the documents and interviews were analyzed and discussed.

In the analysis, the researcher problematized the kind of adult education activities through which current lifelong learning policies in RDAs are promoted and funded.

This study aims to understand how adult education activities are formulated in regional policies of the RDAs. In order to do this the study will look into and analyze lifelong learning policies and practice of regional development agencies.

The changes in the operation of regional development were pointed at in the interviews with experts of the agency. It could be said agencies are new structures which bring the harmonization process with the EU to life and embody private sector dynamism in their structures when Turkey's history of development is considered. Agencies can be described as structures which have many applications in the world until today and neo-liberal policies as the source to its political stand. To put it in another way, development agencies can be defined as intermediary units in various legal and financial structures with the purpose of removing regional problems and reducing inter-regional differences in terms of development. Agencies working under Ministry of Development play an active role in the region with functions such as data production, analysis, consultancy, guidance, support, introduction, production of resource and monitoring. In this context, they have fields of activity such as gathering, analysing and reporting information and statistics specific to locality, planning intended at regional development, providing technical information to entrepreneurs and investors, providing finance to entrepreneurs and performers of social projects, drawing foreign investors by introducing potential investment opportunities of the region, making donations/credits available to various segments (small and medium-scaled enterprises, NGOs, Corporations etc.) via

provision from national/international funds and banks. In summary agencies abandon conventional development strategies and operate in an axis where strategies directed at providing competition in the region under liberal market conditions are developed. Agencies especially feature participation principal in these strategies to try to make regional plans in establishing public accord with private sector and civil society.

Agencies played important roles in relation to “responding to market demands” which is very popular in liberal discourse within the last ten years, as practitioners of supranational and national policies in the regions. Policies determined within the frame of EU central documents have found their place both in central and regional plans. The agencies are already using public incomes and EU funds as their basic sources of income for their support functions. The prerequisites of receiving funds from these sources are to be in compliance with political strategies of these structures. Regional development agencies take development agencies within EU which are defined as powerful agencies as role models and provide services such as establishing organized industrial zones, opening business centers, improving competitiveness of lines of business, occupational training, consultancy services, procurement of credit/donations to entrepreneurs and infrastructure projects. The beneficiaries of these services have to establish a project with regards to program contents and strategies featured in distribution of funds. Thus political and ideological integrity is established in all stages (global, national, and local). This provides continuity and integrity in economic targets.

Most of the participants interviewed in the study defined agencies’ cause of establishment as structure of central state not being able to fulfill local requirements

in a global world more competitive by the day. It is underlined that chambers of industry and commerce, representatives of organized industrial zones, universities, representatives of associates and various members of non-governmental organizations are included in the boards of management to provide participation.

However, various setbacks with regard to participation were mentioned by the experts. The below underlined reasons can be listed as a source of these setbacks: Agencies can not place strategic targets particular to regional area due to a hierarchy of plans. A team of 100 people which constitutes the development administrative body is determined with the approval of the ministry and components of this board hardly changes. Also components of state bureaucracy such as the governor, provincial/district health directors and education directors take part in the board. Neither does this board have power of sanction, nor do workshops performed have a more prominent role than conducting repetitive meetings. In addition to setback shown in the interview results, the legislation of all agencies being determined by the central state appears to be negative phenomena as well. Agencies are neither provincial organizations of central administration nor fully local administrations in their existing states. They are not independent in the planning process due to their structuring under State Planning Organization. Agencies are obliged to comply to plan hierarchy as required by the legislation. For this reason, they have a function to be direct practitioners of both national and international policies. Basic strategic targets partaking in regional plans are directly taken from upper scale plan. These upper scale plans are getting to be approved by the boards and stakeholders. Compatible plan strategies and upper scale strategies are hybridized for programs listed as priorities in region plans and which will recompense requirements of the market. It is also determined that regional plans are

becoming somewhat obsolete as agencies do not have any sanction power over the plans that are of low level in the hierarchy of the plan. It is not possible by the agencies to provide a full coherence between these plans and regional plans; despite the fact every institution is preparing a strategic plan. The reason that is sub-scaled plans may be prepared by established institutions such as municipalities and development agency does not have any power to interfere to provide coordination. Some of the participants expressed that plans have binding quality for public sector and guiding quality for private sector and agencies do not have any power sanction especially on public institutions preparing corporate strategic plans. Agencies have to have authority on the public in order for their regional plans to be effective. In summary, coordinatorship and catalyst functions stipulated for agencies is obsolete due to this structuring. Legally agency-local administration connection is established in a restricted degree with regional plan-strategic plan relationship, however, in implementation this relationship can not be established due to lack of sanction.

Most of the participants stated that agencies do not express themselves fully with regards to operational mechanisms within the general structure of the state. They stressed that principal axes such as spirit of entrepreneurship, idea of innovation, the agency has to spread, is assimilated a bit within the conventional development structure of Turkey. They also added that habits arising from the tradition of bureaucracy within the structure of development boards and scarcity of local civil-society and participation create setbacks in the process from time to time. Some of the participants pointed that development agencies are new structures and defined them as institutions which have not completed their institutionalization as of age. From this point of view, it was expressed that agencies have successfully fulfilled their purpose of establishment in the first stage and on one hand their

identities as fund-givers will be featured with the allocation of various fund resources in the long term and on the other hand they will become institutions producing living plans when legislation infrastructure of regional plans are completed.

The idea that development growth will be realized through the means of the agencies found its starting point from the economic arguments, which are the political extensions of neoliberalism. Therefore, concepts such as flexibility, post-fordism, entrepreneurship, innovativeness, competitive capacity have been interiorized by the agencies. Agencies produce practical solutions to market requirements through funds. However, public funds are not distributed to the regions equally. For instance, metropolitans take a larger share from the central budget. This situation results in conditions that deepen the inter-regional inequalities. Although agencies want to establish precaution mechanisms on this subject through various programs, such measures may not always be adequate.

Since agencies operate a development process which is dominated by neoliberal policies, it is observed that projects which include these policies are supported, when it is about development agencies' approach towards life-long learning. It has been determined that the concept of lifelong learning is associated with participation in labor market.

Regardless of which points we look at in the planning hierarchy, economic competitiveness is described as the basic determinant of all plans. It is emphasized by all means that prerequisite of economic competitiveness is to meet the requirements of labor markets. On the other hand, lifelong learning is described as an appropriate approach or the practices of liberal policies in the labor markets.

Restructuring the field of education in accordance with the demands of labor markets is emphasized and significant missions are assigned to this approach especially for the economic cohesion of disadvantaged groups.

While social progress and education are regarded as the key to sustainability, social progress is a tool for increasing the representation and visibility of agencies according to materialist approach. If analyzed, occupational education is the most highlighted topic in the education agenda of agencies.

In the interviews and document reviews, technical support programs organized by the agencies in accordance with the demands are programs that cover lifelong learning. Technical support is defined in a wide range, authorities tried to include almost all the aspects required for corporate development. As technical supports, mostly project writing, entrepreneurship, and compatibility to technological innovations are promoted. Consequently, while agencies provide financial support to non-profit units with their 'technical support' programs, most of the activities set forth within this framework are mostly not related to development, vocational education and planning activities of local administrations.

Lifelong learning activities performed by the agencies took place in the plans, programs and strategies according to the definition in which lifelong learning is defined as an approach in the Nineth Development Plan. Lifelong learning is considered as a means of involving unqualified workers in the labor markets with new qualifications especially during crisis periods. Agencies provide funds to the projects that aim to give occupational training to a variety of groups especially for these purposes. The agencies work in close cooperation with institutions such as Turkish Employment Organization, Ministry of National Education and KOSGEB

for providing occupational training in the field of adult education or support the private or public institutions that go into partnership with these institutions with funds. Agency experts stated that lack of occupational education is constantly announced to them in the workshops, particularly those with thematic concepts in the regions. They emphasize the fact that when education policies are developed education policies' connections with the sectors are underlined and they are included in the plans and programs. Social development has been associated with the concept of improvement of human resources and compatibility with labor force markets.

Most of the participants declared that the popular belief is that economic developments will simulate the social development pursuant to the competitive structure of agencies. For this reason, it might be regarded as instrumental aspects by Social Development Agencies. Most of the agencies instrumentalise social development in terms of establishing the human capital. While fund is allocated to the projects for social development, attempts have been made to prioritize women, young people and disabled individuals as disadvantaged groups.. Projects which focus on public education centres and hobby courses will finally be established with the purpose of turning them into economic outputs in sectors such as tourism. As for the vocational education, generally projects which target at meeting the intermediate staff requirements of labor markets in the region, especially that of small and medium sized enterprises, are funded. Generally the projects which cover topics such as renovation and modernization rather than innovation / innovativeness; projects in which adult education activities are included to the project outputs, and projects which are within the scope of the existing activity area of the institution that executes the Project. It has been determined that projects, financing requirements

such as public training centre's opening a workshop, vocational education centres' opening a laboratory are pursued are more popular. Routine activities of these institutions can receive the support of the funds through these agencies.

In the regions where immigration is intense, especially young population is trained to be integrated to the labor force through such education projects within the process of establishing a social policy. Mostly there are not sociologists, social scientists in the expert teams. In this case, social development was instrumentalized for the sake of economic development. It has been observed that there are not authentic sets of concepts produced for social development and social development is defined through economical terms, especially employment terms. Concepts are generally taken from the central plans and adopted for regional plans. Employment and education were associated with each other in the conceptual framework and shaped in accordance with the demands of education markets. Individuals who are provided with education were made qualified in only one subject within the framework of lifelong learning approach, they are not attributed with the qualification of competitiveness, yet they are assigned with missions in terms of having entrepreneurial spirit and innovation motivation. Generally conditions such as the uncertain future in the economic field that has its role in the contents of plans, programs and projects and the way competitive conditions are under constant change, create a pressures on the labor force. The individual is convinced that he/she has to compete constantly and adapt himself/herself to these competitive conditions with the formula of lifelong learning. An approach, enforcing individuals to learn new things in industrial areas, chase opportunities and be competitive, was adapted.

Countryside is one of the important topics related to development; however the agencies generally support industrial production and agricultural production related to industrial production (food industry etc.) with funds. Here, the target is to avoid intersection issued with fund provider institutions such as the ministry of agriculture and livestock, which gives fund directly for agricultural activities.

Projects related to the women can reproduce the social back roles of women or equality of men and women may be ruled out in the agenda. There may be more sexist approached in the project names. When the project names are read, it is observed that there is a project in woman category, which reproduces the sexist roles of women. Certain projects related to women pursue a procedure which might turn their current activities into commodities in market conditions.

Conclusion

The present study aimed to analyze planning and programming activities of RDAs in the context of adult education activities and to produce a thick description of what the framework of social policy programs is in order to understand how adult education activities are formulated in regional policies of the RDAs. The study focuses on finding out what the RDA's function in the implementation of national and supra-national lifelong learning policies in the context of social development is, what the main themes are used in conceptualization of lifelong learning in social policy programs of RDAs, the kind of adult education activities that are funded and supported by RDAs, what the functionality of these educational activities at the point of women and youth participation in labor force is. This was carried out through utilizing any document of SPO, and RDAs' which are included within the scope of lifelong learning or social policy and semi-structured interviews.

Since 2006, development agencies have been the starting point of a new period in Turkey in terms of development strategies. This new period in the development history of Turkey shows itself if the Eighth Development Plan and the Ninth Development Plan are analyzed. The Ninth Development Plan completely reflects the political-ideological transformation required for the EU adjustment period. Economical arguments which are the political extensions of the neo-liberal school that defend that state must withdraw from the market and shrink, paved the way for the establishment of agencies. From this point of view, when agencies are defined, it can be said that they are the products of liberal economy in a world that is dominated by neoliberal policies. Agencies established to carry on business in statistical areas determined with Turkey's nomination process for EU membership take a significant role in defining the problems in the regions. They have an administrative structure which reaches down to the smallest administrative unit and get into direct contact with the whole region. It can pose many advantages with this aspect. The fact that experts are equipped enough to ensure that the region can have direct communication with the world can also become an advantage for the region. Equipment of agency personnel can be used for the purpose of progress especially in smaller scale NUTS 2 level regions. However, despite all these advantages, problems related to the functioning and structure caused the agencies to be included in many studies on these subjects.

The results of the study demonstrate that adult education policies are generally instrumentalized to produce the output that can create the labor force which has the competence and equipment suitable for the labor markets and structured for small-scale and short-term economic objectives. Sustainability is used in the structuring process as a key concept. Additionally, entrepreneurship is seen as

a tool for enabling the creation of employment and triggering economic growth. Lifelong learning is stuck between the directions of economic competence and social adaptation. Lifelong learning is not discussed in the social context. Therefore human is considered as an input – human capital – to be transformed into labor force. An overlapping between the interests of the individuals and demands of the markets is described and it is assumed that what is good for the markets can also be good for individuals. There are serious problems with this perspective on lifelong learning and adult education activities. The above-mentioned approach ignores the social dimension of education. The individuals are expected to invest in their own education to adapt to changing market conditions and to upgrade their skills with the necessary qualifications for market demands.

Limitations of the Study

This is a qualitative research that cannot be generalized to the whole lifelong policies of the RDAs. The findings and the discussion of the study are limited only to the selected documents and interviews with experts of RDAs.

One of the main data of the study is collected through face to face deep interviews with RDAs' experts by the semi-structured interview form that is formed by the researcher. Some participants could answer the questions in the form in desirable way that could give rise to some bias.

In addition, the ministry of development, National Planning Organization and RDAs published huge amount of official documents and as a whole the analysis based on the purposefully selected documents may not be enough to describe the whole dynamics of conceptualization of lifelong learning in RDAs.

This research was carried out by a single researcher and data which are gathered from documents are analyzed by one examiner. The content analysis process of data from documents is realized only by the researcher for a repeated search for patterns. It would be better to cooperate with a sufficiently large population of potential coders.

Moreover, conclusions and some discussions are drawn from both findings of the study and the personal observations of the researcher where observations of the researcher could have some biases on the base of understandings, thoughts and background of her. Interviews were conducted to the participants on April 2013 in four different regions and the researcher visited the region only once time. Due to the work, education and finance based reasons, the researcher could not visit the region more and because of this situation, the researcher could not meet other stakeholders such as IŞKUR, NGO's and so on, which are enforcement agents of projects. If this study could be expanded to include all twenty six RDAs, the results of the study can be generalized for Turkey.

Recommendations for Further Researchers

Development agencies are institutions that are newly established in Turkey and that have become the subject of various studies. Important policy documents, channeling Turkey's development policies, are fulfilled in regions via agencies. These institutions, which produce policies and determine strategies related with economic, social, cultural parts of development in NUTS II regions in Turkey, must be closely examined. Research on both inner structure of development agencies and development agencies themselves mostly have taken economic and financial effects of development agencies on region under the spotlight. However; agencies carry out

development plans with all dimensions within a holistic frame programs are created via these plans. Besides taking parts in economical aspect, agencies also take parts in social dimension as regional subject, so, they become a topic of analysis in terms of educational policies. Economical dimension of development would become obsolete without its social dimension. Accordingly; development agencies are institutions which develop strategies on social policies. Education has been considered as a significant indicator in all plan, program and strategy documents of agencies. This significant component of development has taken its place in all economic, social, cultural titles of regional development. Education and education in social development within regional development have become determiners of main research subjects of this study. Research tried to answer research questions, asked on how development agencies formulate the adult education. Nevertheless; carrying out researches, which are more comprehensive and that analyze the activities of all twenty six regional development agencies, would facilitate generalizing about the subject.

The researcher encountered implementation samples of neoliberal policies in findings. It is important to understand the policies, produced by agencies, thoroughly via more comprehensive researches.

The researcher was able to have an interview only with the development agency experts due to the constraints of the study. The scope of the study can be expanded to understand how adult education activities are formulated. In this regard, meetings can be held with local organizations, public and private institutions, NGO are which are getting funds from RDAs and actualize those projects and adult education activities.

Social development is supported by a limited number of institutions. Adult education activities, carried out thanks to funds of development agencies, became the subject of this study. Municipality and Non-governmental organizations carry out studies with the Ministry of Family and Social Policy, SODES (Social Support) projects of governors and EU funds, other than regional development agencies. If studies were carried out with similar research patterns along with these institutions, it would be possible to obtain more holistic information about how social development and adult education activities are formulated in Turkey. Particularly, comparing SODES projects and project that are conducted via funds of development agencies, would provide important clues on how adult education activities are formulated within the context of regional policies while creating a chance to make a comparison between centralized structure and public legal structure.

APPENDICES

Appendix A: Original Text of the Quotations from the Interviews in Chapter 4

1-PP3, Kalkınma planları yapılırken genelde Merkezden Ankara'dan kalkınma planları yapılırdı bunlar çıktı diye uygulatılırdı. Ama biz şu an her ilçede çalıştaylar düzenliyoruz, gittiğimiz her yerde bölge planının ne olduğunu anlatıyoruz ve onların fikirlerini alıyoruz.

2-PP4, Konjonktürde ihtiyaçlar merkezden görülemez hale gelmiş ve yerel inememe olmuş. Yerelden taleplerin görülemediği söylenmiş bu misyon Bölgesel Kalkınma Ajanslarına verilmiş. Nispeten bir başarı söz konusu. Sadece kalkınma bakanlığı değil, diğer bakanlıklarda yereldeki potansiyeli kullanmak istiyorlar. Yerelin bilgisi merkeze yönlendiriliyor. Bilgiler ne kadar yapılandırılıyor tabiki bir soru işareti ama bizden yararlanmak istiyorlar.

3-PP5, Hali hazırda gene merkezi kalkınma planları yapılıyor ama hani yerel süreçte artık yerel dinamiklerin de sisteme dahil olmasının daha mantıklı olduğuna karar veriliyor. Kalkınma ajansları yerel kalkınmanın önemi ile birlikte kurulmaya başlandı. Bölge planları yapılıyor şimdi bölge planları bundan önceki kalkınma planlarında olmayan bir şey yapıyor ve daha kapsamlı strateji belirliyor. Yani mevcut durum analizi de yapıyor ama çok ciddi bir bölgeye dair strateji belirliyor bundan önce çok ciddi ilçe bazlı mekansal bazlı çok büyük değerlendirmeler yapılmıyordu il bazlı temel beklentiler vardı onların üzerine bazı çalışmalar yapılıyordu ama artık bu kalkınma ajanslarının oluşması ile birlikte bölgesel mekansal değerlendirmeler yapılıyor bence planlama anlayışındaki en önemli değişim bu, mekansal bazlı planlamaya geçiş açısından önemli buluyorum ajansları.

4-PP6, bölge planı çalışmalarını yaparken katılımı en üst seviyede tutuyoruz. İnternet sitesinde sürekli anketimiz var. Bölgedeki paydaşların katılmasını sağlamaya çalışıyoruz. Değişik platformlarda bunu sürekli realize etmeye çalışıyoruz. Hatırlatıyoruz bunlar anket doldursunlar ve katılımı en üst seviyede olsun istiyoruz. Çeşitli çalışmalarda zaten dahil ediyoruz. Kalkınma kurulumuz var. Kalkınma kurulunu her türlü çalışmamızdan haberdar ediyoruz. Davet ediyoruz. Dolayısı ile katılımı en üst seviyede oluyor.

5-PP7, Çalıştaylar katılımı sağlamak amacıyla yapılıyor. Katılımı sağlamanın farklı yöntemleri var mesela ankette yapılabilir ama insanlarla yüz yüze konuşmak çok daha farklı işte bir ajans binası var onun içinde kimler nelerle uğraşılıyor bunları bilmeleri de aslında iletişimi sağlamak açısından bir kişi ile tanışıklık geliştirmek mesela onunda telefon edip bir şeyi sormasını kolaylaştırıyor.

6-PP3, Türkiye'de 26 ajans farklı çalışmalar yürütülüyor ortak deneyimler oluyor bunlar merkezi merkezde kalkınma Bakanlığında değerlendiriliyor hem de bölgede Tabii ki merkezle de ilişkisi var DPT teşkilatı plan hazırlama deneyimi olduğu için zaten çok sık eğitimler alıyoruz. Bölge planı eğitimi, katılımı sağlama eğitimi, Paydaş analizi nasıl yapılır bunun eğitimi sürekli gidip geliyoruz onların da fikirlerini alıyoruz. Zaten yine onaylayan da aslında şu an mekanizma değişti Bölgesel gelişme yüksek kurulu tarafından onaylanıyor eskiden doğrudan kalkınma Bakanlığı tarafından onaylanıyor ama biz kendi planımız bittikten sonra tabii ki onların görüşüne gönderiyoruz önce taslağımız onlar tarafından evet bu artık Bölgesel gelişim yüksek kuruluna çıkabilir denildikten sonra onaya gidiyor yani onlar ile birebir ilişki içindeyiz.

7-PP4, Türkiye'de bölge politikası dendiğinde bir geri çekilme var. Son gelişmeler ile birlikte Türkiye'de merkezi bir yapı var ekonomik açıdan. Bölgesel politika yürüttüğümüz söylenemez bölge planı yapacaksınız. Temel stratejik hedefler daha üst ölçekli kalkınma planının ana eksenleri. Bölgesel alanda çok önemli bir stratejiniz var ama temel ana eksenlerle uyumsuzluk yaşadığınız bölge planınız kabul görmez dolayısıyla ikisi arasında bir uyum, süreklilik olmalı aykırı şeyler yapamazsınız. Örneğin temel stratejilerde Ar-ge, inovasyon diyorsa tarıma yönelik primatif çalışmalar yapacağım diyemezsiniz.

8-PP7, Planlar daha üst ölçekli, daha stratejik kararların olduğu, genel politikaların yansıtıldığı, tanımlanmış yapılar olarak ortaya çıkıyor.

9-PP3, Türkiye'de katılım öncesinde bu uyum sürecinde TR düzey 2 bölgelerine ayrılması, kalkınma ajanslarının kurulması bunlar zaten AB'deki bölgesel kalkınma ile ilişkili olarak kurgulanmış şeyler. Şu an AB'de bölgesel kalkınma ajansları nasıl tam olarak bilmiyorum ama birebir çok benzediğimiz ülke örneklerinin olduğu söyleniyor katıldığımız toplantılarda. Zaten mevzuatımızda birebir AB mevzuatından çevrilerek uyarlanmaya çalışılmış. Hatta çeviriden kaynaklı uygulama sıkıntıları da yaşanıyor.

10-PP4, Ajanslar AB sürecinde verilmiş taahhütlerden birisi. Yapısal olarak AB' deki Bölgesel Kalkınma Ajanslarına bakıldığında direkt kamu teşekkülü değil. Bir çoğu kar amacı güden pozisyonda. Türkiye'de ajanslar kamu gibi davranıyor ve hibe dağıtıyor bakıldığında. Ajansların görevi bölge planı. İlk aşamada ajansların varlığını hissettirmek için yapacağı ilk şey hibe dağıtmak çünkü ilgi çekmek durumunda. Avrupa'daki ajanslarda hibe çok geri planda bir çoğunun asli görevi planlama yapmak, yatırımcı çekmek, analiz yapmak. İleride Türkiye'deki ajanslarda bu görevlere yönelecek ama mevcut durumda Avrupa ajansları ile aralarında böyle bir fark var.

11-PP5, AB ile yapısal olarak şekil itibari ile benzer bi yapı var ama destek anlamında özellikle mesela AB bütçesinin ortalama 1/3 ü bu konulara gidiyor. European Regional development found mesela, ya da European social found a gidiyor çok ciddi bi meblayı ABliği ülkeleri ayırıyorlar Bizim ülkemizde bu kadar bütçe ayrıldığını düşünmüyorum öyle bi ayırım var bide mesela işte kurumsallık olarak bizden çok farklı tabi o yönetsel alanda geçiyor ama benzer yanları var bölgesel kurulum olarak temel mantığı açısından ben benzediğini düşünüyorum ama oradaki bölgesel kalkınma fonları ve sosyal fonlar ayırımının bile önemli olduğunu düşünüyorum orada ciddi bi ayırım olduğunu düşünüyorum ve miktar anlamında destek miktarı anlamında farklılaştığını ben düşünüyorum açıkçası temel farklılık onlar olabilir onun dışında yönetsel de işte yapısal değişiklikler ama genel itibari ile bizdeki kurulum mantığı oradaki temel mantığı alarak yapıldığını düşünüyorum.

12-PP7, AB ile ortak programlar yürütüyoruz aslında bizim programlarımız da onlarınkine benziyor onların proje bazlı bi yaklaşımı var mesela izde de aynı şey aynı kültürü yaşatmaya burada oluşturmaya çalışıyoruz aslında bi fikriniz var bunu projeye dökün bunu birilerine sunun onlar değerlendirsın bunun üzerinden gitsin bi sistematiği olsun gibi bi yaklaşım var bu anlamda benzer yönleri var tabi ki

13-PME2, Kalkınma ajanslarının çalışmasında uygulamada olan ile olması istenen arasında derin farklılık var. Ajanslar bölge planı hazırlıyor ama bu bölge planı ne kadar yol göstericidir bölge için ne kadar önemlidir uygulamada orası soru işareti. En azından yerel talepleri dikkate alınarak, yerel dinamikler dikkate alınarak, ihtiyaçların karşılanması yönünden önemli bir adım. Ama tabi birçok sıkıntılı olan yön de var. Yine merkezi; özellikle yönetim kurulu yapısı yüzünden merkeze bağlı politikalar uygulanıyor. Bölgenin ihtiyaçları ne kadar karşılanıyor bölgesel yerel ihtiyaçlar ne kadar göz önünde bulunduruluyor orası biraz sorunlu. Çünkü yönetim

kurulunda valiler var valiler çok merkezi bi sisteme bađlı olarak alıřıyorlar. Blgeden, ilden ziyade lke apındaki ekonomik politikalara veya sosyal politikalara bađlı olarak hareket ediyorlar. O merkezin etkisinden merkezka kuvvetinin etkisinden kurtulamıyorlar.

14-PME2, Kalkınma ajanslarının alıřmasında uygulamada olan ile olması istenen arasında derin farklılık var. Ajanslar blge planı hazırlıyor ama bu blge planı ne kadar yol gstericidir blge iin ne kadar nemlidir uygulamada orası soru iřareti. En azından yerel talepleri dikkate alınarak, yerel dinamikler dikkate alınarak, ihtiyaların karřılanması ynnden nemli bir adım. Ama tabi biok sıkıntılı olan yn de var. Yine merkezi; zelikle ynetim kurulu yapısı yznden merkeze bađlı politikalar uygulanıyor. Blgenin ihtiyaları ne kadar karřılanıyor blgesel yerel ihtiyalar ne kadar gz nnde bulunduruluyor orası biraz sorunlu. nk ynetim kurulunda valiler var valiler ok merkezi bi sisteme bađlı olarak alıřıyorlar. Blgeden, ilden ziyade lke apındaki ekonomik politikalara veya sosyal politikalara bađlı olarak hareket ediyorlar. O merkezin etkisinden merkezka kuvvetinin etkisinden kurtulamıyorlar.

15-PP4, Kalkınma ajansları mevzuatta konumlandırılıřı ve hiyerarřik planlama anlayıřı arasında ajanslar eliřki halindedirler. Mevzuatta zel sektr dinamizmi yařansın isteniyor. Ama merkezden yerele aktarım hala ajanslarda ařılabilmif deđil. Yrtme kurulunda nispeten valiliđe bađlı durumda ajanslar. Tam olarak konumunu bilmiyor. Kuruluřta zel sektr dinamizmi var. Yapıda merkezilik var. Ajanslar dinamizm sađlayarak kamu kurumlarını yukarı ekecekti, ama tam tersi, kamu ađırlıđı bizi ařađı dođru ekiyor. Kalkınma Ajansları ařađı dođru hantallık ve brokrasi tarafına dođru bir ivme kazanmıř durumda. Birok blgede valiler farklı bir yapılanma yaratıyor. Mevzuatta yle olmasa da valiler ajansları onun altındaki bi kurum olarak gryor. Bir kamu kurumu daha kuruluyor-ajanslar- ve bu kurumu ynlendirme ihtiyacı ierisindeker.

16-PME2, Ajansların, blgeler arası ve blge ii farkların kaldırılmasına iin faaliyet gsterilmesi bekleniyor. Uygulamada bunun byle olmadığını dřnyorum. Burayı dřndğmzde mesela  ilden oluřuyor ve  il ok farklı yapılar. Her ne kadar bu istatistiki yapıya gre blgelendirilmif olsalar da, ok farlı zelliklere sahipler. Blgeler arası farkı kaldırıyor mu o da biraz sıkıntılı yine uygulamada daha byk blgeler merkezi btçeden daha byk pay alıyor. Hem yerel fonlardan, il zel idaresi fonları yada belediye kaynaklarından byk pay alıyor. Kalkınma ajansları aısından byk yerin btçesi daha byk oluyor, kk yerin btçesi daha kk oluyor. Byklk, kklk korunmuř oluyor.

uygulamada bölgeler arası fark çok ta değişmiyor. İkincisi bölge içinde de yine büyük il daha iyi birçok üniversite olması, özel sektörün daha gelişmiş olması, proje alt yapısı daha iyi olmasından dolayı daha fazla destek alıyor. Proje alt yapısı daha sınırlı olan yerler daha az destek alıyor.

17-PP2, Şöyle bişey var plan hiyerarşisinde yasal olarak üstte kalkınma planı işte onun altında bölge planı onun altında çevre düzeni planları çevre düzeni planı altında stratejik planları vs.. Yasal olarak bölge planını yapmak kalkınma ajansına verilmiş olan bi görev. Ama şöyle bi boşluk ve eksiklik var; çevre düzeni planları, imar planları vs buna tabi olmak zorunda. Ama bu planların hazırlık takvimleri eşgüdümüne şu anda mevcut durumda çok açık değil ve kalkınma ajansının diğer kurumların yaptığı işleri izlemek ve değerlendirmek gibi bir yetkisi yok. Siz belediyeye ben bi bölge planı hazırladım sen buna tabi olacaksın bunu diyemezsiniz. Bunlar çok eski kurumlar belli çalışma teknikleri metotları takvimleri var kendilerine göre plan dönemleri var siz tutup da sonradan yeni iki yıllık kurum birazcıkta meşruiyet ve rüştünü ispat etme. Bi boşluk var şu anda ve bi izleme değerlendirme mekanizması da yok. Diğer kurumlarla kalkınma ajansı arasında durum bir muamma. Bizim hazırladığımız belgelere biz uymak zorundayız. Ama diğer kurumların bölge planlarına uyup uymaması tamamen onlara kalmış. Belediyeyi, il özel idareyi, diğerlerini de içine alan bütünlük bir düzeneğin olmaması bölge planlarını birazcık kadük kılıyor. Bu yetki olsaydı plan hazırlamak yazı yazmak için yazı yazmamış olurduk yani koordinasyon önemli.

18-PP6, Türkiye için kalkınma ajansının önemi çok ama şöyle de bi durum var kalkınma ajansları Türkiye’de henüz nereye gideceği konusunda çok emin değil. Kalkınma ajansları gerçekten bölgeye normal şartlar altında gitmeyecek olan ciddi bir beyin göçünü sağlıyor. Ama baştan savma kalkınma ajanslarının özlük hakları şu anda, ciddi kaçışlar başladı. Başlangıçta kamudan kalkınma ajanslarına ciddi bi geçiş vardı şu anda ajanslardan kamuya çok ciddi bi geçiş var. Bunun en başında çok statüsünün belli olmaması var. Buradaki uzmanlığın devletteki uzmanlıktan sayılmaması gibi bi temel faktörler var ben bunların personeli çok ciddi olumsuz etkilediğini düşünüyorum.

19-PP2, En bilinçli ve özellikle sisteme oturtulmuş olan yetişkin eğitimi faaliyeti teknik destek. Bölgesel öncelikler ve ihtiyaçlar teknik destek programının kendi öncelikleri içinde projeye destek veriyoruz.

20-PP3, Bölge planında yeni bölge planında yaşam boyu öğrenme kavramı üzerinde durduk, bu kavram kullanıldı. Bölge planının eğitim bölümünde başlıklarından birisi hayat boyu öğrenme kavramı. Bu kavram ile ilgili yeni plan için literatür taraması veri toplama çalışması yapılıyor. Şu an sadece bölgede hayat boyu öğrenme faaliyetleri neler, neler yürütülüyor, bunlara katılanlar kimler, kadınların katılımı oranı nasıl, yaş gurubuna göre katılım oranı nasıl, eğitim durumuna göre katılım oranı nasıl, şu an sadece bunlar ile ilgili istatistikler toplandı. Sonra onlar yorumlanacak. Sonra kurum görüşmeleri ile eğitim bölümü iletilecek. Balıkesir ve Çanakkale illeri hayat boyu öğrenme ve halk eğitiminde Türkiye’de istatistiksel olarak ilk on içinde yer alan iller. Yani hayat boyu öğrenme faaliyetleri burada oldukça yaygın. En son halk eğitim merkezi toplantısına katıldığımda orada kursların dağılımı vardı. Çok fazla konuda kurslar açılıyor. Çok fazla alanda çok fazla kurs var.

21-PP4, Türkiye’de yaşam boyu öğrenme bir kavram olarak bilinmiyor. Özellikle kriz dönemlerinde vasıfsız işçiler yeni vasıflarla tekrar iş piyasalarına bu yolla sokulmak isteniyor. Değerlendirmede de hayata katılım değil, iş piyasasına katılım olarak yer alıyor. Diğer boyutları da pek ön plana çıkmıyor. Bu tarz çalışmalar belediyelerin hobi kursları ile sınırlı oluyor.

22-PP4, Bakanlık bölge planlarında gelişme ekseninde somut hedefler koymalısınız diyor ve aslında yaşam boyu öğrenme sosyal kalkınma konuları olmalı tabi ama neyi hedef koyacaksınız. Okullaşma oranı % şukadardan % şukadara mesleki eğitim şukadardan şukadara dersiniz ama burada da il milli eğitim müdürlüğü gibi kurumlar karşınıza çıkar. Performans gösterimlerinde TÜİK gibi kurumlardan daha makro boyutlarda sayılar koyduk çünkü mikro hedefler koyup spesifik olarak şu kadar dersek belli kamu kurumları buna dair hesap sorulacak konuma düşer bu durumda o kurumlar ile iş yapamaz hale geliriz. Bu nedenle mikro hedefler konulamıyor.

23-PP5, Yaşam boyu öğrenme planlama departmanında bilinen bi kavram. Zaten talep anlamında da yaşam boyu öğrenme kavramını çok ciddi çalıştaylarda da görüyoruz. Temel aldığımız nokta zaten çalıştaylar. Tabi ki de biz araştırma yapıyoruz. Bölge planı tamam da. Bizim bölgede şöyle bişey var; bizim bölge göç veren bi bölge. Bölge kalifiye elemanını çok fazla gönderen bi bölge. Ama gelenlerde aynı kalifiye durum yok. Bu yüzden sürekli eğitim çok önemli. Zaten sosyal sermayenin desteklenmesi bir ana başlık olarak var. Ama ciddi anlamda yaşam boyu öğrenme mantalitesinin farkındayız ve destekliyoruz. Sosyal

kalkınmaya bakış açımızın çok dışında değil. Bununla alakalı projeler de geliyor. Mümkün olduğunca yaşam boyu öğrenmeyi plan sürecine dahil etmeye çalışıyoruz.

24-PP6, Yaşam boyu öğrenmeye bölge planında da yer verdik. Kırsal kalkınmanın sağlanması diye bi başlık açmıştık. Kentlilik bilincinin artırılması, sosyal kalkınmanın sağlanması, yaşam kalitesinin yükselmesi diye amaçlarımız vardı. Bunların altında da hedefler belirledik. İşçi sağlığı iş güvenliğinin artırılması, dezavantajlı grupların ihtiyaçlarının görülerek fırsatların sunulması, v.s. bunlar bölge planında yer alıyor. Eğitimin ve kişisel becerilerin iş gücü piyasası taleplerine paralel biçimde değerlendirilmesine yönelik koşulların sağlanması şeklinde yaşam boyu öğrenme yer aldı. Eğitim lise gibi üniversite gibi örgün eğitimle sınırlı kalmamasın, bunun yanında insanlar diğer becerilerini de geliştirebilsinler üzerinden. Teknik destekte de daha çok bununla alakalı şekilde çıktık.

25-PP3, Özellikle sanayide, mesleki eğitimin eksikliği hep dile getirilen bi konu, bizde bunu planımıza yansıtıyoruz. Sanayide nitelikli eğitim almış ara eleman eksikliği olduğu söyleniyor ve mesleki eğitim kurumlarının artırılması gündemimizde olan bi konu, bölgenin buna da ihtiyacı olduğunu biliyoruz.

26-PP7, Eğitimin iş gücü talebine duyarlılığı önemlidir. Çünkü hani hep söyleniyor, büyük başlıklar, işte; üniversite sanayi iş birliği olsun. işte; eğitim olsun. Belli konularda kurslar veriliyor ama belki sanayinin ona ihtiyacı yok. işte örtüşmesi bu anlamda çok önemli sonuçta burada eğitim alan yada yaşayan insanların da burada iş bulması çok önemli. Dolayısı ile bunların tespit edilmesi gerekiyor. Bizde bu konuda organize sanayi bölgeleri ile görüşmeler yaptık. Onun dışında eğitim talepleri geliyor, ajanslara mail yoluyla. O eğitim talepleri de genellikle bu mesleki anlamdaki açıklara yönelik oluyor; bunları bu şekilde gidermeye çalışıyoruz.

27-PP5, Sektörel çalıştaylar ile tematik çalıştayların kesiştikleri noktalar var. Mesela rekabetçilik, yenilikçilik, ar-ge temel, sektörle birebir alakalı. Sektörel ve tematik çalıştayları birbirinden ayrı düşünmüyoruz. Mesela bizim sektörel çalıştaylarda en çok dile getirilen mesele mesleki eğitimin yetersizliği. Artık biz onu çalıştay başlamadan strateji olarak yazıyoruz, o yüzden mesela eğitim çalıştay yapıyoruz. Eğitim politikalarını sektörle bağlantılı çizilmesi lazım bu şu demek değil yani işte sektör belirlesin insanlar okusun böyle bişey değil ama hani bi uyum mekanizması olması lazım yoksa ciddi anlamda sosyal sorunlar çıkabilecektir o yüzden eğitim de iş gücünün işverenle mutlaka birleştirilmesi buna kanalize edilmesi gerektiğini düşünüyoruz. Mesela sosyal sermaye, sosyal kalkınma; sosyal sermayenin artması,

aynı zamanda sektörlere de yansiyacak. Bizim temelde aldığımız şey insan. Yani insanın hani sosyal tarafını geliştirdiğiniz zaman, zaten ekonomik alanı da gelişiyor. Oradaki oluşturulan stratejiler ve durum temel alınarak sektörler ve sosyal alanlar seçiliyor. Bu sene mesela rekabetçilik mali destek programı çıktı. Altyapı ve kadın istihdamı. Göçle alakalı konular. Mesleki eğitim üzerinde çok duruyoruz raporlarda. Eğitim her yerde bütün tartışmalarda önünüze çıkıyor. Siz eğer toplumsal gelişime, İnsan kaynağının gelişmesini, insanın, bireyin gelişmesini istiyorsanız; temelde eğitim var. Bu konunun değerlendirilmemesi mümkün değil sosyal kalkınmanın içinde eğitimin olmaması ihtimali bile yok. Siz eğer toplumsal bir mutabakatı, toplumsal bir gelişimi izliyorsanız bunu sadece iktisadi yönden geliştirerek, fabrikalar kurarak, makineler alarak yapamazsınız. Hayat boyu öğrenme mantalitesinde, sürekli öğrenen bir varlık olarak kabul edip, sosyal kalkınma ve eğitimin olmazsa olmaz birer değişken olduğunu düşünerek yapabilirsiniz.

28-PME1, Sosyal kalkınma aslında geri planda tutulan bir konu ekonomik gelişmelerin sosyal kalkınmayı simüle edeceği düşüncesi var. Ajanslar yeni kurulduğu için ajansların biraz daha görünürlüğe ihtiyaçları var. Bir kobiye destek verdiğiniz zaman, bir kobiye destek vermenin yanı sıra 10 tane derneğe kamu kuruluşuna destek vermenin ajansın görünürlüğüne çok büyük etkisi olduğunu düşünüyorum. Belki yani bu yaklaşımdan şu çıkarım da yapılabilir 10 yıl sonra sosyal kalkınmaya gerekte kalmayabilir; eğer amaç ajansın görünürlüğünü sağlamak ise. Tek sebebi de bu değil ama yani ben sosyal kalkınmaya destek verilmesinde önemli bir ayağın bu olduğunu düşünüyorum ikinci sebebi de şu; ajanslar kurulmadan önce belki biraz daha özel bir yapıya sahip olması, ticari yapıların ya da diğer sivil toplum kuruluşlarının güdümünde bir kurum olarak planlanıyordu. Ama nihai olarak baktığımızda şu anda yönetim kurulumuzda valiler var, yani valilerin de bürokraside ne kadar hakim olduğu belli, yani kamu kurumlarında çalışan personeller tarafından yürütülen bir kurumda da doğal olarak biraz daha sosyal kalkınmaya pay ayrılmasının normal olduğunu düşünüyorum. İki defadır sosyal kalkınma programına çıkıyoruz iki sosyal kalkınma programının da öncelik kamu kurumlarının hizmet kalitelerini artırılmasıydı. Yetişkin eğitimi kapsayan projeler başvurdu projelerin %20 si eğitim ile ilgili oldu.

29-PME2, Kalkınma dendiğinde ön planda olan kalkınmanın ekonomik boyutudur. Kriter olarak da büyüme, istihdam gibi rakamlar ön plana gelir. O yüzden kalkınma dendiğinde çok az kişinin aklına işin sosyal boyutu geliyor. Bu ajanslar bazında düşündüğünüzde de geçerli. Şu kadar destek verdik, bu kadar destekle şu kadar ihracat yapıldı, şu kadar istihdam yaratıldı dendiğinde daha etkili oluyor. Ana kriter büyüme, sosyal kalkınma daha geri planda kalıyor. Ekonomi halledildiğinde tüm sorunlar çözülür kısmına pek katılmıyorum, ama yaklaşım daha farklı.

30-PP4, Acı bir gerçek bölge özelinde sosyal kalkınma konuşulan bir şeydir. Ancak bu konu destek mekanizmalarında geri plana atılıyor. Baktığımızda sürdürülebilir kalkınmayı hedefliyoruz, ama ekonomik gelişme sağlandığında sosyal gelişmesinde kendiliğinden geleceği inancı var. Kadın desteği mesela turizmde oluyor, kadın istihdamının artırılması dendiğinde sanayinin altında bir yerde yer alıyor. Hibe payı olarak da baktığımızda 16 binde 2 bin yada 28 milyonda iki yılda 2 milyon TL. Niye sosyal kalkınmada yüklü desteğe çıkılmıyor, bunun bir tarafında bir yönü ile büyük projeleri yönetme kapasitesi sınırlı, projelerin yürütülmesinde büyük ölçek yapılmıyor. Odak kurumlarla çıkıyoruz genelde. Kamu kuruluşları ile bunlar bi nevi muhatap bulabileceğimiz kurumlar, sosyal kurumların STK ların azlığı da bölgeyi sıkıntıya sokuyor. Sosyal kalkınmanın sürdürülebilirliği...ekonomik desteğin sonucunu bir sene içinde görürsünüz ama sosyal kalkınmada bu süre uzundur. verilen desteğin ortaya ne çıkaracağı somut olarak görülmeyebilir. Birçok kurum için uzun dönem yatırım yapmak doğru gelmiyor, politik olarak tercih edilmiyor. Direkt sonuç sosyal kalkınma projelerinden alınmaya biliniyor. Kısa dönemli düşünme mantığından daha henüz çıkılmadı.

31-PP6, Türkiye'nin sosyal kalkınma anlamında ciddi eksiklikleri var bu ekonomik büyümenin yanında sosyal kalkınmanın da sağlanması gerekiyor çünkü geri kalmış durumda sivil toplum örgütlerinin hareket kabiliyeti çok sınırlı bir yandan ekonomik olarak gelişirken aslında sanayi gelişirken onların katkısını da sağlaması çok önemli

32-PME1, GMKA'da yaşam boyu öğrenim ile ilgili sosyal kalkınma bağlamında 39 proje üretildi. İki defa sosyal kalkınma programına çıkıldı. İki sosyal kalkınma programının da öncelik kamu kurumlarının hizmet kalitelerini artıracak şekilde belirlendi. Gelen projelerde yetişkin eğitimini kapsayan projeler başvurdu. Projelerin %20 si eğitim ile ilgili oldu.Yetişkin eğitimi konusunda proje desteklerimiz dışında bir de teknik destek programlarımız oldu. Burada proje döngüsü yönetimi, proje nasıl yazılır gibi başvuru süreçlerini anlatan eğitimler proje hazırlama, yönetme ve proje hazırlama eğitimi verme konularında eğitimler veriyoruz. İhtiyaç duyulan teknik destek ajans uzmanlarınca ya da hizmet alımı yoluyla gerçekleştirilebilir. Teknik Destek Programı kapsamında kamu kurum ve kuruluşları ihtiyaç duydukları alanlarla ilgili eğitim, program ve proje hazırlanmasına katkı sağlama, geçici uzman personel görevlendirme, danışmanlık sağlama, lobi faaliyetleri ve uluslararası ilişkiler kurma konularında destek talebinde bulunabilirler.

33-PME2, BEBKA içinde sosyal kalkınma projelerinde ki önceliklerden birisi de engellilere dönük projelerin desteklenmesiydi. Engelliler için gelen projelerde daha çok mesleki hayata katılımlarına yönelik faaliyetleri içeren projeler oldu. Ayrıca Bursa Milli Eğitim Müdürlüğü tarafından Özel Eğitim Güzel Gelecek Projesi kapsamında hazırlanan 'Özel Eğitim Güzel Gelecek' isimli kitap özel eğitime ihtiyacı olan bireylere meslek seçimi konusunda yol göstermek amacıyla basıldı. Sadece engelli bireyler değil de engelli bireylerin ailelerine de dönük eğitimler düzenleniyordu. Ailelere verilen eğitim de engellilere verilen psikolojik destek ile ilgili ailelerin de bu sürece katılmasına yönelik olarak verilmiş eğitimlerdi. Ayrıca yine engellilerin aile eğitim faaliyetleri imkanlarına ulaşabilmeleri için alt yapının sağlanmasına dönük projeler de vardı. Okullar bünyesinde özel eğitim sınıfları düzenlemek, engellilerin eğitim şartlarının düzeltilmesi, ayrıca engelli bireylerin de ekonomik olarak ayakta durabilmelerini sağlayacak mesleki bilgi edinmelerini sağlayacak projeler bulunuyordu.

Engelli bireylere bilgisayar destekli çizim laboratuvarında otoket eğitimi verilmesi projelerden birisi oldu. Bölgede gelişmiş bir endüstri var. Otomotiv, makine sanayi gibi alanlarda ihtiyaç duyulan vasıflı eleman ihtiyacı var. Projelerden biri de engelli bireylere otoket eğitimi vermekte, bölgenin ihtiyaçları da dikkate alınarak mesleki eğitim projeleri düzenleniyor.

Eskişehir ve Bilecik'te gelişmiş bir seramik sektörü var. Engellilere seramik kursu ile bölgede talep gören, eleman ihtiyacı olan mesleklere yönlendirilmesi amaçlanıyor.

Eskişehir Gıda, Tarım ve Hayvancılık Müdürlüğü'nün "Tarım Araştırma ve Geliştirme Personelinin Mesleki ve Teknik Eğitim Projesi" kapsamında ilde görevli 90 ziraat mühendisi ve 34 veteriner hekim 10 gün süren bir eğitim aldılar. Verilen eğitimlerde "Eskişehir tarımında mevcut durum, problemler ve çözüm önerileri", "yem bitkileri yetiştiriciliği", "kıraç ve sulu tarımda münavebe uygulamaları", "çayır ve meraların ıslahı ve idaresi", "toprak analizlerinin değerlendirilmesi" ve "bitkisel üretimde gübreleme" başlıkları ele alındı.

"Tıbbi Atık Geri Kazanım Sistemi" adlı projede atıkların Avrupa Normları ve Çevre bakanlığının yeni şartları doğrultusunda sterilize edilmiş evsel atık olarak geri kazandırılması amacıyla gerçekleştirilen projede 14 kişiye 600 saatlik bir eğitimle tıbbi atık geri kazanımı hakkında bilgi verildi.

"Altınaylar Yeni Üretim Sistemi Geliştirme Projesi" taş ve cam granüllerle kaplanmış duvar kağıdı üretimi konusunda yeni bir tesis kurarak, firma personeline Üretimde verimlilik ve ISO 9001 Kalite Yönetim Sistemi eğitimi verdi.

Bilecik belediyesi, "Bilecik Osmanlı Kültür ve El sanatları Merkezi" isimli projede Bilecik yöresine ait el sanatları üretiminin yapıldığı tam donanımlı bir merkez oluşturarak, hat, tezhip, ebru, minyatür, çini, seramik, nakkaşlık, cam, vitray,

sedefkar, künde kari, telkari, bakırcılık gibi geleneksel el sanatları eğitimi atölyeleri oluşturdu. Proje kapsamında 25 kursiyer eğitim almıştır.

Bursa Esnaf ve Sanatkarlar Odaları Birliği, “Bursanın Yöresel Lezzetleri” isimli proje kapsamında Bursa yöresine özgü yemekleri tespit ederek yöresel yemekler kitabı oluşturdu, 35 lokanta ahçı ve esnafına yöresel yemekler konusunda eğitim verildi.

Bursa il Kültür ve Turizm Müdürlüğü, “Mudanya Mütareke Evi’nde Tarih Sesini Duyuruyor” isimli projede Mütareke evi müzeye dönüştürülmüştür. Proje kapsamında Halk Eğitim Merkezi desteği ile 20 kursiyer el sanatları eğitimi aldı ve proje kapsamında hediyelik eşyalar üretildi.

Bursa il özel idaresi tarafından “Geçmişin Motifleri Gelecekle Buluşuyor” isimli projede bölgeye özgü el işleri motifleri tespit edilerek bölgede bulunan 84 kadın kursiyere bu motifler konusunda eğitim verildi ve bu motifler hediyelik eşyalar üzerinde kullanılarak yöreye özgü ekonomik değere dönüştürüldü.

Eskişehir Sanayi Odası Organize Sanayi Bölgesi, “Eskişehir Endüstriyel Tasarım Merkezi Projesi” isimli proje ile bir merkez açarak bu merkezde 19 mobilya firması personelinin eğitimi yanı sıra 14 öğrenci veya iş sahibi olmayan kişiye endüstriyel tasarım eğitimi verdi.

Han Belediyesi tarafından “Yöreyi Tanıtan Turistik Ürünlerle Han Kadını’nın Ekonomiye kazandırılması” isimli projede, 19 kadına el sanatları eğitimi verilerek, hediyelik eşya üretmeleri sağlanmıştır.

İpek Eğitim Uygulama ve İş Eğitim Merkezi tarafından, “Zihinsel Engelli Bireylerin Hediyelik Eşya Üretimi” isimli projede 16 öğretmen ve 75 öğrenciye seramik-çinicilik eğitimi verildi. Üretilen çiniler çeşitli fuar ve sergilerde tanıtıldı.

Kumkaya Köy Muhtarlığı, “Kumkaya Zeytin Verimliliği Artırma Projesi” isimli proje ile zeytin yetiştiriciliği yapan çiftçilere ve özellikle köy gençlerine zeytin bakımı, ilaçlaması, budanması ve sulanması ile ilgili yeni teknikler konusunda eğitim verilmiştir. Proje kapsamında 1 laboratuvar kurulmuş ve 80 kişiye eğitim verilmiştir.

34-PME3, ÇKA eğitim başlığına her programda önem veriyor. Programlarda eğitim başlığına destek veriyor. Sadece 2011 programında yaklaşık %39 oranında bir payı var eğitimin sosyal projelerde.

Dezavantajlı gruplarda, işitme engelliler için özel konuşma diline ilişkin eğitim vermişiz.

Erdemli Kaymakamlığı, Erdemli Ziraat Odası ve Erdemli İlçe Milli Eğitim Müdürlüğü iş birliğinde hazırlanan "Erdemli'de Örtü Altı Muz Üreticilerinin Eğitimi" projesi çiftçinin üretim teknikleri ve becerileri konusunda bilinç düzeyini yükseltmek için bir mesleki eğitim projesi. Bölgemizde konvansiyonel bir muz tarımı var. Bunun geliştirilmesi ile ilgili 20 çiftçiye 176 saat eğitim verildi. Proje için 4 toplantı yaptık. Proje göçle gelen nüfusun uyumunu sağlama sosyal programı içinde uygulanan projelerden biri. Projenin genel amacının Erdemli'de yeni ürün olarak dikimi hızla yaygınlaşan örtü altı muz yetiştiriciliğini yapan çiftçilerin rekabetçi bir ekonomi ve bilgi toplumunun gerektirdiği doğrultuda niteliklik kazanmasına katkı sağlamaktır.

Anamur Halk Eğitim Merkezi Müdürlüğü "Ekmeğini Taştan Çıkaranlar" isimli proje ile Ekskavatör, Beko-Loder, Loder, Dozer, İş Kamyonu (Kaya Kamyonu, Toprak Taşıyıcı, Transmixser), Forklif vb. alanlarda mesleki eğitim kursları verdi. 2012 Yılında açılan 4 adet İş Makinesi Kursunda 40 kişi belge sahibi oldu. Bu proje kapsamında belgesiz olarak operatörlük yapmakta olan 15 kişi kurslar sonunda belge sahibi oldu. Vasıfsız eleman konumunda olan 25 kişi de kurslar sonunda iş makinesi kullanmayı öğrenerek belge sahibi oldu ve iş bulma imkanı elde etti.

Adana İsmet İnönü Teknik Ve Endüstri Meslek Lisesi, "Göçle Gelen Nüfusun Mesleki Uyum İle İnşaat Sektörüne Entegrasyonu" isimli projede bölgeye göçle gelen nüfusun kentsel iş kollarının taleplerini karşılar niteliğe kavuşturmayı amaçlamaktadır. Bölgede inşaat sektöründe çalışan mesleki eğitim almamış ustaların eğitilerek yenilik ve yaratıcılık bilincinin geliştirilmesine katkı sağlanmak hedeflenmiştir. Sıhhi tesisatçılık, ev tipi soğutucuların bakım ve onarımı, kaynakçılık teknolojisi, PVC doğrama imalat ve montaj, boya, dekorasyon ve yalıtım, ahşap doğrama imalat ve montaj, fayans ve seramik kaplama, betonarme kalıpcılığı, inşaat duvarcılığı, betonarme demirciliği, sıvacılık konularında verilen eğitimlerden 500 kişi faydalanmıştır.

35-PME4, Sosyal kalkınma programlarımızı biz ağırlıklı olarak bölge kalkınma planında bahsettiğimiz öncelikler doğrultusunda oluşturduk. Engelli, yaşlılar, kadınlar dezavantajlı gruplar olarak tanımlandı ve bu grupların ekonomik hayata, istihdama, sosyal yaşama katılımı için ağırlıklı eğitim projelerini destekledik.

Karabük Merkez Ticaret Lisesi, " Engelsiz yaşam, engelsiz istihdam" isimli projesinde, bir adet bilgisayar laboratuvarı kurulmuş ve kurulan bu laboratuvarda 20 adet kursiyerlere bilgisayarda klavye kullanımı, büro hizmetleri, temel muhasebe, bilgisayarlı muhasebe eğitimi verilmiştir.

Ereğli Mesleki Eğitim Merkezi, "Ahşabın gücü engelleri aşıyor" isimli proje ile engelliler, gençler ve kadınların iş gücü piyasasına katılımı hedeflendi. Bu projede 480 saat ahşap

oymacılığı kursu verildi. Ereğli Endüstri Meslek Lisesi'nin sunduğu 'Profesyonel Web Programcısı' adlı projede ülkede ve bölgede Web tasarımcısı sayısını artırmak amaçlandı. Proje kapsamında kursiyerlere 600 saatlik Web tasarımcılığı kursu verildi.

Bartın Ticaret ve Sanayi Odası "Hayallerimiz Paylaşalım" adlı projede kırsal alanda yaşayan 13-18 yaş arasındaki toplam 100 kız çocuğuna alanında uzman eğitimler aracılığıyla sağlık, iletişim, psikoloji, kişisel gelişim, kariyer planlama gibi konularda eğitimler verildi. Proje ile okula gitmeyen kız çocukların ve genç kızların ortaöğretim ve yükseköğretim kurumlarına kayıt oranının artması hedeflendi. Buna ek olarak, söz konusu dezavantajlı grubun kişilik hakları konusunda bilinç düzeyini artırmak ve kadına karşı şiddetin önüne geçmek, bölgede genç kızların iş gücüne katılım oranını artırmak ve ekonomik bağımsızlıklarını sağlamalarına destek olmak projenin nihai hedefleri olarak sayılabilir. Proje kapsamında kız çocuklarına yönelik çeşitli eğitim seminerleri düzenlendi. Üniversitelere ziyaretlerde bulunuldu. İş hayatında başarı elde etmiş kadınlarla katılımcılar buluşturuldu.

36-PME1, GMKA, özellikle çıkılan sosyal kalkınma programlarında hedef kitlesi kadın ve genç olan projeler mevcut.

Hedef kitlesi kadın olan projelere bir örnek, "el sanatları kadınların kanatları". Bu projede amaç susurluğun dış köylerinde yaşayan köylü kadınların kendi gelirlerinin olması. Kadınlar vasıfsız oldukları için bir eğitimden geçmeleri gerekti. Kadınlara el işi ve ahşap boyama eğitimi verildi. Atölye için malzeme alımı desteği verdik. 6 aylık bir eğitim verildi. Sonuçta bir kermes ile buradaki kadınların ürettiği herşey satışa çıktı. Bu proje devamında şu da sağlandı, buradaki kadınlar kendi derneklerini kurdular. Bu dernek kapsamında üretim sürdürüldü. Susurluk yolu boyunca duran taşıtlara satış yapılıyor. Dernek kapsamında ileride başka eğitimler de alabilecek belki yerelde yöresel değerleri de bu işe katalım diyebilecekler.

Hedef kitlesi kadın olan projelere bir diğer örnek, "Bir taşla iki kuş: Kadın istihdamı ve küçük işletmelerde gelişim, Bozcaada'da Dönüşüm" adlı proje. Bozcaada'da turizm konusunda 40 kadar kadına danışmanlık hizmeti, yerel misafirler nasıl karşılanır, hizmet kalitesi gibi başlıklarda eğitimler verildi. Bu eğitimler Çanakkale Üniversitesi Meslek Yüksek Okulu hocalarınca desteklendi. Projede kadınların hedef kitle olması elbetteki bizim sosyal kalkınma konusunda ki desteğimizde dezavantajlı gruplara öncelik vermiş olmamız etkili oldu. Bozcaada'da yaşayan halkın büyük kısmı evlerinin 1 odasını pansiyon olarak verir. Dolayısı ile Bozcaada'da turizm ön plana çıkarılmaya çalışılıyor. Ancak buradaki pansiyonlarda hizmet kalitesi çok iyi olmayabiliyor. Kaymakamlık ve Çanakkale Üniversitesi bu proje ile pansiyon işletmecisi kadınlara turizm konusunda eğitim vererek bölgede hizmet kalitesini artırmış, bu kadınlara da daha yüksek gelir elde etme fırsatı tanımış oldu. Projenin bir diğer çıktısı da bölgedeki pansiyonların birçoğu kayıt dışı olarak

çalışıyordu. Bu eğitimi alan kadınlar kayıt dışı olamamları konusunda da teşvik edildi.

Bir başka kadın başlıklı projede ise, “Güçlü Kadınlar, Güçlü Yarınlar”. Balya’da kadına yönelik şiddeti engellemeye yönelik bir proje kapsamında 16 köyde eğitim seminerleri verildi. Bir kadın danışma merkezi kurularak bölge halkına eğitim verildi. Bunun bir de çarpan etkisi oldu denilebilir; çünkü bu yerel basına da yansdı ve diğer ilçelere de örnek oldu.

Bigadiç Halk eğitim Merkezi “Kadınlar engelleri aşıyor” ismi ile bir proje yapmış. 4 tanesi engelli, 26 ev kadınına overlok makinecilik ve dekoratif ev aksesuarları yapımı mesleki eğitimi verilerek, belge verilmiş ve istihdam hedeflenmiş. Projede amaç meslek kurslarını çeşitlendirmek, kadınların istihdam edilebilirliğini artırmak. Projede kadınlara girişimcilik konusunda da tavsiyelerde bulunularak sadece işçi olarak para kazanmanın hedeflenmemesi gerektiği, işveren olmanın, istihdam yaratmanın hedeflenmesi gerektiği söylendi.

Atatürk Kız Teknik Meslek Lisesi genç kadınlara dönük hayata ilk adım projesini gerçekleştirmiş. Bu projede veli eğitim seminerleri düzenlemişler. Rehberlik, çocuk bakımı eğitimi kursu faaliyeti gerçekleşmiş. 2 tane derslik uygulama alanına dönüştürülmüş. Proje kapsamında 'annem babamda karne alacak' isimli 0-6 yaş çocuk grubu anne baba eğitim semineri yapılmıştır.

Erdek Ticaret Odası erdekdeki işsiz gençlerin meslek edinmesine yönelik “ Erdek Turizm İle Kalkınıyor.” isimli projeyi yaptı. Nitelikli iş gücünü artırmak için, hem istihdam sağlamak hem de uzun vadede eğitimlere devam etmek için, ticaret odasının bir odasını eğitim odası haline getirildi. Erdek’te işveren olan 5 otel proje sonucu eğitim olan 10 gence iş sözü verdi. Proje kapsamında Halk Eğitim Merkezinde ve Erdek Ticaret Odası eğitim salonlarında verilmeye başlanan turizm sektörüne yönelik "Ön Kasa Elemanı", " Mesleki İngilizce" ve "Servis Komisi" yetiştirmek üzere bir dizi eğitim programı düzenlendi. Ayrıca proje çerçevesinde katılımcılara profesyonel eğitimciler tarafından mesleki İngilizce eğitimi sunuldu ve iş bulma konusunda katılımcıların becerilerini geliştiren seminer programları uygulandı. 62 genç eğitim aldı. 48 tanesi sertifika aldı.

Yenice Meslek Yüksekokulunun “Armür ve Jakar Dokuma Desen Programı Eğitim Laboratuvarının Kurulması; Mesleki Yetkinliğin Arttırılması” isimli projesi dokuma üzerine çalışan tekstil firmalarında çalışacak, işletme içerisinde etkin görev alabilecek ara eleman yetiştirmeyi hedeflemektedir.

37-PME2, BEBKA ya bağlı NUTS 2. düzey bölgesi özellikle Bursa ve Eskişehir belirli alanlarda özelleşmiş makine, otomotiv, seramik gibi direkt nitelikli işçi ihtiyacının yüksek olduğu bi bölge. O yüzden eğitilmiş belli niteliklere sahip personel ihtiyacı olduğu için dezavantajlı gruplar için yapılan projeler onların bu

niteliklere sahip olmalarını hedefliyor. Bu nedenle sosyal kalkınma konusunda eğitim başlığında daha fazla ön plana çıkıyor belli alanlardaki mesleki eğitimler.

Şiddet mağduru kadınların sosyal yaşamda desteklenmesini içeren bir proje kadınların hedef kitle olduğu projelere örnektir. Bu proje konu ile ilgilenen bir kamu kurumu tarafından yürütüldü. Şiddet mağduru kadınlar ilk karakola müracaatta bulunuyor ardından bazı kurumlara yönlendiriliyor. Proje bu aşamada yer alan kurumlardan birisi tarafından gerçekleştirildi. Şiddet mağduru kadınların ilk yerleştiği bu kurumdaki alt yapının iyileştirilmesi ve buraya sığınan kadınların ihtiyaçlarının giderilmesine dair iyileştirme çalışmaları proje kapsamında gerçekleşti. Projelerde eğitim çalışmaları faaliyetleri gerçekleşti. Kadınların ilk geldiği andan itibaren psikolog desteği almalarını amaçlayan bir projeydi. Kadınların temel bilgilerinin kaydedilebileceği, takibinin yapılabileceği bir veri toplama sistemini de içeriyordu. Bu proje bu kapsamda kuruma psikolog temini yapıldı. Projede kadınlara insan hakları, toplumsal cinsiyet eşitliği, anne çocuk eğitimi, stresle baş edebilme yolları ve iş arama teknikleri kişisel eğitim konularında eğitim programı oluşturuldu. Kadınların maddi olarak da güçlendirilmesine yönelik olarak da mesleki eğitim dersleri alabilmeleri için işkur ile iş birliği halinde çalıştı bu kurum. Proje ortağı işkur'du. Kadınlar işkur'a yönlendirilip mesleki kurslara katılıp daha sonrasında da bir işe yönlendirilmesini amaçlıyordu. Daha sonra da kadınların mesleki bazı beceriler kazanıp ekonomik olarak da kendi ayakları üzerinde durabilen farklı eğitimlerle de, iş arama tekniği gibi, daha donanımlı hale gelmeleri amaçlandı. Kurumdan ayrıldıktan sonra sürecin sonrası ile ilgilenen kurumlarla da iletişime geçilmesi gene proje faaliyetleri arasında yer alıyordu.

Kadınları ekonomik hayata kazandırmaya yönelik olarak, farklı bölgenin ihtiyaçlarına yönelik farklı eğitim faaliyetleri içeren projeler var. Belli bir mesleki eğitim alıp ondan sonra aldıkları mesleki eğitimi uygulayabilecekleri şekilde bu projeler. Buna yönelik kırsal alanda yer alan ilçede fidan yetiştiriciliği gibi eğitimle, tekstilin geliştiği noktada hediyelik eşya yapımı, turistik faaliyet olan yerlerde seri üretime geçilmesine dönük faaliyetler var. Örneğin deri fabrikalarının bol olduğu bir yerleşim yerinde deri atıklarının kullanımına dönük eğitim faaliyetleri içeren projeler var. Yine kırsalda yer alan başka bir ilçede ise sağlıklı süt üretimi konusunda bölge kadınlarına verilmiş eğitimler var. Eğitimler direkt belli alanlarda o bölgenin ihtiyaçlarına yönelik sağlanan eğitim programları oldu genelde.

Bir başka projede Bursa İl Özel İdaresi tarafından gerçekleştirildi. "Doğancı, Dağyenice ve Atlas Köy Kadınları Girişimcilik Projesi" kapsamında, kadınlara kişilik hakları, özlük hakları, girişimcilik eğitimi verildi. Aynı zamanda kendilerine ekonomiye katkılarına sağlamak amacı ile işte ham maddeler alındı terlik, havlu vs. yapabileceği şekilde sanayi tipi dikiş makinaları ile birlikte bir atölye kuruldu. Bu atölyede yaptıkları ürünler bir sergide satış amacı ile sergilendi. Öncelikle kadınların hakları ve ekonomiye kazandırılmasında bilinçlendirilmesi daha sonra da ürettikleri ürünlerinde ekonomiye kazandırılması açısından bir projeydi. Girişimcilik eğitimi

içerisinde, bi işletme kurmak için neler yapılaması lazım, gerekli izinler nereden alınır, sermaye nereden bulunabilir, mikrokredi olanakları, destekler ile ilgili hangi konu nereler ile görüşülür, izinler, şirket yapıları - anonim şirket, limited şirket gibi - konuları içeren genel kapsamlı bi eğitim veriliyor. Bu kadınlar daha sonra bir dernek kurdular. Destekler ortalama devam ediyor aynı başlıkta bi destek olursa bu anlatılan proje içerik olarak daha önce başka bi noktada uygulanmıştı şimdi bi yerde uygulanıyor, sonrasında başka yerlerde de uygulanabilir.

Zihinsel engellili gençlerin iş yaşamına katılmaları için, bilgi ve becerilerini geliştirmeleri için atölyeler kuruldu. Seramik ve halı dokuma eğitimleri verildi. Üretilen ürünler gelir getirmek amacı ile satıldı. İstihdama dönmesi beklenen bi proje değildi. Orası bi iş eğitim merkezi orada belli bi yaşa kadar kendini topluma kazandırmaya dönük eğitim alıyor istihdam olanağı sınırlı.

Bu projelerde hedef kitle olan kadın ve engellilerde genellikle kitle genç gruplardan oluyor. Bu bağlamda düşündüğümüzde eğitim faaliyetlerinin büyük bölümü gençler üzerinden devam ediyor. Katılımcılar, hedef grup gençler oluyor.

Eskişehir'in Beylikova İlçesi'ne bağlı Yenyurt Köyü'nde hayata geçirilen 'Kadın Eğitimde Sütüm Güvende' Projesinde kırsalda yer alan kadınlara sağlıklı süt üretimi konusunda eğitimler verildi. Beylikova Kaymakamlığı ve Beylikova İlçe Gıda Tarım ve Hayvancılık Müdürlüğü tarafından kadın çiftçi ve hayvan barınağı yoğunluğu nedeniyle başlatılan proje kapsamında, 20 kadın hijyenik süt üretimine yönelik ahır ve sağım hijyeni, veteriner ilaçları, haşere kontrolü, hayvan sağlığı konularında teorik ve uygulamalı eğitimler gördüler. Proje kadının ekonomik hayata etkin katılımının desteklenmesi ve sosyo-ekonomik statülerinin güçlendirilmesi önceliğine yönelik olarak hazırlandı.

38-PME3, Kadın güçlenmesi yıllık yaşlaşı 5-10 arası destek veriyoruz, buda ortalama kırk elli kuruluşun faydalanabileceği bir bütçedir. Mesela bu sene programımız kadın istihdamının artırılması ve mesleki eğitim. Projeler kadın girişimciliğine yönelik iş kurma v.s. ye yönelik bir destek var. Bunun dışında mikro işletme sahibi kadın girişimcilere yönelik çalışmalar mevcut. İş planı hazırlama, piyasa araştırması v.s. ye dönük çalışmalar var. Bir diğer alan kadın istihdamına yönelik. Burada biraz daha teknik eleman ve eğitim odaklı çalışmalar var. CAD-CAM, Photoshop, Bilgisayarlı tasarım, Bilgisayarlı muhasebe Bakıcı annelik, Çocuk eğitimi ve bakımı, Hasta ve yaşlı bakımı, İç mimari ve mobilya tasarımı, Cilt ve serigrafı vb. alanlarda yapılacak meslek edindirme programları destek kapsamında değerlendirilmiştir. Biz bölge planında zaten tespit yapıyoruz; kadınlar bölgede iş yaşamına ne kadar katılıyor? kadın istihdamı ne düzeyde? proje üreticileri buradan bunu görme şansına sahip. Ajans politik alanda zaten müdahale etmiş oluyor bu planlarla, dolayısı ile bunun etkileri zaten sağlayabilecek ise iş gücü talebi ile proje üreticilerinin projeleri arasında eş güdüm sağlayabiliyor.

Adana Kız Teknik Öğretim Olgunlaşma Enstitüsü'nün yürütücülüğünü yaptığı “Hazır Giyim Model Makinecilik Aulusal Yeterlilikte Meslek Edindirme Projesi” adlı projede göçle gelen engelli, genç ve kadınların tekstil konusunda eğitim almaları sağlanmıştır. Temel mesleki eğitim almış 15 genç kız ve işsiz, yoksul 15 kadın hedef kitle olarak bu projede 90 saat uygulamalı 360 saatlik bir eğitim aldılar.

Tarsus Ticaret ve Sanayi Odası Teknik ve Endüstri Meslek Lisesinin hazırlamış olduğu göçle gelen nüfusun sosyal ve iktisadi uyumunun sağlanması amacıyla 15 gence, elektrikli ev aletleri teknik servis elemanı yetiştirme kursu verildi. Proje kapsamında 1 eğitim atölyesi kuruldu.

Mersin'in Tarsus ilçesinde Turizm ve Tanıtım Derneği'nin (TARTUD),

“Çamlıyayla toplum tabanlı Ekoturizm” projesi kapsamında 20 kişiye Traking Monitörlüğü, 20 Kişiye Ev Pansiyonculuğu eğitimleri verilerek eğitim sonrası sertifikaları verildi.

Tarsus Mesleki Eğitim Merkezi "Doğalgazla istihdama kapı açıyoruz" isimli projesinde 27 kursiyere mesleki uzmanlık eğitimi verildi.

Adana Sanayi Odası ‘Bölgenin Göçle Gelen Nüfusa Yönelik Sürekli eğitim ve Kariyer Danışmanlık Hizmeti Verilen 100 Kişi Kapasiteli İlk ve Tek Eğitim ve Kariyer Merkezi Oluşturma Projesi” isimli projesinde göçle gelen ve dezavantajlı grupta yer alan 30 kadın ve 18-29 yaş arası 30 genç bilgisayarlı ön muhasebe, büro yönetimi ve yönetici asistanlığı eğitimleri aldı. Eğitimi tamamlayanların bir kısmı sanayi firmalarında staj yapma ve işe yerleştirilme imkanı buldular.

Göçle gelen nüfusun uyumunu sağlama sosyal programı içinde uygulanan projelerden biri yaşam boyu öğrenme ve spor merkezi yapımı oldu. Bu proje Tarsus'ta gerçekleşti; Çünkü, burası çok ciddi göç alan bir bölge. Yine Tarsus'ta göçle gelen nüfus içinden seçilmiş 500 genç ile gençlik kampı yapıldı, o kampta gençler bir araya getirildi, okuma salonları yapıldı. Tarsus'ta tenis kortu yapıldı. Van bölgesinden deprem sonrası gelip, Tarsus'a yerleşen ciddi bir nüfus vardı. Buradaki gençlerin uyumunu sağlamak için çocuklara, gençlere yaklaşık 5-6 ay tenis öğretildi ve ardından turnuva düzenlendi. Bu turnuva ulusal düzeyde de çok ilgi gördü.

Ceyhan Ticaret Odası, “Ceyhan ‘a Göçle Gelen Gençlerin Mesleki Eğitim ile İstihdamı” isimli projesinde işsiz gençlerin eğitilerek istihdam edilmesi hedefledi ve kursiyerlere CTO-İşkur-MEB onaylı sertifika verildi. Proje kurulan eğitim merkezi aracılığı ile göç ederek gelen gençlere meslek eğitimi verilmesi ve istihdam olanağı sağlanmasının yanı sıra ailelere seminerler düzenlenmesini amaçladı. Proje kapsamında bilgisayarlı muhasebe, kaynakçı, makine bakım onarımcısı ve pazarlama satış elemanlığı dallarında toplam 60 öğrenci eğitim alarak belgelendirildi.

39-PME4, Sosyal projelerde istihdam şartını ön kořmuyoruz Belki büyük şehirlerde projelerde böyle bi takip olabilir. Burada proje kültürü çok az SODES yok dolayısı ile proje yazmayı bölge ilk kez bizimle öğreniyor.

Zonguldak Ticaret ve Sanayi Odası (TSO) tarafından hazırlanan “İř'te Kadınlar Projesi” isimli projede kadınlar kişisel gelişim eğitimleriyle beraber bir işletme karşılaşılabilecek sorunları, daha seri bir şekilde halledecek donanımlı eğitimler verildi. KOSGEB Uygulamalı Giriřimcilik Eğitimi'nde kursu tamamlayan kursiyerlere sertifika verildi. Buralarda verilen eğitimlerde çoğunlukla İstanbul Ankara gibi bölgelerden gelen danışmanlık firmaları eğitimleri ihale usulü kazanarak vermeye hak kazandı.

Emeğin alternatif ürünler ile üretimi özellikle el sanatları konusundaki projelerle yürütülüyor. Çok kar amacı güden elpek bezi, tel kırma, Efkanî çember bezi. Bu projenin özelliđi 2 grup halinde insanlara ustalar tarafından incelikleri öğretiliyor, bundan ekonomik deđer üretmeleri konusunda ufukları açmaya çalışılıyor.

Zonguldak İl Özel İdaresi “7 den 70 e Hizmetten Hizmete” isimli proje ile 48 kadın kursiyere çocuk bakım elemanı yetiřtiriciliđi kursu, hasta ve yařlı refakatçisi kursu açılarak eğitim verilmiştir.

Bartın Halk Eğitim Merkezi Hanımeller projesinde kadınlara el sanatları öğretildi ev ekonomisi amaçlandı.

Bartın İl Gıda, Tarım ve Hayvancılık Müdürlüğü kaliteli süt seferberliđi ilan etti. Bartın il Gıda, Tarım ve Hayvancılık Müdürlüğü tarafından “Kırsalda Bilinçli Kadın ve Sütte Kalite Seferberliđi” projesinde ineklerin süt verimliliđini artırmak ve hijyenik süt üretim kültürünün yaygınlaştırılması için kadınlara eğitim verildi. Teknik destek eğitimleri için örneğin ovacık ta süt konusunda eğitimler oldu. Proje ile 40 kadın çiftçiye sađlıklı süt üretimine yönelik olarak verilen eğitimlerin ardından, örnek hayvancılık işletmelerine teknik gezi düzenlendi.

Zonguldak'ta gençlere CNC torna eğitimi verildi. Bu çalışmalarda istihdam şartı yok.

Meslek edindirmeyi amaçlıyor. Süreç içinde istihdama da dönebiliyor.

Appendix B: Consent Form (English)

The Informed Consent Form

Project Coordinator/Researcher's Name: Selcan Çınar Yıldırım

Address: The Institute for Graduate Studies in the Social Science, The department of Educational science, North Campus, Boğaziçi University

E-mail address: selcan.cinar@boun.edu.tr

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Study Title: An Analysis of Social Policies and Practices of Regional Development Agencies about Lifelong Learning

This form is prepared for informing you to be a part of the above mentioned study. It is really important that you understand what this study is for, before deciding to become a part of it. Please take time to read the following information.

What is the purpose of the study?

The study will be conducted to understand how the adult education activities that have an important role in social development will be formulated within the concept of development policies. This thesis will be conducted based on a one-year process, and in-depth interviews will be conducted with RDA experts.

Why are you invited to participate?

This thesis will be conducted based on a one-year process, and a research will be executed with the RDA experts over semi-structured questions, face to face and implementing via convenience sampling method.

Participation to the study will be carried out anonymously and on a voluntary basis. No specific sex or age group was preferred while the sample was being chosen.

The research executed for this study will be conducted via a series of in-depth interviews with regional development agency experts between July 2012 and April 2013 about social policies, and adult education, lifelong learning.

Do you have to participate?

It is totally your decision whether you participate in this study or not. If you decide to participate, you will be given a copy of this form and requested to sign this consent form. This form is such as to Show to our university's ethics committee that the study is based on ethical values. If you decide to participate I would like to indicate that you can withdraw your support from the study anytime you want without any explanation.

What awaits you if you participate?

In case you participate a three-step semi-structured interview will be conducted with you. First of all there are questions asked to get to know you. In the second part there are questions related to your current profession. The last part will be generally about the studies that RDAs execute.

The language that will be used during the study will be Turkish. The average time of the interviews will be 45 to 75 minutes. As the information you will give in this study will be kept confidential and won't be used for any other purpose than the research, it is considered that your disadvantage will be the time you spare.

What are the benefits of your participation to this study?

The studies executed on regional development agencies have generally approached to RDAs as managerial units. Most of the studies compare the regional development agencies that are located in EU countries and Turkey in terms of organizational structure and managerial processes. However, there is no study that zooms into the studies that RDAs execute in the area of social policy for sustainable development. That's why your contribution to this study, that will bring clarity to these agencies, that will change the tradition of centralist management of Turkey, in terms of the activities they execute, is important. It will also make you happy to support a different study in this area.

Furthermore, the contribution of the academic studies on the RDAs meeting larger audiences of the community that will correlate between macroeconomics and regional policies is important. By participating in this study, you will be contributing to this purpose.

Will the things you say be kept confidential?

During this research all the information gathered about you will absolutely be kept confidential and your name won't be mentioned in any phase of the research. Any kind of information gathered from the participants will be kept confidential.

The fact that ethical values are important in the studies executed in academic area is a known fact and these ethical values in these studies are bounding. During the interviews, with your permission sound recording will be made. The first obtained results will be shared with the participants. The participants' opinions will be taken and the fact that the participants benefit from the results will be considered important.

The data obtained in this study will be stored in compliance with university's academic honesty policies. The data obtained during the research will be stored securely on paper or in electronic media after the study is completed.

What should you do in case you want to participate?

In case you want to participate in the research, it will be enough that you sign the consent form given under this form. The form states that the study is executed only by protecting ethical purposes and your signature is not used for any other purpose.

What will happen to the research results?

In the end of the research, all the data gathered will be analyzed, summarized and used in the thesis study by being reported. Your name will not be mentioned in any of the documents. A copy of this study will be accessible through YÖK (Higher Education Council of Turkey) and over Boğaziçi University Library. Furthermore, the results of the research will be available to share with the participants.

Who is organizing and financing this research?

This research is being executed by İstanbul Boğaziçi University Social Sciences Institute, Department of Educational Sciences master's student Selcan Çınar Yıldırım.

The research is not being organized by the financing of any corporation or institution.

For further information you can contact the specified address

If there are any questions or points that you want to specify regarding this research, you need to contact Selcan Çınar Yıldırım.

Dear participant,

We would like you to participate in this thesis study.

We thank you for reading/listening to and sparing time to this information form.

I have been informed regarding the research named “An Analysis of Lifelong Learning, Social Policies and Practice of Regional Development Agency” by İstanbul Boğaziçi University Social Sciences Institute, Department of Educational Sciences master's student Selcan Çınar Yıldırım who is executing this research.

I have been told that the purpose of this research is “To understand how the regional development agencies formulate social development and lifelong learning activities in terms of regional development policies.”

In case there is an issue, I can call Selcan Çınar Yıldırım Her phone number is;
GSM:

Within the scope of this study, I know that they will be having in-depth interviews with me and that the sound recordings of these dialogues will be done. Also, I know that during this study; there will be a first interview of questions about socio-demographic features, in the second part there are questions regarding my current

experiences, and in the last part there are generally questions over the studies that RDAs execute.

I was told that the information obtained about me will only be used for scientific purposes and that the names will be kept confidential.

I accept to participate in this study at my own request and voluntarily. I know that if I don't want I have the option of not participating in this study, and that also I can quit the study whenever I want. I was told that this study won't bring any financial burden to me. Also I know that I won't get any monetary or other kind of award for participating in this interview.

I; read the above text and fully understood the scope and purpose of the study that I am asked to participate in, and the responsibilities that I undertake.

I received a copy of the form / don't want to receive the copy of the form

Date:

Name-surname of the Participant: Signature:

Researcher's Name-surname: Signature:

Appendix C: Consent Form (Turkish)

ASGARI BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Proje Yürütücüsü/Araştırmacının adı: Selcan Çınar Yıldırım

Adresi: The Institute for Graduate Studies in the Social Science, The department of Educational science, North Campus, Boğaziçi University

E-mail adresi: sc@s....r.com , selcan.cinar@boun.edu.tr

Telefonu: 0535 371 XX XX

Çalışma Başlığı

An Analysis of Lifelong Learning, Social Policies and Practice of Regional Development Agencies - Bölgesel Kalkınma Ajanslarının Yaşamboyu Öğrenme Konusundaki Sosyal Politika ve Uygulamalarının Analizi

Bu form yukarıda adı geçen çalışmanın bir parçası olmanız için sizi bilgilendirmek üzere hazırlanmıştır. Bu çalışmanın bir parçası olup olmayacağınız konusunda karar vermeden önce, bu çalışmanın niçin yapıldığını anlamanız gerçekten önemlidir. Lütfen aşağıdaki bilgileri okumak için zamanınızı ayırınız.

Çalışmanın amacı nedir?

Çalışma sosyal kalkınma içinde önemli bir yeri olan yetişkin eğitimi faaliyetlerinin bölgesel kalkınma politikaları bağlamında nasıl formüle edildiğini anlamak amacı ile gerçekleştirilecektir. Bu tez çalışması yaklaşık 1 yıllık bir sürece dayalı olarak gerçekleştirilecek olup, BKA uzmanları ile sosyal kalkınma konusunda derinlemesine görüşmeler yapılacaktır.

Niçin katılmanız için davet edildiniz?

Bu tez çalışması yaklaşık 1 yıllık bir sürece dayalı olarak gerçekleştirilecek olup, RDA uzmanları ile sosyal kalkınma konusunda yarı yapılandırılmış sorular üzerinden, yüz yüze ve kolayda örnekleme yoluyla uygulanmasıyla bir araştırma yapılacaktır.

Çalışmaya katılım anonim bir şekilde ve gönüllülük esasına göre gerçekleşecektir. Örneklem seçilirken özellikle belirlenmiş bir cinsiyet ya da yaş grubu tercih edilmemiştir.

Bu çalışma için yürütülen araştırma Temmuz 2012 ve Nisan 2013 tarihleri arasında bölgesel kalkınma ajansı uzmanları ile sosyal politikalar ve yetişkin eğitimi, yaşam boyu öğrenme konuları üzerine bir seri derinlemesine görüşme yolu ile gerçekleştirilecektir.

Katılmak zorunda mısınız?

Bu çalışmaya katılıp katılmayacağınız tamamen sizin kararınızdır. Eğer çalışmaya katılmaya karar verecek olursanız size bu bilgi formunun bir kopyasını vereceğiz ve bu onay formunu imzalamanız istenecektir. Bu form üniversitemiz etik kuruluna çalışmada etik değerlerin esas alındığını gösterir niteliktedir. Eğer çalışmaya dahil olmayı tercih ederseniz belirtmek isterim ki çalışmaya desteğinizi hiçbir açıklama yapmaksızın istediğiniz an kesebilirsiniz.

Katılmanız durumunda sizi neler bekliyor?

Katılmanız durumunda sizinle üç aşamalı yarı yapılandırılmış bir görüşme yapılacaktır. İlk olarak sizi tanımak maksadı ile sorulmuş sorular vardır. İkinci kısımda ise mevcut deneyimlerinize ilişkin sorular bulunmaktadır. Son kısım ise genel olarak BKA'ların yürüttüğü çalışmalar üzerine olacaktır.

Çalışma boyunca görüşmelerimizde kullanılan dil Türkçe olacaktır. Görüşmelerin ortalama süresi 50 ila 75 dakika kadar olacaktır. Bu çalışmalarda vereceğiniz tüm bilgiler gizli kalacağından ve araştırma dışında herhangi bir amaçla kullanılmayacağından görüşmelere dair dezavantajınızın ayırdığınız zaman olacağı düşünülmektedir.

Bu çalışmaya katılmanızın sağlayacağı faydalar nelerdir?

Bölgesel kalkınma ajansları üzerine yürütülen çalışmalar genellikle BKA'larını yönetimsel birimler olarak ele almışlardır. Çoğu çalışma, Avrupa birliği ülkelerinde ve Türkiye'de bulunan bölgesel kalkınma ajanslarının organizasyon yapısı, yönetimsel süreçleri açısından karşılaştırmaktadır. Ancak BKA'larının sürdürülebilir kalkınma için sosyal politika alanında yürüttükleri çalışmalara yakından bakan bir çalışma bulunmamaktadır. Türkiye'nin merkezî yönetimi gelenekini kökten değiştirecek olan bu ajanslara yürüttükleri faaliyetler açısından anlaşılabilirlik getirecek bir çalışma olan bu çalışmaya katkı sunmanız bu nedenle önemlidir. Alanda farklı bir çalışmayı desteklemek sizi de mutlu edecektir.

Ayrıca, makro politikalar ile bölge politikaları arasında ki bağı kuracak olan BKA'larının toplumun daha geniş kitleleri ile buluşmasında yapılan akademik çalışmaların katkısı önemlidir. Bu çalışmaya katılarak bu amaca katkı sağlamış olacaksınız.

Söyledikleriniz gizli tutulacak mı?

Bu araştırma süresince size ilişkin toplanacak tüm bilgiler kesinlikle gizli tutulacak ve araştırmanın hiçbir aşamasında adınıza yer verilmeyecektir. Katılımcılardan toplanan her türlü bilgi gizli tutulacaktır.

Akademik alanda yürütülen çalışmalarda etik değerlerin önemli olduğu bilinen bir gerçektir ve bu çalışmada da bu etik değerler bağlayıcıdır. Görüşmeler sırasında,

sizin izniniz dahilinde ses kaydı yapılacaktır. Elde edilen ilk sonuçlar araştırmaya katılanlarla paylaşılacaktır. Katılımcıların görüşleri alınacaktır ve sonuçlardan katılımcıların yarar sağlaması önemseneyecektir.

Bu çalışmada elde edilen veriler üniversitenin akademik dürüstlük politikalarına uygun olarak muhafaza edilecektir. Araştırma sürecinde elde edilen veriler bu çalışmanın tamamlanmasından sonra güvenli bir şekilde kağıt veya elektronik ortamda muhafaza edilecektir.

Eğer katılmak isterseniz ne yapmalısınız?

Araştırmaya katılmak istemeniz durumunda bu formun altında bulunan onay formunu imzalamanız yeterlidir. Form sadece etik amaçlar gözetilerek çalışma yürütüldüğünü beyan eder ve imzanız başka hiçbir amaçla kullanılamaz.

Araştırma sonuçları ne olacak?

Araştırmanın sonunda, toplanan tüm veriler analiz edilecek, özetlenecek ve raporlanarak tez çalışmasında kullanılacaktır. Hiçbir dokümanda sizin adınız geçmeyecektir. Bu çalışmanın bir kopyası YÖK üzerinden veya Boğaziçi Üniversitesi Kütüphanesi üzerinden ulaşılabilir olacaktır. Ayrıca araştırma sonuçları katılımcılar ile paylaşılabilir.

Bu araştırmayı kim düzenliyor ve finanse ediyor?

Bu araştırma, İstanbul'daki Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri ana bilim dalı yüksek lisans öğrencisi Selcan Çınar Yıldırım tarafından yürütülmektedir.

Araştırma herhangi bir kurum yada kuruluşun finansmanı ile düzenlenmemektedir.

Daha fazla bilgi için belirtilen bu adresle iletişim kurabilirsiniz

Bu araştırmaya ilişkin herhangi bir sorunuz ya da belirtmek istediğiniz bir nokta varsa, Selcan Çınar Yıldırım (Tel: 0535 371 XX XX e-mail: sc@s...com) ile görüşmeniz gerekmektedir.

Değerli Katılımcı,

Bu tez çalışmasına katılmanızı arzu ediyoruz.

Bu bilgilendirme formunu okuduğunuz/dinlediğiniz ve zaman ayırdığınız için teşekkür ederiz.

Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı yüksek lisans öğrencisi Selcan Çınar Yıldırım tarafından yapılmakta olan “An Analysis of Lifelong Learning, Social Policies and Practice of Regional

Development Agency ” isimli araştırma ile ilgili olarak araştırmayı yürüten Selcan Çınar Yıldırım tarafından bilgilendirildim.

Bu araştırmanın amacının “Bölgesel kalkınma politikaları bağlamında bölgesel kalkınma ajanslarının sosyal kalkınma ve yaşam boyu öğrenme faaliyetlerini nasıl formüle ettiğini anlamak ” olduğu bana açıklandı.

Bir sorun olduğu takdirde Selcan Çınar Yıldırım'ı arayabilirim. Telefon numarası; GSM: (0 535) 371 XX XX' dır.

Bu çalışma kapsamında benimle derinlemesine görüşmeler yapılacağını ve konuşmaların bant kaydının yapılacağını biliyorum. Ayrıca bu çalışma sırasında; sosyo-demografik özelliklere ilişkin sorulardan oluşan bir ilk görüşme yapılacağını, ikinci kısımda ise mevcut deneyimlerime ilişkin sorular bulunduğunu, son kısımda ise genel olarak BKA'ların yürüttüğü çalışmalar üzerine soruların olduğunu biliyorum.

Benimle ilgili olarak alınan bilginin yalnızca bilimsel amaçlı olarak kullanılacağı ve isimlerin gizli tutulacağı bana anlatıldı.

Bu çalışmaya katılmayı kendi isteğimle, gönüllü olarak kabul ediyorum. Eğer istemezsem bu çalışmaya katılmayabileceğimi, istediğim zaman çalışmadan çıkabileceğimi biliyorum. Bu çalışma ile ilgili bana mali yük getirilmeyeceği bana söylendi. Ayrıca görüşmeye katılmamdan dolayı parasal ya da başka bir tür ödül almayacağımı bilmekteyim.

Ben; yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım.

Formun bir örneğini aldım / almak istemiyorum

Tarih:

Katılımcının Adı-soyadı: İmza:

Araştırmacı Adı-soyadı: İmza:

Appendix D: Interview Questions for the Monitoring and Evaluation Experts
(English)

Part 1 (life history)

Interview No:

Interview date, time, place:

Sex: () Female () Male

Age:

Birthplace:

Marital status:

Education:

Occupation:

Duty in RDA (Regional Development Agency):

Participated projects in RDA:

Previous occupations? Any projects before RDA?

Part 2 (contemporary experience)

What is the importance of the development agency for Turkey?

Importance of development agency for Turkey?

Can you evaluate NUTS II. Level region that is under your responsibility in terms of social development? Why did social development take place in your programs? How did it take place? Development agency education activities Kalkınma ajansı eğitim faaliyetlerine

We know that as RDA, you are conducting some studies aiming for the education of adults in terms of social development. What are the effects and contributions of these programs to the importance and place of education? What is the place of education in the programs that are formed? How does education take place in the received projects?

What is the role of RDA in the social development of the region? Can you evaluate region in terms of social development and education area? The education projects targeting the adults with social development

What are the education activities or lifelong learning based studies that RDA supports with programs related to social development?

Can you describe three important projects executed by the educational activities for adults in the concept of social development? Who are the shareholders of this project? Why do you describe this project as important?

What kind of projects do you support? What projects including which target group are supported in education area? What is expected from the projects you support?

What are the studies executed for vocational training? What kind of a path has been tracked with whom in the execution of the studies? What is the place of vocational training in region policies? Why is it important?

How does the education of the youngsters reflect to the plans? If there are any, how does it reflect to the programs? What are the basic targets? How do the projects support these targets?

How does RDA evaluate women's position in region? What are your studies regarding the strengthening of the women?

Part 3

What is the importance of the vocational training in terms of RDA? What is aimed in including vocational training programs in programs? What is being considered important? What kind of a vision is being developed?

What is the place and importance of the sectors that are socially excluded in social development? What is expected from social inclusion projects? What is being done in order to eliminate this exclusion via education programs?

Why is increasing the sensitivity of the education to labor demand is important in terms of region policies? What kind of a role will it play to take labor demand into consideration in the activities executed in the area of education?

Does activating labor via alternative products and services affect disadvantaged groups? How? What kind of activities regarding the position of these groups in social development? Can you give examples from the projects that are actualized?

What is the role of education in strengthening of the women? What is the role of women in region policies? What kind of projects are there regarding the strengthening of the women? How have the people who get support from the projects correlated this subject with the plans and programs while paying attention to it? How does it correlated to social development?

Appendix E: Interview Questions for the Monitoring and Evaluation Experts
(Turkish)

Bölüm 1 (Demografik Bilgiler)

Görüşme no:

Görüşülen Kişi:

Görüşme tarihi, saati, yeri:

Cinsiyet: () Kadın () Erkek

Yaşınız:

Doğum Yeriniz:

Medeni durumunuz:

Eğitim Durumunuz:

Mesleğiniz:

BKA(Bölgesel Kalkınma Ajansı) daki göreviniz:

BKA da yürüttüğünüz çalışmalar, projeler:

Daha önce nerelerde çalıştınız? Daha önce yürüttüğünüz projeler var mı?

Bölüm 2 (yakın dönem deneyimleri)

Türkiye için kalkınma ajansının önemi nedir?

Importance of development agency for Turkey?

Sorumluluğunuzdaki NUTS II. Düzey bölgesinin sosyal kalkınma açısından değerlendirimisiniz? Sosyal kalkınma programlarınızda neden yer aldı? Nasıl yer aldı? Kalkınma ajansı eğitim faaliyetlerine

BKA bölgede sosyal kalkınma bağlamında yetişkinlerin eğitimine dönük bazı çalışmalar yaptığınızı biliyoruz. Bu programların eğitimin önemine yerine etkisi katkısı nedir? Oluşturulan programlarda eğitimin yeri? Gelen projelerde eğitim nasıl yer alıyor?

Bölgenin sosyal gelişiminde BKA'nın rolü nedir? Bölgeyi sosyal kalkınma ve eğitim alanı açısından değerlendirir misiniz? Sosyal kalkınma ile yetişkinlere dönük verilen eğitim projeleri

BKA'nın sosyal kalkınma ya dönük programları ile destek verdiği eğitim faaliyetleri ya da yaşam boyu öğrenme temelli çalışmalar nelerdir?

Bölgesin sosyal kalkınma konusunda yetişkinlere dönük eğitim faaliyetleri ile yürütülen üç önemli projeyi tanımlar mısınız? Bu projenin paydaşları kimlerdir? Bu projeyi neden önemli olarak tanımlarsınız?

Nasıl projelere destek veriyorsunuz. Hedef kitlenin kim olduğu projeler eğitim alanında destek görüyor? Destek verdiğiniz projelerden murat edilen ne?

Meslek edindirmeye dönük yürütülen çalışmalar nelerdir? Çalışmaların yürütülmesinde kimlerle nasıl bir yol izlendi? Mesleki eğitimin bölge politikalarındaki yeri neresidir?

Gençlerin eğitimi planlara nasıl yansıyor? Varsa programlarda nasıl? Temel hedefler neler? Projeler bu hedefleri nasıl destekliyor?

Bölgede kadınların konumunu BKA nasıl değerlendiriyor. Kadın güçlenmesi konusunda çalışmalarınız neler?

Bölüm 3

BKA açısından mesleki eğitimin önemi nedir? Programlarda mesleki eğitime yer vererek ne amaçlıyor? Neleri önemsiyor? Nasıl bir vizyon geliştiriyor?

Sosyal kalkınma içinde sosyal dışlanmışlık yaşayan kesimlerin yeri önemi nedir? Sosyal içerme projelerinden murad edilen nedir? Eğitim programları yolu ile bu dışlanmışlığı ortadan kaldırmaya yönelik neler yapılıyor.

Eğitimin işgücü talebine duyarlılığını artırmak bölge politikaları açısından neden önemlidir? Eğitim alanında yürütülen faaliyetlerde işgücü talebinin gözönünde bulundurulması bölgenin kalkınmasında nasıl bir rol oynayacak?

Emeğin alternatif ürün ve hizmetler yolu ile etkinleştirilmesi dezavantajlı grupları etkiliyor mu nasıl? Bu grupların sosyal kalkınmadaki konumunu nasıl etkinlikler var? Hayata geçmiş projelerden örnekler verebilir misiniz?

Kadınların güçlendirilmesinde eğitimin rolü nedir Bölge politikalarında kadınların yeri nedir? Kadın güçlenmesi konusunda bölgede hangi projeler vardır? Projelerden destek alanlar bu konuyu önemserken plan ve programlar ile nasıl ilişkilendirmiştir? Sosyal kalkınma ile nasıl ilişkilendirmiştir?

Appendix F: Interview Questions for the Planning Experts (English)

Part 1 (life history)

Interview No:

Interview date, time, place:

Sex: () Female () Male

Age:

Birthplace:

Marital status:

Education:

Occupation:

Duty in RDA (Regional Development Agency):

Participated projects in RDA:

Previous occupations? Any projects before RDA?

Part 2 (contemporary experience)

What is the importance of the development agency for Turkey? How can we describe RDAs by also taking Turkey's planning tradition into account? How can we answer the previous question by also taking Turkey's administrative tradition into account?

Can there be a relation between European Union's regional development policies and Turkey's regional policies? If yes, what is this relation?

How are the priorities of the region plans specified? To where do the region plans place social development while setting economical goals? Programs, plans, periodics. How is sustainability achieved?

Can you describe the relation between plans and programs?

Why do planners organize workshops? How do sectoral researches, a set of economic analyses in economic and social area serve the plans?

In the planning phase, does the concept of lifelong learning related to social development take place in the plans? If yes, in which context?

Does the subject of ensuring educational equality take place in regional plans? Are targets related to education set in region plans, if yes how, and why are they important?

Part 3

What is the importance of social development from the perspective of development agencies? What is the importance of education in social development? How does this importance find its place in the practice?

How can social development be evaluated when we look at the correlation between programs and projects? How do social development and lifelong learning concepts take place in the planning and programming activities?

The concept social exclusion takes place in social development, to overcome that how will social inclusion be realized? Why does it take place in the region plan?

Why is increasing the sensitivity of education to labor demand important in terms of region policies? What kind of a role it will play in the development of the region to take the labor demand into account in the activities executed in the area of education?

Is there a plan of activating the labor by alternative products and services in the plans? Why is this title considered as important in the plans? Does activating the labor by alternative products and services affect disadvantaged groups? What kind of a change will be seen in the contribution of these groups to the social development?

Is there a separate study for women in the planning? If yes, how does this study take place in the region plan and how is it linked to programs? Why is strengthening of the women by education is important? What is the place of women in region policies?

Is there a separate study for the youngsters in the planning?

Appendix G: Interview Questions for the Planning Experts (Turkish)

Bölüm 1 (Demografik bilgiler)

Görüşme no:

Görüşme tarihi, saati, yeri:

Cinsiyet: () Kadın () Erkek

Yaşınız:

Doğum Yeriniz:

Medeni durumunuz:

Eğitim Durumunuz:

Mesleğiniz:

BKA(Bölgesel Kalkınma Ajansı) daki göreviniz:

BKA da yürüttüğünüz çalışmalar, projeler:

Daha önce nerelerde çalıştınız? Daha önce yürüttüğünüz projeler var mı?

Bölüm 2 (yakın dönem deneyimleri)

Türkiye için kalkınma ajansının önemi nedir? Türkiye'nin planlama geleneğini de göz önüne alırsak BKA'ları nasıl tarifleriz? Türkiye'nin idari geleneğini de göz önüne alarak soruyu cevaplarsak?

Avrupa Birliği'nin bölgesel kalkınma politikaları ile Türkiye'nin bölgesel politikaları arasında bir ilişki kurulabilir mi? kurulabiliyorsa bu ilişkiyedir?

Bölge planlarının öncelikleri nasıl belirleniyor? Bölge planları ekonomik hedefler koyarken sosyal kalkınmayı nereye yerleştiriyor? Programlar, planlar süreliiler. Sürdürülebilirlik nasıl sağlanıyor?

Planlar ile program arasındaki ilişkiyi tanımlar mısınız?

Planlamacılar neden çalıştaylar düzenler? Sektörel arařtırmalar, ekonomik, sosyal alanda bir takım ekonomik analizler planlara nasıl hizmet ediyor?

Planlama ařamasında sosyal kalkınma ile baęlantılı olarak yařam boyu öęrenme kavramı planlarda yer alıyor mu? Alıyor ise hangi baęlamda yer alıyor?

Eęitim eřitlięinin saęlaması konusu bölge planlarında yer alıyor mu? Bölge planlarında eęitime dair hedefler konulur mu, konulursa nasıl konulur, neden önemlidir?

Bölüm 3

Kalkınma ajansları açısından sosyal kalkınmanın önemi nedir? Sosyal kalkınmanın içinde eęitimin önemi nedir? Uygulamada bu önem yerini nasıl bulmaktadır.

Programlar projeler arası iliřkiye baktığımızda sosyal kalkınma nasıl deęerlendirilebilir? Sosyal kalkınma ve yařam boyu öęrenme kavramları planlama ve programlama aktivitelerinde nasıl neden yer alır.

Sosyal kalkınma içinde sosyal dıřlanmışlık kavramı yer alıyor bunu ařmak için Sosyal içirme nasıl gerçekleşecek. Bölge planında neden yer alır?

Eęitimin iř gücü talebine duyarlılıęını artırmak bölge politikaları açısından neden önemlidir? Eęitim alanında yürütölen faaliyetlerde iř gücü talebinin göz önünde bulundurulması bölgenin kalkınmasında nasıl bir rol oynayacak?

Planlarda emeęin alternatif ürün ve hizmetler yolu ile etkinleřtirilmesi yer alıyor mu? Planlarda bu bařlık neden önemseniyor? Emeęin alternatif ürün ve hizmetler yolu ile etkinleřtirilmesi dezavantajlı grupları etkiliyor mu nasıl? Bu grupların sosyal kalkınmadaki konumunda katkısında nasıl bir deęiřim yařanır?

Planlamada kadınlar için ayrı bir çalışma yapılıyor mu? Yapılıyor ise bu çalışma bölge planında nasıl yer alıyor, programlar ile nasıl iliřkilendiriliyor? Kadının eęitim yolu ile güçlendirilmesi niçin önemlidir? Bölge politikalarında kadının yeri nedir?

Planlamada gençler için ayrı bir çalışma yapılıyor mu?

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