



**T.C.
YEDITEPE UNIVERSITY
SCHOOL OF SOCIAL SCIENCES**

**AN INVESTIGATION OF PUBLICITY ACTIVITIES OF
PEOPLE'S EDUCATION CENTERS IN ISTANBUL**

Fatma Lebriz YÜKSEL

ISTANBUL, 2006



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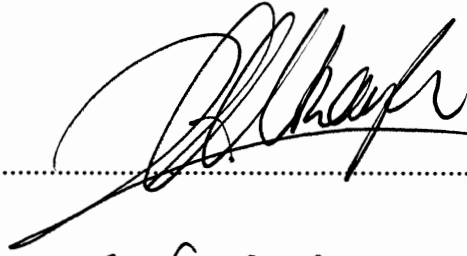
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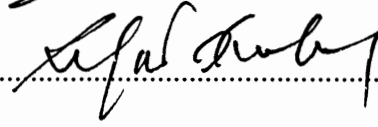
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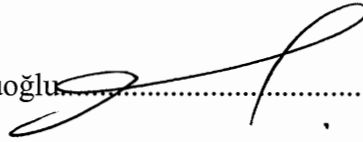
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CONTENTS

	Page
LIST OF ABBREVIATIONS	ii
LIST OF TABLES	iii
FOREWORD	iv
ABSTRACT	v
ÖZET	vi
1. INTRODUCTION	1
1.1 EDUCATION	4
1.1.1 ADULT EDUCATION	5
1.1.2 LEARNING	6
1.1.3 ADULT LEARNING	8
1.1.4 LIFELONG LEARNING	9
1.2 EDUCATION IN TURKEY	11
1.2.1 IMPORTANT POPULATION MOVEMENTS IN TURKEY	11
1.2.2 PEOPLE'S EDUCATION IN TURKEY	13
1.2.3 PEOPLE'S EDUCATION CENTERS IN TURKEY	15
1.2.3.1 THE OPERATING PRINCIPLES OF PEOPLE'S EDUCATION CENTERS	15
1.2.3.2 HISTORICAL DEVELOPMENT	17
1.2.3.3 PROGRAMS AND SCOPE	18
1.2.3.4 THE NEED OF PEOPLE'S EDUCATION CENTERS FOR PUBLIC	
RELATIONS AND PUBLICITY	19
1.2.3.5 RELATED STUDIES	20
1.2.3.6 AIM	22
1.2.3.7 SIGNIFICANCE	23
1.2.3.8 LIMITATIONS	23
2. METHODS	24
2.1 SAMPLE	24
2.2 DATA COLLECTION PROCESS	26
2.2.1 DEVELOPMENT OF INSTRUMENT	26
2.2.2 THE PLANNING OF INTERVIEWS	27
2.2.3 INTERVIEW PROCEDURE	27
2.3 DATA ANALYSIS PROCESS	28
3. FINDINGS AND INTERPRETATIONS	29

4. CONCLUSION AND SUGGESTIONS	59
APPENDICES	64
APPENDIX-A: POVERTY RATES ACCORDING TO GENDER AND EDUCATIONAL STATUS PER HOUSEHOLD 2003	65
APPENDIX-B: SCHOOLS OF STUDENTS WHO SCORED ZERO ON 2004 CENTRALIZED UNIVERSITY ENTRANCE EXAMINATION	66
APPENDIX-C: 1995–2005 STUDENT NUMBERS AND SCHOOLING RATES	67
APPENDIX-D: THE AIMS OF PEOPLE’S EDUCATION WRITTEN BY THE MINISTRY OF NATIONAL EDUCATION	68
APPENDIX-E: COURSES THAT MAY BE OFFERED BY PEOPLE’S EDUCATION CENTERS UNDER MONE APPRENTICESHIP AND NON-FORMAL EDUCATION GENERAL DIRECTORATE	70
APPENDIX-F: INTERVIEW QUESTIONS	81
APPENDIX-G: LEGAL CONSENT	85
APPENDIX-H: PEOPLE’S EDUCATION CENTERS DIRECTIVE	87
REFERENCES	89
RESUME	94

LIST OF ABBREVIATIONS

GNP	Gross National Product
PEC	People's Education Center
MONE	Ministry of National Education
OECD	Organization for Economic Co-operation and Development
SPO	State Planning Organization
SSI	State Statistics Institute
TSI	Turkish Statistical Institute
UFT	Undersecretariat of Foreign Trade
UNESCO	United Nations Educational, Scientific and Cultural Organization

LIST OF TABLES

	Page
Table 1.1.3 Population Projections	8
Table 2.1 Sample	25

FOREWORD

I feel greatly indebted to Assistant Professor L. Altınay Kışlalı Erginbilgiç for her constructive criticism, guidance, patience, sincerity and model academic behaviour. I am also grateful to her for not giving up being my advisor throughout the long process.

My thanks also go to Assistant Professor Ebru Nurluoğlu for reading and commenting on my interview questions, Assistant Professor Deniz Tansi for reading and commenting on my research, Assistant Professor Vardar Çobanoğlu for helping me overcome problems during the prolonged research process.

I would also like to thank İstanbul National Education Directorate, İstanbul People's Education Chairmanship, Istanbul People's Education Centers and their directors for the help they have given me.

When I was doing my undergraduate degree at university, my peers and I always used to discuss why the country was failing to understand the importance of People's Education and People's Education Centers. After I started my graduate studies, I also started to think Public Relations and Publicity as an effective way to make more people aware of the existence and importance of People's Education and People's Education Centers. Thus my thesis was born.

The process of research not only offered me the scientific results of the issue I was investigating; but it also taught me the importance of detailed thinking and seeing multiple perspectives in analyzing people and events.

In addition to the learning I did throughout this study, I believe that I have managed to shed some light on the somewhat neglected People's Education Centers and offer a few clues to help with their promotion.

Felix qui potuit rerum cognoscere causas...*

* Happy, who has been able of things to recognize the causes

ABSTRACT

Adult education is becoming more important every day in our country. People's Education Centers (HEM) are government owned centers established for the purpose of providing adult education for everybody. However, these centers fail to attract their target population such as the primary, secondary and higher educational institutions. Unfortunately they cannot attain the level of acceptance, demand and density of these three. It is crucial for a population with a low level of education (as in most developing countries) that it is aware of such centers that offer lifelong and flexible education. On the other hand, the People's Education Centers also need to know this population's and the nation's needs in order to successfully satisfy them. In this direction, the aim of this research was to find out how well People's Education Centers gather information, planning, piloting, application and evaluate the results within their publicity efforts. This research was conducted only in Istanbul, in 11 Centers out of the existing 33. Interview technique was administered to gather data and survey research technique was used to decide about the research sample. The results show that most of the People's Education Centers are unaware of the "publicity" process of PR and therefore lack any efficient publicity process.

ÖZET

Önemi ülkemiz için gün geçtikçe artan konulardan birisi de “Halk Eğitimi”dir. Örgün eğitim süreçlerinin tercih edilme yoğunluğunu, kabul edilirliliğini, bilinirliliğini ve önemsenirliliğini yakalayamamış olan halk eğitiminin devlet eliyle uygulandıđı yerler Halk Eğitimi Merkezleri’dir. Gelişmekte olan bir topluma özgü olarak düşük eğitim düzeyindeki halkın kendisine yaşam boyu ve istediđi zaman eğitim sunabilecek HEM’lerden haberdar olması çok önemlidir. Öte yanan da HEM’lerin hedef kitlelerinin gereksinmeleri ile ülke gereksinmelerini bir arada doyurabilmesi için bu iki tarafı da iyi tanımalıdırlar. Bu doğrultuda Halk Eğitimi Merkezleri’nin bilgi toplama, planlama, ön deneme-uygulama ve sonuçların değerdendirilmesi aşamalarından oluşan tanıtım etkinliklerini ne denli gerçekleştirdiklerini ortaya koymak bu araştırmanın amacını oluşturmuştur. Sadece İstanbul İlinde yürütölen araştırma Saha Araştırma Tekniđi ile yapılmış olup, İstanbul’da olan 33 Halk Eğitimi Merkezi’nden 11’i ile görüşme tekniđi uygulanarak yapılmıştır. Görüşme sonuçları, ilgili Halk Eğitimi Merkezleri’nin büyük çođunluđunun tanıtım sürecinden habersiz, dolayısıyla etkili bir tanıtım sürecinden yoksun olduđunu ortaya koymaktadır.

1. INTRODUCTION

The individual engages in a continuous process of conscious and non-conscious learning from birth to death. The retention of learning is only possible when there is a meaningful link between the non-consciously “collected” and the consciously “collected” information. The most important benefit that comes with retention of learning is social and economic development for the individual in the short run and for the country in the long run. As our fast-changing world becomes smaller due to the Information Age, our country needs to keep abreast of recent developments and reach its social and economic development targets. The realization of these depends on the existence and quality of education. It is the latter that either supports or hinders the development of the society.

One criterion for societies or states to be powerful is economy. The results of the State Statistics Institute* 2003 Poverty Research imply that the increased use of formal education** in both rural and urban areas decreases the risk of poverty. The details of the relevant study are presented in the table in Appendix A.

The risk of poverty that increases with the immobility of the individual in the field of education leads to unhappiness. These negative emotions make it more difficult for the individual to learn effectively. The State Statistics Institute 2003 Life Satisfaction Survey reports in relation to “happiness levels of individuals according to household income group” that:

49.4% of the respondents with less than 250 million TL household income said they were happy while 10.8% in the same group said they were unhappy. On the other hand, 74.9% of the respondents with more than 1.5 billion TL household income said they were happy while only 4.2% in the same group said they were unhappy.

* The name of Government Statistical Institute, had been changed to Turkish Statistics Institute with Turkish Statistical Law, which had been published by Official Gazette in 2005, 17 November.

** Definitions was written in page 4..

This relationship between happiness and income level may also be explained with Maslow's Hierarchy of Needs (Knowles, p.28). According to this, when people's levels of needs are considered, physiological and social needs come first, with psychological needs following these. In order to satisfy a higher level need, we need to have satisfied all the needs at the lower levels, at least to some extent. This is how we prepare for an upper level. When we consider the physiological needs of a person at the very bottom of the hierarchy, it becomes clear that the individual's economic independence and power are both definitive.

The conclusions above may lead us to believe that being uneducated causes poverty, and poverty in turn causes unhappiness. A high-quality and easily available education may reverse the situation. Such non-discriminatory and easily reachable education can only be provided by the "state". This responsibility falls with the "state" not only in poor and underprivileged countries, but also in developed ones.

A report published by the World Bank in 1980 states that formal, non-formal and informal education* are no longer alternatives to each other; instead, they co-exist and complement each other in one single system. Indeed, it is crucial for these three systems to work together in order for social development (economic and socio-cultural) to take place.

"The shape of the education system in a country reflects the state's expectations and the people's characteristics. The education policy of a state is formed by bringing together these expectations and characteristics; and this policy is elaborated in the aims and objectives of the resulting education system. Although the social motifs that shape this policy, such as traditions and thoughts, differ from country to country, economic demands are generally the unchanging main elements in the education policies of states" (Kale, 2003, p.75).

It is mentioned in a report published in 1970 by OECD countries (OECD, 1970) that education should aim to empower individuals so that they can keep up with the social, economic and technological evolutions, and that states should recognize this while

* Definitions are provided on page 4.

determining education policies to meet economic targets. The aim here is to develop active and questioning individuals who can meet their own needs; live in harmony with the society and the concepts of technology and change; use and develop their creativity; be happy with themselves; and pursue personal development.

While the State forms the economic dimension of its education policy, it sees the education system as a source of power and societal welfare that brings industrial advancement. One long-term development strategy mentioned in the 2004-2006 Initial National Development Plan of the Turkish Republic (S.P.O., 2003) is “developing human resources and increasing employment”. The priorities within the scope of this long-term strategy are to strengthen active employment policies and the education system.

Using education as a tool for reaching economic welfare is a valid state policy, and will remain so, for both developed and developing countries such as Turkey. Therefore, finding ways of making education a tool in practice will be crucial for our development plans.

If education is a tool in reaching economic welfare, it would then be appropriate to carefully consider the positive influence of Istanbul, a city which not only ranked first in socio-economic development in 2003, but has a 21% share in the GNP of Turkey and forms 1/5 of the economy (Mortan, 2000).

In order to draw an accurate picture of Istanbul, one needs to mention certain statistics. According to the results of the census carried out in the year 2000, the population of the country was 67.803.000, the projected population for mid-2004 was 72.003.000, and for mid-2010 was 78.648.000. The result in the most densely populated region, Marmara, was 17.365.027, and in the most densely populated city, Istanbul, was 10.018.735 (TSI, 2006). These numbers reveal the importance of the population and economic mobility in Istanbul. In order for such mobility to act in a positive way and to ensure development in all areas, prolonging the education period for individuals might be helpful.

1.1 EDUCATION

A well structured education system would be the driving power behind development and form an independent, modern, trustworthy and happy society composed of self-sufficient, healthy and happy individuals. These qualities are also expected from “democratic citizens” in “democratic societies”. A definition of education needs to be given in order to fully understand the relationship between economic development, social well-being, democracy and education.

From an individual perspective, it could be said that education is “the process whereby the individual through his/her experiences and intentionally creates a willing change in behavior” (Ertürk, 1972). From a social viewpoint, education may be defined as all social processes which equip individuals with the standards, beliefs and life ways of the society (Smith, Stanley and Shores, 1957). Another definition that merges the previous ones is that education is a social process which includes a distinguished and controlled environment and school activities with the aim of social skill attainment and optimum personal development (Varış, 1978).

The society offers (a) formal, (b) non-formal, and (c) informal education systems to educate its members. **Formal education** is offered through pre-school institutions, primary, secondary and high schools. **Non-formal education**, on the other hand, is realized through educational activities such as short-term courses and seminars offered by various institutions. The education that is given to the individual through media such as social institutions, television, radio, newspapers, family, friends and study groups is known as **informal education** (Güneş, 1996, s.2).

The qualities that a society needs to have in order to be a society are: (a) to protect the biological presence through reproduction, (b) to continue living within certain geographical borders, (c) its life needs to be longer than one generation, (d) to have a shared life style among members (Cüceloğlu, 1996). In order for a society to continue to exist, it needs to pass the cultural richness to new generations and prepare individual members for their future roles.

Considering that organizations are sub-units of a society, a similar relationship can be observed for the members of an organization. For instance, Simon, Smithburg and Thompson (cited in Kaya, 1996) maintain that education makes organizational influences to be internalized by members. It changes people such that they behave willingly in a certain way. No organization can exist unless its members know how to self-govern and they act independently in a way which still supports the common effort of the organization.

Education has four main universal functions to fulfill: social, political, economic and individual development. The individual has responsibilities towards the state just like the state is responsible for the citizen. The more equity there is in this mutual exchange, the better development takes place within that society. The view that education is an individual responsibility has also been emphasized in Brown and Atkins' definition: Education is a complex social responsibility that can be acquired and improved. It includes a set of comprehensive skills, equips the individual with learning opportunities and is based on intelligence (cited in Alper, 2005).

Abraham H. Maslow (Cüceloğlu, 1996) has prioritized the stages of human needs and contended that the attainment of each stage is dependent on the attainment of previous stages. Maslow's theory adds to our understanding of the priorities that should be emphasized for an increased life quality. The highest level in the theory, "self actualization" can only be materialized when education is present. Just like the hierarchy of needs, the education process also comprises consecutive learning (and teaching) events that build on each previous event. Learning is changing, and only those individuals capable of change can become ready for development. The common aim of all education systems is producing more developed individuals and thus more developed countries.

1.1.1 ADULT EDUCATION

The importance of being taught to educate, with the improvement of societies and especially after industrial revolution, in the people who do not nor can not take school education not as long-term as schools do, gain severity (Okçabol, 2001).

World is getting smaller, technology brings events and information from any part of the world to people's houses. Communication and interaction become widespread; sharing of information and universal values gradually increases. World is living the information era, and while it is living the information era data development and data utilization takes the place of labor and in the future the controller and user of the data will patronize the world. This matter in short term brings the necessity of adult education and in long term necessity to create a society which is capable to learn.

By the UNESCO the adult education terminology was defined "people regarded as adults develop their abilities, enrich their knowledge, improve their technical or professional qualifications, get opportunities for their attitudes and behaviors in their personal improvement with balanced and independent social, economical and cultural development to turn them in a new direction and bring about changes in the all perspective" (Oğuzkan, 1997).

1.1.2 LEARNING

Education becomes meaningful only when there is small or big-scale successful learning. Therefore, the term education will become clearer when its infrastructure, the process of learning, is explained. Learning is the change observed in an individual's reactions and behaviors (Oğuzkan, 1981). When there is real learning, "the learner" applies what s/he has learned in self-initiated activities, clearly reveals newly acquired information, and has the power to adopt a new behavior (Aytuna, 1974). According to Piaget, the atmosphere in the learning environment is determined by learners' talents, biological and cultural development, culture, interests and motivations (cited in Sönmez, 1986).

The act of learning is triggered by the presence of information. Information is the meaning constructed in the learner's head as a result of perceiving, evaluating and judging the events around them (Fındıkçı, 2004). The term "information society" came into being as information became the main source of real capital and riches.

During the process of socio-economic development, people first transformed from primitive to agricultural societies, then from agricultural to industrial societies and, in our day, from industrial to information societies. The first stage entailed the transformation from a primitive life style to becoming dependent on land and settling down; the second entailed the transformation from an agricultural society to becoming dependent on mass production, consumption and education; and the third entailed the transformation from an industrial to an information society where social well-being, information and qualified human capital is most important (Aktan and Tunç, 1998, p.118).

According to Stewart, the information society can be defined as a stage of development where the information sector, information production, information capital and qualified people factors have become important as a result of the development of new base technologies. In addition, this new stage of development carries countries beyond being industrial societies economically, socially, culturally and politically through new developments such as the continuity of education, communication technologies, information highways and e-commerce (cited in Aktan and Tunç).

The increasing importance attached to knowledge has led to a reconsideration of human resources from a mental rather than physical perspective. This means that the ideal individual in an information society can make syntheses, carry out research, use initiative, remain objective to events and people, think practically and creatively, solve problems, make decisions, engage in team work, communicate eloquently, present and write effectively (Yenal, 1999).

The development of a new breed of human who is a lifelong learner is a must in becoming an information society. The fact that information is continuously developing, multiplying and changing means that *learning* within improved education systems should be emphasized as opposed to just *teaching*.

32,177 candidates taking the Turkish Nationwide University Entrance Examination (ÖSS) in 2004 scored zero on the examination (Kozok, 2004) (See Appendix B), which clearly summarizes the difficulties awaiting the country on the path to becoming an information society. If so many people who completed their formal education between the

ages 7 and 18 have scored zero on an examination that is intended to measure at least some of the knowledge gained by the national curriculum, then a serious questioning of the system and the individuals created by the system is due. The average years spent in formal education in Turkey was 5.97 in 1998 and the literacy rate among the population over 15 was % 87.5* in 2002. It would therefore be wise to ponder the question “How can we create lifelong learners and a learning society?”. Another issue may be finding ways to meet the continuing education needs of people who have dropped out of formal education.

1.1.3 ADULT LEARNING

Adulthood comes with biological aging, feeling and being perceived more mature, behaving in accordance with the environment, becoming independent and doing all of these simultaneously.

When the demographic structure of Turkey and the projections for 2010, 2025 and 2050 are examined according to 2000 census results, the “adult” population density is as follows on the next page:

Table 1.1.3 Population Projections

Age groups	2000 Turkey	2010 Turkey	2025 Turkey	2050 Turkey
0 – 19	27 429 570	28 205 000	25 951 000	23 105 000
20 – 39	22 449 443	25 969 000	26 335 000	25 332 000
40 – 59	12 213 296	16 765 000	23 609 000	25 624 000
60 – 74	4 647 448	5 478 000	9 399 000	15 665 000
75 +	1 040 789	1 501 000	2 462 000	6 771 000
Total	67 803 927	77 918 000	87 756 000	96 498 000

Source: Turkish Statistics Institution 2006

These projections show that between the years 2000-2050, the adult population aged between 20-74 will grow steadily in proportion to the general population. This means more than half of the population will be adults who have completed formal education. In

* MONE Statistics 2003 – 2004, <http://sgb.MONE.gov.tr/yayinlar/yayinlar.html>

other words, there will be a big number of people who will need to continue their economic independence and learning.

The processes enabling adults to attain new knowledge and skills and develop new attitudes, and the factors influencing these processes are different from those related to child learning (Oğuzkan, 1985).

As Coolie Verner states (cited in Oğuzkan, 1985), the responsibilities of adults include being self-sufficient economically, and other roles such as being a spouse, parent and an effective citizen. These roles not only make one a producer, but also set one a series of new tasks in the pre-adulthood learning period. At the same time, the success that comes with lifelong learning is secondary when compared to the main role of a producer that comes with being an adult. Such a change in roles, especially the role of a learner becoming secondary, is the most striking difference between the learning of an adult and a pre-adult.

1.1.4 LIFELONG LEARNING

Lifelong learning has come to be seen as a necessity ever since the meaning of life changed within the modern society. The nature of life in modern societies has changed socially, economically and culturally. The new nature and meaning of life requires a new set of methods. This requirement presents the individual with a big problem of change. While information and technology were previously static and longer than human life, we now need new education aims and strategies that will educate individuals not only in areas known to us but also in areas that will be known to us in the future. Since formal education systems are not capable of simultaneously grasping and transmitting these changes, individuals need to be provided with the skills of independent learning, research, problem solving, and they also need to be given easily accessible learning environments (Celep, 2003).

Each adult has unique aims, needs, values, behaviors and motivations that form their personality. The roles they have within their families, professional requirements and

the society adds to the individual needs of adults and gives them new needs for more education, which eventually turns into a lifelong process.

Lifelong learning is defined as follows in the adult education glossary prepared by UNESCO:

Lifelong learning: Education is not a first and last experience limited to the full-time education that starts at childhood; on the contrary, it is a process which needs to last a lifetime; life itself is a continuous learning process; all individuals need advanced professional and personal development opportunities to be able to keep up with social and technical changes, as well as more personal life changes (such as marriage, parenting, work, growing old etc.). Lifelong learning includes both willful and incidental learning (cited in Oğuzkan, 1985, s.33).

Consciously or otherwise, everyone interacts with the surrounding and thus acquire experiences throughout their lives. These experiences help them shape their behaviors, perceptions about life and knowledge; thus they continue learning and improving themselves. However, the structure and functions of the education institutions established to date in order to support these natural dynamics have been largely inadequate. More specifically, the misguided beliefs that education is only for youngsters and is only carried out at schools have stopped people from perceiving lifelong learning as a normal process. However, during the second half of the 20th century, it was better understood that most people were not equipped to meet the demands of changing life conditions and this realization has started to change the way we perceive education (Faure, 1972). In an attempt to define education, Noe (1999) has said that “human talents can grow infinitely and change continuously” and thus emphasized the continuity of learning. Learning is the process of making meaning through interaction with the surrounding objects, events or living things, and it will exist for as long as humans exist.

1.2 EDUCATION IN TURKEY

Education is the most important function in fundamental social service. Widespread education in the country with equal access will make the country to develop and to expand.

In Turkey education is supervised and controlled by government while it is provided by government. Every citizen has a right to be educated according to article 42 in the T.R. Constitution. Education system in Turkey is including everything also, as like as European's, higher education and fundamental education has changed variously in the hundreds years period. Because the system used without it is settled, prevalence and efficiency cannot be secured.

Education campaign started in Anatolia with the emergence of the Cumhuriyet. However, because of high increase in population, lack of human resource it did not get enough efficiency, especially in the east side of the country.

For explaining the general condition of education in our country, just look at these static's: in our country 24% between ages 25-34, in OECD 69% are educated from high schools or equivalent of high schools. These static's explicitly show our deficiency in human resource education. Unless investment to human occur, which is economies most important factor, will not get progress in any areas (Onaran, 2005).

1.2.1 IMPORTANT POPULATION MOVEMENTS IN TURKEY

After revealing the increasing importance and necessity of lifelong learning and mentioning the learning needs of adults coming out of formal education system, it would be appropriate to examine Turkey's population profile to understand the education level and learning needs of the adult population. To this end, this chapter will aim to explain the socio-economic conditions in the country, consider the relationship between the existing problems and education, and analyze certain statistical data to better understand the situation.

According to the General Census of 2000, the population of Turkey is 67.803.927, the population of cities (provinces and towns) is 44.006.274, and that of villages is 23.797.653. The population, which was approximately 13.600.000 in 1927, has multiplied five times in 73 years.

The urban population in our country is increasing rapidly. Between 1990-2000, the annual increase rate of urban population was 26.8 in a thousand, and the same rate in rural population was 4.2 in a thousand. When the time frame between 1927-2000 is considered, it can be seen that after 1985 started a new era in which urban population outnumbered rural population. In the last decade, the urban population boomed and went up from 59% in 1990 to 64.9% in 2000.

The data collected from 81 provinces in the year 2000 shows that the most densely populated cities are Istanbul, Ankara and Izmir, respectively. The total population of Istanbul is 10.018.735. This is the 15% of the population of Turkey. In other words, every 15 people in 100 are living in Istanbul. 88% of the whole population of Istanbul is living in the city center. Between 1990-2000, the annual population growth in Istanbul was 33.1 in a thousand, the third fastest in the country. According to this data, Istanbul is the most densely populated and most rapidly increasing city (TSI, 2006).

Additionally, while Turkish annual population growth rate is decreasing (15.3 in a thousand / 2003), population density is still very high (91.3 / 2003). When we remember the relationship drawn earlier between poverty and education and look at the schooling rate of our population, we see that as the education stages increase, the schooling rate and number of students fall drastically (See Appendix C). Therefore, in the densely populated and still growing Istanbul, there is a big number of people living with no access to education.

Population growth brings along various other problems; consumption increases, exports fall or imports rise, demographic investments (investments made in the population—roads, water, electricity, housing, hospitals, schools, etc.) increase, savings fall, development slows down, per capita income decreases, housing becomes expensive and

slums erupt, unemployment rises, migration and immigration starts, agricultural areas start to be abused and environmental problems become widespread (Yalçınlar, 1994).

When a growing population cannot be educated, the issues related to population and mobility listed above multiply and become almost impossible to solve. The solution to these issues then is to meet the public demand for education and to educate adults.

The Turkish population statistics for 2025 given by the American Census Bureau International Database* shows that while in 2005 the most densely populated age group was 10-29, the density will shift to 30-49 in 2025. Therefore while the country now has the young population to enter into production, in 2025 the majority of Turkish population will be actively involved in production and at the same time have many adulthood responsibilities. The shift from a wide bottom population pyramid (in 2005) to a wide middle pyramid (in 2025) is ideal for better life standards because this means the economically active and productive group has grown. Similarly, the 60+ age group that is not economically active in the country today will also grow (See Table 1.1.3, p.8) and people in this group will be expected in the future to stay more and more active. Otherwise it would be difficult for the middle part of the pyramid to subsidize the upper part which is equally large. At this stage of demographic change, the majority of the adult population needs to prepare for an active role in economy and form the necessary infrastructure. This growing adult group needs support for their new economic and social roles. Unfortunately, the support is slow in the country, as we are having difficulties in matching the increase in production, investments, employment and export to the population growth rate.

1.2.2 PEOPLE'S EDUCATION IN TURKEY

Prof. Cevat Geray (1978), the renowned scientist, groups the reasons for people's education into two: economic and social reasons. Economic reasons include making better use of natural resources; making individuals aware of the importance of being economical which will indirectly affect their knowledge, skills and capital; equipping individuals with new technological knowledge and skills, and raising the qualified human power that

* <http://turk.internet.com/haber/yazigoster.php3?yaziid=13782>

economic development requires. Social reasons, on the other hand, include educating individuals; making PEC adapt to the new conditions caused by social change; helping individuals grasp the need and the means for change in the environment; instill in them the importance of the concept of change; and show them ways of getting organized in favor of change.

The principles that reveal the need for and the bases of modern people's education are as follows:

1. Education is not and should not be an activity to be pursued in a limited period in human life and within the boundaries of schools.
2. As a result of and in line with the economic, social, political, cultural changes, individuals should be able to acquire new knowledge, skills and feelings.
3. Education should help societies accomplish their development aims by helping individuals change throughout their lives.
4. The content and methods of people's education are unique as it focuses on continuous individual development.
5. The dependence of adults on teachers and educational institutions should be minimized.

People's education was defined at the 7th National Education Summit that took place between 5-15 February 1962 as: "Learning and teaching activities outside of or alongside school education undertaken to increase the work power of citizens, advance their life quality, and improve national and humanistic advantages" (Duman, 1999, s.31).

Another definition comes from the 3rd Five-Year Development Plan (1973-1977) Preparation Work Non-Formal Education Initial Commission Report: "People's education includes all planned, systematic, need-based and continuous extracurricular learning, teaching and counseling activities that are offered to individuals at all stages of learning who are not presently attending school and who have other responsibilities in life so that they can gain a nationalistic and humanistic perspective, and meanwhile improve themselves in the economic, social and cultural arenas" (Kurt, 2000, p.5).

As can be seen from the above definitions, people's education mainly aims to offer professional knowledge and skills, foster personal development and ease the making of a society. With these in mind, people's education seems to be the most appropriate alternative for the Turkish Republic in the process of development, becoming an information society and creating lifelong learners.

Other countries have also chosen to make effective use of people's education in order to provide learning opportunities for those who cannot participate in formal education, to educate families in child development, to increase efficiency, to get masses involved in social issues, to offer adults continuing education opportunities, to diversify the limited activities of schools (OECD, 1970).

1.2.3 PEOPLE'S EDUCATION CENTERS IN TURKEY

The adult education institutions in Turkey can be divided into three: those involved directly in public education, those involved indirectly, and voluntary institutions. The People's Education Centers (PECs) analyzed in this study fall into the first group. They are non-formal education institutions opened by the ministry in city and town centers, and operated by the Apprenticeship and Non-Formal Education General Directorate. According to the 2006 statistics (Turkish Education Statistics, 2006), there is a total of 924 PECs in the 81 provinces of Turkey. 2004–2005 education year statistics show that there were 1.312.618 registered students at these PECs.

The aims of people's education in the country have been identified through the development studies of the Ministry of National Education, and they focus on personal development, national integrity, citizenship, and cultural values (Celep, 2003) (for details see Appendix D).

1.2.3.1 THE OPERATING PRINCIPLES OF PEOPLE'S EDUCATION CENTERS*

There are three main tracks of courses at PECs: literacy, socio-cultural education and vocational education. Participants at PECs need to be Turkish citizens (Foreigners

* <http://cygm.meb.gov.tr>

need official permit from the Mayor's Office). There is no age limitation; however, primary school children can only attend PECs when their schools are on holiday. Students within the formal education system can attend PECs in their free time. Some programs may have age and prior education pre-requisites. In such cases, the pre-requisites are mentioned in PEC course announcements.

Course applicants are required to submit a copy of their identity cards, official document showing their level of education, official document confirming their home address, and two photographs. In addition, they need to complete a form supplied by the PEC. Applications can be made personally or through the local authorities in villages or state schools. Authorities and school administrators send the applications to relevant PECs and the PECs undertake a field study in line with demands so they can meet them.

PEC applications normally roll throughout the year; however, certain courses may be open to application only at certain times of the year. This is also announced by the center managements via the media.

Attendance to the course is mandatory. Those who do not attend 1/5 or more of the course lose their right to the certificate. Repeated tardiness also counts as absence.

Except the literacy and threatened handicrafts courses, others normally start when 15 students are enrolled. This requirement may be reconsidered by the General Directorate for courses aiming at production, providing income or easing employment and for environmental education courses.

PEC courses are offered in their own premises, appropriate classrooms in villages, prisons and corrective centers, rehabilitation hospitals, government and private sector buildings, schools, places provided by voluntary groups, or other appropriate places.

PEC activities run throughout the year. Teachers and students may agree to continue over holidays as well.

The weekly schedule for courses is decided by the center management depending on the course duration, availability of the venue, and free times of the students. Student success is measured by experiments, written and oral quizzes and examinations, home assignments, and a final examination.

The duration of the courses is determined according to the attendance possibilities of students. Courses may run from 7:00 a.m. to 24:00 p.m. The course duration and hours are confirmed by the local government administrators. One class hour is 40 minutes; however, in workshops and practicums, there may be longer block hours.

1.2.3.2 HISTORICAL DEVELOPMENT

The People's Education General Directorate was established under the Ministry of National Education on 29 August 1960 in an attempt to expand the effects of people's education services, and to be able to plan and systematize earlier less organized activities (Kabahasanoğlu, 2002).

Upon the suggestion of the People's Education General Directorate dated 6 February 1963 and numbered 328/233, the Ministry resolved to open PECs on 29 April 1963.

On 13 July 1971, with the establishment of the Ministry of Culture, the People's Education General Directorate was transferred to the Ministry of National Education Chief Undersecretariat.

On 5 September 1997 with the Ministry consent numbered 24755, all services of the People's Education General Directorate, the Mobile Women Courses of Girls' Technical Education General Directorate, Stationary and Mobile Town Courses of Boys' Technical Education General Directorate, all education institutions of Vocational Technical Education Undersecretariat were transferred to the newly established Non-Formal Education General Directorate. On 13 December 1983, with the Government

Decree numbered 174 and the parallel Government Decree numbered 179, these were combined into the Apprenticeship and Non-Formal Education General Directorate.

The first steps were then taken towards a modern western structure with the suggestion of the Ministry of National Education Apprenticeship and Non-Formal Education General Directorate dated 30 March 2001 and numbered 1502 about “Possible Courses and Coding”. This enabled a healthy course system, coding and course durations.

1.2.3.3 PROGRAM AND SCOPE

The PECs offer courses in social/cultural, vocational/technical and literacy categories. 165 social/cultural courses and 651 vocational/technical courses were identified for offering by the Apprenticeship and Non-Formal Education General Directorate (See Appendix E).

Successful students are awarded certificates at the end of the course. To align PEC certificate programs with those offered by other institutions, a modular system is needed so that programs can be run in a complementary way. Literacy certificates are awarded at the end of the 1st stage literacy course for adults, with adult education primary diplomas following this at the end of the 2nd stage.

From 1999 to 2005, an average of 1 million students made use of PECs yearly. In Istanbul, a city of 10 million, the number of students is approximately 100,000 each year. The most popular courses are vocational ones, followed by social cultural and literacy courses (MONE Statistics, 2005).

The statistics reveal that out of the 72 million Turkish citizens* only 1 million make efficient use of PECs, and even then they primarily do so in order to learn a vocation. According to TSI 2006 results, the schooling rate at the primary level is 89.79% but the same rate decreases to 43.16% at the secondary level (TSI, 2006). It is obvious that the number of people in the country who have access to formal education is not adequate. The

* Turkish Statistics Institution, mid-2006 Population Projections

problem is that although the PECs which can meet the education demands of people outside formal education system are ready both as an organization and as an idea, only 1 million citizens know about and make use of them.

1.2.3.4 THE NEED OF PEOPLE'S EDUCATION CENTERS FOR PUBLIC RELATIONS AND PUBLICITY

The PECs serve to meet Turkey's needs for lifelong education. They need to be able to inform their target population of their presence and also create awareness in the target population that they have learning needs. Therefore, the most urgently needed process is "public relations and publicity".

The world consists of three types of people; those who know and like you, those who know and dislike you, those who do not know that you exist. Public relations works towards making those who know and like you to stay the same; those who know and dislike you to change their minds; and those who are not aware of your existence to meet and communicate with you (Karalar, 1996).

Public relations is a management element that ensures mutual communication, understanding, acceptance and cooperation within and across organizations. The area of public relations has come into being to make an existing product or service more preferable by winning the public trust and support. As can be seen, public relations is important for PECs to win the trust and support of their surrounding adult population and to make their past, present and future services more preferable.

"Public relations is a distinguished management function that helps build and maintain communication, understanding, and cooperation within an organization and its target group. It entails problem management, responds to the public, helps the management to inform the public, defines and emphasizes the management's responsibility to serve the public, acts as an early warning system to predict trends, helps the management to benefit from changes, and uses ethical communication techniques and research as its main tools" (Okay and Okay, 2001, p.7).

Willingness is the key to public education; individuals go to PECs on their own will. This willingness occurs when individuals feel the need to go to a PEC, to update and improve themselves. Sociologists maintain that (cited in Asna, 1998) there are three effective ways to drive masses to do something: force them to do it, buy them or convince them. The way to attract individuals and the society to an activity is then to convince them. The publicity aspect of public relations manages the process of convincing. The real aim of publicity is to ensure that the public likes the organization or the person. Publicity is larger than just informing the public about issues like the existence, qualities, price of a product or service, or just using channels like media to attract the positive attention of the public to an event, individual, group or product. It is a process with a series of stages such as gathering information, planning, piloting, application and evaluate the results (Asna, 1998). The process also entails activities such as getting to know the target group, analyzing their needs and deciding on the best methods.

1.2.3.5 RELATED STUDIES

8 master's theses about the Turkish PECs completed between the years 1986 – 2006 have been located. Only one in these eight theses (Seçilmiş, 1996) deals with the public relations activities of PECs. Other studies have focused on: a) General operation rules and management of Republic era PECs, b) the content and quality of the educational programs that PECs offer, c) the supervision of PECs, d) the qualities and employment of PEC personnel, e) nationwide PEC cooperation and f) the reasons of PEC students preferring these programs.

In his study entitled “People’s Education and Management in the Republic Era”, Haydar Durukan (1987) attempted to reflect the status of PECs in the area of management, and showed that in the Republic Era, adult education was seen as a reform. In Erol Turgut’s 1988 study, the activities of Community Centers (Halk Evleri) between the years 1932-1950 were examined and their place and importance in adult education was emphasized. An important finding of the study was that Community Centers offered successfully academic public education, basic education, general culture, democracy and citizenship education, fine arts education.

Yaşar Kocaoğlu (1986) in his thesis entitled “An Investigation of Adult Education Center Programs”, examined the quality of the programs offered at PECs as well as what needs to be done to make them more efficient, and concluded that there was no common approach (adult education approach) between the teachers coming from different backgrounds. In this study, a big majority of the teachers agreed that the programs offered at PECs were adequate in meeting the demands of adults.

The research done by Ömer Gülbay (1998) and entitled “The Supervision of Adult Education Centers: Primary School Supervisors’ Levels of Professional Help and Counseling” aimed to determine the extent to which supervisors to PECs met their professional help and counseling roles. The results showed that primary school supervisors assigned to supervise PECs were not efficient enough.

In a 1988 study, Firdevs Güneş focused on tendencies and practices of national and international training of PEC personnel. The study entitled “The Training and Employment of Adult Education Center Personnel” found that the directors, assistant directors and teachers at PECs were assigned their tasks according to the “Non-Formal Education Institutions Directive” and that, although all these tasks required expertise, most of the personnel were graduates of schools other than those which develop adult education personnel.

In a different study, “Cooperation between Adult Education Center Activities in Turkey”, Mesut Şahin (1993) investigated the opportunities for cooperation in public education, its benefits and the best organization for such a cooperation. The main finding was that the Ministry of National Education failed to accomplish the task of building cooperation given to it by the National Education Basic Law.

Finally, Ömer Saygın (1999) investigated in his study “Spending Leisure Time at Adult Education Centers” the personal qualities, free time habits and opinions, suggestions and expectations of PEC students who attend courses to spend their leisure time. The most important finding of the study was that these students were not among the priority target

group of Adult Education. In other words, they were mostly under 20, high school graduates, not living in the slums and coming from a good economic background.

Seven research studies and their main findings have been listed above. Relying on the content and findings of these studies, it can be said that there is a serious need for an investigation of PEC public relations activities. The only study that concerned itself directly with public relations in PECs was the 1996 study of Ayşen Demircioğlu Seçilmiş entitled “Public Relations Activities in Adult Education Centers”. This study only included the PECs in Ankara. Seçilmiş (1996) investigated in this study the tools and methods of public relations efforts in PECs. She focused on the personal information of personnel and adults, their views on public relations efforts at PECs, and their evaluations. The study revealed that no PEC personnel had previously been educated in the field of public relations. The majority of the personnel believed that PEC activities were announced broadly while the adults said that they learned about PECs either from a friend or when they applied personally. Both the personnel and the students agreed that advertisements and propaganda other than simple announcements were not being used effectively. While the students argued that PECs did not use mass media tools effectively, they mostly used announcements and did not inform the public effectively about their courses, the personnel said the opposite. The personnel had conflicting opinions about whether there was enough cooperation within and across institutions. Other findings included that wishes and demands from the public were sometimes considered, adults were not consulted about decisions regarding the courses, students did not communicate their educational wishes and issues to the personnel, and among the few who communicated a problem, none felt that the issue was solved. These results were limited to how and to what extent PEC publicity was done and they did not dwell on the reasons.

1.2.3.6 AIM

The aims of the present study are to analyze the publicity process of the PECs in Istanbul, understand the existing situation, identify reasons for the existing situation and offer constructive suggestions regarding public relations.

1.2.3.7 SIGNIFICANCE

The study is significant in that it reveals the public relations knowledge and efforts of PEC management, and identifies the reasons for lack of these. A failure to dwell on these issues may result in the risk for a big number of people to have reduced opportunities for education outside the formal system.

1.2.3.8 LIMITATIONS

The study focused only on the PECs in Istanbul. Due to time and accessibility restrictions, only 11 of the 33 PECs in different parts of Istanbul were chosen. The interview that held with the principals of 11 schools approximately spanned for 4-5 month and this show research's restrictiveness.

2. METHODS

This section focuses on the model, population and sample, data collection, data processing, analysis and evaluation. The study was done using the Survey Research Technique*.

“**Combining Models** aim at describing a past or existing situation as it is. The event, individual or object under study is defined realistically within its own circumstances. The researcher does not try to alter them in any way. “The most important thing is to observe the phenomenon that we want to study and then describe it” (Karasar, 1995, p.77). The **survey research technique** employed in the study is applied in order to reach a general conclusion about an entire population consisting of many elements. The model may be used in the whole population or only on a group or sample of it (Karasar, 1995).

2.1 SAMPLE

The population of the present study comprises all of the 33 PECs in Istanbul (Adalar, Avcılar, Bağcılar, Bahçelievler, Bakırköy, Bayrampaşa, Beşiktaş, Beykoz, Beyoğlu, Bostancı, Büyükçekmece, Çatalca, Eminönü, Esenler, Eyüp, Fatih, Gaziosmanpaşa, Güngören, Kadıköy, Kağıthane, Kartal, Küçükçekmece, Maltepe, Pendik, Sarıyer, Silivri, Sultanbeyli, Şile, Şişli, Tuzla, Ümraniye, Üsküdar, Zeytinburnu). Out of this population, 11 PECs were identified by using proportional cluster sampling method (See Table 2.1). **Proportional cluster sampling** method is one where the population is divided into sub-populations according to variables that are expected to cause differences in the findings (Karasar, 1995). The variables used when choosing the PECs were:

Variables: In the following order between the years 2000–2004:

- a) The number of courses offered at the PEC,
- b) The number of students enrolled at the PEC,
- c) When the PEC was established,
- d) The GNP of the area where the PEC is located,
- e) The number of personnel employed at the PEC.

* Saha Araştırma Tekniği

After the entire population was listed (33 PECs in Istanbul), in order to choose the right sample, 5 qualities of the population were selected and sub-populations were formed accordingly. The variables determining the sub-populations were the number of courses offered at PECs between 2000–2004, the number of their students, the number of employees, the year when PECs were established, and the GSMH of the areas where they are located (Mortan, 2000). The variables were listed from the lowest to the highest value for the entire population, and following this, the entire population was divided into 3 groups that consisted of the top 11, the middle 11 and the bottom 11. From each group, those that had the most matches in those 5 categories were selected and included in the study sample of 11 PECs. As a result, the lowest group consisted of Adalar, Silivri and Çatalca PECs; the middle group of Avcılar, Güngören, Gaziosmanpaşa, Beşiktaş PECs; and the top group Bahçelievler, Kartal, Kadıköy, Bakırköy PECs to make our sample.

Table 2.1 Sample

Levels	PEC	Number of Students	Number of Courses	GNP	Number of Employees	Establishment year
LOW	Adalar	X	X	X	X	-
	Silivri	X	X	X	X	X
	Çatalca	X	X	X	X	X
MIDDLE	Avcılar	X	X	X	X	-
	Güngören	X	X	X	X	-
	Gaziosmanpaşa	X	X	X	X	X
	Beşiktaş	X	X	X	X	X
HIGH	Bahçelievler	X	X	X	-	X
	Kartal	X	X	X	X	-
	Kadıköy	X	X	X	X	-
	Bakırköy	X	X	X	X	-

The X's in the Table point to the highest match PECs in the 5 (minimum 4) categories within the 3 sub-groups (low–middle–high) after the 33 PECs in the population were listed from the lowest to the highest or from the oldest to the newest according to the 5 variables. The lowest cluster in the sample comprised 3 PECs, the medium and high clusters comprised 4 PECs each. To illustrate, when the population was ranked from the lowest to the highest, Silivri PEC was always in the lowest category for all 5 variables.

Therefore, in the sample Table, there are 5 Xs next to this PEC. For another example, Bahçelievler PEC ranked high in all categories but “number of employees”; however, it is still listed in the High sub-group as it has 4 Xs and is representative of a PEC that scored higher than most others in the population. One exception has been the Sultanbeyli PEC which was omitted from the sample as it only scored high in 3 categories.

In order to research the publicity activities of PECs, the entire public relations process needs to be considered. In order to reach correct conclusions regarding publicity activities and how they are carried out, it is of utmost importance to understand how a PEC director perceives and realizes the stages in the public relations process. As has been mentioned before, there is a serious lack of descriptive data regarding PECs. Only when the lack is overcome will it be possible to investigate the relationship between variables. Therefore, it was decided to examine and reveal the knowledge, emotions and skills of the 11 chosen PEC directors regarding the stages in the public relations process.

2.2 DATA COLLECTION PROCESS

The “Interview” is a common technique to collect descriptive data. This technique increases the interviewee’s willingness and power to answer the interviewer’s questions and allows them to make use of motivation and other incentives as support, thus providing more sincere and richer data (Güven, 1996). The “qualitative interview” technique employed in this study uses an interview scale including open-ended questions and general items. It gives the interviewee a great amount of initiative while allowing the interviewer to freely ask pre-determined and spontaneous questions. This is a great strength as it provides data even in unpredictable situations (Güven, 1996).

2.2.1 DEVELOPMENT OF INSTRUMENT

With the aim of describing PEC directors’ knowledge, emotions and skills about the public relations process, the stages of the process were considered first. Önal’s definition (1997) was used to this end. According to this, the stages of the process include a) data collection, b) planning, c) piloting and application, d) evaluation of results. In the

processes of data collection, planning, piloting – application and evaluation of results to designate content for PEC's, Yatkın (2003), Okay (2001) and Asna (1998)'s definitions were used. For every process, the steps that have to be done were listed and these steps were defined again and converted into question sentences.

Taking these into account, possible activities for a PEC were then listed and each was turned into an open-ended interview question. For example, the first question that emphasizes the data collection stage was: "What do you think an Adult Education Center is for?". The director's answer to the question was used to determine whether s/he knows the PEC aims, principles and functions defined by the MONE or ascribes to a different, perhaps a larger or more universal definition. A total of 48 questions were prepared for these interviews (See Appendix F). After these largely open-ended questions were written, they were shown to an expert with public relations and publicity knowledge and experience for content appropriateness.

2.2.2 THE PLANNING OF INTERVIEWS

Since the researcher was inexperienced in the interview technique, a written source was consulted (Bogdan and Biklen, 1992). Due to the same reason, the researcher also piloted an interview with a director not included in the study before she conducted the interviews. This pilot interview was tape-recorded and analyzed later by the researcher and her thesis advisor. This analysis focused on the rules of thumb that the researcher needed to remember later and, accordingly, final adjustments were made.

Legal consent for the interviews was obtained from the PEC Directorate under the Istanbul National Education Directorate (See Appendix G). Following this, directors were contacted personally and appointments were made for the interviews.

2.2.3 INTERVIEW PROCEDURE

The interview process with 11 PEC which form the research sample had begun in August 2005 and concluded in December 2005. The researcher gave information about

herself at the beginning of the interview, repeated her aims and demanded to conduct the interview in an appropriate environment*. The interviews were made in the environment selected by the PEC Director**. The researcher then received oral consent from the directors to be able to record the interview on a digital recorder and started to ask the interview questions. Interviews lasted 30 minutes on average. At the end of the interview, the directors were presented with the researcher's contact numbers and address in case they had further questions later and the interview then came to an end.

2.3 DATA ANALYSIS PROCESS

Each interview recorded on the digital voice recorder was deciphered on paper. All deciphered interviews were listed one after the other, and starting with the first sentence of the first interview, all sentences were numbered consecutively (1–3760). The stages of public relations process were coded as gathering information, planning, piloting and application and evaluation of results. Following this, the answers given to each question by the interviewees were cut out from the decipher list and brought together. Answers to each question and answers that applied to other questions were also added. In this way, 48 answer groups were formed. Each group was studied, according to an ideal publicity process identified by Yatkın (2003), Okay (2001), Asna (1998) and added to the “Findings and Interpretations” part. The answers of PEC directors were interpreted to understand their knowledge, thoughts, actions and feelings about public relations and publicity processes.

* The PEC library was chosen as an appropriate environment by the researcher since it would be quiet and the interview would not be interrupted by telephone calls.

** The directors preferred to give the interview in their offices due to their business, which led to interruptions by telephone calls or people.

3. FINDINGS AND INTERPRETATIONS

1. What do you think a PEC is for?

All 11 PEC directors elaborated the answer to this question very similarly to the definition made by the MONE. One noteworthy comment is that only the 10th director mentioned the aim of “forming better citizens” mentioned in the directive, whereas the remaining 10 directors dwelled on the aim of “helping the society to develop”.

Considering the economic profile of the country, it may be reasonable that PEC directors remember more the aim of helping social development, out of the two clearly stated aims in the PEC directive: forming better citizens and helping the society to develop. The answer to our problems is actually evident considering the facts that unemployment rate was 10.5% in 2003, approximately 894,000 people were under the hunger limit, 19,4 million people under the poverty limit, and that the risk of poverty reduces as education level rises. Although the reasons are not clear, it may be concluded that the directors prefer the aim of development. Another important finding is that no director mentioned an aim that was not previously mentioned in the MONE’s PEC directive.

2. In your opinion, what should the PEC be for?

11 PEC directors answered that, in line with the changing global and national conditions, PECs should initiate citizens into a profession, offer them alternative ways of spending free-time and increase the literacy rate. None of them mentioned the help of an expert or data analysis in reaching these conclusions. Different from the other directors, the 9th participant mentioned “PECs should help the people of the slums coming from Anatolia and living a closed life to become urbanized” and supported his idea with the general population statistics.

Ideally the PEC directors should follow and identify global, national, local changes, needs and demands with the help of the Internet, newspapers, magazines,

scientific meetings, the State Statistics Institute, mayor's office, local authorities, etc. They should get together with experts and thus discover ways of making their services better. However, their answers revealed the presence of no such system, and this shows that there are some deficiencies in the directors' perceptions of themselves and their environment.

3. ... How do people perceive PECs? What are the sources of your belief?

All PEC directors answered this question by using adjectives such as "good, nice, bad". Four of the respondents used questionnaires, 2 of them used observation and the remaining 4 used the demand for PEC from the public in making these evaluations. Three respondents admitted that the public does not know what the PECs are for and they blamed themselves for not being able to do this. The third respondent revealed his view on learning the public's perceptions by saying: "...I do not know their perceptions. I think they have a good view, there has never been a complaint, I do not know how they see us..."

The findings suggest that PEC directors have not carried out a comprehensive study about how PECs are perceived by the target population and employees. Only 3 of them seemed to be aware that they have deficiencies regarding publicity. If only the directors could identify how their centers were being perceived by the target population and the employees, they would then understand how they are promoting themselves, what their image is, whether their existing vision is the same as the perceived vision, and form a strategy accordingly.

4. How do you measure the success of your center (low/medium/high)? Do you have specific criteria?

The answers showed that all PEC directors equate PEC success with increasing student and course numbers. When they do this evaluation, they compare numbers only with the previous year. Different answers included the 6th and 7th respondents who said they look at their students' employment rate; the 5th respondent who mentioned the wider

participation in the end-of-year exhibition and shows; and the 11th respondent who dwelled on the increasing national and international activities. The 3rd and 5th respondents said that they sometimes use questionnaires. It was only the 6th respondent who emphasized the importance of measuring success through criteria: "...some students come and thank us following the course if they get a job. This is how we measure our success. We do not have a specific questionnaire or other method of evaluating success, which of course we need...".

The findings imply that PEC directors have no standardized measures of success and they only look at the statistics when evaluating their centers. Naturally, this is not the best method of measuring success.

5. Do you compare your PEC to others?

Seven PEC directors said that they compared their centers to others. Of the remaining ones, the 1st and 2nd respondents said they did not. The 8th and 11th respondents implied that they did not perceive comparison as a positive activity by saying: "...not really comparison, but exchange of ideas..." and "...we are equal institutions offering the same service...", respectively.

The basis of comparison is that one PEC is doing things differently from another one. With such a comparison, the institution will have a more objective outlook on where it stands and what it is doing. This would help increase the institutional performance. The findings showed that directors have not identified points for comparison or engaged in a systematic comparative study.

6. Is there an information exchange between PECs? What kind?

Nine PEC directors said that there was information exchange between PECs, whereas the 3rd and 9th respondents said the exchange was not "regular" or "systematic". All directors said that the exchange happened over the telephone or at the meetings held by the PEC chairman. Additionally, the 4th and 6th respondents also mentioned the group

meetings of PECs as forums for exchange. While the 4th respondent said that the Internet could be used for information exchange, the 5th respondent complained about the lack of PEC websites and also displayed a negative attitude towards information exchange: "...we do not have much exchange or close proximity; we do not need it".

In order for the PECs to correctly evaluate the information collected about themselves, they need to be in regular contact with other PECs. This exchange of information also facilitates communication between institutions. The general conclusion of this study has been that there is no systematic and continuous information exchange between PECs. It was also seen that each respondent ensured information exchange in a different way.

7. Is your center different from other PECs? How?

All 11 PEC directors offered their disorganized observations when talking about their differences from other PECs. While the 7th, 10th and 11th respondents said that their difference is the big number of social and cultural activities, 11th respondent also stated that they were the only center who participated in international projects, festivals and European Union projects on behalf of Turkey. On the other hand, while the 2nd and 4th respondents said that they were not in any way different from other PECs, the 9th participant suggested that: "Each institution should be and most probably is different from others...in our society, having a leader is very important; if the director is equipped with leadership qualities, of course s/he will bring along differences...". In addition to these, the 1st, 3rd and 6th respondents said their difference was financial, physical and managerial difficulties. While the 3rd respondent claimed that being located in a physically scattered area is a disadvantage, the 5th respondent mentioned that being located in a valley is an advantage.

To sum up, each respondent answered the question about differences from a different perspective. Except for one respondent, no one linked differences to the quality of services offered. "Benchmarking" is the popular term that means comparing what you do to what is done in other organizations (Aktan, 1999). The

aim of this technique is to guide an institution to identify where they are at the moment, where they want to be headed and how they will get there. They also identify a program and protect standards. PECs need to use this management technique, identify their different strengths and the advantages that these may bring, and serve the target population accordingly.

8. What statistics/data do you collect about your PEC?

Eight PEC directors out of 11 answered this question. All 8 respondents said that they regularly feed the ILSIS* program of the MONE and the MONESIS** program of Istanbul National Education Directorate about their PECs, and also keep statistics about students such as their education level, ID and employment details. They stated that they send these details to their superiors as appropriate. The 7th and 10th respondents also said that they use these statistics to write a report and plan for the coming year in their light. The 9th respondent stated that they give the students questionnaires to find out their satisfaction levels and add these to their statistics to be sent to their superiors.

It seems doubtful whether the abovementioned systems are only being kept because they are mandatory or whether the directors use this information systematically. Only 3 respondents (7th, 9th and 10th) said they keep statistics related to their institutions. However, such information may be used to profile the institution, employees and students, analyze the existing situation, and make the necessary amendments. Understanding the institution is the first step towards promoting it.

*Ministry of National Education Province and Town National Education Directorates Management Information System

** Ministry of National Education United Management Informatics System. It aims to offer MONE services more efficiently, more cheaply, faster, more accurately and timely by using information technologies. ILSIS is one of the sub-projects attached to this main project. ILSIS monitors incoming and outgoing documents, institution details, statistics, personnel details, norm information, and course books. The statistics required by the superior institution needs to be fed to the system.

9. Do you collect data about your employees? What kind?

It was found that all 11 directors perceived this question as collecting the personnel file information mandated by the directives. No extra effort such as detailed “employee information forms” or “employee database” was found in addition to these mandatory files. Only the 11th respondent mentioned the forms used to evaluate employee performance that the MONE Total Quality Management and Performance Valuation Project has necessitated. The 10th respondent said he collects information by going into classes and supervising the teacher’s effort, knowledge, communication skills and dress. The 7th respondent commented: “...all I concern myself is my employees’ honesty and their communication with students...”. The 3rd and 4th respondents said they believed it was important to keep details about the teachers’ communication with students and knowledge. The 4th respondent additionally said: “...I believe that teaching is not just transfer of knowledge. It is also being positive while doing that. A teacher’s EQ* needs to be higher than IQ**”.

The answers supplied by the respondents point to the possibility that PEC directors may be only partially fulfilling their responsibilities regarding the MONE’s MONESIS and ILSIS projects. With ILSIS software, the following can be monitored: The personnel’s ID information, publicity details, educational background, registration details, property ownership statements, union details, official leaves, assignment and transfer details, awards and punishments, affiliation with the ministry, and their dependents.

In public relations of an institution that deals with the public, it is crucial to understand the human nature. In the case of PECs, since the personnel inevitably carries the role of “promoting the institution”, their lives outside the work environment are important (Personality traits, awareness levels, values, motivations, behaviors, behaviors within the social structure, strengths, jealousies, curiosities, IQ, etc.). Therefore, the first step in a quality public relations approach would be to get

* Emotional Quotient

** Intelligence Quotient

to know the personnel in every possible way, amend their weaknesses and invest in them.

10. ... Do you collect news, articles published about PECs? Do you have an archive?

Of the 11 respondents, 5 (11th, 10th, 9th, 8th and 1st) said that all news and articles about PECs are archived, one respondent (6th) said they did not have an archive but they collected news and articles to their best ability, and 5 (2nd, 3rd, 4th, 5th and 7th) said they keep files*. The 10th respondent said they keep archives on CDs. Another finding has been that PEC related news and articles only get published by the local press. The 3rd and 5th respondents said that they put PEC related news and articles on the message boards in their centers to share them with students so as to make them have more trust in the PEC. However, the 3rd respondent also said that he gave up on that as a previous local authority blamed him with being pretentious, started official investigation and consequently punished him with an official warning. He added that he has stopped his efforts to get PECs published.

The respondents' answers may imply that they believe they should collect PEC-related news and articles, and systematically archive them. However, it was observed that they explained the reason for doing so by saying "Because it needs to be done". Engaging in certain activities and then archiving them is a way of "existing" for the institution and gives the individual a feeling of continuity. This would also reinforce a feeling of belonging in PEC employees and students.

11. Which other institutions do you collaborate with?

10 of the 11 respondents said that they collaborate with various non-governmental organizations, associations and foundations, municipalities, and the army. The 10th and 4th respondents said they collaborated with the Office of Mufti and mosques while the 6th

* Meaning that they have disorganized files about the news and articles about PECs.

** Cemevi is a building in which Alevi Muslims congregate to perform their acts of worship.
<http://www.cemvakfi.org>

respondent said they did so with the “Cemevi” **. Except for the 3rd respondent, all others sought collaboration to raise financial resources and overcome venue problems. The 3rd respondent perceived collaboration as a part of publicity and claimed that collaboration efforts realized together with local authorities convinced people to come to PECs.

The responses show that respondents believe there should be collaboration between themselves and the private and public health centers, cultural centers, art and sports clubs, municipalities, non-governmental organizations, etc. in the area. What the respondents mean by collaboration is finding venues, tools and financial support. If during these collaboration activities, PECs could see the collaborating institution as an opportunity for further publicity, they would reach many more people.

12. Do you know about the economic, cultural, demographic, health-related, education-related, crime-related, divorce-related etc. details in your area? Is it easy to obtain such data? How do you obtain and use it?

Nine of the 11 PEC directors said they had difficulty in reaching information about their areas. The 1st respondent said that they are obtaining different types of data about their area by using personal contacts and will use them to inform the public. The 10th respondent said they obtain data through the Internet and use it in field studies. While the 4th and 9th respondents said they did not need any such data, the 6th respondent said they obtain such data through personal contacts or informal discussions with friends and colleagues. The 3rd respondent, on the other hand, mentioned the National Education Directorate and town planning commission meetings as source of such information. The 3rd respondent said it was easy for them to obtain such data as they are located in a small area. The 11th respondent suggested that they know where to obtain such data but did not feel the need to do so by saying: “...there are Turkish annals if we were interested, such data gets published in the annals...”.

The findings therefore suggest that the PEC directors do not collect data about the economic, cultural, medical, and educational background, crime, marital status, etc details about their areas or provinces.

13. Do you follow the global and national political, economic, educational, cultural, legal, scientific, technological, etc. developments? To what extent and how? What benefits does this bring?

Seven out of 11 respondents (1st, 2nd, 5th, 6th, 9th, 10th and 11th) said that they try to follow all national and international developments through the Internet. While the 3rd respondent said he could not do so due to laziness, the 7th respondent blamed lack of time. The 4th respondent said he was trying to keep himself updated with the help of newspapers and the Internet; however, he added that he could not use the Internet really effectively and he could spend more time online. Four respondents (2nd, 6th, 9th and 10th) said they were following the developments to be able to identify needs, set aims and make a future plan; the 5th respondent said he did so to improve himself; and the 1st respondent said he did so to be able to inform the students. While 6 respondents (3rd, 4th, 5th, 8th, 9th and 11th) said they believed that the press was helpful in following the developments in the country and worldwide, the 9th respondent said science and technology fairs were also beneficial. The 11th respondent also added that when abroad, he observes the developments in the field of adult education.

The replies show that the majority of the respondents are sensitive to the developments in the country and elsewhere, and that a small minority of them fail to follow the developments due to lack of time and habit. It is obvious that a director who does not know what is happening in the country and abroad will have difficulty in finding a direction to proceed in.

14. ... Who is the target population of PECs?

Five out of the 11 PEC directors (3rd, 5th, 7th, 10th and 11th) have chosen unqualified young people without a profession as their target population. Three

respondents (11th, 7th and 5th) said they focused mainly on young people; 2 respondents (6th and 9th) said they wanted to appeal to the whole area; 2 respondents (2nd and 8th) said they targeted people at the low socio-economic level; and 2 respondents (1st and 4th) said they targeted women.

When explaining their target population and reasons, respondents did not mention any measurement tools used to identify the existence of these groups. The findings for question 12, namely that the respondents do not feel the need for obtaining information about people’s economic, cultural, demographic, medical, education, crime-related details, is relevant to the findings here.

15. Do you keep records of existing and past students?

None of the 11 PEC directors keep regular or systematic records of existing or past students. Only the 3rd respondent has said: “...we wonder about our students, whether they met their objectives. From time to time the ministry and the province directorate also ask us, and we send them whatever information we have...”. The 1st respondent who admitted that they did not keep records of all students also confessed that they only keep records because they are asked to, not because they believe it is necessary: “...sometimes the general directorate ask us about our records, that is why we keep them...”. In addition to the 10th respondent who said they collect information about students via one-to-one discussions during the course, the 8th respondent said they collected information about past students through hearsay. Likewise, the 7th respondent said: “...If they contact us, we ask them what they are doing...”. The 6th respondent stated that they keep detailed records about students on vocational courses as employers contact PECs to ask for suitable employees. Another respondent said: “...we need a separate unit to solve students’ problems, monitor them, and find out whether past students need new courses...”. The 5th respondent pointed out that they give questionnaires at the end of the year to measure student satisfaction; that they keep files for students looking for employment and those who get employed; that students leave their telephone numbers with the PEC; and that they get back to the students when employers contact them. Likewise, the 11th respondent said

that they give their e-mail address to the students and ask them to inform them of any employment that they find.

PECs need to collect information about their potential target population and their students. Without knowing the characteristics of the target population, their tendencies, thoughts, social and cultural structures, it is almost impossible for public relations studies to reach their aims. The findings show that the respondents collect information about their target population not because they need it to prepare future strategies, but to satisfy their “curiosity” about whether the students found employment after completing a course.

16. What does your target population expect from you? How do you know it?

Four PEC directors (3rd, 6th, 8th and 9th) listed gaining a profession and finding employment as the expectations of their target population, and agreed that they gathered this from informal talks with students. The 7th and 10th respondents said their target population expect quality education and a trustworthy education institution, whereas the 2nd and 5th respondents said students expected to acquire knowledge and skills for a better social life. The 1st respondent claimed that they could not take into consideration the expectations of the target population as they were too busy worrying about their own physical facilities, the budget that the Ministry of Finance allots them, and whether the teachers would agree to work for the pay they can afford. The 9th respondent revealed a negative attitude towards understanding the expectations of the target population by saying:“...we cannot ask the public their needs all the time, we do not have the time or resources...”.

Respondents gather this information without using any tools of measurement, through observation or informal discussions. Even two of them seem to have negative attitude about the issue to the extent at seeing it as unnecessary. Only the 8th respondent expressed their efforts into finding out the expectations of the target population by using questionnaires and interviews. It is impossible to do public relations and publicity work without knowing what the target population wants.

Additionally, knowing the expectations of the target population would make it easier for PECs to identify how the public views them and what kind of messages they transmit.

17. How do the students hear about your center?

The 11 respondents had different perceptions about how the students find out about their centers. Four respondents (11th, 10th, 6th, 2nd) said that recommendations from previous students helped; 7 respondents (1st, 3rd, 4th, 5th, 7th, 8th, 9th) said that posters were helpful; 4 respondents (9th, 8th, 6th, 3rd) said that field studies helped spread the word; 4 respondents (1st., 2nd, 3rd, 9th) said that announcement systems were helpful; 5 respondents (10th, 9th, 8th, 3rd, 1st) said that brochures worked well; 6 respondents (2nd., 3rd, 7th, 10th, 11th, 9th) said that radio and TV were useful tools, 2 respondents (7th, 5th) said that the Internet was helpful, 2 respondents (1st, 3rd, 9th) said that the imam and the Friday prayers encouraged students, 5 respondents (3rd, 5th, 8th, 9th, 11th) said that the local authorities promoted them, and 5 respondents (1st, 2nd, 3rd, 5th, 9th) said that school managements spread the word about PECs. Additionally, the 10th respondent said that exhibitions, fashion shows and panels were useful ways of publicity; the 11th respondent mentioned collaborative work and social activities; and the 5th respondent mentioned the parent-teacher meetings at schools as effective ways of publicity.

Respondents need to systematically investigate how students hear about PECs and how others do not. Before commenting on this research findings it is worth underlying Seçilmiş (1996) research findings first. Seçilmiş found that investigated PECs in Ankara did not measure systematically the effectiveness of their methods at reaching the target population. Our findings show that the respondents somehow “observe” the ways students hear about their center. However, it is worth noting that these are random observations and are not based on any measurement. Also, the diversity in the methods that respondents use to reach their target population is noteworthy. While this is a positive indicator, the fact that the benefits of each method are not measured may cause unnecessary economic loss.

18. Are your employees able to communicate their opinions and suggestions to you? If yes, how?

The answers to this question reveal that personnel in all 11 PECs are able to communicate their opinions and suggestions. Interestingly, though, all respondents said that their employees are not too keen on communicating their opinions and suggestions. Four respondents (1st, 7th, 9th and 11th) said they hold monthly meetings, where they give everyone a chance to speak their mind. The 4th and 7th respondents specifically pointed out that their employees do not voice their opinions in these meetings. The 5th and 10th respondents mentioned total quality management and teamwork and added they were using methods.

Employees should be able to freely share their thoughts and suggestions with the directors. Although the findings seem to suggest that PEC employees do not have difficulty with respect to this, the communication of ideas need to be measured with different research methods and techniques. Therefore it may be best not to make comments on this issue.

19. What is your understanding of public relations?

The 11 PEC directors have different conceptions of public relations. While the 1st, 2nd and 5th respondents interpret public relations as being close to the public, the 9th respondent said it means helping people overcome their problems, and the 4th and 8th respondents said public relations for them is the communication between people. The 3rd respondent stated that having a public relations unit means having respect for the public, that people face many problems stemming from misunderstandings, and that PECs should therefore have public relations units. The 6th respondent views public relations as a tool that works scientifically to help the target population perceive the institution correctly. The 10th respondent said that he sees public relations as a skill and understanding that can represent PECs, understand the target population, teach the importance of listening, and turn the negative into positive. The 11th respondent, on the other hand, perceives public relations as the publicity of the institution and making its deeds known. He describes the

public relations unit as the first place and the first faces that the public sees in an institution; and he describes public relations employees as positive and communicable people who know the institution as well as the local and global agenda. The 7th respondent pointed out that counselor teachers carry out public relations in their institution.

Unlike other social sciences, public relations is difficult to define. This difficulty is due to the large and non-formal field of application, as well as the richness of the concepts used in the definition (advertising, propaganda, marketing, and announcement). The respondents were likewise observed to have difficulty with their definitions. Whereas only 3 respondents (6th, 10th and 11th) gave plausible definitions for public relations, responses from others included the elements of public relations. The findings suggest that the respondents do not have a very clear idea about what public relations is, and under these circumstances, it is doubtful whether they are able to make effective use of it.

20. How can public relations be implemented in PECs?

It is evident that most PEC directors do not have a clear idea about how to make use of public relations. The 11th respondent complained that they do not have personnel to carry out public relations tasks and therefore they are done by the director, assistant directors and counselor teachers. He added that public relations and adult education graduates should be assigned to PECs to carry out public relations tasks. The 10th respondent confused public relations with counseling and claimed that public relations officers should guide the students according to their skills and talents at the registration stage. The 9th respondent expressed public relations as not having fixed work hours and working with consultants. The 1st and 3rd respondents gave more specific answers about the practical applications of public relations, such as promoting PECs at end-of-the-year fashion shows and exhibitions, press conferences, parent-teacher meetings; and using the announcement vehicles that belong to municipalities. The 6th respondent said that PECs need public relations experts, sociologists and psychologists in order to carry out public relations tasks as this would help them know, understand and communicate with the public better.

It is noteworthy that the majority of respondents perceive public relations and publicity as a process that should be managed and practiced personally by the director. The responsibility of public relations should not lie only with public relations experts and officers. Everybody in an institution, from the general director to the workers should have public relations responsibility. However, in addition to this general responsibility, all large institutions need a unit to carry out planned and systematic public relations activities. The process of public relations includes collecting information about the target population; preparing plans and programs; preparing a budget; informing collaborating institutions about PECs; preparing publicity material for the public and other institutions; writing press releases, publishing leaflets, brochures and newsletters; help those who want to visit the PEC; collaborate with professional associations; organizing exhibitions, meetings, seminars, conferences and similar events; and making suggestions to the upper management with regard to public relations issues.

21. How can a PEC best promote itself?

Five out of 11 respondents (2nd, 4th, 5th, 7th and th.) replied that the best thing a PEC can do is to present work and activities at the end of the year through a big organization such as an exhibition, fair or show. In spite of saying this, the 4th and 5th respondents also said that economic and physical conditions limit them so they cannot always materialize an organization. Differently from these 5 directors, the 3rd and 11th respondents claimed that the best way of publicity is to do your job well and thus make a student refer them to a friend. Four respondents (2nd, 8th, 9th and 10th) said they prefer to use the press and media. The 7th respondent pointed out the public still does not know what exactly a PEC is while the 6th respondent claimed that each PEC should engage in a publicity campaign in their own area and thus they need well-educated administrators and personnel who continuously update themselves by in-service training. He also added that the PEC director should know sociology, psychology and at least one foreign language. The 1st respondent, on the other hand, said that those PECs that identify the needs in the area and then prepare programs towards meeting those needs will do the best publicity.

All respondents have been able to list methods of publicity. The deficient answers given to question 19; namely, “What is your understanding of public relations?”, contradict with the answers given to the current question. In brief, while the respondents cannot offer a viable definition for public relations, they have been able to offer many options for publicity that are not systematically organized.

22. ... Where do you see your PEC today? What data do you rely on when you make this judgment?

When the framework given in Item 3 of the PEC Directive (See Appendix H) is considered, the PECs should be able to evaluate how and to what extent they comply with this framework. Generally, all 11 PEC directors evaluated where they see themselves today by talking about deficiencies and lacks. The 10th and 11th respondents said they were leading educational institutions. The 10th respondent believed that the higher number of students and courses that they have are due to their pioneering role in offering these courses, whereas the 11th respondent said that their difference from other PECs is the effort they put into making their students world citizens. The main problematic issues mentioned were lack of personnel, lack of teachers, the inadequacy of physical conditions and budget. Despite these issues, they said they were working hard and with teamwork, they believe they will advance. The 1st respondent complained that because they had to offer the programs dictated by the ministry instead of programs demanded by the locals, they are able to reach only 7% of the area population. The 9th respondent said that they have applied for ISO 9001 KALDER* Certification, and the 7th respondent mentioned their annual international event as a criterion in self-evaluation. The 6th respondent also voiced the need for a measurement and evaluation tool in order to be able to see where the institution is.

The responses reveal that PECs have different criteria for self-evaluation. Some of them consider teaching how to learn or creating world citizens, while others

* Founded in 1991 by representatives of prominent Turkish Industrialist Groups, KalDer is an independent, non-profit organisation, aiming to expand the awareness of total quality in industry, service and public sectors. To achieve this aim, KalDer promotes the effective use of Excellence Model as the framework for Organisational Excellence in organisations.
<http://www.kalder.org>

mention offering programs that meet local needs or applying for ISO certification, which suggest that they have independent criteria and vision. The responses generally seem to suggest that PEC directors sense deficiencies in their institutions but blame outside sources for them. Whenever they mention a positive aspect of their PEC, they single it out as “different from other PECs”.

23. Do you believe your PEC is adequately known by the public?

The majority of the respondents stated that their PECs are known by the public; the 6th and 7th respondents said they are not adequately known; the 4th and 11th respondents said they have more students from outside their area than from inside it. It is evident from these answers that respondents interpret a demand for their courses as an indicator of being well-known.

It can be said that the respondents have not carried out a detailed study to find out whether they are well-known or not. Many directors think that they are known enough by the public, and they offer their student numbers as evidence. However, these students may be only a small minority of the area population. It seems that the directors do not have the awareness to objectively measure this.

24. Do you believe there is enough demand for the PEC? How do you measure this?

All 11 respondent PEC directors believe that having a high number of courses and students means a high demand. While the 3rd respondent said that physical limitations affect the demand, the 2nd respondent said that the demand has fallen due to economic problems.

A successful public relations and publicity planning is not possible without knowing the image of the institution, its perceived identity, and the public’s outlook. In this respect, the demand for PECs needs to be systematically researched as well; however, the replies from the respondents do not point to the existence of any such study.

25. Are you content with the impression people have of you?

All 11 PEC directors voiced their contentment with the image that they have. However, the findings have revealed that none of them made an effort to find out what their image is. When they say they are content, they seem to be relying on their random observations, lack of complaints from the public, and the fact that former students make contact with them to inform them of their employment.

If PECs find out what impression they leave on the public, they will be able to double check how the public perceives their mission and vision. No one would like to leave a wrong impression on others; similarly, institutions may evaluate their own image to be able to take the right steps. It is worth noting that although no formal study has been done, all respondents believe without any reservation in their own observations.

26. ... What would you like the public to associate PECs with?

Four out of the 11 PEC directors (1st, 3rd, 4th and 6th) believe that the word PEC should be associated with a profession and employment supplier center, while other 4 directors (10th, 8th, 7th and 1st) wish to form the image of a culture center where social and cultural activities abound. Four respondents (2nd, 5th, 9th and 11th) stated that they would like the public to associate PECs with an educational institution assisting the public in all areas of life.

Before the planning stage of public relations, the main image that is wished to be given to the public must be identified. The findings show that the respondents have such an image in mind.

27. Where would you like your PEC to be a year from now?

Seven out of the 11 PEC directors (11th, 8th, 6th, 5th, 4th, 3rd and 1st) answered this question by saying “In our new building”. They criticized the lack of physical

conditions in their current buildings, pointing out that they have not been planned as adult education centers. Three respondents (2nd, 7th and 9th) identified the next year's aim as "in a more advanced point than today". Only the 3rd respondent was more specific and mentioned student numbers, program quality and publicity work.

This question was asked to find out whether PECs identify aims and do respective planning. The responses seem to suggest that the respondents have problems about PEC buildings and that this problem interferes with their motivation. It was also noted that the respondents were not clear enough about their planning for the next year.

28. Is your actual target population bigger than the group you are serving now?

The majority of the 11 PEC directors do not appear to analyze the profile of the group they serve at the end of the year. Unsystematic observations of the area and failing to consider the resulting lacks and deficiencies show that no serious investigation or research is being carried out. While the 6th and 8th respondents said they can reach their entire target group, the 10th respondent said they need to reach those people who have not heard about PECs; the 2nd and 3rd respondents said they wished to reach the workers in the surrounding factories to give them more skills and a profession; the 4th respondent said they wanted to reach mothers so they would have an impact on families; and the 9th respondent said that they wanted to reach fathers to be able to affect families positively. The 9th respondent gave more detail; mentioning the high number of citizens in his area who have migrated from villages and who live a closed life, he added that the PEC needs to help them become urbanized. As a result of observation, the 5th and 11th respondents said that they wished to reach physically and mentally disabled people. The 11th respondent also included the elderly in their target population. The 1st respondent also included the illiterate drivers in the target group by relying on observations.

One can identify the best target population for PECs by systematically investigating the question "Who is important to PECs, and why?". Even though the respondents have identified a target population, it seems that they have done so

through random observations. Therefore, the reliability and validity is low. Without having analyzed the target population, it would be meaningless to choose tools and methods to reach them.

29. What can be done to attract the target population to PECs?

When asked this question, all of the 11 directors responded that publicity may be a useful method. When asked about the type of publicity, the 6th respondent said it might be useful to present their activities (exhibitions, fashion shows, etc) to the target population with the aim of influencing and convincing them. The 1st respondent replied that by visiting homes, increasing field work and making announcements in neighborhoods, they may be able to reach a wider population. Further, the 2nd respondent mentioned the importance of sharing with the community ways of contacting the PEC and the 5th respondent said it would be helpful if the local authorities and the National Education directorate collaborated with them to promote the centers. Finally, the 10th respondent mentioned getting support from the media.

The suggestions made by the respondents reveal their understanding of “publicity”. These suggestions are noteworthy especially because a clear definition of public relations did not emerge from any of the respondents.

30. How do you ensure communication written and oral between your PEC and the students, staff, your area, MONE, etc?

The respondents said they use telephone, the Internet and fax, especially to communicate with the National Education Directorate and the MONE, staff, non-governmental organizations, and other collaborators. The 3rd and 5th respondents also mentioned face-to-face meetings as a frequent method of communication because they are located in “small places”. Most of the respondents said they communicate with students face-to-face, the 2nd respondent said he sometimes contacts them by telephone and the 5th respondent said they prefer the Internet. Once again, the findings reveal that the PEC

directors do not purposefully choose their method of communication based on who it is they are contacting.

Although PECs need to choose different methods of communication for existing students, potential target populations, MONE, PEC staff, collaborators, etc., the findings show that this is not the case. The methods chosen seem to be those that the director can readily access and is familiar with, rather than those that match the target population.

31. Have you got a newsletter or circular within the institution?

Ten out of the 11 PEC directors stated that they did not have a circular or newsletter. The 11th respondent said: "...just when we were considering it, a savings law was passed that did not allow any newsletters or circulars. However, it would be beneficial if we had them...". The 7th respondent said they were working on a circular/newsletter but it was a small effort.

Newsletters and circulars are important to the inner public relations of an institution. They function to inform the staff about what is happening in the institution and also inform the directors about the wishes, criticisms and complaints from the staff. With circulars, problems can be solved before they become serious, and the relationship between the institution and the staff gets strengthened. A newsletter is published regularly to inform the stakeholders about what is happening in an institution. The findings point to a definite lack of these communication tools. Only one respondent believes it is important but puts forward lack of resources as an obstacle.

32. Have you got a handbook for new employees at the center?

Five PEC directors (2nd, 3rd, 4th, 5th and 6th) said they did not have handbooks for new employees whereas the other 6 said (7th, 10th, 11th 1st, 8th and 9th) they did. The 6th respondent, who said they did not have such a handbook, expressed his opinion that they

actually need it. The 10th respondent, who said they distributed handbooks to new employees, stated that the contents include their vision and mission, their approach, aims, where they stand at the moment and where they want to be headed. The 1st respondent, who said they distributed brochures and not handbooks, stated that these brochures include information about work conditions, plans, working hours, behavior code, etc.

A handbook is a guide to keep and to refer to for information. A PEC handbook for existing and new employees is a necessity. It is interesting that the 6th respondent said they do not have a handbook on the one hand, but added that they need one on the other. Almost half of the respondents said they did not have such a handbook. The contents of the “brochure” distributed by the 1st respondent are actually in line with the format of a handbook.

33. Have you got a brochure to promote yourselves to outsiders?

Nine out of the 11 PEC directors said they had brochures. The 10th respondent said they had not only brochures but also CDs. The 6th respondent revealed that he does not know the difference between a handbook and a brochure by saying: “...there are posters and we give them out before the courses start...”. Out of the two respondents who do not have brochures (1st and 2nd), the 1st respondent said: “...we do not have a brochure such as that of a restaurant...”, expressing his view that such publicity tools are limited to use in certain places, such as restaurants.

A brochure is an effective tool to enlighten the public on certain aspects of PECs. As PECs will be the writers and publishers of these, their content will be controlled by PECs as well. This is the point that differentiates a brochure from an article in a magazine or newspaper. That 9 out of 11 respondents use brochures is an important finding. However, when sample brochures were analyzed, it was seen that they lacked the qualities of a effective brochure.

34. Do you use posters?

Seven out of the 11 respondents use posters. Two respondents (2nd and 11th) said they use the generic posters sent by the National Education Directorate as they do not have posters prepared by their own center. The 11th respondent said they can only use posters inside their center as those on the streets get removed by the municipal police.

Posters enable us to communicate with unknown people; that is, they are a tool of one-way communication. This makes them an ideal tool to send a message to large masses. Only 5 out of the 7 respondents who have posters said that they prepare their own. Since the main target population of PECs is the public, the rate of poster use is not adequate.

35. Apart from printed materials, do you use audio-visual communication tools such as the Internet, telephone, TV or radio to publicity your center?

Nine out of the 11 respondents said that they use various audio-visual tools to promote their PECs. Only the 10th respondent said he uses all of these tools. The 11th respondent claimed that they cannot promote themselves on the radio or TV because they are government institutions. Despite this, the 4th and 7th respondents said they get invited by TV and radio channels and subsequently feature in programs.

It can be seen that the respondents do not include in their public relations and publicity processes a systematic use of audio-visual communication tools such as the Internet, telephone, TV, radio, etc. The fact that audio-visual communication tools are being used as a result of spontaneous daily conditions shows a lack of planning.

36. ... Which concepts and words do you like to use when you promote your PEC?

The concepts that the 11 respondent PEC directors use are rather different from each other. The 1st respondent mentioned “courses-facilities”, the 4th respondent mentioned “life-long education”, the 5th respondent mentioned “self-development”, the

6th respondent mentioned “the reliability of education”, the 8th respondent mentioned “their vision and mission”, the 10th respondent mentioned “willingness”, and the 11th respondent mentioned being “a pioneering educational institution” and “teamwork”. The 7th respondent said they find it appropriate to use slogans such as:

“It is not too late; every adult should give themselves an hour a day; non-formal education for all, everywhere and at all times; choose your profession; let’s go get a job”, whereas the 9th respondent said they make a “friendship call” by saying: “Like Mevlana, our doors are open to everyone; we say come to us and feel our love; girls and boys, work together and be the best; laziness does not become Turks, follow Ataturk’s way; if you want to continue your life, work hard to develop and be powerful; such is our philosophy, eliminate ignorance through education; stand up and find the road to civilization; if you do not know your history, others will change your geography; so read and learn, otherwise it may be too late, remember your responsibilities; this is why we have opened our doors and we invite you our friends to come and join us”.

When promoting PECs, it is necessary to be clear and to repeat certain messages and definitions in order to consolidate the image of the institution in people’s minds. It is a positive thing that respondents use different terms in PEC publicity as these are related to their mission and vision. However, they need to use these in the long term as well so they can achieve their aims.

37. Imagine you were preparing a poster. What would your message be?

Five PEC directors have responded to this question. Three of them (1st, 3rd and 4th) emphasized finding employment. The 1st respondent said an appropriate slogan could be: “let us teach you the new banknotes, let us teach you a profession, let us offer you new ways of spending your free time”, and the 10th respondent said his message would be: “It is not too late; just discover the treasure inside you. Whether you are 60 or 14 or 80, follow your heart”. The 3rd respondent mentioned literacy: “Do you know that 2210 people in our town cannot read or write? Our aim is 100% literacy everybody should have a job” while at the same time emphasizing the fact that he is not an expert in poster-making and that he does not like working with slogans. The 7th respondent mentioned worrying about the possibility of bureaucracy stopping their poster promotions.

The responses show that only 3 respondents thought about employment when designing a poster. The fact that none of the other definitive concepts of adult education came up in the responses may be a sign of lack of imagination in self-expression.

38. ... What are your budget items in promoting your PEC and reaching new target populations and students?

None of the respondents has a budget plan for publicity. Only 5 respondents mentioned poster or brochure costs. Eight respondents said that the money they spend on publicity comes from donations and sponsors.

The reason why none of the respondents mentioned print sources, audio-visual tools, social tools or the sub-titles of face-to-face communication may be because of a lack of knowledge. Additionally, the fact that there is no budget planning for publicity also points to a lack of public relations policies overall at the ministry and even the whole government body.

39. For example ... do you test the effectiveness of your posters by putting them up in a public place and observing the public's reactions/demands, and then deciding either to use or discontinue them?

Ten out of the 11 directors do not carry out any testing activity regarding their publicity efforts for the PECs. Only the 10th respondent said that if the public starts asking too many questions following the publication of a brochure, then they reconsider the brochure thinking that perhaps they could not express themselves correctly and fully. Of the 10 respondents who answered negatively, the 6th respondent said he did not think that posters were useful; the 7th and 4th respondents said, although they do not do any piloting work, they believe it would be useful; the 2nd and 3rd respondents blamed budget and personnel lacks; and the 1st and 5th respondents said they know certain ways of reaching the target population, which they always use.

It can be observed from the answers that the respondents do not carry out any piloting work about their public relations tools and methods. Further, it is also clear that the respondents do not have a positive attitude towards the necessity of such piloting work.

40. Do you measure whether you can reach the right quantity and quality of target population?

Six out of the 11 respondents evaluate whether they can reach their target population by looking at the end-of-the-year statistics and numbers. The 5th respondent used phrases such as “I estimate, I see, I think” whereas 4 respondents relied on their random observations and said that they cannot reach their target population.

PEC may find the answer to the question above by doing measurements. An evaluation of the answers suggests that the respondents never carry out such a measurement about the target population.

41. How many people do posters, brochures, etc. attract to the PEC? Do you measure it?

Seven out of the 11 respondents do not measure the impact of posters and brochures. While 3 respondents gave estimated answers, only the 5th respondent said that they measured it in a course and obtained information. The 11th respondent, who said they did not measure the impact of such tools, also said that measurement was not one of their aims, instead their aim is to protect the 10,000 students that they have had in the last 4 years. The 9th respondent replied that they could measure the impact of brochures and posters by simply asking questions during registrations but he also complained that, since they are not a private institution, they do not have qualified personnel. The 10th respondent, on the other hand, relied on pure observation and said that their student numbers were stable before they started to promote their center with brochures and posters, and that the numbers were rising steadily ever since.

Although PECs need to identify the gains of publicity work, activities and methods and use them in the following years, the answers of the respondents revealed that they do not engage in any such effort.

42. Do you attract as many students as you would like?

Six out of the 11 respondents said that they attract as many students as they would like. The 3rd respondent emphasized that it is likely to reach this aim when the needs of the public are targeted with their programs. The same respondent also said that certain problems keep them from opening courses that would meet the needs of the public. The idea that better facilities attract more students was also supported by the 9th and 10th respondents.

Since these evaluations are based purely on the respondents' random observations, the reliability of this feedback is questionable from a public relations point of view.

43. Can you reach your target population?

Six out of the 11 respondents appear not to have reached their target population whereas 5 seem to have been able to do so.

The regular monitoring of whether the PECs can reach their target population is necessary. The answers to the question above show that the respondents do not do any detailed study about the profile of their target population. It was only the 10th respondent who could give more information about their target population based on his observations.

44. Can you say your publicity efforts are effective?

Five out of the 11 respondents said their publicity efforts were not effective, three said it was, and 3 said it was effective considering their circumstances and limitations. The

3rd respondent who said their publicity was not effective blamed it on financial difficulties and added that they try to compensate this by forming warm relations with people. The 11th respondent who said their publicity was effective stated that their success was due to the quality education they offer, and that satisfied students attract new students through word-of-mouth. According to the 4th respondent, the criterion of an effective publicity is the number of people that attend their end-of-the-year celebrations.

The findings do not lead us to any conclusion about the perceptions or activities of respondents as regards effective publicity.*

45. Do you have a high drop-out rate?

Three out of the 11 respondents said the drop-out rate was nil whereas 8 respondents said it was not too high.

The answers showed that the directors do not systematically collect the reasons why drop-out cases occur and do not feel the need to do so. Even though the drop-out rates are low, knowing the reasons would help the evaluation of public relations processes. Such an evaluation makes the institution aware of the positive or negative relations they are establishing with the target population.

46. Do you have a high turn-over rate in your center?

Ten out of the 11 respondents said they do not have turn-over due to dissatisfaction. The 6th respondent said he did not measure employee satisfaction and that a low turn-over rate should not be perceived automatically as high employee satisfaction. The 2nd respondent relied the question by saying: "I have not come across turn-over". The 3rd, 7th and 10th respondents answered the question rather superficially by generalizing that dissatisfied people would not continue working at the center.

* Since the researcher failed to ask the question in a way that would lead to interpretation, the answers have been inadequate.

An examination of the results show that the directors do not find out or evaluate the reasons why drop-outs our turn-over may be occurring.

47. Do any institutions consult you about public or adult education?

Nine out of the 11 respondents receive queries about adult education from universities, non-governmental organizations, private institutes and municipalities. Although the way these bodies are treated may help build an institutional image, the 7th respondent said that he was “fed up with” people and institutions who consulted them. On the other hand, the 11th respondent displayed a more positive attitude by saying that the number of institutions offering a similar service should increase, thus speeding the development process of the country. Another noteworthy finding has been that no records are being kept about people and institutions who consult the PECs and their queries.

Face-to-face relationships are valid tools of oral communication. So are meetings between the target population and those who represent the institution. Face-to-face meetings are more effective than written communication when it comes to public relations. Additionally, face-to-face communication can also be used to foster cooperation. It is noteworthy that such a tool was seen as a source of frustration by the 11th respondent.

48. Have you received any awards? What kind?

Most of the respondents were found to have received awards from non-governmental organizations. The 3rd respondent stated that they were all personal awards, and not institutional awards, and that they have been a source of motivation. The 11th respondent insisted that institutions should receive at least one award every year. The 7th respondent said he was ambitious, and wishes to do his best. Finally, the 4th respondent pointed out that the number of awards is in direct proportion with the success of the director.

The responses and researcher's observations at the PEC reveal that the respondents do not categorize the awards or share them with the center. This may lead to an incomplete evaluation of the PECs success and also cause deficiencies in publicity as the employees and the target population does not feel ownership of the awards.

4. CONCLUSIONS AND SUGGESTIONS

Public relations and publicity is one of the most important tools in making an institution or a person reach their aims in the best way possible. If this tool is misused, the aims may never be achieved, or worse, wrong aims may be achieved. The current study has shown that publicity is not being used appropriately by PECs and suggestions have been made accordingly. When the very reason for the existence of PECs is considered, it is noteworthy that the process of public relations is not being used. PECs need to continue their existence for the transformation and development of the country. Public relations can aid this.

The PECs that were included in the study are all government institutions. The immediate effect of a top-down structure and culture typical at government institutions can also be seen in the PEC public relations and publicity understanding and functions. As Kazancı (2006) also stresses, Turkish public sector public relations has many problems. Just to name a few, a misunderstanding about the aim and importance of public relations, being perceived as a luxury, unwillingness of staff, savings decisions brought to public relations studies, lack of qualified personnel, public relations personnel being assigned directly by the directors independently from criteria such as education or experience are some of the serious problems.

Considering the importance of PECs for Turkey, the present study aims to **gather information** about the publicity aspect of the public relations process at PECs in Istanbul. The data collected through interviews that focused on the sub-steps of the public relations process with selected PEC directors were analyzed, and the following conclusions and suggestions are offered:

When the data collection process of public relations is considered, it can be seen that PECs do not carry out any research about themselves, their environment, target population and problems. They do not feel the need for such studies, and when they do, they rely on random observations. The most significant conclusions in this stage have been that PECs do not investigate how they are being perceived; they are not systematic in

collecting information about their current, future and potential target populations; they only do random observations towards learning the expectations of the target population; they are clueless as to how students are attracted to PECs or why others have not heard about them.

The most effective way to give the PEC directors an insight into the basic knowledge and skills about data collection and other processes is to explain the necessity and the practical applications of these processes, analyze cases, have them practice and evaluate them. The main problem in this stage is that the directors do not think it is necessary to collect data. In order to make them feel this need, monthly conferences or seminars and week-long summer in-service training programs may be offered for 2 years. Additionally, the application of this process may be presented step by step and with flow charts so that abstract concepts become more concrete in people's minds. A pilot PEC may be chosen to carry out data collection studies and, afterwards, results may be disseminated to other PECs, perhaps through a seminar, so that everybody perceives these processes more easily.

Experts may explain to directors through in-service training programs why and how they should do research into how PECs are being perceived. During these programs, standardized perception forms may be distributed. The application of the forms may be monitored at first, and this control may gradually lessen as the system becomes visible. PECs need to identify their successes and failures during the data collection process. To do this, standardized success criteria may be given to PECs by the PEC chairmanship. Once these criteria are internalized, information exchange and benchmarking* between PECs may be used for annual self-appraisals.

At the province level, the PEC chairmanship may create a "PEC personnel database" and "PEC student database", which are updated regularly so that these pieces of information are easily reachable and may be analyzed for meaningful results. PECs may keep standardized information records about their students and form a database. This

* Benchmarking, is a systematic and continuous process which entails the investigation of an institution's competitors' best practices and re-designing them so that they will not clash with the values of the institution. It is performed to raise the institution to its peak performance and surpass the best practices of others (UFT, 2000)..

database may be used to understand the target population profile and to identify potential new targets.

All new students may be asked to complete a standard questionnaire during registrations to supply information about how they heard about the PEC. Those who will apply the questionnaire should be informed about questionnaire techniques beforehand.

Universities may be contacted to get help from their archiving departments in the form of seminars to find out how PECs may collect, evaluate, keep and present the news and articles about themselves. The PEC Chairmanship may make protocols with TSI, local administrators, National Education Directorates to access their updated statistics. These suggestions may altogether help the data collection process.

A serious deficiency was previously detected in the sub-steps of the **planning** stage; namely, situation analysis, identification of aims, target population and communication tools, arranging the messages, and budgeting. As mentioned in the previous part, the directors' do not have a clear idea about getting to know the target population through systematical observations. In the aim identification stage, it was seen that the directors (MONE directive, needs of the Turkish public, the global agenda, etc.) do not have a large perspective or concrete criteria against which to measure the level of aim achievement. In addition, the main framework of the public image that is aimed at needs to be identified in this stage; however, the findings suggest that the respondents have no such attempt.

In order to accomplish the planning stage successfully, the previous stage of data collection needs to have been materialized fully. The fact that it has not been materialized affects all the following stages. One suggestion at this stage may be to explain the public relations process and its benefits and requirements to PEC directors. Without this, it is not possible to carry out a healthy public relations effort. The best way to do this may be to expose all PEC directors to a 2-year practical in-service training program. Alternatively, universities may organize a mandatory public relations certificate program for MONE personnel. In addition to these, "People's Education" graduates who have been prepared

for the position of PEC director (by studying 100 hours of public relations) may primarily be assigned to the position of PEC assistant director so that they can share their knowledge about public relations with others at the institution.

Standard flowcharts of the planning process may be prepared by the PEC chairmanship and shared with PECs in regular informative meetings. Additionally, the importance of carrying out satisfaction studies may be explained and a form may be prepared with the contribution of PECs. Other solutions may include the introduction of communication types and tools, encouraging practicums in this field, organizing creative workshops for PECs so that they reconsider the messages they send out, and the sharing of sample budgets with PECs.

Piloting and implementation processes need to be introduced as well. Even though there may be publicity activities, they are not piloted on smaller groups or individuals. No respondent mentioned the necessity for this either.

The piloting and implementation stages are also built on the previous stages. All planned public relations work need to be tested with a pilot study and only implemented if the piloting stage has been successful. The PEC directors need to become aware of this, which can be made possible through regular informative meetings (conferences, seminars, in-service training, brainstorming sessions, etc.).

The results of previous processes give an idea about the results of the **evaluation** process as well. As the data collection, planning and piloting-implementation stages are not carried out, there is no evaluation stage either. The most noteworthy findings of the study have been the inability of PECs to measure whether they can reach their target population, and how many students they attract by the random publicity activities and tools.

Preparing target population measurement forms and analyzing the results, regularly monitoring the specific gains of publicity activities and methods, measuring the

satisfaction of employees and students would all be helpful to evaluate the overall results of the public relations policy.

This research focused on public relations and publicity process -and its four phases data gathering, planning, piloting, and implementation, evaluation of results- of PECs in İstanbul. The conclusion reached is that PECs in İstanbul do not apply any of the phases of public relations and publicity. In order to solve this problem, further studies need to focus on the reasons why public relations and publicity management is not administered in PECs and what might be the underlying knowledge, skills and attitudes factors influencing this lack of management.

APPENDICES

APPENDIX - A

Table Poverty rates according to gender and educational status per household in 2003

Educational status	Population share 2003			Individual poverty rates 2003		
	Total	Male	Female	Total	Male	Female
TURKEY	100,00	100,00	100,00	28,12	27,92	28,31
Children under 6	10,38	10,99	9,80	37,75	38,24	37,23
Illiterate individuals	9,66	4,62	14,48	42,42	47,22	40,95
Literate individuals with no schooling	19,96	19,86	20,05	35,87	36,32	35,45
Primary school graduates	30,47	29,87	31,04	27,55	29,81	25,47
Primary education	6,53	6,60	6,46	29,56	29,13	29,98
Secondary school graduates and secondary school professions	5,94	7,64	4,32	18,31	19,66	16,03
High school graduates and high school professions	12,65	14,87	10,53	11,19	12,27	9,73
College, university and graduate degree holders	4,41	5,54	3,33	2,66	3,04	2,05

Source: SSI 2003

APPENDIX - B

Table Schools of Students who Scored Zero on 2004 Centralized University Entrance Examination

High school graduates	
High school	10.756
Language High School	170
Private School	120
Anatolian High School	141
Language Instruction	121
Private High School	7
Science School	10
Private Science School	17
Evening School	67
Private Evening School	1417
Open Education High School	1124
Multi Program High School	18
Vocational school graduates	
Industrial Vocational School	10.452
Trade Vocational School	3.503
Girls' Vocational School	2.561
Religious High School	674
Medicine Vocational School	279
Technical High School	377
Hotel and Tourism Vocational School	116
Teachers' High School	38
Army Officer Preparation School	7
Secretarial Vocational School	2
Other Vocational School	57
Total	32.177

Source: Cumhuriyet Daily Newspaper 2004.07.04

APPENDIX - C

Table Changes of Student Numbers and Schooling Rates Between 1995 - 2005

Levels of Education	1995-1996		1999-2000		2000-2005 (1)	
	Student Numbers ('000)	Schooling Rates (%)	Student Numbers ('000)	Schooling Rates (%)	Student Numbers ('000)	Schooling Rates (%)
Pre-school Education	199	7,7	252	9,8	690	25,0
Primary Education	9.564	89,8	10.053	97,6	10.328	100,0
Secondary Education	2.223	55,0	2.444	59,4	2.886	75,0
General High School Education	1.277	31,6	1.506	36,6	1.539	40,0
Vocational and Technical Education	946	23,4	938	22,8	1.346	35,0
Higher Education (*)	1.226	23,8	1.492	27,8	2.002	37,3
Formal Education	766	14,9	1.006	18,7	1.519	28,3
Open Education	460	8,9	486	9,1	483	9,0
(*) Including graduate students.						
(1) Aim						

Source: MONE Educational Statistics 2005

APPENDIX - D

THE AIMS OF PEOPLE'S EDUCATION WRITTEN BY THE MINISTRY OF NATIONAL EDUCATION*

1. To explain to individuals the concepts of state, legal system, the principles of Atatürk, and the main principles of democracy; to strengthen national unity and cooperation; to encourage individuals to respect and have more tolerance for each other,
2. To reshape the structure and values of society in line with the national development plans; to transform the individuals in villages and towns into decisive individuals who can solve problems,
3. To teach literacy to individuals who have not had the chance for compulsory primary education, and provide them with lifelong learning opportunities,
4. To offer educational studies that strengthen national unity and citizenship, reflect Atatürk's principles, promote freedom and democracy, improve everyone's thinking skills, personality and talents,
5. To offer opportunities that will enable individuals to keep up with the scientific, technological, economic, social and cultural developments of our age,
6. To encourage the public to engage in development projects through activating the public, private and local resources,
7. To organize creative educational events to eliminate those behaviors, thoughts and values which hinder development; to promote an environment that is ideal for the success of economic and social projects and, thus, for national development,
8. To aid the protection of national cultural values, their improvement and integration with the world culture, and make them non-formal,
9. To introduce positive habits regarding public life, cooperation, and getting organized,

* <http://cygm.meb.gov.tr>

10. To help the introduction of new technologies into agriculture and industry, to develop new service areas, to help the unemployed to gain skills that will bring income and raise life standards,
11. To assist education, employment, marketing and organization based on local conditions and needs,
12. To help migrants from rural areas adapt to urban life and to help solve the economic, social and cultural problems of those living in the slums,
13. To offer vocational education in order to develop the human power required by industrialization,
14. To offer in-service training to people who are currently employed so that they can improve their knowledge and skills,
15. To encourage public health, family planning, civil defense, a healthy and productive society, and an economical consumer society,
16. To offer educational, social and cultural spare time activities.

APPENDIX - E

**COURSES THAT MAY BE OFFERED BY PEOPLE'S EDUCATION CENTERS
UNDER MONE APPRENTICESHIP AND NON-FORMAL EDUCATION
GENERAL DIRECTORATE**

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Çıraklık ve Yaygın Eğitim Genel Müdürlüğü

**HALK EĞİTİMİ MERKEZLERİNCE AÇILAN
SOSYAL-KÜLTÜREL VE MESLEKİ TEKNİK
AMAÇLI KURSLARDAN
BAZI ÖRNEKLER**

Kurslar Şubesi
Ankara-2001

TABLO 1
Sosyal ve Kültürel Kurslar

Kod No	Kursun Adı	Kursun Tahmini Süresi (Saat)	Uygulanabilir, Uretim veya Siparişe Yönelik Düzenlendiğinde Uyulacak Azami Süre (Saat)	Açıklamalar
SA001	Açık İlgöretim Destekleyici Kurslar	172	300	
SA002	Açık Lise Öğrencilerine Yönelik Destekleyici Kurslar	180	300	
SA003	Açık Öğretim Fakültesi Öğrencilerine Yönelik Destekleyici Kurslar	180	300	
SA004	Aerobik Kursu	100	200	
SA005	Aile Planlaması Kursu	40	-	
SA006	Akademik Personel Yabancı Dil Sınavlarına Hazırlık Kursu	200	400	
SA007	Anadolu Liseleri, Fen Liseleri ve Kolejlere Hazırlık Kursu	270	300	
SA008	Anne Çocuk Sağlığı Kursu	50	-	
SA009	Anne Eğitimi Kursu	Mevzuatın daki Süre		
SA010	Atletizm Kursu	100	200	
SB001	Basketbol Kursu	100	200	
SB002	Binicilik Kursu	100	200	
SB003	Biyoloji Kursu	100	200	
SB004	Boks Kursu	100	200	
SB005	Bursluk ve Yatılılık Sınavlarına Hazırlık Kursu	180	300	
SB006	Buz Pateni Kursu	100	200	
SC001	Çiğit Kursu	100	200	
SC002	Coğrafya Kursu	100	-	
SÇ001	Çocuk Gelişimi Kursu	100	-	
SÇ002	Çevre Sağlığı Kursu	40	-	
SD001	Demokrasi ve İnsan Hakları Kursu	50	-	
SD002	Din Kültürü ve Ahlak Bilgisi Kursu	50	-	
SD003	Dış Görünüm Zerafet Kursu	100	-	
SD004	Doğal Afetlere Karşı Önlem Kursu	80	-	
SD005	Doğal Hayatı Koruma Kursu	50	-	
SE001	Edebiyat Kursu	100	-	
SE002	Eğitim Psikolojisi Kursu	100	-	
SE003	Enstrüman Öğretimi Bağlama Kursu	150	300	
SE004	Enstrüman Öğretimi Davul Kursu	150	300	
SE005	Enstrüman Öğretimi Flüt Kursu	150	300	
SE006	Enstrüman Öğretimi Gitar Kursu	150	300	
SE007	Enstrüman Öğretimi Kanun Kursu	150	300	
SE008	Enstrüman Öğretimi Kabak Kemane Kursu	150	300	
SE009	Enstrüman Öğretimi Kemence Kursu	150	300	
SE010	Enstrüman Öğretimi Kaval Kursu	150	300	
SE011	Enstrüman Öğretimi Keman Kursu	150	300	
SE012	Enstrüman Öğretimi Klarnet Kursu	150	300	
SE013	Enstrüman Öğretimi Mandolin Kursu	150	300	
SE014	Enstrüman Öğretimi Mey Kursu	150	300	
SE015	Enstrüman Öğretimi Ney Kursu	150	300	
SE016	Enstrüman Öğretimi Org Kursu	150	300	
SE017	Enstrüman Öğretimi Piyano Kursu	150	300	

SE018	Enstrüman Öğretimi Tanbur Kursu	150	300		
SE019	Enstrüman Öğretimi Ud Kursu	150	300		
SE020	Enstrüman Öğretimi Zurna Kursu	150	300		
SE021	Ergonomi Kursu	50	-		
SE022	Etkili İletişim ve Halkla İlişkiler Kursu	80	160		
SE023	Ev Ekonomisi Kursu	80	160		
SE024	Ev Kazalarına Karşı Önlem Kursu	50	100		
SF001	Felsefe Kursu	100	200		
SF002	Fen Bilgisi Kursu	100	200		
SF003	Fizik Kursu	100	200		
SF004	Folklor Araştırma, Derleme Teknikleri Kursu	80	200		
SF005	Futbol Kursu	100	200		
SG001	Genel Kültür (Karma) Kursu	150	-		
SG002	Geometri Kursu	100	200		
SG003	Girişimcilik Kursu	50	-		
SG004	Gönüllü Yetişkin Okuma Yazma Öğreticiliği Kursu	60	100		
SG005	Güreş Kursu	100	200		
SG006	Güzel Konuşma ve Diksiyon Kursu	100	200		
SG007	Güzel Sanatlara Hazırlık Kursu	100	200		
SH001	Hentbol Kursu	100	200		
SH002	Hızlı Okuma Teknikleri Kursu	80	150		
SI001	I. Sınıf Yetkili Elektrikçilik Belgesi Sınavlarına Hazırlık Kursu	150	300		
SI002	II. Sınıf Yetkili Elektrikçilik Belgesi Sınavlarına Hazırlık Kursu	150	300		
SI003	III. Sınıf Yetkili Elektrikçilik Belgesi Sınavlarına Hazırlık Kursu	150	300		
SI001	İlk Yardım ve Sağlık Bilgisi Kursu	80	-		
SI002	İmaj Tasarımı Kursu	50	100		
SI003	İngilizce Çeviri Kursu	150	300		
SI004	İş Güvenliği Kursu	50	100		
SI005	İş ve İnsan İlişkileri Kursu	30	50		
SI006	İş Kazalarına Karşı Önlem Kursu	50	100		
SI007	İzlilik Kursu	100	200		
SJ001	Jimnastik Kursu	100	200		
SJ002	Judo Kursu	100	200		
SK001	Kamu Personelini Yabancı Dil Sınavlarına Hazırlama Kursu	200	400		
SK002	Karate Kursu	100	200		
SK003	Kimya Kursu	100	200		
SK004	Kooperatörlük Kursu	104	120		
SK005	Kültür ve Tabiat Varlıklarını Koruma Kursu	40	-		
SK006	Kütüphaneçilik Kursu	50	150		
SL001	Lisans Üstü Sınavlarına (LES) Hazırlık Kursu	100	200		
SM001	Masa Tenisi Kursu	100	200		
SM002	Matematik Kursu	100	200		
SM003	Merkezi Sistem Devlet Memurluğu Sınavlarına Hazırlık Kursu	150	300		
SM004	Merkezi Sistem İşçi Sınavlarına Hazırlık Kursu	150	300		
SM005	Meslek Sınavlarına (Kaymakamlık, Hakimlik, Müfettişlik) Hazırlık Kursu	150	300		
SO001	Okuma-Yazma I. Kademe Kursu	90	120		
SO002	Okuma-Yazma II. Kademe Kursu	180	200		
SF001	Pedagojik Formasyon Kursu (İş Makinaları için)	18	50		

SP002	Protokol ve Görgü Kuralları Kursu	50	100		
SR001	Rafing Kursu	100	200		
SS002	Sağlık Bilgisi Kursu	100	200		
SS003	Sağlıklı Beslenme Kursu	50	100		
SS004	Satranç Kursu	100	200		
SS005	Spesial Küçük Üyesi Yetiştirme Kursu (Halk Oyunları, Halk Müziği, Satranç, Sanat Müziği ve Beceri Yarışmaları)	40	80		
SS006	Sınav Sorunlusuz Yetiştirme Kursu (MTSK)	Mevzuatın daki Süre			
SS007	Sivil Savunma Kursu	40	80		
SS008	Sosyal Bilgiler Kursu	100	200		
ST001	Tarih Kursu	100	200		
ST002	Tekvando Kursu	100	200		
ST003	Tenis Kursu	100	200		
ST004	Teknoloji Kullanımı Kursu	50	300		Kurs süresi önünü özelliğine göre azaltılıp çoğaltılabilir.
ST005	Toplam Kalite Kursu	40	80		
ST006	Toplum Kalkınması Kursu	40	80		
ST007	Trafik Güvenliği ve Eğitimi Kursu	Mevzuatın daki Süre			
ST008	Tüketici Eğitimi Kursu	40	80		
ST009	Türk Halk Oyunları Kursu (Her Yöre için ayrı)	180	300		
ST010	Türk Halk Oyunları Yöre Öğreticisi Yetiştirme Kursları	Mevzuatın daki Süre			
ST011	Türkçe Kursu	100	200		
SU001	Uygulamalı Bale Kursu	150	300		
SU002	Uygulamalı Tiyatro Kursu	150	300		
SU003	Uygulamalı Türk Halk Müziği Kursu	150	300		
SU004	Uygulamalı Türk Sanat Müziği Kursu	150	300		
SU005	Uygulamalı Türk Tasavvuf Müziği Kursu	150	300		
SU006	Uygulamalı Çok Sesli Müzik Kursu	150	300		
SU001	Üniversiteye Hazırlık Kursu	180	360		
SV001	Vatandaşlık Eğitimi Kursu	40	80		
SV002	Vermilik Kursu	40	80		
SV003	Voleybol Kursu	100	200		
SY001	Yabancı Dil Almanca Kursu (İlk Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY002	Yabancı Dil Almanca Kursu (Orta Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY003	Yabancı Dil Almanca Kursu (İleri Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY004	Yabancı Dil Arapça Kursu (İlk Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY005	Yabancı Dil Arapça Kursu (Orta Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY006	Yabancı Dil Arapça Kursu (İleri Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY007	Yabancı Dil Fransızca Kursu (İlk Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY008	Yabancı Dil Fransızca Kursu (Orta Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY009	Yabancı Dil Fransızca Kursu (İleri Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY010	Yabancı Dil İngilizce Kursu (İlk Kademe)	100	200		Kurs programları ihyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.

SY011	Yabancı Dil İngilizce Kursu (Orta Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY012	Yabancı Dil İngilizce Kursu (İleri Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY013	Yabancı Dil İtalyanca Kursu (İlk Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY014	Yabancı Dil İtalyanca Kursu (Orta Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY015	Yabancı Dil İtalyanca Kursu (İleri Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY016	Yabancı Dil Japonca Kursu (İlk Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY017	Yabancı Dil Japonca Kursu (Orta Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY018	Yabancı Dil Japonca Kursu (İleri Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY019	Yabancı Dil Rusça Kursu (İlk Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY020	Yabancı Dil Rusça Kursu (Orta Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY021	Yabancı Dil Rusça Kursu (İleri Kademe)	100	200	Kurs programları ihtiyaç halinde mesleki yabancı dil programları şeklinde uyarlanıp uygulanabilecektir.
SY022	Yazışma Kuralları Kursu	50	100	
SY023	Yüzme Kursu	100	200	

MESLEKİ-TEKNİK KURSLAR

TABLO 2
Mesleki ve Teknik Kurslar

Kod No	Kursun Adı	Kursun Tahmini Süresi (Saat)	Uygulamalı, Üretim veya Sıfırta Yönelik Düzenlendiğinde Uyuşacak Azami Süre (Saat)	Açıklamalar
MA001	Açık Büfe Ziyaret Hazırlama Kursu	200	400	
MA002	Ağaç Gemi Yapımı Kursu	250	500	
MA003	Ağaç İşleri Kursu	800	1.200	
MA004	Ağaç Oymacılığı Kursu	300	600	
MA005	Ağaç Tornacısı Yetiştirme Kursu	500	1.000	
MA006	Ağaç Bçme Makinası Operatörü Yetiştirme Kursu	400	800	
MA007	Ahşap Yapı Kursu	300	600	
MA008	Ahşap Karoserciliği Kursu	600	1.200	
MA009	Ahşap Rölyef Kursu	200	400	
MA010	Akaryakıt Satış Elemanı-Pompacı Yetiştirme Kursu	256	700	
MA011	Alçı Taşı İşlemciliği Kursu	200	400	
MA012	Alçı Dekorasyonsucusu Yetiştirme Kursu	400	1.200	
MA013	Alçıpan Kursu	300	600	
MA014	Alüminyum Kabartma Kursu	200	400	
MA015	Alüminyum Doğrama Kursu	400	800	
MA016	Annatör Turisti Rehberliği Kursu	Mevzuatındaki Süre		Tuizm Bakanlığı İbriğinde olacaktır.
MA017	Arıcılık Kursu	30	100	
MA018	Asansörcülük Kursu	700	1.000	
MA019	Asansör Montörü Yetiştirme Kursu	600	1.200	
MA020	Asansör Arıza ve Bakım Elemanı Yetiştirme Kursu	600	1.200	
MA021	Ateşiyici (İnşaat) Yetiştirme Kursu	48	70	
MA022	Avçılık Eğitimi Kursu	32	50	Mezelerce bağımsız açılacağı gibi Orman Bakanlığı ve Avcu Kuruluşları İbriğinde de açılacaktır.
MA023	Aşçılık-Sıcak Mutlak Kursu	400	800	
MA024	Aşçılık-Soğuk Mutlak Kursu	400	800	
MA025	Aşçılık-Tablidot Kursu	400	800	
MA026	Ayakkabı İmalatçılığı Kursu (Montaj)	600	1.200	
MA027	Ayakkabı İmalatçılığı Sıya Kursu	600	1.200	
MA028	Ayakkabı İmalatçılığı Foras-Freze-Gazuma Kursu	600	1.200	
MA029	Ayakkabı Tamirciliği Kursu	150	300	
MB001	Bağcılık Kursu	30	60	
MB002	Bahçvan Yetiştirme Kursu	150	300	
MB003	Bakır İşlemciliği Kursu	150	300	
MB004	Balık Ağı Örucülüğü Kursu	50	150	
MB005	Baltalıçılık Kursu	200	400	
MB006	Besin Hazırlama ve Saklama Teknikleri Kursu	128	200	
MB007	Betonarme Demirciliği Kursu	600	1.200	
MB008	Beton Santral Elemanı Yetiştirme Kursu	200	500	
MB009	Beton Laboratuvarı Teknisyeni ve Laborantı Yetiştirme Kursu	100	200	
MB010	Beton Pompası Operatörü Yetiştirme Kursu	200	500	
MB011	Beton Asfalt Serme Makinası Operatörü Yetiştirme Kursu	300	600	
MB012	Beton Transmikser Operatörü Yetiştirme Kursu	300	600	

MB013	Bez Dokuma Kursu (Yerel)	400	800		
MB014	Bildirim Yetiştiriciliği Kursu	32	50		
MB015	Bilet Satış Elemanı (Gişer/Banko) Yetiştirme Kursu	80	160		
MB016	Bilgisayar Bakım ve Onarımılığı Kursu	300	600		
MB017	Bilgisayar Operatörlüğü-İşletimliği Kursu	120	180		
MB018	Bilgisayar İnternet Kullanım Kursu	40	60	Başvurusuz açılacağı gibi diğer bilgisayar eğitim kursuları içerisinde ünlere şeklinde işlenebilecektir.	
MB019	Bilgisayar Grafik Operatörü Yetiştirme Kursu	300	600		
MB020	Bilgisayar Programcılığı Kursu	500	1.000		
MB021	Bilgisayarla Desen Hazırlama Kursu	300	600	Başvurusuz açılacağı gibi mesleğin özelliğine göre kendi kurs programını içerisinde de ayrı bir ders şeklinde işlenebilecektir.	
MB022	Bilgisayarla Kalıp Hazırlama Kursu	300	600	Başvurusuz açılacağı gibi mesleğin özelliğine göre kendi kurs programını içerisinde de ayrı bir ders şeklinde işlenebilecektir.	
MB023	Bilgisayarı Muhasebe Kursu	300	600		
MB024	Bilgisayar- Web ile Grafik Tasarımı ve Animasyon Kursu	150	300		
MB025	Bilgisayar Ofis Programları (Windows, Word, Excel, Power Point vb.) Kursu	120	200	Kurs, bilgisayar ofis programları şeklinde işlene olarak düzenleneceği gibi ihtiyaç ve talep halinde alt programlar şeklinde 30'er saat süreli ayrı ayrı da düzenlenebilecektir.	
MB026	Bilgisayarı Kütüphane Stok Programı Kullanım Kursu	60	120		
MB027	Bilgişlet, Molosklet Bakım ve Onarımılığı Kursu	300	600		
MB028	Bobinaçlılık Kursu	500	1.000		
MB029	Borucu Elemanı (İnşaat) Yetiştirme Kursu	300	600		
MB030	Buhar Kazanı Aletçisi Yetiştirme Kursu	100	200	Enerji ve Tabii Kaynaklar Bakanlığı Enerji İşleri Genel Müdürlüğü uzmanları işbirliğinde açılacaktır.	
MB031	Budamacı Yetiştirme Kursu	100	300		
MB032	Büro Makinaları Kullanım, Bakım ve Onarım Kursları	300	600		
MÇ001	Çer Makinası Operatörü Yetiştirme Kursu	300	600		
MÇ002	Çer Makinası Operatörü Yetiştirme Kursu	182	800		
MÇ003	Çim Dokumacılığı Kursu	600	1.200		
MÇ004	Çiğliklik Kursu	60	120		
MÇ005	Çanta İmalatçısı Yetiştirme Kursu	400	800		
MÇ006	Çamaşırhane Elemanı Yetiştirme Kursu	256	500		
MÇ007	Çiçek Yetiştirme (Saticı) Kursu	256	500		
MÇ008	Çiçek Yetiştiriciliği Kursu	67	80		
MÇ009	Çilingirliklik Kursu	150	300		
MÇ010	Çini Destinatörlüğü Kursu	200	400		
MÇ011	Çorapçılık Kursu	200	400		
MÇ012	Çorap Örne Makinası Operatörü Yetiştirme Kursu	400	800		
MÇ013	Çömlekçilik Kursu	200	400		
MÇ014	Dağıtıcı (Posta Dağıtım Hizmetleri) Yetiştirme Kursu	256	500		
MÇ015	Daktilograf Kursu	150	250		
MÇ016	Danışma ve Bagaj Hizmetleri Elemanı Yetiştirme Kursu	180	360		
MÇ017	Davet Yemekleri Hazırlama Kursu	128	300		
MÇ018	Deniz Motorcu ve Deniz Makinistliği Kursu	50	150	Liman Başkanlıktan işbirliğinde açılacaktır.	
MÇ019	Deri Terbiye Elemanı Yetiştirme Kursu	200	400		
MÇ020	Deri Hazır Giyim I Temel Kursu	600	1.200		
MÇ021	Deri Hazır Giyim II Tekamül Kursu	600	1.200		

MD009	Deri Hazır Giyim-Sansay Tipi Düz Deri Dikiş Makinası Kullanma Kursu	100	200		
MD010	Deri Hazır Giyim-Ayağı Kursu	100	200		
MD011	Deri Hazır Giyim-Kesici Kursu	100	200		
MD012	Deri Hazır Giyim-Ülçü Kursu	100	200		
MD013	Deri Hazır Giyim-Erkek Giyimi Kursu	400	800		
MD014	Deri Hazır Giyim-Kadın Giyimi Kursu	400	800		
MD015	Deri Hazır Giyim-Çocuk Giyimi Kursu	400	800		
MD016	Deirme Makinası Operatörü (Madencilik) Yetiştirme Kursu	300	600		
MD017	Demiryolu Hattı Bakım-Onarımıcısı Yetiştirme Kursu	400	800	Ulaştırma Bakanlığına bağlı ilgili birimler işbirliğinde açılacaktır.	
MD018	Desendre Vinççisi Yetiştirme Kursu	Mevzuatın daki Süre			
MD019	Devekuşu Yetiştirme Kursu	100	300		
MD020	Dikiş Makinası Operatörü Yetiştirme Kursu	256	500		
MD021	Dikiş-Nakiş Makinaları Kullanım, Onarım ve Bakım Kursları	100	300	Dikiş nakış makine üreticileri (Singer, Beko vb.) işbirliğinde kurslar bu isim altında açılacaktır.	
MD022	Diş Ticaret Elemanı Yetiştirme Kursu	80	160		
MD023	Dizgici Yetiştirme Kursu	400	800		
MD024	Doğal Gaz Kalorifer Aletçiliği Kursu (II. Kademe)	20	60	Kursa katılanlardan katı ve sıvı yakıtlı kalorifer aletçiliği kurslarını bitirmiş olma şartı aranacaktır.	
MD025	Doğalgaz Tesatçiliği Kursu	600	1.200		
MD026	Dokuma Makinaları Bakım ve Onarımıcısı (Dokuma Makinası Operatörü) Yetiştirme Kursu	100	200		
MD027	Donduruculuk Kursu	100	200		
MD028	Dozer Operatörü Yetiştirme Kursu	İş Mak. Kul.K.M.S.			
MD029	Döner Keçeli Ekskavalatör Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MD030	Dökümcülük Kursu	600	1.200		
MD031	Deküm Modelci Yetiştirme Kursu	400	800		
MD032	Duvarcılık Kursu	600	1.200		
MD033	Düğünlük Kursu	300	600		
MD034	Düz Boya Makinası Operatörü Yetiştirme Kursu	300	600		
ME001	Ebru Kursu	200	400		
ME002	Eğilici Anne (Çocuk Bakıcısı) Kursu	364	800		
ME003	Ei Nakışları I Temel Kursu	600	1.200		
ME004	Ei Nakışları II Tekamül Kursu	600	1.200		
ME005	Ei Nakışları-Basit Nakış İşlemleri Kursu	192	600		
ME006	Ei Nakışları-Hesap İş Kursu	192	600		
ME007	Ei Nakışları-Antep İş Kursu	256	700		
ME008	Ei Nakışları-Tül İş Kursu	128	400		
ME009	Ei Nakışları-Beyaz İş Kursu	128	400		
ME010	Ei Nakışları-Çin İşnesi Kursu	256	700		
ME011	Ei Nakışları-Aplike Kursu	128	400		
ME012	Ei Nakışları-Dantelleri Kursu	128	400		
ME013	Ei Nakışları-File İş Kursu	128	400		
ME014	Ei Nakışları-Oyalar Kursu	128	400		
ME015	Ei Nakışları-Batın İş Kursu	128	400		
ME016	Ei Nakışları-Maraş İş Kursu	256	700		
ME017	Ei Nakışları-Türk İş Kursu	256	700		
ME018	Ei Nakışları-Deşen Çizme Kursu	80	160		
ME019	Ei Nakışları-Hazır Gereçlerle Ei Nakışları Kursu	128	400		
ME020	Ei Sanatları-Ağaç Bıccıculuk Kursu	160	400		
ME021	Ei Sanatları-Baskı Resim Kursu	160	400		

ME022	Ei Sanatları-Balik Kursu	160	400		
ME023	Ei Sanatları-Cam Süsleme ve Porselen Boyama Kursu	300	600		
ME024	Ei Sanatları-Çanta Kemer Yapım Kursu	160	400		
ME025	Ei Sanatları-Çiçek Kursu	360	700		
ME026	Ei Sanatları-Çiçilik Kursu	500	1.000		
ME027	Ei Sanatları-Ev Aksesuarları Kursu	160	400		
ME028	Ei Sanatları-Folklorik Bebek Yapımı Kursu	200	400		
ME029	Ei Sanatları-Gelin Baş ve Bükeli Yapım Kursu	80	160		
ME030	Ei Sanatları-Gravür Kursu	260	500		
ME031	Ei Sanatları-Makrome Kursu	160	300		
ME032	Ei Sanatları-Nikah Şekeri Süslemeliği	80	100		
ME033	Ei Sanatları-Nebati Örcüçlük Kursu	128	300		
ME034	Ei Sanatları-Seramik Kursu	400	800		
ME035	Ei Sanatları-Süsleyici Desen Hazırlama Kursu	260	400		
ME036	Ei Sanatları-Şapka Yapımı Kursu	100	200		
ME037	Ei Sanatları-Taki Kursu	150	300		
ME038	Ei Sanatları-Vitray Kursu	260	600		
ME039	Elektrik Tesisiçiliği Kursu	600	1.200		
ME040	Elektrik Montörü Yetiştirme Kursu	600	1.200		
ME041	Elektronik Montörü Yetiştirme Kursu	600	1.200		
ME042	Elektrikli Ev Aletleri Bakım ve Onarım Kursu	600	1.200		
ME043	Elektro Statik Boya Operatörü Yetiştirme Kursu	400	800		
ME044	Elektro Mekanik Taşıyıcılar Bakım ve Onarım Kursu	600	1.200		
ME045	Elektronik Yazı Makinası Kullanım Kursu (I)	150	300		
ME046	Elektronik Yazı Makinası Kullanım Kursu (II)	150	300		
ME047	Elyaf Sarıcı Yetiştirme Kursu	200	500		
ME048	Elektrikli Pano Montörü Yetiştirme Kursu	600	1.200		
ME049	Elektrikli Ekskavator Operatörü Yetiştirme Kursu	600	1.200		
ME050	Emlak Danışmanlığı (Komisyonculuğu) Kursu	100	200		
ME051	Erkek Berberliği Kursu	600	900		
ME052	Endüstriyel Bakım Onarım Elektronikçisi Yetiştirme Kursu	600	1.200		
ME053	Endüstriyel Bakım Onarım Elektrikçisi Yetiştirme Kursu	600	1.200		
ME054	Enstrüman Yapımı ve Onarımı Kursu	600	1.200		
ME055	Estetsiyen Yetiştirme Kursu	600	1.200		
ME056	Eti ve Et Ürünleri İşlemeliği (Kasap Yetiştirme) Kursu	256	600		
ME057	Ev Hanımlarına Yönelik Pratik Elektrikçilik Kursu	150	300		
ME058	Ev Hizmetleri Kursu	120	200		
ME059	Ev Meşafatı Dikimi Kursu	180	400		
ME060	Ev Panisyonculuğu Kursu	150	600		
ME061	Ev, Büro Kurum Temizliği Kursu	150	800		
MF001	Filtre Tesisi Operatörü Yetiştirme Kursu	400	800		
MF002	Filili Makinası Operatörü Yetiştirme Kursu	400	800		
MF003	Finans Yöneticiliği Kursu	80	100		
MF004	Fırıncılık Kursu	300	600		
MF005	Fırınlanmış Toprak İşleri Kursu	200	400		
MF006	Fidan Yetiştiricisi Kursu	100	300		
MF007	Fotoğraflılık Kursu	150	300		

Bu kurslara devam edeceklerde en az lise ve dengi okul mezunu olup, işleme bilgisi konusunda öğrenim görmüş olma şartı aranır.

MF008	Fotoğraf Baskı Makinası Operatörü Yetiştirme Kursu	256	500		
MF009	Fore Kazık Makinası Operatörü Yetiştirme Kursu	400	800		
MF010	Forklift Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MF011	Frezecilik Kursu	400	800		
MG001	Gazetecilik ve İletişim Kursu	256	700		
MG002	Garson Yetiştirme Kursu	400	800		
MG003	Galeri ve Tünel Açma Makinası Operatörü Yetiştirme Kursu	600	1.200		
MG004	Gazaltı Kaynakçısı Yetiştirme Kursu	600	1.200		
MG005	Gemi Elektronikçisi Kursu	600	1.200		
MG006	Gemicilik Kursu (Genel)	600	1.200		
MG007	Gemi Aletçisi Yetiştirme Kursu	200	400		
MG008	Gemi Doğramacısı Yetiştirme Kursu	600	1.200		
MG009	Gemi Metal Montörü Yetiştirme Kursu	600	1.200		
MG010	Gemi Sıhhi Tesilatçısı Yetiştirme Kursu	600	1.200		
MG011	Gemi Elektrikçisi Yetiştirme Kursu	600	1.200		
MG012	Gemi Marangozu Yetiştirme Kursu	600	1.200		
MG013	Genel Malbaacılık Kursu	600	1.200		
MG014	Genel Muhasebe Kursu	256	400		
MG015	Gezer Köprü Vinç Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MG016	Giyim I (Bikçi-Dikiş) Temel Kursu	600	1.200		
MG017	Giyim II Tekamül Kursu	600	1.200		
MG018	Giyim III İhtisas Kursu	150	300		
MG019	Giyim Bluz-Elbise Kursu	192	400		
MG020	Giyim - Fantezi Giyim Kursu	80	120		
MG021	Giyim-Çocuk Giyimi Kursu	300	600		
MG022	Giyim-Giyim Süslemeleri Kursu	300	600		
MG023	Giyim-Manto Tayyör Kursu	200	400		
MG024	Giyim-Ev Aksesuarları Kursu	500	1.000		
MG025	Grafik-Bilgisayarda Grafik Tasarımı Kursu	200	400		
MG026	Grafik-Tasarım ve Uygulama Kursu	200	400		
MG027	Grafik-Reklam Grafiği Kursu	200	400		
MG028	Grafik-Yazma Baskı Kursu	200	400		
MG029	Grafik-Genel Kursu	150	300		
MG030	Grafik-Bilgisayarda Grafik Tasarımı Kursu	Mevzuatın daki Süre			
MG031	Grafik-Tasarım ve Uygulama Kursu	200	400		
MG032	Grafik-Reklam Grafiği Kursu	200	400		
MG033	Grafik-Serigrafik Kursu	200	400		
MG034	Grafik-Yazma Baskı Kursu	200	400		
MG035	Grant Döşeme Kursu	150	300		
MG036	Grediyer Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MG037	Qual Boya Tekniği Resim Kursu	200	400		
MG038	Güvenlik Görevlisi Yetiştirme Kursu	600	1.200		
MG039	Güvenlik Komisyonculuğu Kursu	256	500		
MG040	Güvenlik ve Borsa İşlemci Kursu	100	200		
MH001	Güvenlik İşlemeliği Kursu	200	800		
MH002	Haberleşme Çihazları Bakım, Kullanım ve Onarım Kursları	300	600		
MH003	Hacim Kelpçisi Yetiştirme Kursu	400	800		
MH004	Halicilik Kursu (Yün)	192	1.200		
MH004	Halicilik Kursu (İpek)	190	1.200		

Emniyet Müdürlükleri ve ilgili birimler işbirliğinde açılacaktır.

Kurs	Kurs	256	500
M1001	Jei Boya Makinası Operatörü Yetiştirme Kursu	256	500
M1001	Kağıt Yapı Kursu	600	1.200
M1002	Kalıpçılık Kursu (Genel)	600	1.200
M1003	Kalıpçı (Tünel)	600	1.200
M1004	Kalıpçı (Aşşap)	600	1.200
M1005	Kalorifer Atesçiliği Kursu (I.Kademe)	Mevzuatın daki Süre	
M1006	Kameraman Yardımcısı Yetiştirme Kursu	150	300
M1007	Kaporta Tamirciliği Kursu	600	1.200
M1008	Karo ve Fayans Döşeme Kursu	150	400
M1009	Kasiyer Yetiştirme Kursu	150	300
M1010	Kasar (Ağartma-Pişirme) Makinası Operatörü Yetiştirme Kursu	256	500
M1011	Kat Hizmetleri Kursu	100	300
M1012	Kaynakçılık Kursu	600	1.200
M1013	Keçi Üretimi Kursu	50	100
M1014	Kilim Dokumacılığı Kursu	192	1.200
M1015	Kilap Onarımçılığı Kursu	100	300
M1016	Konaklama Tesisleri Muhasebesi Kursu	100	200
M1017	Konfeksiyon Makinaları Kullanım Makasçı Yetiştirme Kursu	64	200
M1018	Konfeksiyon Makinaları Kullanım Kalite Kontrol Kursu	96	300
M1019	Konfeksiyon Makinaları Kullanım Overlokçu Yetiştirme Kursu	80	200
M1020	Konfeksiyon Makinaları Kullanım-Düğmeciler Yetiştirme Kursu	80	200
M1021	Konfeksiyon Makinaları Kullanım Makinacı Yetiştirme Kursu	264	400
M1022	Konfeksiyon Makinaları Kullanım-İlkiçi Yetiştirme Kursu	60	180
M1023	Konfeksiyon Makinaları Kullanım-Kesimci Yetiştirme Kursu	80	200
M1024	Konfeksiyon Makinaları Kullanım-Puntenizci Yetiştirme Kursu	80	200
M1025	Konfeksiyon Makinaları Kullanım-Ütücü Yetiştirme Kursu	50	80
M1026	Konfeksiyon Yan Sanayi Meslek Dalı-Ambalajcı Yetiştirme Kursu	60	100
M1027	Konfeksiyon Yan Sanayi Meslek Dalı-Dar Dokümacı Yetiştirme Kursu	100	300
M1028	Konfeksiyon Yan Sanayi Meslek Dalı-Düğme Yapımı Kursu	100	300
M1029	Konfeksiyon Yan Sanayi Meslek Dalı-Elketçi Yetiştirme Kursu	100	300
M1030	Konfeksiyon Yan Sanayi Meslek Dalı-Farmuracı Yetiştirme Kursu	100	300
M1031	Konfeksiyon Yan Sanayi Meslek Dalı-Kalite Kontrol Elemanı Yetiştirme Kursu	100	200
M1032	Kongre ve Fuar Hostesi Yetiştirme Kursu	256	500
M1033	Koyunculuk Kursu	50	100
M1034	Kualitörük-Bilgisayarlı Saç Tasarımı Kursu	100	200
M1035	Kualitörük-Manikür-Pedikür Kursu	196	400
M1036	Kualitörük-Çiğ Bakımı ve Makyaj Kursu	192	400
M1037	Kualitörük-Saç Bakımı ve Yapımı Kursu	192	400
M1038	Kualitörük-Sahne ve Objektif Makyajı Kursu	130	400
M1039	Kualitörük-Eplasyon Kursu	200	400
M1040	Kualitörük-Yüz ve Vücut Masajı Kursu	130	300
M1041	Kumaş Desenleme Kursu	180	300

MH005	Hali ve Kilim Desenleme Kursu	200	400	
MH006	Hali-Kilim Onarımçılığı Kursu	200	800	
MH007	Halkla İlişkiler ve Organizasyon Kursu	100	200	
MH008	Harman-Halaç Makinası Operatörü Yetiştirme Kursu	100	200	
MH009	Hanurkar Yetiştirme Kursu	400	800	
MH010	Hasır Örüçülüğü Kursu	200	600	
MH011	Hasır Mobilya Yapımı Kursu	400	800	
MH012	Haşta ve Yaşllara Bakım, Refakatçi Yetiştirme Kursu	150	800	Bakanlığımızca bağlı sağlık merkezleri ile resmi ve özel sağlık kurumunun işbirliğinde yapılacak, öğretilen olarak en az yüksek lisans ve doktora eğitilenecektir.
MH013	Haşlı Makinası Operatörü Yetiştirme Kursu	300	600	
MH014	Havlu ve Bonoz Kursu	200	400	
MH015	Havalandırma – İklimlendirme Kursu	600	1.200	
MH016	Hava Limanı Yolcu Hizmetleri Elemanı Yetiştirme Kursu	256	500	İlgili kuruluşlarla işbirliği halinde açılacaktır.
MH017	Havai Fişek Paltalama Kursu	30	60	Emniyet Müdürlükleri işbirliğinde açılacaktır.
MH018	Hazır Giyim I Kursu	600	1.200	
MH019	Hazır Giyim II Kursu	600	1.200	
MH020	Hazır Giyim III Kursu	600	1.200	
MH021	Hazır Giyim-Modelisilik Kursu	200	400	
MH022	Hazır Giyim-Erkek Giyimi Kursu	400	800	
MH023	Hazır Giyim-Bayan Giyimi Kursu	400	800	
MH024	Hazır Giyim-Çocuk Giyimi Kursu	400	800	
MH025	Hazır Giyim-Kalıpçı Yetiştirme Kursu	256	400	
MH026	Heykel Yapımı Kursu	300	600	
MH027	Hindî Yetiştiriciliği Kursu	80	160	
MH028	Hukuk Sekreterliği Kursu	150	300	
MH029	Hüsnü-hat Kursu	150	300	
M1001	İhrâm Dokümacılığı Kursu	150	800	
M1002	İleri Seviyede İnsan Kaynakları Yönelimi Kursu	100	200	Bu kurslara işleme ve kısalt alanında yüksek öğrenim görmüş kişiler katılabilir.
M1003	İleri Seviyede İşleme Enformaliteli Kursu	100	200	Bu kurslara işleme ve ihlas alanında yüksek öğrenim görmüş kişiler katılabilir.
M1004	İleri Seviyede Uluslararası İşletmecilik Kursu	100	200	Bu kurslara işleme ve ihlas alanında yüksek öğrenim görmüş kişiler katılabilir.
M1005	İlaç Satış Mümesilli Yetiştirme Kursu	256	500	İlgili kurum ve kuruluşlara işbirliği halinde açılacaktır.
M1006	İpecek Hazırlama Kursu	100	200	
M1007	İnşaat Çeşli Montörü Yetiştirme Kursu	400	800	
M1008	İnşaat Kalıpcısı (Aşşap) Yetiştirme Kursu	400	800	
M1009	İpek Böcekçiliği Kursu	50	100	
M1010	İplikçi (Ring, Vate, Ragle) Yetiştirme Kursu	100	400	
M1011	İplik Elyaz Boyama Makinası Operatörü Yetiştirme Kursu	300	600	
M1012	İş Makinaları Kullanım (Operatör Yetiştirme) Kursu	Mevzuatın daki Süre		İş makinaları (operatör) kursları düzenlenmesine dair esaslar çerçevesinde yapılacaktır.
M1013	İş Makinaları Tamirciliği Kursu	600	1.200	
M1014	İşletmecilik Kursu	300	600	
M1015	İhlat, İhracat Uygulama Elemanı Yetiştirme Kursu	100	200	
M1016	İzabe İşçisi Yetiştirme Kursu (Genel)	500	1.000	
M1017	İzabeci (Kupola) Yetiştirme Kursu	200	400	
M1018	İzabeci (Metal Ergilme) Yetiştirme Kursu	200	400	
M1019	İzabeci (Metal Tavlama Ocaklı) Yetiştirme Kursu	200	400	
M1020	İzabeci (Okstienle Çelik Tavlama) Yetiştirme Kursu	200	400	

MM035	Mis Sabunculuğu Kursu	100	300		
MM036	Mobilya Döşemeciliği Kursu	400	800		
MM037	Mobilya İşkeletçiliği Kursu	400	800		
MM038	Mobilya Üst Yüzey İşlemeciliği Kursu	400	800		
MM039	Moda Tasarımı Kursu	200	400		
MM040	Model Uçak Yapımı Kursu	200	400		
MM041	Modelcilik Kursu	200	400		Mesleğin gerektirdiği sürelerde planlanıp uygulanacaktır.
MM042	Montör Yetiştirme ve Geliştirme Kursları	Prg.Süre			
MM043	Motor Yenileştirme Kursu	600	1.200		
MM044	Motorlu Taşıt Sürücülere Kursu (A1, A2, B, C, D, E, F, G, H Sınıfları)	Mev.Süre			Kamu kurum ve kuruluşları motorlu taşıt sürücülere kursları yönetmesine göre düzenlenecektir.
MM045	Mozakka Yetiştirme Kursu	300	600		
MM046	Mum Yapımı Kursu	80	160		
MM047	Muhasabe Teknikleri (Genel) I	200	400		
MM048	Muhasabe Teknikleri (Genel) II	200	400		
MM 049	Mücevherat Onarımçılığı Kursu	400	800		
MM050	Müşteri Temsilciliği Kursu	100	200		
MM051	Müzecilik Kursu	100	200		
MO001	Oda Görevlisi (Turizm) Yetiştirme Kursu	150	300		
MO002	Ofis Baskıcı Yetiştirme Kursu	400	800		
MO003	Ofis Taşı İşlemeciliği Kursu	200	400		
MO004	Ofis-Gaz Kaynakçısı Yetiştirme Kursu	400	800		
MO005	Oleicilik ve Turizm Eğitimi Kursları	600	1.200		
MO006	Otel Resepsiyoncusu Yetiştirme Kursu	200	400		
MO007	Oto Boyacılığı Kursu	600	1.200		
MO008	Oto Döşemeciliği Kursu	300	600		
MO009	Oto Camcılığı Kursu	200	400		
MO010	Oto Fren Bakım-Onarımçısı Yetiştirme Kursu	400	800		
MO011	Oto Kaportacılığı Kursu	600	1.200		
MO012	Oto Bakım Onarımçısı Yetiştirme Kursu (I)	600	1.200		
MO013	Oto Bakım Onarımçısı Yetiştirme Kursu (II)	600	1.200		
MO014	Oto Elektrikçilik Kursu	600	1.200		
MO015	Oto Lastik Onarımçılığı Kursu	100	200		
MO016	Oto Yıkayıcılığı Kursu	50	100		
MO017	Otobüs Kapları Yardımcılığı Kursu	50	100		
MO018	Otomatik Kumanda Teknik Elemanı Yetiştirme Kursu	400	800		
MO001	Ön Düzem ve Balans Ayarçısı Yetiştirme Kursu	400	800		
MO002	Öğütme Tesisi Operatörü Yetiştirme Kursu	300	600		
MO003	Örücüçük Kursu (Genel)	200	400		
MO004	Örücüçük-Şiş Örücüçükü Kursu	150	300		
MO005	Örücüçük-Tiğ Örücüçükü Kursu	150	300		
MO006	Örücüçük-El Dügümü Kursu	150	300		
MO007	Örücüçük-Büküsel Örücüçükü Kursu	150	300		
MO008	Örtüsalı Sebze Yetiştiricisi Kursu	150	300		
MO009	Özel Pilot Yetiştirme Kursu	150	300		400 Havacılık Kurum ve Kuruluşları İştirliğinde düzenlenecektir.
MO010	Özel Durumlarda Beslenme Kursu	50	100		
MP001	Parça Birleştirme (Kırkayama) Kursu	150	300		
MP002	Parke Döşemecisi Yetiştirme Kursu	300	600		
MP003	Paşa Süsleme Teknikleri ve Uygulama Kursu	180	360		
MP004	Paşa, Bisküvi ve Tatlı Hazırlama Kursu	180	360		
MP005	Plastik Doğrama İmalatçısı Yetiştirme Kursu	600	1.200		

MK042	Kumaş Onarımçılığı Kursu	180	300		
MK043	Kumaş Boya Hazırlayıcısı Yetiştirme Kursu	256	500		
MK044	Kule Vinç Operatörü Yetiştirme Kursu	400	800		
MK045	Kule Operatörü (Petrol) Yetiştirme Kursu	400	800		
MK046	Kuru Temizleme Kursu	256	500		
MK047	Kurutma-Apre Makinesi Operatörü Yetiştirme Kursu	256	500		
MK048	Kuyunculuk Kursu	700	1.200		
MK049	Kütüphane ve Bilgi Hizmetleri Destek Elemanı Yetiştirme Kursu	256	500		
ML001	Liman ve Kıyı Kaplılığı Kursu	100	300	Liman Başkanlıklar İştirliğinde düzenlenecektir.	
ML002	LPG Tüp Dağıtıcısı Yetiştirme Kursu	80	120		
ML003	Loğ Operatörü (Petrol) Yetiştirme Kursu	400	800		
ML004	Lokomotif Sürücüsü (Madencilik) Yetiştirme Kursu	Mevzuatın daki Süre		Ulaştırma Bakanlığı ve ilgili kurum kuruluşlar İştirliğinde uygulanacaktır.	
ML005	Lüle Taşı İşlemeciliği Kursu	150	400		
MM001	Mağaza Yöneticiliği Kursu	100	200		
MM002	Mahalli İdareler Meslek Elemanı Yetiştirme Kursu	300	600		
MM003	Makine Nakışları I Temel Kursu	600	1.200		
MM004	Makine Nakışları II Tekamül Kursu	600	1.200		
MM005	Makine Nakışları- Zığ Zağ Dikış Makinesi ile Kasnaklı Yapılan Makine Nakışları Kursu	300	600		
MM006	Makine Nakışları-Kasnaklı Yapılan Makine Nakışları Kursu	600	1.200		
MM007	Makine Nakışları-Türk İş Kursu	256	400		
MM008	Makine Nakışları-Kum İğnesi Kursu	256	400		
MM009	Makine Nakışları-Asırgan İş Kursu	256	400		
MM010	Makine Nakışları-Çin İğnesi Kursu	256	400		
MM011	Makine Nakışları-Beyaz İş Kursu	256	400		
MM012	Makine Nakışları-Anleç İş Kursu	256	400		
MM013	Makine Ressamlığı Kursu	200	400		
MM014	Makine Yetiştiriciliği (Tren) Kursu	Mevzuatın daki Süre		Ulaştırma Bakanlığı ve ilgili kurum-kuruluşlar İştirliğinde uygulanacaktır.	
MM015	Mandiracılık Kursu	80	160		
MM016	Manlar Yetiştiriciliği Kursu	80	160		
MM017	Marina İşletmeciliği Kursu	500	1.000		
MM018	Masör Yetiştirme Kursu	100	500		
MM019	Masör Tezgaah Operatörü Yetiştirme Kursu	400	800		
MM020	Matbaa Baskı Montajçısı Yetiştirme Kursu	400	800		
MM021	Matbaa Ofset Kalıççı Yetiştirme Kursu	400	800		
MM022	Mekikil El Dokuma Kursu	200	400		
MM023	Metal İşleri Kursu (Genel)	600	1.200		
MM024	Metal Haldehane Elemanı Yetiştirme Kursu	300	600		
MM025	Metal Kaplamacı Yetiştirme Kursu	400	800		
MM026	Metal Dökücü Yetiştirme Kursu	400	800		
MM027	Metal Döküm Kalıplamacısı Yetiştirme Kursu	300	600		
MM028	Mermer Blok Kesici Yetiştirme Kursu	300	600		
MM029	Mermer Tomacı Yetiştirme Kursu	300	600		
MM030	Mermer Ocakçısı Yetiştirme Kursu	300	600		
MM031	Meyvecilik Kursu	80	160		Uman Başkanlıkları İştirliğinde düzenlenecektir.
MM032	Miço ve Amatör Denizcilik Kursu	50	100		
MM033	Minecilik Kursu	200	400		
MM034	Mineral Kırcı Operatörü Yetiştirme Kursu	300	600		
MM035	Minyatür Kursu	200	400		

MP006	Plastik Enjeksiyon Kalıplama Operatörü Yetiştirme Kursu	300	600		
MP007	Peynircilik Kursu	50	100		
MP008	Perakende Satış Elemanı (Gıda) Yetiştirme Kursu	256	700		
MP009	Peşaj Bâtipvanı Yetiştirme Kursu	150	300		
MP010	Plastik Samanlı Kursu	300	600		
MR001	Radio Televizyon Spikerliği ve Sunuculuğu Kursu	200	600	En az lise ve dengi lise mezunu olup konuşma ve işleme engelli olmayanlar katılacaktır.	
MR002	Radio TV ve Elektronik Cihaz Bakım Onarım Kursu I	600	1.200		
MR003	Radio TV ve Elektronik Cihaz Bakım Onarım Kursu II	600	1.200		
MR004	Raklıst (Rotasyon Baskı Makinası Operatörü) Yetiştirme Kursu	300	600		
MR005	Reklamcılık ve Tanıtım Kursu	200	400		
MR006	Renk Ayırması Yetiştirme Kursu	300	600		
MR007	Restorasyon Kursu	600	1.200		
MR008	Resepsiyonist Yetiştirme Kursu	300	600		
MR009	Rezervasyon ve Biletleme Elemanı Yetiştirme Kursu	150	300		
MS001	Saat Tamirciliği Kursu	200	400		
MS002	Sabit Kompresör Operatörü Yetiştirme Kursu	300	600		
MS003	Sac İşleri Kursu	600	1.200		
MS004	Sanayi Makinaları Kullanım, Bakım ve Onarım Kursu	200	400		
MS005	Satış Elemanı-Tezgahtar Yetiştirme Kursu	256	500		
MS006	Sauna Yöneliciliği Kursu	50	100		
MS007	Sebze ve Meyve Konserveliği Kursu	100	200		
MS008	Sedar Kaktamcılığı Kursu	200	400		
MS009	Sekreterlik Kursu (Genel)	400	800		
MS010	Ses Düzeni Kullanıcısı (Tonmateler) Yetiştirme Kursu	100	200		
MS011	Sepet, Fırça ve Süpürge Yapımı Kursu	200	400		
MS012	Seyahat Acentalılığı Kursu	200	400	Turizm Bakanlığı İbniğinde düzenlenecektir.	
MS013	Seyahat Servis Elemanı (Otobüs-Tren) Yetiştirici Kursu	80	160		
MS014	Şişirtme Kursu (Genel)	200	400	Başbakanlık Dış Ticaret Müsteşarlığı İbniğinde düzenlenecektir.	
MS015	Şişirtme Kursu (Genel)	150	300		
MS016	Şişirtme Satış Temsilcisi (Hayat-Sağlık) Yetiştirme Kursu	150	300		
MS017	Şişirtme Satış Elemanı (Elementer) Yetiştirme Kursu	150	300		
MS018	Şişirtme Besiciliği Kursu	100	200		
MS019	Şişirtme Tesiştirme Kursu	600	1.200		
MS020	Şişirtme Satış Temsilcisi (Hayat-Sağlık) Yetiştirme Kursu	400	800		
MS021	Şişirtme Yapımı Kursu	100	200	Tarım İl ve İlçe Müdürlükleri İbniğinde düzenlenecektir.	
MS022	Şişirtme Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MS023	Şişirtme, Badana ve Boyacılık Kursu	200	400		
MS024	Şişirtme Demircilik Kursu	400	800		
MS025	Şişirtme Çamurcusu Yetiştirme Kursu	300	600		
MS026	Şişirtme Silislik Kursu	300	600		
MS027	Suzeni Kursu	200	400		
MS028	Su Ürünleri Kursu	100	200		
MS029	Su Yalıtım Elemanı (İnşaat) Yetiştirme Kursu	300	600		
MS030	Su Pompası Operatörü Yetiştirme Kursu	300	600		

MS031	Suluboya Tekniği Resim Kursu	150	300		
MS032	Sumak Dokumacılığı Kursu	192	800		
MS033	Süs Bitkileri Yetiştirme Kursu (Genel)	150	300		
MS034	Süs Bitkileri Yetiştirme-Botanik Kursu	100	200		
MS035	Süs Bitkileri Yetiştirme-Saksı Bitkileri Kursu	100	200		
MS036	Süs Bitkileri Yetiştirme-Fidantik Kuruluması Kursu	100	200		
MS037	Süs Bitkileri Yetiştirme-Çiçek Düzenleme ve Bitki Kompozisyonu Kursu	100	200		
MS038	Süs Bitkileri Yetiştirme-Kesme Çiçekçilik Kursu	100	200		
MS039	Süs Bitkileri Yetiştirme-Çim Alanları ve Yer Örtücüler Kursu	100	200		
MS040	Süs Taşları İşlemeciliği Kursu	200	600		
MŞ001	Şekerlemecilik Kursu	150	300		
MŞ002	Şişirtme ve Kooperatifler Muhasebesi Kursu	150	300		
MT001	Tarım Alet ve Makinalar Bakım Onarımcısı Yetiştirme Kursu	600	1.200		
MT002	Tahar Makinası Operatörü Yetiştirme Kursu	300	600		
MT003	Tarım Alet ve Makinalar Operatörü Yetiştirme Kursu	150	300	Tarım ve Köylere Bakanlığı İbniğinde açılacaktır.	
MT004	Taşçılık Kursu	400	800		
MT005	Taşınan Yetiştiriciliği Kursu	50	100		
MT006	Tavukçuluk Kursu	50	100		
MT007	Temizlik Görevlisi Yetiştirme Kursu	256	800		
MT008	Tekstil Ermiyet Görevlisi Yetiştirme Kursu	400	800	Ermiyet birimleri İbniğinde düzenlenecektir.	
MT009	Tekstil Boya Hazırlayıcısı Kursu	100	200		
MT010	Tekstil Dikiş Makinası Operatörü Yetiştirme Kursu	100	200		
MT011	Tekstil Konik Çözüğü Makinası Operatörü Yetiştirme Kursu	100	200		
MT012	Tekstil Kuruma (Genel)	400	800		
MT013	Tekstil Overlok Makinası Operatörü Yetiştirme Kursu	200	400		
MT014	Tekstil Triko Makinası Operatörü Yetiştirme Kursu	200	400		
MT015	Televizyon Stant, Yer, Tanıtım Hostesliği Kursu	150	300	Yabancı dil dersi birinci kademedeki öğrenciler için kurs süresi buna göre artırılabilecektir.	
MT016	Telsiz Operatörlüğü Kursu	150	300	Ulaştırma Bakanlığının ilgili birimleri İbniğinde düzenlenecektir.	
MT017	Telsiz Santral Elemanı Yetiştirme Kursu	200	400	Ulaştırma Bakanlığının ilgili birimleri İbniğinde düzenlenecektir.	
MT018	Terzilik (Genel) Kursu	600	1.200		
MT019	Terzilik Erkek Giyimlerinde Kalıp Hazırlama ve Model Geliştirme Teknikleri Kursu	200	400		
MT020	Terzilik Kadın Giyimlerinde Kalıp Hazırlama ve Model Geliştirme Teknikleri Kursu	200	400		
MT021	Terzilik-Erkek Gömleği Kursu	150	300		
MT022	Terzilik-Erkek Pantolonu Kursu	150	300		
MT023	Terzilik-Erkek Çeketi Kursu	150	300		
MT024	Terzilik-Tayyör Mantos Kursu	200	400		
MT025	Terzilik-Bayan Terziliği Kursu I	160	800		
MT026	Terzilik-Bayan Terziliği Kursu II	160	800		
MT027	Terzilik-Bayan Terziliği Kursu III	160	800		
MT028	Terzilik-Bayan Fantezi Giyim Kursu	400	800		
MT029	Terzilik-Çocuk Giyim (Kız) Kursu	400	800		
MT030	Terzilik-Abiyö-Gelelik Kursu	600	1.200		
MT031	Tesviyecilik Kursu	600	1.200		
MT032	Tezgahtar Yetiştirme Kursu	150	300		
MT033	Tezhip Kursu	400	800		

İŞBİRLİĞİ HALİNDE AÇILAN KURSLAR VE KOD NUMARALARI

Gerek Bakanlık düzeyinde gerekse yerel düzeyde imzalanan işbirliği protokolü çerçevesindeki kurslarla ilgili veriler aşağıdaki örneğe uygun olarak tanzim edilecektir. Önce ilgili kurum kodu yazılacak daha sonra açılan kursun kod ve numarası takip edecektir. Örneğin; Genelkurmay Başkanlığı işbirliği ile yürütülen elektrik tesisatlığı kursunun kodlanması **İŞB. GNKB. ME039** şeklinde yapılacaktır.

AÇIKLAMA

İŞB. GNKB.	Genelkurmay Başkanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. ADB.	Adalet Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. COATS.	Coats (Türkiye) İplik San. A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. BEKO.	Beko Ticaret A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. SINGER.	Singer işbirliğindeki kurslar yazılacaktır.
İŞB. SÜM.H.	Sümer Halı A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. ÖHF.	Özel Halı Firmaları işbirliğinde açılan halı ve kilim kursları yazılacaktır.
İŞB. DEK.FAN.	Deka Faner A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. ATS.	ATS A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. AYGAZ.	Aygaz A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. ESMO.	ES-MO A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. SEM.YEN.	Semih Yener A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. MİG.	Migros Türk T.A.Ş. işbirliğindeki kurslar yazılacaktır.
İŞB. KYSD.	Konfeksiyon Yan.San. Derneği işbirliğindeki kurslar yazılacaktır.
İŞB. OR.B.	Orman Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. SB.	Sağlık Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. ÇB.	Çevre Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. TRMB.	Tarım Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. İGM.	Başbakanlık İhracatı Geliştirme (İGEME) işbirliğindeki kurslar yazılacaktır.
İŞB. EMPA.	EMPA işbirliğindeki kurslar yazılacaktır.
İŞB. MESEV.	Millî Eğitim Bakanlığı işbirliğindeki kurslar yazılacaktır.
İŞB. ÖRNB.	Ören Bayan işbirliğindeki kurslar yazılacaktır.
İŞB. YRL DÜZ.	Yerel düzeyde imzalanan işbirliğini protokolleri çerçevesindeki kurslar yazılacaktır.
İŞB. DİĞER K.K.	Yukarıda ismi belirtilmeyen diğer kurum ve kuruluşlar işbirliğindeki kurslar yazılacaktır.

MT034	Tıp Elektronik Kursları	400	800		
MT035	Tıp Sekreterliği Kursu	200	400		
MT036	Ticari Mülhak Kursu	400	800		
MT037	Torna Tezgahtı Operatörü Yetiştirme Kursu	400	800		
MT038	Toz Alıt Kaynakçısı Yetiştirme Kursu	400	*800		
MT039	Trikolaj Kursu I	400	800		
MT040	Trikolaj Kursu II	400	800		
MT041	Triko Makinaları Operatörü Yetiştirme Kursu	300	600		
MT042	Traktör Bakım ve Onarım Kursu	600	1.200		
MT043	Transmikser İnşaat Operatörü Yetiştirme Kursu	200	400		
MT044	Transfer Elemanı (Türizm) Yetiştirme Kursu	150	300		
MT045	Tur Operatörü	300	600	Türizm Bakanlığı işbirliğinde düzenlenecektir.	
MT046	Turistik Eşya Yapımcılığı Kursu	400	800		
MT047	Türizm Danışma Elemanı Yetiştirme Kursu	150	300		
MT048	Türk Mutfaklı Kursu	300	600		
MT049	Tünel Kalıpcısı (İnşaat) Yetiştirme Kursu	400	800		
MT050	TV Kameraman Yetiştirme Kursu	100	200		
MT051	TV Dekoratör Yetiştirme Kursu	100	200		
MT052	TV Montajcı Yetiştirme Kursu	100	200		
MT053	TV Resim Seçici Yetiştirme Kursu	100	200		
MT054	TV Senaryo Yazımı Kursu	100	200		
MT055	TV Sesçi Yetiştirme Kursu	100	200		
MU001	Uçucu Hostes Yetiştirme Kursu	200	400	Resmî ve özel havacılık kurum ve kuruluşları işbirliğinde düzenlenecektir.	
MU002	Usta Öğretici Kursları	Prg.Süre			
MU003	Uygulamalı Çocuk Bakımı Kursu	150	800		
MU001	Üretim Panel Kontrol Operatörü Yetiştirme Kursu	256	500		
MY001	Veri Giriş ve Kontrol İşletmeni Yetiştirme Kursu	160	300		
MY002	Vitrin Tanzimi Kursu	100	200		
MY003	Vizon Yetiştiriciliği Kursu	80	160		
MY001	Yağlıboya Tekniği Resim Kursu	200	400		
MY002	Yapı Yalıtımcısı Yetiştirme Kursu	400	800		
MY003	Yapı Ressamlığı Kursu	600	1.200		
MY004	Yakın Yol Güverte ve Makine Zabıtlığı Kursu	100	200	Limani Başkanlığı işbirliğinde düzenlenecektir.	
MY005	Yat Kaptanlığı Kursu	100	200	Limani Başkanlığı işbirliğinde düzenlenecektir.	
MY006	Yat Hizmet Elemanı Yetiştirme Kursu	100	200		
MY007	Yazma Başkı Kursu	150	400		
MY008	Yıyacak Hazırlama ve Pijirne Teknikleri Kursu	260	600		
MY009	Yorgancılık Kursu	400	800		
MY010	Yol Marangozu Yetiştirme Kursu	600	1.200		
MY011	Yönelici Sekreterliği Kursu	256	600		
MY012	Yükleyici (Loder) Operatörü Yetiştirme Kursu	Mevzuatın daki Süre			
MY013	Yüzdürme İşletme Operatörü Yetiştirme Kursu	300	600		
MZ001	Zili Dokumacılığı Kursu	192	800		
MZ002	Zirai Aletler Bakım ve Onarım Kursu	600	1.200		
MZ003	Zirai Sulamacılığı Kursu	100	200		

APPENDIX - F

INTERVIEW QUESTIONS

- 1. What do you think a PEC is for?**
- 2. In your opinion, what should the PEC be for?**
- 3. ... How do people perceive PECs? What are the sources of your belief?**
- 4. How do you measure the success of your center (low/medium/high)? Do you have specific criteria?**
- 5. Do you compare your PEC to others?**
- 6. Is there an information exchange between PECs? What kind?**
- 7. Is your center different from other PECs? How?**
- 8. What statistics/data do you collect about your PEC?**
- 9. Do you collect data about your employees? What kind?**
- 10. ... Do you collect news, articles published about PECs? Do you have an archive?**
- 11. What other institutions do you collaborate with?**
- 12. Do you know about the economic, cultural, demographic, health-related, education-related, crime-related, divorce-related etc. details in your area? Is it easy to obtain such data? How do you obtain and use it?**

13. Do you follow the global and national political, economic, educational, cultural, legal, scientific, technological, etc. developments? To what extent and how? What benefits does this bring?

14. ... Who is the target population of PECs?

15. Do you keep records of existing and past students?

16. What does your target population expect from you? How do you know it?

17. How do the students hear about your center?

18. Are your employees able to communicate their opinions and suggestions to you? If yes, how?

19. What is your understanding of public relations?

20. How can public relations be implemented in PECs?

21. How can a PEC best publicity itself?

22. ... Where do you see your PEC today? What data do you rely on when you make this judgment?

23. Do you believe your PEC is adequately known by the public?

24. Do you believe there is enough demand for the PEC? How do you measure this?

25. Are you content with the image people have of you?

26. ... What would you like the public to associate PECs with?

- 27. Where would you like your PEC to be a year from now?**
- 28. Is your actual target population bigger than the group you are serving now?**
- 29. What can be done to attract the target population to PECs?**
- 30. How do you ensure written and oral communication between your PEC and the students, staff, your area, MONE, etc?**
- 31. Have you got a newsletter or circular within the institution?**
- 32. Have you got a handbook for new employees at the center?**
- 33. Have you got a brochure to promote yourselves to outsiders?**
- 34. Do you use posters?**
- 35. Apart from printed materials, do you use audio-visual communication tools such as the Internet, telephone, TV or radio to promote your center?**
- 36. Which concepts do you like to use when you promote your PEC?**
- 37. Imagine you were preparing a poster. What would your message be?**
- 38. ... What are your budget items in promoting your PEC and reaching new target populations and students?**
- 39. For example ... do you test the effectiveness of your posters by putting them up in a public place and observing the public's reactions/demands, and then deciding either to use or discontinue them?**

- 40. Do you measure whether you can reach the right quantity and quality of target population?**
- 41. How many people do posters, brochures, etc. attract to the PEC? Do you measure it?**
- 42. Do you attract as many students as you would like?**
- 43. Can you reach your target population?**
- 44. Can you say your publicity efforts are effective?**
- 45. Do you have a high drop-out rate?**
- 46. Do you have a high turn-over rate in your center?**
- 47. Do any institutions consult you about public or adult education?**
- 48. Have you received any awards? What kind?**

APPENDIX - G

LEGAL CONSTENT

**T.C.
İSTANBUL VALİLİĞİ
İl Milli Eğitim Müdürlüğü**

Sayı : B.08.4.MEM.4.34.00.16/501

26.07/2005

Konu : Fatma Lebriz YÜKSEL'in
Tez Çalışması

VALİLİK MAKAMINA

İlgi : Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 21.07.2005 tarih ve 4000/889 sayılı yazısı.

Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü öğrencisi Fatma Lebriz YÜKSEL'in Halkla İlişkiler Bölümünde İstanbul Halk Eğitimi Merkezlerinin Tanıtım Etkinliklerinin Araştırılması konusundaki yüksek lisans tezi çalışmalarını İlimiz Halk Eğitimi Merkezlerinde yapması ilgi yazı ile talep edilmiştir.

Adı geçenin İlimiz Halk Eğitimi Merkezlerinde tez çalışmasını yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde tensiplerinize arz ederim.

Ömer HALİBEY
Milli Eğitim Müdürü

OLUR
26.07/2005
Ali SÖZEN
Vali a.
Vali Yardımcısı

T.C.
İSTANBUL VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.16-504

27/07/2005

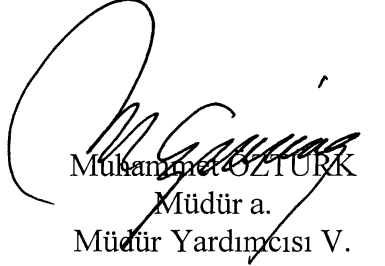
Konu : Fatma Lebriz YÜKSEL'in
Tez Çalışmaları

YEDİTEPE ÜNİVERSİTESİ
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : 21/07/2005 tarih ve 4000/889 sayılı yazınız.

İlgi yazınızla belirtilen Üniversiteniz Sosyal Bilimler Enstitüsü öğrencisi Fatma Lebriz YÜKSEL'in Halkla İlişkiler Bölümünde İstanbul Halk Eğitimi Merkezlerinin Tanıtım Etkinliklerinin araştırılması konusundaki yüksek lisans tezi çalışmalarını İlimiz Halk Eğitim Merkezlerinde yapması ile ilgili Valilik Makamının 26/07/2005 tarih ve 501 sayılı oluru ilişikte gönderilmiştir.

Bilgilerinize arz ederim.


Muhammet ÖZTÜRK
Müdür a.
Müdür Yardımcısı V.

EKLER:

1- olur (1 adet)

APPENDIX - H

PEOPLE'S EDUCATION CENTERS DIRECTIVE

Item 3* - The main responsibilities of PECs are to:

- a) Encourage the opening of public institutes for illiterate citizens;
- b) Offer courses for citizens to improve their basic and general knowledge and their native language;
- c) Offer primary, secondary and high school graduation level courses for adults who have not had the opportunity to attend formal education institutions;
- d) Hold meetings and offer courses in areas that citizens are interested in, such as history, geography, popular issues, economics, sociology, psychology, etc. and in technical areas;
- e) Offer courses for volunteers and officials responsible with social development and adult education to improve themselves in these areas;
- f) Organize conferences, panels, symposiums, concerts, plays, literature meetings, competitions and sports activities, trips, folklore dance shows, debates, film shows and similar events;
- g) Encourage the public's interest in the fine arts and support talented individuals;
- h) Organize art exhibitions and give the public greater access to current exhibitions, galleries and museums;
- i) Publish materials to improve citizens' professional knowledge and general culture, encourage and support similar initiatives, pioneer the publication of sources about public education;
- j) Encourage folklore collections and help their publication;
- k) Encourage the preparation of local eminent people's biographies;
- l) Encourage research studies geared towards the area's historical, cultural, economic and tourism value, and help disseminate the results;
- m) Encourage, help and offer educational activities to help citizens, and especially the youth, spend their free times efficiently;

* <http://cygm.meb.gov.tr>

- n) Cooperate closely with women's associations in order to make Turkish women more active in the social structure;
- o) Encourage the public to make use of libraries and open reading rooms;
- p) Donate newspapers, magazines and books to villages in order to help their cultural development and meet their reading needs;
- q) Improve the hand crafts that have economic or cultural value in the area;
- r) Make citizens aware of their needs and thus evoke a sense of learning and reaching better and more advanced life standards; help them grasp and solve their problems and, through educational activities, help them organize to do so;
- s) Help the planning, implementation and evaluation of adult education studies offered by other institutions; cooperate with them;
- t) Offer other possible adult education activities to meet the demands and expectations from the area.

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