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“İNFORMAL ÖĞRENMENİN GEÇERLİLİĞİNİN SAĞLANMASINA YÖNELİK
AÇILIMLAR” KONULU KONFERANS

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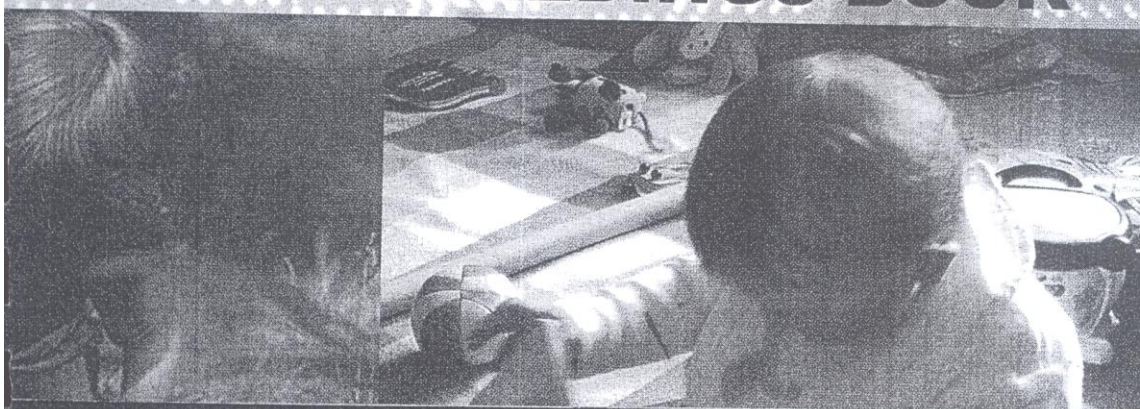
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EUROPEAN COMMISSION
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**CONFERENCES OF
“ESTABLISHING A COLLECTIVE UNDERSTANDING AND
RAISING AWARENESS ON INFORMAL LEARNING IN TURKEY
IN THE CONTEXT OF LIFELONG LEARNING THROUGH
MULTI-STAKE CONSULTATION PROCESSES”
PROJECT**

THE PROCEEDINGS BOOK



INFORMAL LEARNING IN VOCATIONAL EDUCATION*

Cevher KARTAL

İstanbul All Kinds of Metal Commodity
The Chairman of Union of Chambers of Merchants and Craftsman
Tarlabaşı St. No:198 Beyoğlu/İstanbul
ckartal@imesob.org

Abstract

Learning is not a concept only limited to formal education and it continues lifelong with the use of the acquired knowledge in the business life. Planning of the education system in such a way that it completely discloses the very potential will help the new generation that our country, which is under the influence of the global economy, will bring up to be added value producing, and difference making manpower. Using formal and informal education methods together is one of the ways of increasing the efficiency in workplace.

When we look at the chambers and merchants sector that we represent, we can see that informal learning is widespread. As you know the root of the chambers and merchants is Ahi community. %87 of the knowledge learnt at the workplace is learnt by informal ways.

In vocational education and workplaces consisting the two legs of the double education, students will see the conditions concretely that their job will eventually bring forth, get ready for the conditions by living them personally and learning on site.

At the work environment where informal learning will be enabled;

- *The students will be aware of their competence in the work they are doing;*
- *They will complete their deficiencies in formal education.*
- *The co-operation and group work understanding will improve.*
- *The dimensions of the learning will not be at elementary; it will be enabled to learn fine details.*
- *They will build up their own reinforcing mechanism by noticing the true and false in the work they are doing and investigating the reasons of it.*
- *They will gain emotional and social experiences.*
- *Skill education will be learnt at the workplace more efficiently and more influent.*
- *They will develop learning directed to their own interests and needs.*
- *The output of learning, as the indispensable factor of all kinds of education process, will be seen on their work.*
- *However, in the workplaces where the informal education is given, I comment that the master has no sign on the craftsmanship or semiskilled certificates are a deficiency.*

Keywords: *Competence in vocation, co-operation, social experience, skill education, added value gaining, communication techniques*

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Introduction

As is known, education is seen as the indicator of being developed by all countries. Today the countries, producing the knowledge presenting the knowledge they produced to the society and making it possible to use, comes forth as the high standard societies in the world. In constantly changing and developing world with globalization, it is impossible to transmit the every day produced knowledge only in formal ways. This case exhibits how much the lifelong education is necessary in man's life however he is formally educated.

As Turks, lifelong education, as we reflect it to our understanding with the saying "education from cradle to grave" includes all the education and learning activities in whole life of the man by the ways of;

- Formal Education
- Non-Formal Education
- Informal Education

The informal learning we will mention here constitutes the basis of the great part of the knowledge and skills which the man gains in his whole life. For this reason "The project of developing a common understanding and creating an awareness on informal learning in Turkey" organized by the Ministry of National Education, Headship of Board of Education and Discipline will be deeply useful in explaining the importance and the essentialness of informal education.

The importance of informal education derives from the continuation of this education process in our daily life. It is possible to learn informally at home, on way, in park, on vehicles or when we are talking to someone. Informal education has also an important role in vocational education process, as it is every field of our life.

It has been seen that it is more efficient to do the work in the daily business life while working by seeing and practicing and accepting the work itself a curriculum instead of teaching the required knowledge in a frame of curriculum. The reason for this is gaining the knowledge by natural ways in this activities, as it is in the description of the informal education. For this reason, it is provided for the students getting vocational education from formal an non-formal education institutions to complete their education at the workplaces related to their field in their training terms and getting use of the workplaces informally.

In vocational education, the students will see and prepare for the conditions concretely that their future job will bring forth and learn in these conditions by living personally and learning at site in the workplaces constituting the one legs of the double education.

At the work environment where informal learning will be enabled;

- The students will be aware of their competence in the work they are doing.
- They will complete their deficiencies in formal education.
- The co-operation and group work understanding will improve.
- The dimensions of the learning will not be at elementary; it will be enabled to learn fine details.
- They will build up their own reinforcing mechanism by noticing the true and false in the work they are doing and investigating the reasons of it.
- They will gain emotional and social experiences.
- Skill education will be learnt at the workplace more efficiently and more influent.
- They will develop learning directed to their own interests and needs.
- The output of learning, as the indispensable factor of all kinds of education process, will be seen on their work.

However, in the workplaces where the informal education is given, I comment that the master has no sign on the certificate of craftsmanship or semi-skilled is a deficiency. As I stated formerly; the knowledge, skills and qualifications gained in the formal education process which is carried out with the education and teaching activities in only one part of the human life need a constant renewal depending upon the developing technology and hardening competition conditions. The improvement of the vocational knowledge and skills gained by non-formal ways by means of formal education or various courses with the experiences of people in the workplace, their own investigations, or even by means of coincidental (accidental) ways are all enabled through informal education.

When we look at the statistics of Turkey Employment Organization on job application and employment according to level of education, the following data can be seen;

- **58019** of **121513** who have applied for job on August and September have an education level of under primary school or a lower one.
- **9865** of **17814** who have been employed by the institution on August and September are under a level of primary school or a lower one.

These numbers show us that among the people who take part in the vocational life or wait for an employment for themselves, the average of the people who are at the level of primary school or a lower one is a degree that can't be underestimated. We can say that the people who are educated on the level of primary school gain the knowledge and skills to prepare for the other education levels, and these knowledge and skills are not directed to any vocations.

When we think of a vocation whatever it is at the moment, we can see that all vocations have their own qualities, and these qualities require a set of knowledge and skills. As it can be understood from the numbers given above, the degree of people, who are in the workplace and have had to learn the knowledge and skills peculiar to his job, is considerably high. When we look through merchants and craftsman that I represent, we can see that informal learning is widespread. As you know the root of the chambers and merchants is Ahi-community. %87 of the knowledge learnt at the workplace is learnt by informal ways. The basis of the Ahi community consists of the vocational education. Ahi community was the most crucial mechanism bringing up members of profession and this education was the learning accompanied by a craftsman by seeing and practicing.

Although apprentice-ship training education is being given in many vocations directed to merchants and craftsman, within the Vocational Education Law no 3308, in many a branch of professions out of the law no 3308, members of profession are being grown by the means of apprentice training. As well, in most of the included professions there are many who learn professions by traditional ways, out of the legal apprentice system. For this reason, informal learning is a deeply estimated concept for many of us. It is an immensely crucial and necessary concept for us that informal learning takes part in the thinking of lifelong learning and the certification and evaluation of the knowledge, skills and qualifications learnt informally.

Thus, the greatest expectation of us from the Institution of Professional Competence is to set up the required structure for the

certification and evaluation of the knowledge and skills gained through the informal ways. In this sense, we will go on to contribute the workings of the Union of Chambers of Merchants and Craftsman of Turkey and VQA represented in the Board of Management.

In the same way, we think that a system to be founded wills the individuals on the issue of lifelong learning. The certification of obtained knowledge and skills and the appreciation of them in the professional life will be driving forces for the people to improve themselves.

As a conclusion, for informal learning, which has important contributions on general education system, business life and personal qualifications of the individuals, to be more efficient in our country?

- The environments supporting and encouraging the informal learning should be formed in schools and workplaces.
- The studies for the certification and the evaluation of the informal learning should commence.
- The experience of the other countries should be made use of.
- Related parties should be made use of and taken the opinion of.
- Above all, the required endeavor should be made by the related parties to popularize this concept, to make it more understandable by everyone and to add it into our education and certification system.

İNFORMAL ÖĞRENMENİN GEÇERLİLİĞİNİN SAĞLANMASINA YÖNELİK AÇILIMLAR” KONFERANSI BİLGİ DOKÜMANI

Bireylerin mevcut potansiyelini ortaya çıkarmak, bazı dinamiklerini harekete geçirmek suretiyle bireysel kazanımları artırmak, toplumsal gelişmeye katkı sağlamak ve uluslar arası hareketliliği destekler bağlamda dünyanın en rekabetçi ve en dinamik bilgiye dayalı ekonomisi haline gelmeyi hedefleyen Lizbon 2010 stratejisinin temelinde, AB Komisyonu tarafından üye ve aday ülkelerden, tutarlı ve kapsamlı ulusal hayat boyu öğrenme stratejileri geliştirmeleri ve uygulamaya koymaları beklenmektedir.

AB Komisyonu; daha iyi eğitim ve öğretim sistemleri aracılığıyla daha ileri seviyede beceriler geliştirmek, gelecekte karşılaşılabilecek güçlüklerle başa çıkmayı, daha çok sayıda ve daha nitelikli istihdam ve daha büyük toplumsal uzlaşmayla, sürdürülebilir ekonomik büyümeyi gerçekleştirmek amacıyla genel eğitim, yetişkin eğitimi, mesleki eğitim ve yüksek öğretim arasında köprüler kuran, öğrenme çıktıları yaklaşımına dayanan örgün, yaygın ve informal öğrenmeleri içeren bir model önermektedir. Bu model ülkemiz tarafından da benimsenmiştir. Model, örgün ve yaygın öğrenme biçimleri yanında henüz eğitim sistemimize dâhil olmayan “İnformel Öğrenme”yi de içermektedir. İnformal Öğrenme, bireylerin eğitim sistemi, ücretli veya ücretsiz çalışma, örgütsel etkinlikler ve aile/toplum hayatı aracılığıyla edindikleri tüm becerilerin toplamı olarak kabul edilmektedir. Avrupa Birliği üye ülkeleri İnformal öğrenme konusunda gerekli altyapı çalışmalarını başlatmışlardır.

Bu bağlamda, Ülkemizde “Lizbon 2010 Eğitim ve Öğretim Hedefleri”nin gerçekleştirilmesine yönelik olarak örgün ve yaygın eğitimin yanında informal öğrenmenin de tanınması amacıyla Avrupa Komisyonu Eğitim ve Kültür Genel Müdürlüğü ile Başkanlığımız tarafından uygulamaya konulan “Hayat Boyu Öğrenme Kapsamında Türkiye’de İnformal Öğrenme Üzerine Ortak Bir Anlayış Geliştirme ve Farkındalık Oluşturma” projesi gerçekleştirilerek “İnformel Öğrenme” üzerinde ulusal düzeyde bir farkındalık oluşturulmuştur. Projenin çıktıları, İnformal öğrenmenin uygulamaya konulmasına yönelik olarak alınan tedbirleri de içeren “Hayat Boyu Öğrenimi Strateji Belgesi”nin hazırlanmasına önemli katkılar sağlarken, Bakanlık birimlerinin bu stratejiler çerçevesinde geliştirdikleri faaliyet planlarında da yer almıştır.

İnformal öğrenme, bireyin örgün eğitim ve öğretim dışında gerçekleşen öğrenme temelinde yeterlilik kazanması açısından çok önemlidir ve bu nedenle bireylere informal öğrenme yoluyla elde ettikleri bilgi, beceri ve yetkinliklerini belgelendirme hakkı sağlayacak bir sistemin kurulması gereklidir. Ancak, örgün eğitim dışında edinilen bilgi, beceri ve yetkinliklerin tatmin edici biçimde değerlendirilmesi, bireylerin hayat boyu öğrenmeye daha fazla yönelmelerini sağlar.

Hayat Boyu Öğrenme kapsamında, Türkiye’de bireylerin informal öğrenmelerinin resmi olarak değerlendirilmesi ve tanınmasını sağlayan ulusal düzeyde kabul görmüş bir sistem henüz yoktur. Bu konu, eğitim sistemimizin önceliklerden biri haline gelmiştir. Avrupa Birliği’ne üye ülkelerle uyum içinde olabilmek amacıyla, Türkiye, **İnformel Öğrenmelerin Geçerliliğinin Sağlanması** için, sistemler arasındaki uyumluluğu güçlendirmeyi ve genel kaliteyle güvenilirliği geliştirmeyi hedefleyen ortak Avrupa ilkelerine uyum sağlamayı da taahhüt etmiştir.

Bu konuyla ilgili olarak Başkanlığımız tarafından 13-14 Mayıs 2010 tarihlerinde Antalya’da ülkemizden Bakanlığın ilgili birimleri, üniversiteler ile STK’lar ve Avrupa Birliği üye ülkelerinden gelecek yetkililer ve akademisyenlerin katılımlarıyla yapılacak konferansta, bireyin informal öğrenme yeterlilikleri; belli standartlara göre belgelendirilmesi, kredilendirilmesi ile örgün ve yaygın eğitimle bağlantısının kurulmasına yönelik olarak ulusal ve uluslararası uygulama deneyimleri paylaşılabilecektir.