

LIFELONG LEARNING – CELOŽIVOTNÍ VZDĚLÁVÁNÍ

Vol. 15, 2025, No. 1

Mendelova univerzita v Brně
Vysokoškolský ústav Institut celoživotního vzdělávání

ISSN 1804-536X (Print)
ISSN 1805-8868 (Online)

OBSAH

Teoretická studie

NESRİN ORUÇ ERTÜRK

Celoživotní vzdělávání v Turecku: Jak vnímá další profesní

vzdělávání turecká společnost.....

7

Recenze

TOMÁŠ JANÍK, *et al.*

Výchova a vzdělávání v bodech obratu. Rozhovory s Tomášem Janíkem

(Autor recenze: Jan Miškov).....

27

CONTENTS

Theoretical Studies

NESRİN ORUÇ ERTÜRK

Continuous Education in Türkiye: Understanding Lifelong Learning in Turkish Society.....	7
---	---

Review

TOMÁŠ JANÍK, *et al.*

Education and Turning Points in Society. Conversations with Tomáš Janík (Autor recenze: Jan Miškov).....	27
--	----

STUDIE / ARTICLES

CONTINUOUS EDUCATION IN TÜRKİYE: UNDERSTANDING LIFELONG LEARNING IN TURKISH SOCIETY

Nesrin Oruç Ertürk¹

¹İzmir University of Economics, School of Foreign Languages, Sakarya Cad.
No: 156. 35330, İzmir, Türkiye

Podáno: 5. 2. 2025, Přijato: 17. 3. 2025

Link to this article: <https://doi.org/10.11118/lifele20251501007>

To cite this article: ERTÜRK NESRİN ORUÇ. 2025. Continuous Education in Türkiye: Understanding Lifelong Learning in Turkish Society. *Lifelong Learning - celoživotní vzdělávání*, 15 (1): 7–24.

Abstract

Lifelong learning, as a cornerstone of personal and professional development, holds significant importance in fostering adaptable and equitable societies. This article explores societal attitudes toward lifelong learning, with a particular focus on the Turkish context, analysing cultural, structural, and economic factors that shape participation and perceptions. While Europe has advanced comprehensive policies and frameworks for lifelong learning, Türkiye has faced challenges in integrating lifelong learning into its socio-educational fabric due to limited resources, insufficient awareness, and socio-economic disparities. Drawing on comparative insights, the paper highlights key differences in access, course variety, and affordability between Türkiye and European nations. Findings indicate that European countries benefit from extensive public funding, institutional collaboration, and inclusivity, making lifelong learning

accessible to diverse populations. In contrast, Turkish lifelong learning initiatives remain fragmented, with low participation rates, high costs, and a predominant focus on vocational education. Despite these challenges, recent efforts by Turkish policymakers and international partnerships suggest a growing recognition of the value of lifelong learning for national development.

Keywords: lifelong learning, continuous education centres, social factors, Türkiye

CELOŽIVOTNÍ VZDĚLÁVÁNÍ V TURECKU: JAK VNÍMÁ DALŠÍ PROFESNÍ VZDĚLÁVÁNÍ TURECKÁ SPOLEČNOST

Abstrakt

Celoživotní vzdělávání jako základní kámen osobního a profesního rozvoje hraje klíčovou roli při budování adaptabilní a spravedlivé společnosti. Tento článek zkoumá společenské postoje k celoživotnímu vzdělávání především v kontextu turecké společnosti. Analyzuje kulturní, strukturální a ekonomické faktory, které ovlivňují vnímání a zapojení se do tohoto typu vzdělávání. Zatímco Evropa má pro celoživotní vzdělávání nastavenou komplexní politiku a rámce, Turecko čelí obtížím s jeho začleněním do sociálně-vzdělávacího prostředí kvůli omezeným zdrojům, nedostatečnému povědomí a socioekonomickým nerovnostem. Na základě srovnání poznatků článek poukazuje na klíčové rozdíly v přístupnosti, rozmanitosti a cenové dostupnosti kurzů mezi Tureckem a evropskými zeměmi. Výzkum ukazuje, že evropské státy těží z rozsáhlého veřejného financování, institucionální spolupráce a inkluзивity, což činí celoživotní vzdělávání dostupné pro široké vrstvy obyvatelstva. Naproti tomu turecké iniciativy v oblasti celoživotního vzdělávání zůstávají roztržštěné, s nízkou mírou účasti, vysokými náklady a převládajícím zaměřením na odborné vzdělávání.

Navzdory těmto výzvám naznačují nedávné kroky tureckých politiků, stejně jako podpora mezinárodních partnerství, rostoucí uznání hodnoty celoživotního vzdělávání pro národní rozvoj.

Klíčová slova: celoživotní vzdělávání, centra celoživotního vzdělávání, sociální faktory, Turecko

In 1972, when the concept of Lifelong Learning (LLL) was introduced by UNESCO through the publication of the “Learning to Be: The World of Education Today and Tomorrow” report, also known as the Faure Report, it marked a transformative shift in our understanding of education. The report emphasised that learning should be a continuous process extending throughout life. That was rather controversial regarding the general definition we had so far. We were used to thinking of life in three stages: early and school years, the ‘productive phase’ of working life, and retirement or old age. The education and all activities related to it were thought to be a part of the second phase. However, this report highlighted that education should not be confined to a single stage of life but rather be a continuous process that extends throughout an entire lifetime.

Not much later than UNESCO report, in 1973, the idea of “recurrent education” was developed by the OECD and introduced in the report titled “Recurrent Education: a Strategy for Lifelong Learning”. The concept emphasised the alternation of education and work throughout life as a means of lifelong learning. The idea was simple. The report suggested mixing up the sequence of different kinds of formal as well as non-formal education throughout life rather than making initial schooling longer and longer and then forgetting about learning more forever. Nowadays, even ‘three stages’ are becoming out of date with changing demography and work patterns, especially longer life and an older population. It is now clear that we need more flexible systems. Systems where credit can be accumulated, and degrees do not qualify and privilege their holders for life. It also invites us to think about learning, and sometimes using, work skills and habits in the secondary school years. We must think too about going back to school in new ways, even in the third age, to continue working, if the labour market allows and needs that; or to contribute to other essential needs of society, which are not just part of the labour market sector.

UNESCO (Institute for Lifelong Learning) has prepared a memorandum defining the concept as “all purposeful learning activity undertaken on an ongoing basis aiming at improving knowledge, skills and competence”. The Memorandum comprises six key messages offering a structured framework for an open debate on putting lifelong learning into practice. These messages are based on experience gathered at European level through Community programmes and the European Year of Lifelong Learning (1996):

- **New basic skills for all:** Guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in the knowledge society.
- **More investment in human resources:** Visibly raise levels of investment in human resources in order to place priority on Europe’s most important asset – its people.
- **Innovation in teaching and learning:** Develop effective teaching and learning methods and contexts for the continuum of lifelong and life-wide learning.
- **Valuing learning:** Significantly improve the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning.
- **Rethinking guidance and counselling:** Ensure that everyone can easily access high-quality information and advice about learning opportunities throughout Europe and throughout their lives.
- **Bringing learning closer to home:** Provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through ICT-based facilities wherever appropriate.

These major changes in social and societal life have also had an impact on education, making our definition of lifelong learning, like its name, constantly renewable and alive. In this paper, LLL is defined as all learning activities undertaken in various educational settings throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective. Lifelong learning includes formal, non-formal, and informal education without limitations based on age, socio-economic background, or educational attainment. It is both lifelong and life-wide, as learning occurs not only in schools but also in various aspects of life, such as in the workplace, as well as in civic, political, cultural, and

recreational contexts. Lifelong learning, therefore, includes everyone who would like to learn anything at any age.

In the contemporary world, the concept of lifelong learning has gained significant importance, especially in the context of rapid technological advancements and evolving job markets. In Türkiye, the establishment of Continuous Education Centres (CEC) within universities has been pivotal in fostering an environment that supports ongoing education. This article explores the current state of these centres in Turkish universities, their role in promoting lifelong learning, and the understanding of continuous education in Türkiye.

The legal foundation for LLL in Türkiye is found in the constitution and several laws and decrees on the basic principles of education and vocational and non-formal education. Apart from the Turkish government, many other stakeholders are involved in LLL, such as NGOs, civil society providers and employer and Trade Union organisations (Büyüktanır *et al.*, 2006).

Şimşek *et al.* (2017) in their article state that at nearly every university in Türkiye, a lifelong learning centre has provided a service with a different name and content. In addition to the training programmes on vocational knowledge and skills, there are also various educational programmes for personal development and social fulfilment in continuing education centres. In 2010, with the contribution of some universities' continuous education centres, the Turkish Universities Continuous Education Centres (TÜSEM) Council was established to provide coordination between the continuous training centres in the country and to achieve international standardisation. Arslan (2008) states that most of these centres have very similar foundation principles and organisational structures. Akçay and Yıldırım (2014) in their analysis of the situation of lifelong learning centres in Türkiye state that lifelong learning is supplied by both official and private institutions in today's Türkiye.

1 THE ROLE OF CONTINUOUS EDUCATION CENTRES

Continuous Education Centres function as vital tools for individuals interested in improving their competencies or gaining new insights beyond conventional degree programmes. These centres are tailored to meet the needs of a varied demographic, encompassing working professionals, recent graduates, and individuals contemplating a shift in their career trajectories. Regardless of

the nomenclature employed - be it Lifelong Learning Centres or Continuous Education Centres - these institutions share overarching objectives aimed at fostering ongoing educational development.

Continuous Education Centres, in general, have three main objectives. The first and the most important one is developing skills. CECs aim to provide courses that equip individuals with relevant skills needed in the workforce, which takes us to the second objective. By offering specialised training and certifications, these centres help individuals advance in their careers or transition into new fields. Finally, CECs often collaborate with local businesses and organisations to address specific community needs through tailored training programmes.

2 LIFELONG LEARNING IN TURKISH SOCIETY

Lifelong learning refers to the ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development. In Turkish society, the understanding of lifelong learning has evolved, reflecting broader global trends. Lifelong learning has emerged as a fundamental aspect of contemporary education systems, highlighting the ongoing pursuit of knowledge and skills throughout an individual's life. The societal perspectives on lifelong learning are pivotal in determining its implementation, accessibility, and effectiveness. These perspectives are shaped by a variety of factors, including cultural, economic, and generational influences, as well as government initiatives and workplace requirements.

In general, in most societies, lifelong learning is considered vital for both personal and professional development. As technology evolves rapidly and the demand for flexible skill sets rises, the notion of learning as a singular event associated with formal education has transformed. It is increasingly viewed as an ongoing journey, essential for remaining relevant in the job market and contributing to societal advancement. This change is particularly evident in developed countries, where continuous education is perceived as a driver of innovation, productivity, and personal satisfaction.

Nonetheless, not all cultures embrace lifelong learning with similar interest and enthusiasm. In certain areas, especially where educational access is restricted or traditional learning viewpoints dominate, lifelong learning may be undervalued or regarded as unnecessary. Cultural values that emphasize

formal credentials over informal or non-formal education can deter individuals from seeking further learning opportunities later in life. Moreover, societal attitudes towards age and the capacity for learning can significantly affect participation; older individuals may encounter stereotypes suggesting they are less capable of acquiring new skills, which can discourage them from engaging in lifelong learning programmes.

Educational attainments in Türkiye are much below the levels desired when compared with the OECD countries. Regarding net ratios for literacy, elementary and secondary schooling in different years obtained and the total enrolment by school levels and types show that there is significant room for LLL interventions at all levels in Türkiye. For example, even in 2000, approximately 22% of women were still illiterate. Over 10% of boys and girls were still out of school at the primary education level. Schooling at the secondary education level was below 50%, with approximately a 10% difference between boys (49%) and girls (39%), which eliminates chances for higher education for half of the young population from the start. Average educational attainment in years is low, and for women, it seems to be much lower (4.96 years) than for men (7.01 years).

The reported schooling rates for girls in less developed parts of the country may be misleading: it may be less than what is reported. In a beneficiary assessment survey carried out through participant observation by a well-trained group of researchers, it was found that parents send their daughters to school at later ages and that they withdraw or are pulled out at early stages. Usually, attendance begins to be a serious problem after third grade, parallel to the changes in the female body, but, somehow, a higher official graduation is obtained (Karasar, 1991).

Koç (2024) adopted a qualitative research design to investigate teachers' views on lifelong learning in Türkiye. The sample consisted of 30 teachers from different branches. Data were collected using a semi-structured interview guide. Participants viewed lifelong learning as a process not limited to schools. They also associated it with all kinds of learning activities and personal growth. They believed lifelong learning was necessary for technological advances, social change, and a high quality of life. They stated that the goals of lifelong learning were accessing educational opportunities, increasing knowledge and skills, and transforming students into qualified people. They noted that motivation, education systems, and social and cultural changes affected lifelong learning.

In another study, Kırbaş and Bulut (2024) investigate the lifelong learning tendencies of the Turkish language and literature and Turkish teacher candidates. 297 students of Turkish Language and Literature, as well as Turkish Teacher Certification at a university in the east of Türkiye, made up the study sample in the survey model. The Lifelong Learning Tendency Scale (Gür Erdoğan & Ayanoğlu, 2021) was used to gather data. The study's findings revealed that, when it comes to gender-related factors, female teacher candidates had stronger lifelong learning tendencies than male candidates. It was discovered that teacher candidates who read books frequently - every day, every other day or once a week - had better propensities for lifelong learning than those who read books just once a month. It was found that teacher candidates with stronger dispositions toward lifelong learning studied scientific/academic, personal development, adventure, novel/story, and literary genres. Additionally, it was discovered through the research that there was no significant difference in the lifelong learning tendencies of teacher candidates regarding factors like age, the department or major of science they studied in college, the grade level they studied in, family income level, the education levels of their mothers and fathers, and preferred reading model. In general, it was found that teacher applicants scored extremely well on the lifelong learning tendencies scale when it came to their responses regarding their degrees of willingness to learn and grow over time.

In another attempt to search for the societal role of continuous education, Korucu and Şahan (2024) attempted to establish a connection between the inclination towards lifelong learning and the degree of adherence to the curriculum among educators in primary and secondary educational institutions. In the 2021-2022 academic year, data for this screening model investigation were collected from 281 teachers. The data were acquired using the "Lifelong Learning Tendencies Scale" designed by Diker Coşkun (2009) and the "Curriculum Fidelity Scale" developed by Burul (2018). According to the results, it was detected that there were moderate lifelong learning tendencies and a high degree of fidelity to the curriculum. Regarding the second discovery, it was established that school type and years of professional experience significantly influenced the differences observed in teachers' lifelong learning tendencies and their adherence to the curriculum levels. Furthermore, a statistically significant but modest correlation was identified between teachers' lifelong learning tendencies and their levels of curriculum fidelity.

Apart from personal attitudes, economic factors play a significant role in shaping societal attitudes toward lifelong learning. In economies characterised by dynamic job markets that necessitate continual upskilling and reskilling, lifelong learning is often regarded as essential. In these environments, employers typically promote or even require ongoing training, integrating it into the organisational culture. Conversely, in economies with more stable job markets or restricted resources, such as Türkiye, lifelong learning may be perceived as a luxury rather than an essential component of personal and professional development. In such contexts, individuals may prioritise immediate economic stability over long-term educational pursuits.

In Türkiye, social attitudes toward lifelong learning are shaped by a combination of cultural traditions, economic realities, and evolving educational priorities. Historically, education in Türkiye has been viewed as a formal, structured process confined to the early stages of life. Completing primary, secondary, and higher education was often considered sufficient for most individuals, particularly in a context where traditional roles and occupations demanded fewer opportunities for continuous skill development. However, this perception has gradually shifted, driven by global trends, economic modernisation, and government initiatives emphasising the importance of lifelong learning.

In recent years, lifelong learning in Türkiye has gained increasing recognition as a vital component of personal and professional growth. This shift is largely attributed to the demands of a rapidly changing global economy and the country's efforts to align with European Union standards in education and workforce development. Many individuals now view lifelong learning as essential for maintaining competitiveness in the labour market, particularly in sectors influenced by technological innovation. For instance, younger generations are more likely to embrace continuous learning as a pathway to career advancement and personal fulfilment.

Moreover, Türkiye's diverse population and regional disparities influence attitudes toward lifelong learning. Urban areas, where exposure to global trends and access to technology are higher, tend to exhibit greater acceptance of lifelong learning. In contrast, rural areas often lag due to infrastructural limitations and fewer opportunities for adult education. These disparities highlight the importance of targeted policies and programmes to ensure that lifelong learning becomes a reality for all citizens, regardless of location or socioeconomic status.

The Turkish government and private institutions have made significant efforts to promote lifelong learning through initiatives such as adult education centres (Halk Eğitim Merkezleri) and online platforms. The Ministry of National Education has approved the Non-Formal Educational Institutions Decree (Official Gazette No. 26080, 2006) to regulate the operations of non-formal educational institutions affiliated with the Directorate General of Apprenticeship and Non-Formal Education. According to Article 1, this decree outlines the governance, establishment, educational activities, production, counselling, supervision, and coordination of courses delivered by Public Education Centres (PECs) and Educational Rooms (ERs), as well as those organized in collaboration with or under the approval of PECs, excluding private educational institutions (Article 2). This new regulatory framework offers a more adaptable approach than the previous 1979 regulation, better addressing Türkiye's current educational needs. It introduces a decentralized structure where possible, allowing for the delegation of authority to local levels and formally recognizing the role of volunteers, including individuals and institutions, in educational activities.

Courses under this system fall into three primary categories: literacy and remedial education for unfinished programmes, vocational and technical training, and social and cultural development programmes (Articles 7 and 46). These courses are primarily organised by the institutions themselves, often as evening programmes tailored according to local training demands. However, comprehensive statistical data regarding these courses is not available at the central administrative level. Among the various forms of non-formal education, Folk Education Centres (Halk Eğitim Merkezleri) represent the most widespread model. In 2005, Türkiye had 924 such centres operating across different provinces and towns, with a total enrollment exceeding one million participants (Ministry of National Education, 2005/06 Education Statistics).

Non-formal educational programmes generally focus on three main areas: vocational training, social and cultural education, and literacy programmes. Nearly half of the courses fall under vocational education, equipping participants with skills and knowledge relevant to employment and home-based applications. Across all course categories, female participation rates consistently exceed those of males.

In conclusion, while societal attitudes toward lifelong learning in Türkiye are evolving, there is still a need for greater awareness and systemic support.

Bridging the gap between traditional perceptions and modern needs requires concerted efforts to make lifelong learning accessible and culturally relevant for all segments of society.

3 STATISTICS ON LIFELONG LEARNING IN TÜRKİYE

Recent studies indicate that the rate of participation in lifelong learning activities in Turkey is still below the European average. According to the Turkish Statistical Institute (TUIK), the percentage of adults engaged in lifelong learning was approximately 2.8% in 2020, compared to the EU average of 10.8%.

Table I: *Adults Engaged in Lifelong Learning*

Year	Participation Rate (%)
2018	2.5
2019	2.7
2020	2.8
2021	3.1

In the 2021/2022 academic year, over 11.6 million individuals participated in courses offered by public non-formal education institutions in Türkiye. Specifically, public training centres accounted for approximately 10.4 million participants, while vocational training centres had over one million students.

According to the Education and Training Monitor, 2023, the average participation rate in adult learning (individuals aged 25–64) across EU countries was 11.9% in 2022, up from 10.8% in 2021. However, there is considerable variation among member states. For instance, Sweden reported a participation rate of 36.2%, Denmark 27.9%, the Netherlands 26.4%, and Finland 25.2%. In contrast, countries like Bulgaria (1.4%), Greece (3.5%), and Croatia (4.4%) had notably lower rates.

These figures indicate that while Türkiye has a substantial number of participants in non-formal education programmes, the overall participation rate in lifelong learning activities remains below the EU average. That

suggests potential areas for enhancement in adult education initiatives within the country.

Lifelong learning in Türkiye is gaining increasing attention as both government initiatives and societal awareness grow. The Ministry of National Education's General Directorate of Lifelong Learning plays a key role in promoting adult education. In 2022 alone, over 2.6 million individuals participated in training programmes during the first three months, marking a 200% increase compared to the previous year. These programmes aim to integrate tradition and innovation to reach 12 million participants annually through over 3,800 courses. Such initiatives emphasise the importance of lifelong learning in adapting to global changes and advancing employability and personal growth.

Recent workshops, like "From National Policies to Local Strategies in the Turkish Century," also highlight Türkiye's commitment to fostering academic, social and professional skills among citizens. These events bring together educators, policymakers, and the public to share best practices and promote inclusion in education. Moreover, the shift in mindset towards continuous learning is reflected in the increasing demand for cultural, artistic, and personal development courses mostly given by the LLL centres of universities.

The variety of courses is another topic that can be analysed. In Europe, lifelong learning programmes cover a wide array of subjects, including vocational training, language learning, digital skills, and personal development. These programmes often emphasise upskilling and reskilling to meet labour market demands and foster personal growth. Türkiye, while offering a growing number of courses (e.g. 3,800 courses organised by the Ministry of National Education in 2022), still focuses heavily on traditional skill sets such as crafts, vocational skills, and literacy programmes. The diversity of programmes in Türkiye is expanding, but it remains less comprehensive compared to many EU countries.

Another dimension that needs to be discussed here is the fees and accessibility of the programmes offered. European countries often subsidize lifelong learning programmes, making them affordable or free for participants, especially in Nordic countries. Türkiye, on the other hand, offers many free or low-cost programmes through government initiatives, but private sector involvement tends to charge higher fees. This financial aspect can be a barrier to widespread participation among Turkish adults.

In summary, while Türkiye has made progress in fostering lifelong learning, particularly through government-led initiatives, the overall scope, accessibility, and societal integration of lifelong learning is still behind the comprehensive and inclusive frameworks seen in Europe. Bridging this gap requires increased investment, public awareness, and a broader range of course offerings tailored to modern demands.

4 COMPARATIVE PERSPECTIVES ON LIFELONG LEARNING PARTICIPATION AND POLICY

In order to contextualize the situation in Türkiye within a broader international framework, it is useful to compare its lifelong learning participation rates and policy directions with selected countries that share either a similar historical trajectory - such as post-authoritarian or post-Ottoman societies - or offer instructive contrasts due to their established adult education systems. The examples of Germany, Hungary, Greece, Poland, and Argentina serve this purpose well, highlighting both structural commonalities and divergence in practice and outcomes.

In Türkiye, adult participation in lifelong learning remains relatively limited. According to Eurostat (2023), the participation rate in formal and non-formal education and training among adults was approximately 6.0%, which is considerably below the European Union (EU) average and lags behind the benchmark set in the EU's strategic frameworks for adult learning. Despite policy efforts, including the proliferation of Public Education Centres and alignment with European education standards, the reach of lifelong learning remains constrained by infrastructural, financial, and sociocultural factors.

By contrast, Germany exhibits one of the most comprehensive and mature systems of lifelong learning in Europe. Its participation rate among adults aged 25–69 reached 57% in 2022 (CSO, 2023), underpinned by a well-established dual vocational education system and strong institutional support for adult and continuing education. Germany's policies emphasise both employability and civic engagement, supported by consistent funding and coordinated governance mechanisms.

Hungary presents another high-performing example, also reporting a 57% participation rate in 2022 (CSO, 2023). The Hungarian system has benefited from EU structural funds and national strategies focused on the integration

of adult learners into the labour market through vocational training and upskilling initiatives. That reflects a growing recognition of lifelong learning as central to economic competitiveness and social cohesion.

Greece, on the other hand, exemplifies the challenges of implementing effective lifelong learning in a context of economic instability and institutional restructuring. With only 15% of adults participating in lifelong learning activities in 2022 - the lowest among EU countries - Greece struggles with systemic issues, including fragmented governance and limited investment in adult education (CSO, 2023).

Poland, similarly, reports a below-average participation rate of 22% (CSO, 2023). While the country has made strides in integrating adult learning into its national qualifications framework, barriers persist in rural access, digital infrastructure, and adult learners' motivation - issues that parallel those observed in Türkiye.

From a Global South perspective, Argentina provides a relevant case for comparative analysis. Although comparable quantitative data on participation is limited, existing literature suggests that Argentina has prioritised adult education in the form of literacy campaigns, vocational training, and second-chance education programmes aimed at addressing social inequality and labour market exclusion (Martínez, 2021). Similar to Türkiye, the Argentinian lifelong learning agenda is shaped by broader development goals and constrained by socio-economic disparities.

These comparative insights suggest that Turkish challenges in lifelong learning are not unique but rather share features with other countries navigating post-authoritarian legacies, uneven economic development, or limited institutional capacity. However, the experiences of countries such as Germany and Hungary demonstrate that sustained policy commitment, robust infrastructure, and alignment with labour market needs are key to achieving higher levels of adult participation. Integrating these international lessons into Türkiye's policy discourse may help reinforce its efforts to promote inclusive and accessible lifelong learning.

CONCLUSION

Continuous Education Centres play a vital role in promoting lifelong learning in Turkish society. As the demand for skilled professionals increases, these centres must continue to adapt and expand their offer. Increasing awareness

and addressing the challenges faced by CECs will be essential to fostering a culture of lifelong learning in Türkiye. The article discussed the evolving societal perception of continuous education in Türkiye, emphasising generational shifts and urban-rural divides. It argues for the importance of expanding educational access, increasing financial support, and enhancing digital learning platforms to foster a culture of lifelong learning. By examining the interplay between policy, societal attitudes, and educational practices, the study provides actionable recommendations for promoting lifelong learning as a pathway to social cohesion and economic resilience. This analysis underscores the need for a holistic approach that bridges policy and practice, ensuring that lifelong learning becomes a shared societal value across Türkiye and beyond.

It can be recommended that first, to increase awareness, educational institutions should invest in marketing their CEC programmes to reach a broader audience. Secondly, to enhance funding, government and private sector partnerships can provide the necessary funding to improve CEC offerings, and finally, establishing standards for CECs will help ensure that programmes meet the needs of learners and employers alike to increase quality. By focusing on these areas, Türkiye can strengthen its commitment to lifelong learning and ensure that its workforce is prepared for the challenges of the future.

To effectively promote lifelong learning, it is crucial to address the varied societal attitudes that exist. Initiatives such as public awareness campaigns, government policies that subsidise adult education, and incentives for employers can facilitate a shift in perceptions and mitigate obstacles to participation. Additionally, it is vital to cultivate inclusive narratives that celebrate the value of learning at any age, in diverse formats, and for various purposes - whether professional, personal, or recreational. By enhancing positive societal attitudes, lifelong learning can evolve from being solely an individual pursuit to a collective cultural value, fostering progress and social cohesion.

The various viewpoints emphasise the necessity of adopting an advocacy strategy for lifelong learning that takes into account the distinct cultural and socioeconomic characteristics of each society. The interaction between personal motivations and societal expectations will ultimately influence the degree to which lifelong learning is accepted as a universal educational imperative.

REFERENCES

- Akçay, R. C., Yıldırım, R. (2014). Evaluating the Continuing Education Centers in Terms of Lifelong Learning. Presented at 5th World Conference on Educational Sciences-WCES 2013. *Procedia-Social and Behavioral Sciences* 116, 1756–1762.
- Arslan, M. M. (2008). Structure and Functions of the Continuing Education Centers at Turkish Universities. *Turkish Online Journal of Distance Education*, 9(3), 138–148.
- Burul, C. (2018). Öğretmenlerin eğitim programı tasarım yaklaşımı tercihlerinin öğretim programına bağlılıklarıyla olan ilişkisinin incelenmesi. Yayınlanmamış yüksek lisans tezi. Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü.
- Büyüktanır, D., Duke, C., Karasar, N., Tileylioğlu, A., & Tóth, J. Sz. (2006). *Driving Force for the Success of Turkey Lifelong Learning Policy Paper*. Ankara.
- Central Statistics Office (CSO). (2023). *Adult Education Survey 2022: EU Comparison*. Retrieved from <https://www.cso.ie/en/releasesandpublications/ep/p-aes/adulteducationsurvey2022/eucomparison/>
- Diker-Coşkun, Y. (2009). Üniversite öğrencilerinin yaşam boyu öğrenme eğilimlerinin bazı değişkenler açısından incelenmesi (Doktora tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Eurostat. (2023). *Participation Rate in Education and Training*. Retrieved from <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/edn-20230130-1>
- Gür Erdoğan, D. & Ayanoğlu, Ç. (2021). The Examination of Relationship between Lifelong Learning Trends of School Administrators and Teachers, and their Innovative and Entrepreneurial Behavior Levels. *International Journal of Progressive Education*, 17(2), 331–351. <https://doi.org/10.29329/ijpe.2021.332.21>
- Karasar, N. (1991). The World Bank. Factors Influencing School Attendance in Basic Education in Turkey: With Special Emphasis on Female Participation. Ankara.
- Kırbaş, A. & Bulut, M. (2024). Research on Lifelong Learning Tendencies of University Students. *International Journal on Social and Education Sciences (IJonSES)*, 6(2), 218–238. <https://doi.org/10.46328/ijonses.645>
- Koç, S. (2024). Teachers' Views on Lifelong Learning. *International Journal of Contemporary Educational Research*, 11(2), 250–261. <https://doi.org/10.52380/ijcer.2024.11.2.621>

- Korucu, M., Şahan, H. (2024). The Relationship between Teachers' Lifelong Learning Tendencies and Their Curriculum Fidelity Levels. *Educational Policy Analysis and Strategic Research*, 19(2). <https://doi.org/10.29329/epasr.2024.655.4>
- Martínez, M. (2021). *Adult Education and Social Inclusion in Latin America: a Review of National Policies and Regional Trends*. *International Review of Education*, 67(4), 549–567.
- Organisation for Economic Co-operation and Development (OECD). (1973). *Recurrent Education: a Strategy for Lifelong Learning*. OECD Publishing. <https://doi.org/10.1787/9789264116760-en>
- Şimşek, H., İslamoğlu, E. & Yildirimalp, S. (2017). The Role and Importance of Continuing Education Centers in Turkey on Lifelong Learning. *Kırklareli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 6(51). ISSN: 2146–3417 / E-ISSN: 2587–2052.
- Turkish Statistical Institute (TUIK). (2022). *Adult Education Survey*. <https://data.tuik.gov.tr/Bulten/Index?p=Adult-Education-Survey-2022-49748&dil=2>
- UNESCO. (1972). *Learning to Be: The World of Education Today and Tomorrow* (The Faure Report). <https://unesdoc.unesco.org/ark:/48223/pf0000001801>
- UNESCO. (2000). *Institute for Lifelong Learning*. <https://www.uil.unesco.org/en/articles/european-communities-memorandum-lifelong-learning-issued-2000>

Contact

Prof. Dr. Nesrin Oruç Ertürk: nesrin.oruc@ieu.edu.tr

Prof. Dr. Nesrin Oruç Ertürk is currently working at İzmir University of Economics, İzmir, Türkiye, where she is lecturing English Language at the undergraduate level at the School of Foreign Languages. At the same time, she is the director of EKOSEM (Izmir University of Economics, Continuous Education Center). Her main interest areas are Lifelong Learning, teacher training, and second language acquisition. She has published books and has many articles. She has carried out research and taught abroad in departments of linguistics at different universities (State University of New York, SUNY, USA; Universidad de Alcalá, Spain).

<https://doi.org/10.11118/lifele20251501007>



RECENZE / REVIEW

VÝCHOVA A VZDĚLÁVÁNÍ V BODECH OBRATU

JANÍK, Tomáš *et al.*, 2025. *Výchova a vzdělávání v bodech obratu. Rozhovory s Tomášem Janíkem*. Masarykova univerzita. 232 stran. ISBN 978-80-280-0589-4.

Profesor Tomáš Janík z Pedagogické fakulty Masarykovy univerzity v Brně si přizval k rozhovoru tucet předních osobností z oblasti výchovy a vzdělávání u nás i v zahraničí, které se převážně písemně, ale i na doptání vyjadřovaly k tomu, jaké zásadní body obratu v naší společnosti a kultuře vnímají a jak tyto proměny v širším časovém rámci zpětně ovlivnily edukaci. Pojednávají o období reformní pedagogiky z přelomu 19. a 20. století, o škole za éry socialismu po roce 1948, a zvláště pak o vývoji po sametové revoluci v roce 1989, k níž se respondenti často vraceli. Stále živými tématy naší současnosti jsou v jejich výpovědích důsledky pandemie covidu-19 a válečného konfliktu na Ukrajině, které jsou hodnoceny bezprostředně na rozdíl od jiných významných dějinných událostí. Za zmínku stojí i vnímaný dopad moderních informačních a komunikačních technologií, jako je kupříkladu rozvoj distanční výuky, virtuální reality či umělé inteligence.

Představitelé české i evropské pedagogiky reflektují vzdělávací procesy a zlomové dějinné události s cílem jim hlouběji porozumět a mezi akademiky, studenty či výzkumníky vyvolat kritickou debatu o historii i aktuálním směřování školství a vzdělávací politiky.

Editor druhého svazku v edici odborných konverzací Munipress, prof. PhDr. Tomáš Janík, Ph.D., M.Ed., absolvoval učitelství pro první stupeň základní školy se zaměřením na němčinu na Pedagogické fakultě MU a magisterský obor Educational Management na University of Derby. Při navazujících studiích na PdF MU vyučoval na základní škole, působil jako vedoucí redaktor časopisu *Pedagogická orientace*, předseda akreditační komise a poradce ministrů školství. Odborně se zaměřuje na reformy vzdělávání, učitelskou profesionalizaci či problematiku kurikula a výuky. Vyučuje metodologii výzkumu, komparativní pedagogiku a didaktiku. Dříve mezi řadou jiných

publikoval třeba monografii *Transdisciplinární didaktika* (2017) a popularizační eseje *Nedělní pedagogické krasořeči* (2022).

Z tohoto pohledu můžeme lépe pochopit koncipování a tematický záběr předkládané sbírky rozhovorů. Ve dvou kolech se ptá oslovených, s jakým druhem změny si bod obratu spojují; co je napadne, když se řekne výchova a vzdělávání v bodech obratu; které z nich považují za obzvlášť významné a proč; které přitahují jejich badatelskou pozornost v pedagogice a jaké byly jejich dobové okolnosti i soudobé dopady. Zajímá se o „transakci“ mezi společností, výchovou a vzděláváním, tedy o to, co společnost získává, případně ztrácí při bodech obratu. V neposlední řadě hledá odpověď na otázky, jestli nedávná pandemická situace nebo současný válečný konflikt zakládají bod obratu a v čem bude případně spočívat. Strukturovaným kladením otázek navazuje na předchozí svazek edice s názvem *Idea univerzity z české perspektivy. Rozhovory s Jiřím Hanušem* (2021). Snaží se přivádět ideje k řeči, a přestože byly rozhovory vedeny písemnou formou, místy se upřesňovaly ústně, aby navodily vhled do autentických myšlenkových procesů lidí prožívajících body obratu.

Mezi dotázanými z řad vysokoškolských profesorů a profesorek, stejně tak vyučujících z pedagogické praxe, Stanislav Štech vnímá ztrátu autonomie školy jako ohrožení i výzvu. Petr Najvar hovoří o velkých a malých obrazech ve společnosti a školním vzdělávání. Dana Kasperová reflektuje výchovu a vzdělávání jako cestu k obrátům a hledání jejich smyslu. Karel Rýdl tuto cestu k efektivnímu vzdělávání nalézá v alternativách a skutečné inovaci. Wilfrieda Göttlichera fascinuje úloha výchovy a vzdělávání v obdobích krize. Štefan Porubský má za to, že každý bod obratu dokážeme identifikovat až z historické perspektivy. Vladimíra Spilková vnímá zároveň kontinuitu i diskontinuitu ve vzdělávacím systému. Eliška Walterová považuje hodnotu vzdělávání za trvalou, ačkoliv jeho podoba se proměňuje. Michal Kaplánek hledá smysl pedagogiky v postmaterialistické společnosti. Vladimír Jůva přemýšlí o pedagogických obrazech v moderní sportovní edukaci. Dag Hrubý na ně pohlíží jako učitel matematiky. Petra Šobáňová pojednává o výchově a vzdělávání v kultuře vyvázání, změny a individualismu.

Ústřední téma obrátů se v knize projevuje jako dostatečně nosné, aby uneslo její délku. Na 232 stranách se v češtině i angličtině vzbuzují vzpomínky na minulost, jež je různými příklady aktualizována, a spoluutváří se východisko prognóz o budoucnosti. Pohled ze zahraničí zvýrazňuje mezinárodní rozměr diskuse o dané problematice. Koncept obratu je přitom natolik

ambivalentní, že umožňuje bohatost interpretací a provokuje k asociacím a zacykleným úvahám. Ostatně představa myšlenkového unášení se ve víru či spirále nejspíš inspirovala také obálku knihy o bodech obratu.

V momentě, kdy jedna epocha končí, dochází k definování nové výchozí perspektivy. Širší sociokulturní kontext, v němž se významné změny odehrávaly, je rovněž předmětem vypovědí o určité době. Ty zdůrazňují potřebu setrvalého dialogu pedagogiky se společností, který je ve své podstatě celoživotní. Umožňuje nám verbalizovat význam obrátů spojených s výchovou a vzděláváním. Editor poukazuje na transdisciplinární povahu takového dialogu a vyzývá k mezioborové spolupráci.

Stručná předmluva knihy by si možná zasloužila rozšíření směrem k syntéze hlavních poznatků – například formou tematické analýzy, která by nabídla čtenáři orientaci v rozhovorech a jejich širších souvislostech. Byla by to přínosná tečka za takto bohatým materiálem. Zůstává rovněž nezodpovězenou otázkou, podle jakého klíče byly jednotlivé osobnosti vybrány. Rozhovory samy o sobě ukazují vysokou míru odbornosti a široký rozhled respondentů nejen v oblasti pedagogiky. Při komentářích k aktuálním událostem a možným směrům vývoje je však místy znát menší časový odstup, který by mohl podpořit hlubší reflexi. Některé úvahy vycházejí z momentálních nálad a emocí ve společnosti, které jsou příliš čerstvé na to, aby mohly být vyhodnoceny jako body obratu. Za všechny uvedme názor Michala Kaplánka (s. 155), který míní: „Tragédie z 21. prosince [2023] (střelba na Filozofické fakultě Univerzity Karlovy) ukázala, že humánní budoucnost nemůžou garantovat lidé se zvrácenými mravními hodnotami, i když mohou mít vysokou hodnotu IQ.“ Nehledě na to, že pohnutky střelce nejspíš vycházely z podobně aktuálních dojmů o politických věcech, které mají svůj vývoj v čase, se situace jeví o to pikantněji ve světle bitcoinové kauzy a předvolební společenské polarizace.

Janík v předmluvě zmiňuje (s. 11), že „téma edukačních výzev spojených s umělou inteligencí naše rozhovory příliš ne(po)stihlo“. Nicméně většina dotázaných se tématu dotýká alespoň okrajově a například Petra Šobáňová uvádí konkrétní aplikace nástrojů umělé inteligence ve výtvarné výchově (219). Nastíněný tematický okruh lze chápat současně jako příležitost a východisko pro další svazek v edici navazujících rozhovorů o etickém využití AI. Tato autorka zmiňuje taky herní design, možnosti imerzivního prostředí nebo on-line instalace ve virtuální realitě (s. 221). Vladimír Jůva pak podrobně (s. 171–175) rozebírá etablování e-sportu jako samostatné

disciplíny, což je progresivní příspěvek do diskuse. Podnětné jsou rovněž různé reflexe distanční výuky v době pandemie covidu-19.

Za největší přínos souboru ovšem považuji vzpomínání na sametovou revoluci a období, které po ní následovalo. Zvláště optikou života na školách a srovnáváním stavu před revolucí s proměnami, jež způsobila ve výchově a vzdělávání, považuji výběr respondentů za opodstatněný. Nutno podotknout, že mladší generace by možná identifikovaly jiné body obratu, které stačily prožít a s odstupem času reflektovat. Sám vnímám události roku 1989 jako osvobození od útlaku totalitního režimu, rozvoj svobody slova, možnosti studovat a vyjadřovat svůj názor bez hrozby postihu. S tím souvisí i koncepty demokracie, nezávislé žurnalistiky a právního státu. Vedle studentské iniciativy s revolucí byly spojeny silné osobnosti jako Václav Havel, které dokázaly artikulovat soudobé nálady a poměry ve společnosti a identifikovat její problémy tak, že lidé rozuměli potřebě změny. Potřebě, na níž svou obětí dříve upozornil Jan Palach. Právě v dnešní době, kdy je obtížné se orientovat v záplavě informací různé důvěryhodnosti, potřebujeme takové osobnosti, které dokážou přesvědčivě komunikovat o bodech obratu ve výchově a vzdělávání.

Autor recenze

Mgr. Jan Miškov, Ph.D.

Mendelova univerzita v Brně, Institut celoživotního vzdělávání, Zemědělská 5,
613 00 Brno, Česká republika

email: jan.miskov@mendelu.cz

Přijato: 18. června 2025

Link to this article: <https://doi.org/10.11118/lifele20251501027>

This work is licensed under a Creative Commons
Attribution-NonCommercial-NoDerivatives 4.0
(CC BY-NC-ND 4.0) International License



Časopis *Lifelong Learning – celoživotní vzdělávání* je nezávislým recenzovaným vědecko-odborným periodikem, které publikuje původní vědecké práce českých i zahraničních autorů, přehledové studie, vynikající studentské práce, zprávy a analytické recenze vztahující se k aspektům celoživotního učení a vzdělávání (zejména profesního, dalšího odborného vzdělávání a vzdělávání seniorů). Svým obsahem je zaměřen na akademické pracovníky, vysokoškolské pedagogy, výzkumníky a odborníky zabývající se celoživotním vzděláváním. Časopis vychází s periodicitou dvakrát ročně a je vydáván Institutem celoživotního vzdělávání Mendelovy univerzity v Brně.

Časopis je zařazen do databází EBSCO a ERIH PLUS.

Redakční rada

- **doc. Mgr. Petr Adamec, Ph.D., MBA (předseda redakční rady)**
Mendelova univerzita v Brně, Institut celoživotního vzdělávání
- **doc. PhDr. Tomáš Čech, Ph.D.**
Univerzita Palackého v Olomouci, Pedagogická fakulta
- **prof. Ing. Jakub Fischer, Ph.D.**
Vysoká škola ekonomická v Praze, Fakulta informatiky a statistiky, Praha
- **prof. PaedDr. Ctibor Határ, PhD.**
Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta, Nitra, Slovenská republika
- **doc. PhDr. Petr Hladě, Ph.D.**
Masarykova univerzita, Filozofická fakulta, Brno
- **prof. Dzintra Iliško, PhD.**
Univerzita v Daugavpils, Fakulta pedagogiky a managementu, Daugavpils, Lotyšsko
- **doc. PhDr. Vladimír Jůva, Ph.D.**
Masarykova univerzita, Fakulta sportovních studií, Brno
- **doc. MUDr. Petr Kachlík, Ph.D.**
Masarykova univerzita, Pedagogická fakulta, Brno
- **doc. Mgr. Petr Novotný, Ph.D.**
Masarykova univerzita, Filozofická fakulta, Brno

-
- **prof. PhDr. Gabriela Petrová, CSc.**
Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta,
Slovenská republika
 - **doc. PhDr. Ivana Pirohová, PhD.**
Prešovská univerzita, Pedagogická fakulta, Prešov, Slovenská republika
 - **dr. hab. prof. Beata Piła, PhD.**
Silesian University of Technology, Institute of Education
and Communication Research, Gliwice, Polsko
 - **doc. PhDr. Jirí Semrád, CSc.**
Univerzita Hradec Králové, Pedagogická fakulta, Ústav sociálních studií
 - **doc. PhDr. Mgr. Josef Smolík, Ph.D., MBA, LL.M.**
Policejní akademie České republiky v Praze, Fakulta bezpečnostního
managementu, Praha
 - **PhDr. Michal Šerák, Ph.D.**
Univerzita Karlova, Filozofická fakulta, Praha
 - **Mgr. et Mgr. Michal Šimáně, Ph.D.**
Mendelova univerzita v Brně, Institut celoživotního vzdělávání, Brno
 - **PhDr. Mgr. Naděžda Špatenková, Ph.D., MBA**
Slezská univerzita v Opavě, Fakulta veřejných politik, Ústav pedagogických
a psychologických studií
 - **doc. PhDr. inž. Lukasz Tomczyk PhD**
Jagellonská univerzita, Pedagogická fakulta, Krakov, Polsko
 - **prof. Péter Tóth**
Technická a ekonomická univerzita v Budapešti, Oddělení technického
vzdělávání, Budapešť, Maďarsko
 - **doc. PhDr. Štefan Vendel, CSc.**
Prešovská univerzita v Prešove, Filozofická fakulta, Slovenská republika
 - **prof. PhDr. Jaroslav Veteška, MBA, Ph.D.**
Univerzita Karlova, Pedagogická fakulta, Praha

Redakce:

doc. Mgr. Petr Adamec, Ph.D., MBA

Mgr. Jan Miškov, Ph.D.

Názory prezentované autory v publikovaných příspěvcích se nemusí shodovat s názorem redakce časopisu.

Jazykové korektury:

PhDr. Dana Pokorná, Mgr. Lenka Schormová, Mgr. Ing. Peter Marinič, Ph.D.

Vydavatel:

Mendelova univerzita v Brně, Institut celoživotního vzdělávání,

Zemědělská 1, 613 00 Brno,

IČ 62156489

Vychází dvakrát ročně

Časopis je evidován MK ČR pod č. E 20235

Sazba:

Bc. Eliška Kovářová

Webové stránky časopisu:

<https://lifelonglearning.mendelu.cz>

Facebook:

<http://www.facebook.com/ljournal>

Adresa redakce:

Časopis Lifelong Learning

Institut celoživotního vzdělávání, Mendelova univerzita v Brně

Zemědělská 5, 613 00 Brno

e-mail: lifelonglearning@mendelu.cz

ISSN 1804-526X (Print)

ISSN 1805-8868 (Online)

The Lifelong Learning journal represents an independent reviewed scientific journal presenting original scientific works of Czech and foreign authors, study overviews, outstanding student works, reports and analyses reflecting the aspects of lifelong learning and education (particularly professional and further vocational education and senior education). The journal is designed for academic staff, university lecturers, researchers and lifelong learning specialists. The journal is published two times a year by the Institute of Lifelong Learning of Mendel University in Brno.

The journal has been included in EBSCO and ERIH PLUS databases.

Editorial Board

- **doc. Mgr. Petr Adamec, Ph.D., MBA (Editor-in-Chief)**
Mendel university in Brno, Institute of Lifelong Learning, Czech Republic
- **doc. PhDr. Tomáš Čech, Ph.D.**
Palacký University Olomouc, Faculty of Education, Czech Republic
- **prof. Ing. Jakub Fischer, Ph.D.**
University of Economics, Faculty of Informatics and Statistics, Prague, Czech Republic
- **prof. PaedDr. Ctibor Határ, PhD.**
Constantine the Philosopher University in Nitra, Faculty of Education, Slovak Republic
- **doc. PhDr. Petr Hlado, Ph.D.**
Masaryk University, Faculty of Arts, Brno, Czech Republic
- **prof. Dzintra Iliško, PhD.**
Daugavpils University, Faculty of Education and Management, Daugavpils, Latvia
- **doc. PhDr. Vladimír Jůva, Ph.D.**
Masaryk University, Faculty of Sports Studies, Brno, Czech Republic
- **doc. MUDr. Petr Kachlík, Ph.D.**
Masaryk University, Faculty of Education, Brno, Czech Republic
- **doc. Mgr. Petr Novotný, Ph.D.**
Masaryk University, Faculty of Arts, Brno, Czech Republic

-
- **prof. PhDr. Gabriela Petrová, CSc.**
Constantine the Philosopher University in Nitra, Faculty of Education, Slovak Republic
 - **doc. PhDr. Ivana Pirohová, PhD.**
University of Presov, Faculty of Pedagogy, Slovak Republic
 - **dr. hab. prof. Beata Pitula, PhD.**
Silesian University of Technology, Institute of Education and Communication Research, Gliwice, Polsko
 - **doc. PhDr. Jiří Semrád, CSc.**
University of Hradec Králové, Faculty of Education, Department of Social Pathology and Sociology, Czech Republic
 - **doc. PhDr. Mgr. Josef Smolík, Ph.D., MBA, LL.M.**
Police Academy of the Czech Republic in Prague, Faculty of security management, Czech republic
 - **PhDr. Michal Šerák, Ph.D.**
Charles University, Faculty of Arts, Prague, Czech Republic
 - **Mgr. et Mgr. Michal Šimáně, Ph.D.**
Mendel university in Brno, Institute of Lifelong Learning, Czech Republic
 - **PhDr. Mgr. Naděžda Špatenková, Ph.D., MBA**
Silesian University, Faculty of public policies ,Institute of Pedagogical and Psychological Sciences
 - **doc. PhDr inż. Lukasz Tomczyk PhD**
Jagiellonian University, Faculty of Pedagogy, Cracow, Poland
 - **prof. Péter Tóth**
Budapest University of Technology and Economics, Department of Technical Education, Budapest, Hungary
 - **doc. PhDr. Štefan Vendel, CSc.**
University of Presov, Faculty of Arts, Slovak Republic
 - **prof. PhDr. Jaroslav Veteška, MBA, Ph.D.**
Charles University, Faculty of Education, Prague, Czech Republic

Editorial Office:

doc. Mgr. Petr Adamec, Ph.D., MBA

Mgr. Jan Miškov, Ph.D.

Opinions presented by the authors in their contributions need not necessarily be in accordance with opinions of the editors of the journal.

Language Editors:

PhDr. Dana Pokorná, Mgr. Lenka Schormová, Mgr. Ing. Peter Marinič, Ph.D.

Publisher:

Mendel University in Brno, Institute of Lifelong Learning,

Zemědělská 1, 613 00 Brno,

ID 62156489

It is published twice times a year.

The journal is registered by the Ministry of Culture of the Czech Republic under No. E 20235.

Typesetting:

Bc. Eliška Kovářová

Journal Website:

<https://lifelonglearning.mendelu.cz>

Facebook:

<http://www.facebook.com/ljournal>

Contact:

Journal of Lifelong Learning

Institute of Lifelong Learning, Mendel University in Brno

Zemědělská 5, 613 00 Brno

e-mail: lifelonglearning@mendelu.cz

ISSN 1804-526X (Print)

ISSN 1805-8868 (Online)