Date *15.05.2026*

1. General Information

Acronym of the national network:	*TUSEM*
Full Name of the National Network:	*Turkish Universities Continuing Education Centres Council*
Country:	*Turkey*
Year of Establishment:	*2010*
Official Website:	*www.tusemkonseyi.org*

2. Contact details

Representative of the National Network

Title (Prof./Dr./Mr./Ms.):	*Dr*
First Name:	*Tamer*
Last Name:	*Atabarut*
Position:	*Past President*
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End date of the mandate	*2027*

3. Background

Please provide a brief description of your network (maximum 200–300 words), including:

- Date of establishment
- Founding purpose
- Membership structure (e.g., number and type of member institutions)
- Key milestones or achievements
- Governance structure (if relevant)

Turkish Universities Continuing Education Centers Council (TÜSEM) was established in 2010 through the initiatives of the directors of Continuing Education and Lifelong Learning Centers, with the approval of university rectorates. TÜSEM currently has 139 member universities, consisting of 93 state universities and 46 foundation universities.
TÜSEM is an academic platform that brings together the Continuing Education Centers of universities under a single umbrella, contributes to lifelong learning policies, supports the development of quality standards, and strengthens inter-university collaboration.
The Council convenes twice a year, during the spring and autumn terms, hosted by one of its member universities.
The TÜSEM Executive Board consists of 7 members in total: the President, the Vice President, and 5 board members. Elections for the Executive Board are held every two years.

4. Focus

Please describe the main objectives and areas of activity of your National Network. Your response may include:

- Core mission and strategic goals
- Main areas of work (e.g., accreditation, policy advocacy, coordination, training, research, etc.)
- National and/or international collaborations
- Services provided to members
- Current priorities

In the context of Turkish universities, university lifelong learning is understood as a continuous process that extends beyond formal degree education and supports personal, professional, social, and civic development throughout life. Turkish higher education institutions implement this mission primarily through their Continuing Education Centers (SEM), coordinated nationally through the TÜSEM Council.
Core Mission of the TÜSEM Council
The TÜSEM Council was established in 2010 to bring together university continuing education centers under a common national platform. Its core mission is to:

- *strengthen lifelong learning policies in Turkish higher education,*
- *improve the quality and standardization of continuing education,*
- *promote cooperation among universities,*
- *support university–industry collaboration,*
- *and enhance national and international accreditation, certification, and recognition processes.*

The Council also acts as a coordination and policy platform where universities exchange good practices and jointly address structural challenges facing continuing education centers.
Main Priorities of Lifelong Learning in Turkish Universities
Based on national lifelong learning strategies and TÜSEM activities, the major priorities include:

1. Expanding access to lifelong learning
o Providing learning opportunities for all age groups and social segments.
o Supporting inclusion, employability, and professional reskilling.
2. Quality assurance and accreditation
o Developing standards for non-formal education programs.
o Strengthening certification and competency-based education systems.
3. University–industry cooperation
o Aligning training programs with labor market and sectoral needs.
o Supporting workforce development and professional upskilling.

4. Digital and flexible learning
o Expanding online, hybrid, and applied education models.
o Increasing access through distance learning technologies.
5. Internationalization
o Building partnerships with international institutions and networks such as EUCEN.
o Supporting global recognition of certificates and competencies.
6. Micro-credentials and certification
o Developing short-term modular programs, micro-credits, and competency certifications.

Main Areas of Work of TÜSEM and University SEMs

The practical work areas of Turkish university continuing education centers generally include:

- *Professional development and vocational training*
- *Certificate and micro-credential programs*
- *Corporate training for public and private sectors*
- *Occupational health and safety education*
- *Language training and digital skills programs*
- *Consultancy and applied research projects*
- *Conferences, workshops, congresses, and seminars*
- *Distance education and hybrid learning programs*
- *International cooperation and project development*
- *Community-oriented social responsibility education activities*

Overall, TÜSEM and university lifelong learning centers function as bridges between universities, society, and the labor market, transforming universities from institutions focused only on degree education into centers of continuous professional and social learning.

5. Key Activities (Optional)

Please list up to 5 major ongoing or recent initiatives, projects, or programmes.

Recent TÜSEM Council meetings also highlight strategic focus areas such as:

- *accreditation processes,*
- *the Turkish Qualifications Framework,*
- *internationalization,*
- *micro-creditials systems,*
- *and administrative/financial sustainability of SEMs.*

6. Additional Information (Optional)

Any other relevant information you wish to share (publications, annual events, statistics, strategic plans, etc.).

TUSEM Council convenes twice a year, in the spring and autumn, and the last meeting was hosted by Karadeniz Technical University on May 8-9, 2026.

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7. National Network's social media pages (Optional)

www.tusemkonseyi.org

https://www.facebook.com/TusemKonseyi/about/

https://www.instagram.com/tusemkonseyi/

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