



Follow-up of CONFINTEA VI:
Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)
National progress report submitted by
the Government of

This report is submitted on behalf of the Government of in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	MINISTRY OF NATIONAL EDUCATION GENERAL DIRECTORATE OF LIFE-LONG LEARNING
Submission date	20 th February, 2012

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	()
Defence	()
Education	(√)
Foreign Affairs	()
Health	()
Interior/Home affairs	()
Labour	()
Others (<i>please mark and specify below</i>)	()
Civil society organisations	
National non-governmental organisations	()
International non-governmental organisations	()
Educational or research institutions/Universities	()
Private sector companies	()
United Nations agencies	()

Non-UN bilateral or multilateral organisations	()
Others (please mark and specify below)	()

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	()	(√)
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> The concept of adult education take place more within the notion of "formal education". In Legal texts, it is used synonymously with the concepts of non-formal education, public education and lifelong education. According to the Ministry of National Education Regulation on Non-formal Education Institutions; Non- Formal Education is defined as all activities of lifelong education, training, manufacturing, guidance and implementation of activities for individuals who have never had formal education or at any level in the system or separated that level, completed in the line with their interests, desires and capabilities.	()	(√)
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> Literacy is defined gain is defined as training and learning activities. including basic skills to gain skill acquisition of mechanical and functional literacy training and improve their quality of life for adults who have never benefited from corporate training opportunities, or acquired literacy skills	(√)	()
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Basic Literacy, Functional Literacy, Advanced Literacy, Media Literacy concepts are also defined and used.	()	(√)
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (please describe below)	(√) (√) (√) (√) (√) (√)	
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (please provide details below):	() () () () () ()	(√)
1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> Field research of Community Education Centers, , Turkey Statistics Institute's annual household surveys and datas in accordance with the Address Based Population Registration System are obtained	(√)	()
1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. Since 2008, the data has been begun to obtain via e-Common Automation System. The data from this system is obtained for those that are illiteracies, literates, functional literates, and literates at the advanced level.		

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and References (add as many lines as needed)</i>	Year

Lifelong learning	(√) ()	National Education Basic	1973
Adult education	(√) ()	Regulation of Non-formal Education Institutions	2011
Adult literacy	(√) ()	Law of Literacy no 2841	1983

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

Adult education and adult literacy programs as legal and social are applied to all segments of society for those that are accepted as an adult without discrimination of age, gender, ethnicity, and faith. Programs are primarily developed and applied in accordance with the needs of adults and society at national and local level. Literacy programs are arranged as a two-stage for groups at the age of 15 or over 15 who are illiterate or too little. First-stage include reading and writing skills, accounting skills and basic life skills ; the second level also include knowledge and skills corresponding to fifth-grade level at elementary schools. Literacy programs for the adults who are at the age of 15-45 years old are the priority target groups .

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	Adult groups at the age of 18 and over 18	125.000
Adult literacy	Individuals that need special education Prisoners and sentenced persons, Those who are put under protection With in the scope of law of Probation ,Aid Station and Preservation Board, Adult who are at the age groups of 15 and over 15;	
	Prisoners and sentenced persons who are illiteracy,	3.812.092
		4.147

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	() (√)	10% of the adult population	2012-2015
Adult literacy	(√) ()	3 million adults	

2.4 Does your country have a policy on the language of instruction in adult education?

Yes **No**
(√) ()

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The official language in Turkey is Turkish and Turkish is used on education as a official language.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?

Yes **No**
(√) ()

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:

Informal learning of adults in Turkey about the certification is carried out at the level of literacy and basic skills. Those who learn read and write using Individual methods and those who are self-sufficient at the first 5 years level of primary schools are taken into examination and certificates are arranged for succesful candidates.primary education law no 222 and regulation of the non-formal education institutions give the opportunities to these applications. Besides Within the scope of life long learning for individuals, knowledge and skills which is gained as an individual in various ways of learning methods outside of educational institutions are directly measured and allow the evaluation and certification. On the other hand, assessment and evaluation are made by Vocational Qualifications Authority for the occupations whose standards are identified and the certificate is given.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?

Yes **No**

Adult education
If Yes, please provide a brief explanation and references: () (√)

Adult literacy
If Yes, please provide a brief explanation and references: () (√)

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	References
National Development Plan	(√)		The document of Lifelong Learning Strategy
Poverty Reduction Strategy Paper	()		
Education strategy	(√)		
Skills development (including vocational education and training) strategy	(√)		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	(√)		
Sustainable development strategy	()		
<i>Other (specify in the space below)</i>	()		
Adult literacy:			
National Development Plan	(√)		The document of Lifelong Learning Strategy
Poverty Reduction Strategy Paper	()		
Education strategy	(√)		
Skills development (including vocational education and training) strategy	(√)		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	(√)		
Sustainable development strategy	()		
<i>Other (specify in the space below)</i>	()		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	References
Adult education	()	(√)		
Adult literacy	()	(√)		
<i>If Yes, please elaborate how they have been involved.</i>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).				
Governmental: <i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<i>National</i>	<i>Sub-national</i>	<i>On adult education</i>	<i>On adult literacy</i>
Ministry of Justice	(√)	(√)	(√)	(√)
Ministry of Family and Social Policies	(√)	(√)	(√)	(√)
The Office of Commander in Chief	(√)	(√)	(√)	(√)
Ministry of Food, Agriculture and Livestock	(√)	(√)	(√)	(√)
Ministry of Labour	(√)	(√)	(√)	()

Social				
Ministry of Forestry and Irrigation	(√)	(√)	(√)	()
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply))</i>	<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>		
	National	Sub-national	On adult education	On adult literacy
Mother and Child – care	(√)	(√)	(√)	(√)
UR Rotary	(√)	(√)	(√)	(√)
Viral Hepatitis Struggle Foundation	(√)	(√)	(√)	()
TAP Foundation	(√)	(√)	(√)	()
Turkish Union of chambers and Exchange	(√)	(√)	(√)	()
Turkish Tradesmen and Artisans	(√)	(√)	(√)	()
Union of Municipalities	(√)	(√)	(√)	(√)

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
	(√)	()
Adult education	(√)	()
<i>If Yes, please provide name and contact details:</i> Ministry of Education General Directorate of lifelong Learning Tel:0312 212 99 57 Fax :0312 212 99 58 hbogm@meb.gov.tr		
Adult literacy	(√)	()
<i>If Yes, please provide name and contact details:</i> Ministry of Education General Directorate of lifelong Learning Tel:0312 212 99 57 Fax :0312 212 99 58 hbogm@meb.gov.tr		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	(√)	()
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Legal texts which mentioned the criteria of relationships are prepared.		
...adult literacy?	(√)	()
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Legal texts which mentioned the criteria of relationships are prepared.		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	(√)	()
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Ministry of Education organized stakeholders for providing the joining process of capacity development and programme, politics of partners all over the nation wide.		
...adult literacy?	(√)	()

If Yes, please indicate what activities are undertaken and provide references:
 All over the nation wide for the aim of programme development and planned companies are being held symposiums together with the upper level managers ,academic personnel and teachers.

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	()	(√)
...adult literacy?	()	(√)

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
 Please indicate which data are reported:

<i>Actual expenditure</i> (√)	<i>Budget allocation</i> ()
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4.2 Please indicate the name of the currency used for reporting:
 For the adult education and literacy teaching ,the budget is shared fro government sources.This budget principally is uesd as Turkish Lira.

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> ()	<i>Thousands</i> ()	<i>Millions</i> (√)
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	597.178.831,53 TL	572.556.844,97 TL	
<i>Sub-national governments⁵</i>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount(2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>			(√)
<i>Sub-national governments⁵</i>			(√)
<i>Civil society organisations</i>			(√)
<i>Donors/international aid (not loans)</i>			(√)
<i>Private companies</i>			(√)
<i>Learners/households</i>			(√)

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			(√)
<i>Sub-national governments⁵</i>			(√)
<i>Civil society organisations</i>			(√)
<i>Donors/international aid (not loans)</i>			(√)
<i>Private companies</i>			(√)
<i>Learners/households</i>			(√)

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?

	Yes	No
	(√)	()

<p>If Yes, please provide a brief description:</p> <p>4.5 million TL of allotment of budget are carried out by Halk Bank Co on the workshop of literacy process for the company all over the country which is started.</p> <p>Besides, fund is transferred by pre-accession European Union .</p>	
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4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	(√)	adults	(√)
<i>Vocational (technical, income-generation-related)</i>	(√)	Young adults	(√)
<i>Life skills and/or health issues</i>	(√)	adults	(√)
<i>Use of information and communication technologies</i>	(√)	adults	(√)
<i>Official/local languages</i>	()		()
<i>Foreign languages</i>	(√)	adults	(√)
<i>Human rights/civic education</i>	(√)	Young adults	(√)
<i>Liberal education/personal growth (i.e. artistic,</i>	(√)		(√)

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	()		()
<i>Vocational (technical, income-generation-related)</i>	(√)	adults	()
<i>Life skills and/or health issues</i>	()		()
<i>Use of information and communication technologies</i>	()		()
<i>Official/local languages</i>	()		()
<i>Foreign languages</i>	(√)	adults	()
<i>Human rights/civic education</i>	()		()
<i>Liberal education/personal growth (i.e. artistic,</i>	(√)	adults	()

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	(√)	Adults over 15 years old with no or low literacy/numeracy skills	(√)
<i>Vocational (technical, income-generation-related)</i>	()		()
<i>Life skills and/or health issues</i>	(√)	Women with low literacy skills	(√)
<i>Use of information and communication technologies</i>	(√)	Adults over 15 years old with no digital literacy skills	(√)
<i>Official/local languages</i>	()		()
<i>Foreign languages</i>	()		()
<i>Human rights/civic education</i>	(√)	Adults over 15 years old with no or low literacy skills	(√)
<i>Liberal education/personal growth (i.e. artistic, cultural</i>	()		()
<i>Other</i> <i>(please provide a brief description below:)</i>	(√)		(√)

5.2 Are there surveys on provision and demand?	Provision	Demand
On adult education	(√)	()
On adult literacy	(√)	()
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>	1-Evaluation of the Effectiveness of Public Education Centres 2- A Research on the Evaluation of the First Level Literacy Courses in Turkey 3-Evaluation Of Voluntary Adults Literacy Instructors' Training Programme 4-Facilitated Literacy ProgrammeEvaluation 5-SBEP For Evaluating and Monitoring Adult Literacy and Basic Education Program and Teaching Materials	

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Only Turkish literacy programme and materials are available.	()
	()
	()
	()
	()
	()

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
There aren't any literacy courses for the other languages.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Evet (√)	Hayır ()
<i>If Yes, please provide a brief description and references:</i>		
In 2007 literacy programmes and materials based on constructive education philosophy are developed and still is being applied.		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?	<i>Mark all that apply</i>		<i>Are local communities involved?</i>	
			Yes	No
<i>National level</i>	(√)	()	()	()
<i>Sub-national level</i>	()	()	()	()
<i>Please provide references or attach documents on local community participation:</i>				

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.
technology in their everyday lives and have to retrain themselves to become technologically literate. (c) Empowering

individuals to participate more fully in their societies now requires them to know how to access and use the information not only in print, but also in the new electronic domains.

AÇEV has been implementing its Functional Adult Literacy Program since 1995. Based on this experience during the last 17 years, it has been ascertained that there are serious educational challenges for three main groups:

Individuals with no or very limited schooling

As an EU candidate, a member of G20 and the 16th biggest economy in the world, Turkey has 3,2 million illiterate citizens over 15 years old. In addition, there are 3,2 million people among those who report that they are able to read and write but this group's literacy level is questionable.

Newly Literates

For the newly literates who have completed the 1st level literacy courses, the transition from this level to the 2nd level literacy courses has many challenges, especially for women. According to the 2007-2008 reports of Adult Education Centers, 105,991 adults received the 1st level literacy certificate but only 56,066 received the 2nd level literacy certificate: For men, the situation is not so dire. 33,850 men received the 1st level literacy certificate and later 31,476 of them (93%) received the 2nd level literacy certificate. However, among the 72,141 women who received the 1st level literacy certificate, only 24,590 of them (34%) continued with their education and received the 2nd level literacy certificate. Over 48% of the adults do not continue beyond the very basic literacy skills of the 1st level courses and hence are likely to fall further behind as the society becomes more technologically advanced and requires more sophisticated literacy proficiencies.

Restarters

The term "restarters" is being used here to describe youth who have dropped out of school and are planning to come back to continue with their compulsory education. Adult literacy restarters are individuals who dropped out of primary school as children, and want to develop their literacy levels as adults. According to the official statistics, there are 3,2 million individuals aged 15 and above who had not completed primary school but self report to be "literate". This statistic about the literacy levels of the population is questionable as it is based on the self-reports collected during the census surveys rather than on any actual assessments of randomly selected samples. The studies shows that adults who had completed only three years of primary school are only marginally better than adults who had never attended school at all on basic skills.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	(√)
Attendance in adult education programmes (other than literacy programmes)	(√)
Completion of adult education programmes (other than literacy programmes)	(√)
Enrolment in literacy programmes	(√)
Attendance in literacy programmes	(√)
Completion of literacy programmes	(√)
<i>If this information is available please attach the corresponding figures and documentation, or provide the references</i>	
Enrolment in adult education programmes (other than literacy programmes)	7 786 303 (2010)
Attendance in adult education programmes (other than literacy programmes)	
Completion of adult education programmes (other than literacy programmes)	7 562 911 (2010)
Enrolment in literacy programmes	2.060.211 (2008-2012)
Attendance in literacy programmes	2.060.211 (2008-2012)
Completion of literacy programmes	1.682.171 (2008-2012)

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	İstatistikiyöntemler /standart testler	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	(√)	(√)	(√)	(√)
Adult literacy programmes	(√)	(√)	(√)	(√)
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	<i>Yes</i>	<i>No</i>
Adult education	(√)	()
Adult literacy	(√)	()
<i>If yes: Who participates more?</i> Women	Adult education	Adult literacy
	(√)	()
Men	()	()
<i>if there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i> Adult education	Evet	Hayır
	(√)	()
Adult literacy	()	()
<i>If measures have been undertaken please provide a brief description and references:</i> While '0-18 age Family Education Programmes intended for women' is being applied , 'Father Support Programme for men is being put into practice .		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?			
Adult education			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	(√)	2008	ISCO 88-08 FOET-99 ISCED-99 National Profession Standarts National Education Standarts National Programme Standarts
Learning materials	(√)	2008	ISCO 88-08 FOET-99 ISCED-99 National Profession Standarts National Education Standarts National Programme Standarts
Facilitators' training	(√)	2008	Ministry of Education Board of Education and Discipline no
Teaching/ learning methods	(√)	2008	Ministry of Education Board of Education and Discipline no

Assessment of learning outcomes	()		
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Adult literacy			
Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	(√)	2008	Ministry of Education Board of Education and Discipline no
Learning materials	(√)	2008	Ministry of Education Board of Education and Discipline no
Facilitators' training	(√)	2008	Ministry of Education Board of Education and Discipline no
Teaching/ learning methods	(√)	2008	Ministry of Education Board of Education and Discipline no
Assessment of learning outcomes	(√)	2008	Ministry of Education Board of Education and Discipline no

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.				
Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	()		(√)	1 month
University	(√)	48 months	()	
Private company	()		()	
Non-governmental organisation	(√)	1 month	()	
Adult literacy				
Sağlayıcı	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	(√)	1 month	(√)	½ month
University	(√)	4 months	()	
Private company	()		()	
Non-governmental organisation	(√)	1 month	()	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	2.200,00 TL	
Adult literacy	2.200,00 TL	

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
Adult education Adult literacy	Mark all that apply
	(√) (√)

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	(√)	(√)
Adult literacy	(√)	(√)
<i>Please provide a brief description and references:</i>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	(√)
Adult education	(√)
Adult literacy	(√)
<i>Please provide a brief description and references:</i> Some symposiums are being arranged about literacy for the field of adult education and teaching for adults which are surrounded by the perspective of lifelong learning education.	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
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7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the <i>Belém Framework for Action</i> .	
	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	()
Media campaigns	()
Publications (booklets, leaflets, posters, etc.)	()
Creation of committees to streamline adult education and adult literacy	()
Adult Learners Week/Learning festivals	()
Creation of learners' networks and/or fora	()
Translation of the <i>Belém Framework for Action</i> into the national language	()
Presenting the <i>Belém Framework for Action</i> to parliament	()
Elaboration of a funding plan	()
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	()
Other (please specify below)	()

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.
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7.3 Please provide any additional information, explanations or comments that you consider relevant in

order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	()	()	(√)	()	()	(√)	()	()
Media campaigns	()	(√)	()	()	()	(√)	()	()
Publications (booklets, leaflets, posters, etc.)	()	(√)	()	()	()	(√)	()	()
Other (please specify below)	()	()	()	()	()	()	()	()

8.2 Have there been specific initiatives/ activities in support of...?

	<i>Yes</i>	<i>No</i>
... women and girls?	(√)	()

If yes, please provide a brief description and references:

On 8 September 2008 under control of Prime Minister and his wife Emine Erdoğan's leading 'Mother and Daughter at school Literacy Company' was started. The aim was (in four years) to make especially 3 million young girls and women literate. Within the scope of company which has been still continuing and 1236.939 women and totally 1.682.481 adults have had literacy certificates.

	<i>Yes</i>	<i>No</i>
... other excluded/ under-represented/underprivileged groups?	()	(√)

If yes, please provide a brief description and references:

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely Helpful ()	It has helped a lot ()	It has helped a little ()	It has not helped (√)
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If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?

<i>Yes</i>	<i>No</i>
(√)	()

If yes, please specify how they have changed below and provide evidence.

Up to the 2005 the programmes and materials for adults which has been developed according to behavioristic education. It is understood that it is not answered the needs according to the scientific evaluation instead of them new 'adult literacy teaching programmes and materials' developed and put into practice based on constructive education philosophy and adult education principles in 2007.

8.5 Have your literacy targets changed over the last five years?

<i>Yes</i>	<i>No</i>
(√)	()

If yes, please provide below a brief explanation:

On the programs implemented before 2005, basic literacy was being aimed; however, on the programs implemented after 2007, functional literacy was targeted. In addition, new policies for literacy by means of individual methods was put into practice and at the level of literacy and basic skills, a certification system for informal education was launched.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

The activities for the adult literacy has been carried out within the scope of the General Directorate of Life Long Learning .These activities has been carried out by 969 Public Training Centers affiliated to the General Directorate.Public Training Centers has been carrying out their literacy studies by cooperating with the local authorities ,non-governmental organizations,state institutions and organizations and universities.The trainers working for literacy courses are generally preferred among the class teachers .That is a serious problem in this field. The efforts to develop he capacity of the adult literacy trainers has been going on.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation,administration, monitoring and evaluation?

There is no specific difficulty.Applied literacy programs has been observed and evaluated by scientific methods ;to be able to obtain numerical data by the help of e-non-formal system .

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

The biggest obstacle agaist literacy studies is internal migration.%75 of the general population has been living at the city centers.Cosmopolitan structure of the cities constitutes a problem against the struggle for illeteracy.It is needed some research

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Turkey takes aim of %100 literate society .The total population of illeterate people has been planned to be literate and gain basic skills up to 2023.