

## **1. Policy, Legislation and Financing**

According to the last census on 31st December 2007, Turkey's population is 70,586,256, male population is 35,376,533 and female population is 35,209,723. 70.5 % of the population lives in urban areas. In Turkey the average age of the population is 28.3 and it is 27.7 for males and 28.8 for females. Average age of population living in urban areas is 28.4 and for rural areas it is 27.9. 66.5 % of the population is between 15 and 64 years old. Working age group which is 15-64 years old constitute the 66.5 % of the total population. 26.4 % of the population is in the 0-14 age group and 7.1 % of them are in the 65 and above age group (TUIK, 2008).

### **1.1. Legislative and policy frameworks of ALE**

#### **1.1.1. What is the legislative and policy environment of ALE in your country? Indicate which policies and laws related to ALE have been established since 1997 (CONFINTEA V).**

According to the Turkish Constitution, each Turkish citizen has the right to live in a national culture, civilization and law system and develop his/her own qualifications accordingly. Moreover, this basic right brings responsibilities towards society, family and other people from the citizen's perspective. From the adult education point of view, each citizen has the right to teach, to learn, to communicate and to make research on science and art subjects freely.

By the law of "Adoption of the Turkish Alphabet and its Implementation" numbered 1353 in 1928, the Turkish Alphabet was changed which enabled the alphabet to be taught and learnt by many people.

By the Primary Education Law and Education law number 222 in 1961, each citizen who is out of primary education age or could not continue his/her education for any reason was given the right to get education in the remedial classrooms and courses to increase general knowledge and to get better job and education opportunities. These courses can be opened by real and legal persons, municipalities, Provincial Special Administrations and government to give the right to the citizens who are out of compulsory education to get education which is guaranteed by the principle of equity in education and training.

40th, 41st and 42nd Articles of the National Basic Education Law number 1739 on 14.06.1973 include regulations about adult education.

Eight-Year Compulsory Education Law number 4306 came into force on 16.8.1997. By this law, it is aimed to bring a solution to the illiteracy problem at the earliest stage and to enable each citizen to get basic education.

### **1.1.2. What are the priority goals for ALE in your country?**

Basic education and profiting skills and vocational education of disadvantaged groups are of top priority in adult education in Turkey. Literacy education of women and girls are given prior importance in adult education to reach 100 % literacy rates and to ensure gender equity/equality in basic education. "Support for National Education Campaign" launched between the years 2001 and 2007 and "Women Education Development Project" carried out between the years 1997 and 2000 are among the adult education projects at the national level. In the Women Education Development Project 500, 000 adults and in the Support for National Education Campaign about 1, 500, 000 adult got literacy education, 4, 000, 000 adult got profiting skills and vocational education and about 3, 300, 000 adults got social and cultural skills training. In 2008 a campaign called "We, Mother and Daughter are at School for Literacy" has been initiated. This campaign targets literacy of 3 million adults in 4 years time. Besides, programs for adult learners are on the way towards "ECDL- European Certificate for Digital Literacy" in Public Education Centers and in Turkish IT Association.

### **1.1.3. How is ALE organized within the government? What ministry/s are in charge or involved? Is ALE centralized/decentralized? How?**

In Turkey, adult education services are provided mainly by the Ministry of National Education and by the other related Ministries such as Ministry of Agriculture and Rural Affairs, Ministry of Health, State Ministry for Women and Family, Ministry of Industry and Trade etc.) and formal and semi-formal institutions, local administrations, universities, civil societies and NGO's as it is the case in most of the countries. Besides being the responsible part for providing adult education programs, the Ministry of National Education is responsible from supporting the programs provided by the other institutions and foundations, coordinating the cooperation among institutions at the national and local levels, and inspecting these programs. The Ministry of Education provides adult education services through the General Directorate of Apprenticeship and Non-formal Education which is the main responsible unit for adult education. This General Directorate provides adult education in 936 Public Education Centers and 307 Vocational Education Centers organized in all of the provinces and towns all around Turkey. The adult education programs designed by the Ministry of National Education have been developed and applied at national and local levels. The aims of these programs are; to give literacy education and basic education to adults, to provide social and cultural skills training and profiting skills/occupations and they also have family, environment and health programs.

However, all the non-formal education activities provided by the non-formal education institutions, public and private institutions and civil societies within the framework of their regulations have been carried out by the inspection and monitoring of the Ministry of National Education by the Article 18th of the National Basic Education Law number 1739.

Considering the adult education practices in Turkey, it could be seen that significant number of public and private institutions and foundations provide "adult education" based on their organization structure, characteristics and service field. These activities

are organized mainly as in-service training programs which aim to train, to develop and to familiarize the staff of the institutions and foundations with the innovations in their fields.

Although the adult education programs are monitored and inspected by the Ministry of National Education, new policies are urgently needed in Turkey to have and to make use of data at national level on issues such as the educational programs applied, participants and effects of these programs. Related to this issue, in the Life Long Learning Policy Paper developed within the Strengthening the Vocational Education and Training Project (SVET), establishing Lifelong Learning National Council was suggested (MEGEP,2006).

## **INSTITUTIONS AND FOUNDATIONS**

### **A- Ministry of National Education**

#### ***1- Units whose main responsibility is non-formal education***

- General Directorate of Apprenticeship and Non-formal Education
- In-service Training Directorate

#### ***2-Units who carries out formal and non-formal education together***

- General Directorate of Technical Education for Boys
- General Directorate of Technical Education for Girls
- General Directorate of Private Education Institutions
- General Directorate of Special Education, Counseling and Guidance

#### **3- Ministry of National Education Non-formal Education Institutions**

- Public Education Centers
- Vocational Education Centers
- Practical Craft Schools for Girls
- Tehnical High Sools for Girls
- Adult Technical Education Centers
- Turkish-German Vocational Education Centers
- Private Courses
- Private Schools offering Specialized Courses

### **B- Related Institutions in Prime Ministry**

- Turkish General Staff
- The Presidency of Religious Affairs
- General Directorate of Press and Information
- General Directorate of Family and Social Reseaches
- Undersecretary for Maritime Affairs
- Undersecretary for Foreign Trade

- Turkish Radio and Television Cooperation (TRT)
- Turkish Standards Institution (TSE)
- National Productivity Centre (MPM)

### **C- Other Ministries**

- Ministry of Employment
- Ministry of Sports
- Ministry of Health
- Ministry of Justice
- Ministry of Arts and Culture
- Ministry of Culture and Tourism
- Ministry of National Defence
- Ministry of Transport
- Ministry of Agriculture and Rural Affairs
- Ministry of Labor and Social Security
- Ministry of Industry and Trade
- Ministry of Energy and Natural Resources

### **D- Universities and Academic Institutions**

- Universities
- Public Administration Institute for Turkey and the Middle East (TODAİE)
- Turkish Institute For Industrial Management (TÜSSİDE)

### **E- Civil Societies**

- NGOs and Associations related to Adult Education
- Turkish Red Crescent
- Turkish Aeronautical Association
- Associations for Women
- Mother Child Education Foundation and Family Health and Planning Foundation
- Foundation for the Development of Non-Formal Education (YAYGEL)
- Foundation for Assistance to Old and Lonely

### **F- Vocational Foundations**

- The Confederation of Turkish Tradesmen and Craftsmen
- Labour and Trade Unions
- Unions of Exporters
- Chambers of Professionals

### **G- Local Administrations**

- Municipalities
- Village Administration

## **H- Public Economic Organizations**

- Banks
- Factories
- Vocational courses

### **1.2.1. Public investment in ALE:**

About 10,5% of the total budget of the country has been allocated to the Education Sector in 2008 (MEB, Strateji Geliştirme Dairesi Başkanlığı, 2008).

**a)** There is no different budget defined in Education budget allocated to adult education. Although the percentage allocated to adult education is not represented exactly, as the responsible unit for adult education, the budget allocated to the General Directorate of Apprenticeship and Non formal Education constitutes 2,5% the budget of the Ministry of National Education. (MEB, Strateji Geliştirme Dairesi Başkanlığı, 2008)

**b)** Other sectors provide adult education programs, yet the Ministry of National Education does not have data on the budget allocated to those programs.

**c)** Adult education programs are provided at the local levels yet the Ministry of National Education does not have data on the budget allocated to those programs.

### **1.2.4. Civil society support to ALE (e.g. religious institutions, unions, NGOs).**

There are common activities carried out together by the Ministry of National Education and Civil Society institutions about adult education. Yet, the Ministry of National Education does not have data on the budget allocated to those programs.

### **1.2.5. Learners'/individuals' contributions to ALE.**

Adults can participate in the adult education activities provided by the Ministry of National Education for free. However, if they want to participate in the adult education programs of the private sector, provided by the law number 625, they have to pay fees which are decided by the institutions giving the education.

**1.2.6. Are there specific direct or indirect financial incentives in support of ALE e.g. learning vouchers, scholarships, paid educational leave, special funds and funding schemes etc.? Are these specific to some programmes or general schemes? Please elaborate.**

There is not any financial supporting system at the national level. Yet, different institutions apart from the public and private sectors providing adult education services have different supporting systems (e.g: economically disadvantaged adults who participate in the profiting adult education programs and literacy programs are provided financial support by the local administrative and Foundation of Welfare and Solidarity. 5 million YTL fund is donated by the Halk Bank General Directorate to

increase the participation rate in the “Mother- Daughter at School Literacy Campaign” and to give them rewards at the end of the program which is planned to be launched on 8th September 2008.

### **2.1.1. Which institutions are responsible for managing and co-ordinating ALE at national level?**

In Turkey, adult education services are provided by mainly the Ministry of National Education as it is the case in most of the countries and by the other related Ministries such as (Ministry of Agriculture and Rural Affairs, Ministry of Health, Ministry of Women and Family, Ministry of Industry and Trade etc.) and formal and semi formal institutions, local administrations, universities, civil societies and NGO's. Besides being the responsible part for providing adult education programs, the Ministry of National Education is responsible from supporting the programs provided by the other institutions and foundations, coordinating the cooperation among institutions at the national and local levels, and inspecting these programs. The Ministry of Education provides adult education services through the General Directorate of Apprenticeship and Non-formal Education which is the main responsible unit for adult education. This General Directorate provides adult education through 925 Public Education Centers and 307 Vocational Education Centers organized in all of the provinces and towns all around Turkey.

**2.1.2. Please use Table 1 below to list and describe briefly the ALE programmes in your country, including the following items:**

Programme (name and brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Literacy and remedial programs	X	X	X		-Basic life skills -Literacy and numerical skills -Active citizenship -Participation in social life		300,000 adults for one year	4.500.000 YTL	Public
Education Programs of social and cultural issues	X	X	X		Family, child education, health, hobbies and interests, computer, language and skills and occupations which enables employment		1.600.000 adults for one year	24.000.000 YTL	Public

## 2.2.1. Statistical data on participation:

### ADULT EDUCATION INSTITUTIONS (2006-2007 ACADEMIC YEAR)

Institutions and centers	Number of schools	Number of Students			ÖĞRETMEN SAYISI			
		Total	Male	Female	T		E	K
<b>Total adult ducation</b>	<b>11.864</b>	<b>5.117.623</b>	<b>2.942.086</b>	<b>2.175.537</b>	<b>87.232</b>		<b>51.176</b>	<b>36.056</b>
<b>Total public adult education</b>	<b>1.856</b>	<b>2.366.968</b>	<b>1.153.920</b>	<b>1.213.048</b>	<b>9808</b>		<b>6.403</b>	<b>3.405</b>
<b>Total private adult education</b>	<b>10.008</b>	<b>2.750.655</b>	<b>1.788.166</b>	<b>962.489</b>	<b>77.424</b>		<b>44.773</b>	<b>32.651</b>
<b>Vocational education centers ***</b>	<b>363</b>	<b>352.945</b>	<b>292.185</b>	<b>60.760</b>	<b>4.450</b>		<b>3.700</b>	<b>750</b>
<b>Total General Directorate of technical education for girls</b>	<b>362</b>	<b>95.215</b>	<b>18.261</b>	<b>76.954</b>	<b>506</b>		<b>64</b>	<b>442</b>
Practical Craft Schools for Girls	350	<b>92.525</b>	18.260	74.265	<b>169</b>		5	164
Tehnickal High Scool for Girls	12	<b>2.690</b>	1	2.689	<b>337</b>		59	278
<b>Directorate General for Technical Education for Boys</b>	<b>22</b>	<b>1.031</b>	<b>301</b>	<b>730</b>	<b>0</b>	*	<b>0</b>	<b>0</b>
Practical Craft Schools for Girls	10	<b>661</b>	18	643	<b>0</b>	*	0	0
Technical Eduaction centers for Adults	12	<b>370</b>	283	87	0	*	0	0
<b>Directorate General for Apprenticeship and Non-formal Education</b>	<b>934</b>	<b>1.836.063</b>	<b>787.456</b>	<b>1.048.607</b>	<b>4.294</b>		<b>2.299</b>	<b>1.995</b>
Public Eduaction centers	934	<b>1.836.063</b>	787.456	1.048.607	<b>4.294</b>		2.299	1.995
<b>Directorate General for Special Education</b>	<b>165</b>	<b>8.423</b>	<b>4.637</b>	<b>3.786</b>	<b>556</b>		<b>340</b>	<b>216</b>
Education Center for mentally retarded children	120	<b>2.578</b>	1.736	842	<b>48</b>		20	28
Education Center for Autistic Children	2	<b>89</b>	73	16		**	0	0
Science and Arts Centers for talented and gifted children	43	<b>5.756</b>	2.828	2.928	<b>508</b>		320	188
<b>Tourism Training Centers</b>	<b>10</b>	<b>456</b>	<b>407</b>	<b>49</b>	<b>2</b>	**	0	2
<b>Vocational Courses</b>	<b>**</b>	<b>72.835</b>	<b>50.673</b>	<b>22.162</b>	<b>0</b>	**	<b>0</b>	<b>0</b>
<b>Directorate General for Private Education</b>	<b>10.008</b>	<b>2.750.655</b>	<b>1.788.166</b>	<b>962.489</b>	<b>77.424</b>		<b>44.773</b>	<b>32.651</b>
Other courses	1.795	<b>250.973</b>	132.041	118.932	<b>3.227</b>		1.516	1.711



Driving Schools	2.470	<b>1.232.129</b>	986.112	246.017	<b>15.976</b>		13.138	2.838
Private Schools offering Specialized Courses	4.031	<b>1.122.861</b>	584.369	538.492	<b>48.855</b>		27.452	21.403
Special Education and Rehabilitation centers	1.318	<b>131.206</b>	78.363	52.843	<b>8.587</b>		2.332	6.255
Special Studies Education centers	394	<b>13.486</b>	7.281	6.205	<b>779</b>		335	444

As of 27.11.2006.

**2.2.2. What existing surveys/studies have been undertaken on non-participation and groups that are difficult to reach?**

**Please give main results in terms of who the excluded are, why they are being excluded and what kind of support can be given.**

MEB bu konu ile ilgili olarak Üniversiteler ile işbirliği yaparak çeşitli araştırmalar yapmaktadır. Örnek: Türkiye’de Gelir Getirici Mesleki ve Teknik Yetişkin Eğitimi Çalışmalarının Değerlendirilmesi Araştırması (Bülbül ve diğerleri, 1996), Halk Eğitim Merkezlerinin Etkinliğinin Değerlendirilmesi, Yetişkinlere Yönelik Okuma Yazma Eğitimi Programlarının Değerlendirilmesi, **2006 yılında Temel Eğitime Destek Projesi kapsamında Halk Eğitimi Merkezleri Etkinlik Araştırması vb.**

Ayrıca Yetişkin Eğitimi Merkezleri eylül ayında başlayarak yıl boyunca ihtiyaç analizleri yapmaktadırlar.

**2.2.3. What existing surveys/studies have been undertaken on learner motivation?**

**2.2.4. Which measures have been undertaken to mobilize learners and to increase participation?**

Öğrenenlerin istihdamlarını kolaylaştırıcı Yasal düzenlemeler yapılmış (örnek, iş başvurularında temel eğitim belgelerine sahip olmalarının zorunlu olması) ve öğrenenlerin ihtiyaçlarına göre değişen maddi ödüller verilmektedir.

**2.2.5. Are specific groups targeted by ALE provision? Which ones?**

Okuma yazma bilmeyen kadınlar ve 0-6 yaş grubu çocuğu olan anneler.

**2.3.1. Do you assess the learning outcomes of ALE programmes (national, regional and local community perspective/programme perspective) and learners’ achievements (learner perspective)? If so, what methods do you use?**

Yetişkin eğitimi programlarının çıktıları değerlendirilmesi yapılmaktadır. Yazılı sınavlar ve beceri sınavları kullanılan başlıca değerlendirme yöntemleridir.

#### **2.4.4. What are the terms of employment and remuneration in ALE?**

Public institutions providing adult education programs recruit adult education staff according to the results of KPSS (The Selection Examination for Professional posts in Public Organizations). The salaries of the adult education staff are given by the government. The salaries of the adult education staff working at the local administratives or private institutions are given by those institutions.

#### **3.1.4. To what extent did these findings inform policies and practice? How did they influence practice? Please, give examples.**

One of the most important researches carried out in the field of adult education in the last 5 years in Turkey is "The Evaluation of the Effect of the Public Education Center". The purpose of this research is to find out how to increase the quality of the public education centers. It is conducted by the Ministry of National Education and Karadeniz Technical University in collaboration in 2006. The results of this research show that in order to increase the quality of the public education centers; a) pre-service education for the candidate administrators of the public education centers should be organized, b) in-service training programs for the adult education staff should be provided in order to increase their teaching skills to adults having different social, economical and educational backgrounds, c) the image of the public education centers should be renovated to take attention of different groups of people in the society, d) Legal precautions should be taken in order to enable the public education centers to make advertisements and commercial of their services and products.

#### **3.2. Innovations and examples of good practice**

In Turkey, "Voluntary Adult Education Literacy Teaching Staff Program" by the Ministry of National Education has been developed and implemented in cooperation with the NGO's. In this program, 3000 volunteers -90% of whom are university graduates and the remaining 10% are the high school graduates- have participated in the in-service training program. These volunteers have given literacy education to 100,000 adults.

#### **4.1. How is literacy defined in your country? Have there been any changes since 1997 (CONFINTEA V)? Please explain.**

The vision of Literacy Education for Adults and Basic Education Programs is to enable adults to have effective literacy skills and to use these skills for their personal and social development and to enable them to have local, national and global moral values. The programs are developed based on the perspective of active participation of the learner in the learning process to enable the participant to increase the life quality with the basic skills, in which they can make meaningful interpretations from the stimuli. In other words, these programs are not subject or teacher centered but learner centered. The

basic skills and knowledge aimed to be given by these programs are linked with the real life needs.

#### **4.2. Which new policies have been adopted and implemented?**

Literacy Education for Adults and Basic Education Programs” are based on the constructivist approach and these programs consist of two parts. The first part is “1st Level of Education Programs for Adults” and the second part is “2nd Level of Education Programs for Adults”

##### **1st Level of Education Programs for Adults includes the programs below:**

Literacy Education Program  
Life Skills Program  
Mathematics Program

##### **2nd Level of Education Programs for Adults includes the programs below:**

Turkish Program  
Social Sciences Program  
Science and Technology Program  
Mathematics Program

Knowledge, skills and attitudes in the Literacy Education Program for Adults and Basic Education Program are defined as the objectives of the programs. These objectives are aimed to be reached by the activities designed according to the constructivist approach. The programs are activity based. All the activities are the basic structure of the Literacy Education Program for Adults and Basic Education Program.

Inter disciplinary approach is adopted to enable the participants to use his/her knowledge and skills in different areas. Therefore the participants are expected to reflect and use their knowledge and skills in real life context.

#### **4.3. Please give examples of effective practice and innovative literacy programmes.**

Until 2005, the programs were developed in line with the behaviorist approach and based on sentence structure teaching. Since 2005, the programs have been developed in line with the constructivist approach and the program evaluation studies revealed positive outcomes.