

Monitoring survey results for Turkey

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition	
of ALE?	No
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed	
since 2009?	
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for	
ALE programmes in your country?	
1.3.1. Describe here the key points of your	
country's policy approach to literacy and basic skills.	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [Youth	
education and ALE are are seen part of an	
integrated whole.1	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE policy	
addresses learning processes and teacher-learner	
relations.] 1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE is such a	
diverse sector of provision that it is difficult to	
define precisely.]	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are not asking for your personal views. [Adult learning	
and adult education are the same thing.]	
and addit outdation are the same thing.]	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE and	
continuing vocational education and training are	
not integrated.]	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [New	
technologies have fundamentally changed the	
scope of our ALE practice.]	

1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [Demographic	
trends (e.g. ageing societies and migration	
patterns) are making ALE policy much more	
important than it used to be.]	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE policy	
identifies non-formal and informal learning as	
important.]	
1.5. Has your country formulated a CONFINTEA VI	
action plan following the BFA?	
1.5.1. What areas does it cover? [Adult literacy]	
	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	
	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your	
country	
2.1.1. Provide the most significant indicator of	
this regression here.	
2.1.1. Provide the most significant indicator of	
this progress here.	
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking personal growth and widening of	Not selected
knowledge horizons]	Not sciected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Women and	
men in mid-life transitions (e.g. change in	
employment status; personal, health and family	
challenges)]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	Not selected
2.2 Which target groups of (notantial) learners	
2.2. Which target groups of (potential) learners are especially important in ALE policies in your	
country? Check up to five groups. [Socially	
excluded groups (e.g. homeless people, [ex-	
]prisoners; adults with mental health problems)]	
	Not selected

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2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Adults with low-	
level literacy or basic skills]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Workers in low-	
skill, low-wage or precarious positions]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Long-term	
unemploved people]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Adults living	N
with disabilities]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Residents of	
rural or sparsely populated areas]	Niet este de l
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Parents and	
families]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Lone or single	
parents]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Senior	
citizens/retired people (third-age education)]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Young persons	
not in education, employment or training]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Migrants and	
refugees from other countries]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Minority ethnic,	
linguistic or religious minorities and indigenous	Neteclested
peoples]	Not selected
2.3. Does your country have a policy framework to	
recognize, validate and accredit non-formal and	
informal learning?	
2.4. Since 2009, has your country enacted any	
important new policies with respect to ALE?	

2.4.1. Provide the name of the policy, the year of	
adoption and if possible a link to the document.	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[increased stakeholder participation]	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
-	
[developed more effective monitoring and	agree
evaluation systems] 3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[become more decentralized]	disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
	agree
3.2. Since 2009, has your government consulted	
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies?	Yes
3.2.1. Describe how the government consults on	
ALE policy.	Since 2009 we as Ministry of National Education have
	developed the strategies and priorities of 2014-2018
	Turkish LLL Strategy Paper which contain ALE policy in
	cooperation with the employer, employee organization,
	municipalites, NGO's and other govermental bodies.
3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	Vac
to other countries?	Yes
3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible.	As DG LLL we have developed LLL web portal which consist
	of learning and employment opportunities. www.hbo.gov.tr
	Individuals can reach the learning and employment
	opportunities in one click in national level.
4.1. What percentage of public education	
spending currently goes to ALE?	2% - 3.9%
4.2. Between 2009 and 2014, public spending on	
ALE as a proportion of public education spending	
in my country has	increased
4.3. Does the government plan to increase or	
decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any	
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	
	No

4.4.1. Give details and provide references where	
appropriate and URL link if possible.	
5.1. Since 2009 and for the adult population	Increased
overall, the participation rate (%) in ALE has	Increased
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	5
rate (%)]	5
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	2014
	2014
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	25-64
gloup]	
	Lifelong learning refers to persons aged 25 to 64 who
	stated that they received education or training in the four
'participation']	weeks preceding the survey
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=
with URL]	1&language=en&pcode=tsdsc440&plugin=1
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	Equal participation
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Technical and Vocational	
education and training (TVET)]	
	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Literacy]	
	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
	Women participate more
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants	
and refugees from other countries]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	deeveeed
with low-level literacy and basic skills]	decreased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Minority	
ethnic, linguistic and religious minorities and	
indigenous peoples]	

E. 2. For each of the following groups, how has	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Senior	
citizens/the retired (Third Age Education)]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [The long-	
term unemployed] 5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
living with disability] 5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and	
training]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed?[Residents	
of rural and remote areas]	
	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Workers	
in low-skill, low-wage and precarious employment]	
in low-skii, low-wage and precatious employment]	increased
5.4. Has your government introduced any	
significant innovation in ALE to improve access	
and participation since 2009 that could be of	
interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link	
if possible. Also include references to recent	
surveys or major studies of ALE participation in	
your country published since 2009.	
	LLL Web Portal (www.hbo.gov.tr)
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Completion rates]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	
outcomes)]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	Netested
being. community cohesion]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these – this information is not	Net colocted
systematically available]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	
6.2. Are there initial, pre-service education and	
training programmes for ALE teachers/facilitators	Voc
in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in some cases

6.4. Are there continuing in convice education	
6.4. Are there continuing, in-service education	
and training programmes for adult education	Yes, but inadequate capacity
teachers/facilitators in your country? 6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Learning outcomes of ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g.	
curricula and methods]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Diversity of providers]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	
	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	N/
	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Not colocted
[Other issues]	Not selected
6.5.1. Give references and URL link(s).	The purpose of Research on LLL Participation in Turkey is to
	investigate adult learning profile in LLL in Turkey and give
	recommendations to develop new policies.
	http://hbogm.meb.gov.tr/
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries?	No
6.6.1. Give details and provide sources and URL	
links if possible.	
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	somewhat
practitioners? [Health and well-being]	Somewhat
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	somewhat
practitioners? [Society and community] Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Employment and labour market	
outcomes	somewhat
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	
well-being]	4

7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental	2
as well as physical health] 7.1.1. Explain your response here.	
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Competencies needed for health, including	
knowledge, attitudes, skills and values needed for	
prevention, accessing treatment, etc.]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Self-	Not selected
reported health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Maternal	Not selected
health] 7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Mental	
health and well-being (such as self-efficacy)]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Preventing, but also living with, HIV/AIDS and its	Netested
social consequences]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Prevention	
and control of other infectious diseases, including	
epidemics (such as SARS, cholera, hepatitis)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Sexual and	
reproductive health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Preventing, but also living with, chronic illnesses	
(such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2 Do you have evidence to show that in your	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy	
lifestyles (such as diet, exercise, stress reduction)]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Making	
the local environment more healthy (e.g. through	
community action)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [None of	
the above, but there is evidence that ALE has a	
positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [No	
evidence at all for any aspect]	Yes
7.2.1. Please provide your sources.	

following are as factors influencing the effectiveness of ALE for health and well-being: Household income incoundities 4 = very important 7.3. Foryour county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Poor quality of pedagogy, training materials, staff factors instructions the factors influencing the effectiveness of ALE for health and well-being: Ilcaked access to information on ALE error your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Ilcaked access to information on ALE error your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Ilcaked access to information on ALE error your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Ilcaked access influencing the effectiveness of ALE for health and well-being: Ionowing are as factors influencing the effectiveness of ALE for health and well-being: Ionowing are as factors influencing the effectiveness of ALE for health and well-being: Ionowing are as factors influencing the effectiveness of ALE for health and well-being: Ionowing are as factors influencing the effectiveness of ALE for health and well-being: Ionowing are as factors influencing the effectiveness of ALE for health and well-being: Influencies, NOS, private providers, etc. Jocaborate in the education agencies, public health agencies, NOS, private providers, etc. Jocaborate in the design and delivery of ALE programmes in your country? Interventation on the following issues? Interventation on the following issues? St. Do you have evidence to show that ALE has positive impact on the following issues? St. Do you have evidence t		
effectiveness of ALE for health and well-being: [Initeratory] 4 = very important 1/2 2. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, statt training and caacativ] 4 = very important 1/2 2. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE orearmmes] 4 = very important 3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE orearmmes] 3 3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 3 1/2 3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 3 1/3 7. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 3 1/3 7. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 1/4 <td>7.3. For your country, indicate how important the</td> <td></td>	7.3. For your country, indicate how important the	
IIIIIteracyl 4 = very important 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 4 = very important Household income inequalities 4 = very important 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 4 = very important Poor quality of pedagogy, training materials, staff training and caacityl 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; Poor quality of pedagogy, training materials, staff training and caacityl 3 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 3 Poor your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 17.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 10. Alter of health and well-being; 2 11. Adv or do different stakeholders (public education agencies, public health agencies, NOSo, private providers, etc.) collaborate in the design and ellewyr of ALE for paramesi ny our country. 1 11. Boyou have evidence to show that ALE has a positive impact on the following issues? 1 <		
3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 4 = very important 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 4 = very important 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 4 = very important 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 3 12. As for your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 3 12. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 12. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 12. Ar your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 12. Ar your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being; 2 12. Ar your country, indicate how important the following issues? 1 1 13. Do you have evidence to show that ALE has a positive impact on the following issues? 2 <	-	1 - von important
following are as factors influencing the effectiveness of ALE for health and well-being: Household income inequalities 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE and access to information on ALE and access to information on ALE effectiveness of ALE for health and well-being: [Lack of access to information on ALE and access to access the actors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral access to access influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] 7.5. Does your country have an interdepartmental or consectoral coordinating body for ALE for promoting personal health and well-being: [Inadequate or the following issues?] [Inadequate or t		4 – Very Important
effectiveness of ALE for health and well-being: 4 = very important 1Household income inequalities) 4 = very important 2 4 = very important 1For your country, indicate how important the 4 = very important 1For your country, indicate how important the 4 = very important 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country, indicate how important the 4 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country, indicate how important the 2 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country, indicate how important the 4 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country, indicate how important the 3 1For your country indicate how important t		
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8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] Not selected	positive impact on the following issues? [Social	Netecleated
positive impact on the following issues? [Diversity tolerance] Not selected	integration/inclusion]	NOT SEIECTED
tolerance] Not selected		
	positive impact on the following issues? [Diversity	Not selected
8.1.1. Give sources for checked options.	tolerance]	
	8.1.1. Give sources for checked options.	

8.2. To what extent are the following dimensions	
important for ALE policy in your country? [Non-	
economic outcomes and benefits for individuals	
(such as personal development, quality of life,	
well-being and social and cultural participation)]	
	to a large extent
8.2. To what extent are the following dimensions	
important for ALE policy in your country? [Non-	
economic outcomes and benefits for collective	
and civil society (such as positive and trustful	
social relations, active and sustainable	
communities, and social integration)]	
	to a large extent
8.2. To what extent are the following dimensions	
important for ALE policy in your country?	
[Economic returns for individuals, communities	
and society (such as employability, innovation	
capacity, financial autonomy, living standards,	
skills levels improvement and structural labour	
market evolution)]	
	to a large extent
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Multilingualism and cultural diversity]	to a small autom
	to a small extent
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Increased access to education,	to a large extent
literature, the arts and cultural heritage	to a large extent
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Environmental sustainability in local	to a small extent
communities]	
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Active citizenship and political and	to a large extent
community participation]	
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Community solidarity and social justice]	to a small extent
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Democratic values and peaceful co-	to a small extent
existence] 8.3. To what extent do literacy and basic skills	
-	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Other] 8.3.1. Please specify	

.	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Multilingualism and cultural diversity]	to a small extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Increased access to education, literature, the	
arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Environmental sustainability in local communities]	to a small extent
	to a small extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Active citizenship and political and community	to a large extent
participation1 8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Community solidarity and social justice]	
	to a small extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Democratic values and peaceful co-existence]	to a small extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[None of these – adult learning and education	
programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Other] 8.5. How far does the statement below reflect the	
policy approach in your country? Youth and adult	
literacy and basic skills programmes are not	
directed towards social and cultural development	
- they teach people to read, write and deal with	
numbers.	somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	alot
[Arts and crafts]	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Cultural rituals and traditional knowledge	a lot
svstemsl	

9.6. To what extent do your country's ALE	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Spirituality]	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	somewhat
[Ecology and the environment]	Somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Sports]	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Dance and theatre]	
Groups that are the hardest to reach with ALE	Not selected
programmes? [Refugees] (a) the hardest to reach with ALE programmes	
[Those with no valid residency documents (sans-	Not selected
papiers)] (a) the hardest to reach with ALE programmes	
	Yes
[Residents of rural or remote areas] (a) the hardest to reach with ALE programmes	
[Residents of institutions (prisons, hospitals, etc.)]	
[Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes	
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	
Teligious minority groups and mulgenous peoples]	Yes
(a) the hardest to reach with ALE programmes	
[Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities]	
	Yes
(a) the hardest to reach with ALE programmes	
[Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes	
[Other]	
Groups where ALE programmes have had some	
success [Refugees]	Yes
(b) groups where ALE programmes have had	
some success [Those with no valid residency	
documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had	
some success [Residents of rural or remote areas]	
	Not selected
(b) groups where ALE programmes have had	
some success [Residents of institutions (prisons,	
hospitals, etc.)]	Yes
(b) groups where ALE programmes have had	
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples]	Not selected
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	
families]	Not selected

(b) groups where ALE programmes have had	
some success [People living with chronic illnesses	Not selected
or disabilities]	NUL SEIECLEU
(b) groups where ALE programmes have had	
some success [Senior citizens (as defined in your	Vez
country)]	Yes
(b) groups where ALE programmes have had	
some success [Other]	
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	
etc.)]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	Not selected
9.1.1. Provide sources for the selected options.	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employability	
(entry into labour market, remaining in	Both
employment)]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Performance	
in current job (individual productivity, quality of	Both
work, achievement)]	DUUI
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	Roth
salary levels]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Continuing	
professional and skills development leading to	
recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	http://www.turkstat.gov.tr/
0.2. How strongly do ALE policymakors poracive	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	Modest
basic skills]	

9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	
education and training]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Initial vocational	
education and training] [Scale 2]	Modest
0.2. How strongly do ALE policymolyare porociva	modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Informal	Modest
workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	
on employment in your country? [Informal	
workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Company training]	
	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Company	Modest
training]	modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision on productivity in your country? [Self-directed	
learning]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Self-directed	
learning]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Advanced	Strong
professional education] 9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity and employment in your country?	
[Advanced professional education]	
	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Distance	Modest
education and e-learning]	Ινιυασοί

9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Distance	
education and e-learning]	Modest
9.4. Since 2009, have there been any major	
surveys or studies in your country that assess the	
outcomes or results of ALE programmes for	
employment and the labour market?	Yes
9.4.1. Give details and provide references and	
URL links if possible.	http://www.iskur.gov.tr/