

TURKEY

EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2020

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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT (SEPTEMBER 2019–SEPTEMBER 2020)

Turkey has made substantial progress in human capital formation, especially in improving access to various levels of education, as acknowledged by European Union (EU) benchmarks and Organisation for Economic Co-operation and Development (OECD) policy reports. Many reports and analyses on Turkey conducted by international institutions identify the need for Turkey to prioritise raising the quality of education across all levels, including through upskilling and adult education. Moreover, students' academic proficiency differs widely by school and by socioeconomic background. As a large country in an age of digitalisation, Turkey faces many and various human capital development challenges. In economic terms, the most pressing of these relate to making the transition from a low-tech to a high-tech country and a middle- to a high-income country.

At the outset of the COVID-19 crisis, the Turkish Ministry of National Education established a series of policy actions to maintain education services and meet the larger needs of society as a whole. When schools closed on 17 March 2020, Turkey could rely on a strengthened distance education environment to provide teachers, students and parents with an extensive variety of solutions for pedagogical continuity. The deployed solutions immediately covered all classes from primary to secondary education (including vocational education and training (VET)) and partly consisted of a package of academic, social and psychological support delivered through online teaching, radio, television and other media.

Despite its impressive economic performance since 2000, growth has largely been dependent on credit booms and private sector debt in foreign currency since the global financial crisis of 2008–2009. On the labour demand side, problems accessing finance and unmet liquidity needs continue to put pressure on cash-strapped firms, particularly micro, small and medium-sized enterprises (MSMEs), in sustaining a high demand for workers. In addition, informality has been one of the main challenges facing the country. Strong targeted support for certain groups of students has been crucial to avoid reversing the progress made in participation and attainment in recent years. Efforts targeted at disadvantaged students and refugees, who are less likely to have access to distance education, will be crucial. The magnitude of the refugee and migrant influx continues to pose substantial development challenges not only for the people who are displaced but also for the communities in which they settle.

COVID-19 has exposed the many inadequacies and inequities in the Turkish education system – from access to broadband and the computers needed for online education to the supportive environments needed to focus on learning and the misalignment between resources and needs. For young people in Turkey, and especially for vulnerable young people, the COVID-19 crisis poses considerable risks in the fields of education, employment, mental health and disposable income.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

As a large, European Union (EU) candidate country with a population of over 83.4 million, per capita gross domestic product (GDP) of USD 9 140 and a life expectancy of 77.7 years in 2020 (up 0.29% on the 2019 figure), Turkey's economic and social development performance since 2000 has been impressive. It has led to increased employment and income and made Turkey an upper-middle-income country. For most of this period, Turkey maintained a long-term focus on implementing ambitious reforms in many areas, and government programmes targeted vulnerable groups and disadvantaged regions. Poverty incidence more than halved over the period between 2002 and 2015, and extreme poverty fell even faster. During this time, Turkey urbanised dramatically, maintained strong macroeconomic and fiscal policy frameworks, opened up to foreign trade and finance, harmonised many laws and regulations with EU standards and greatly expanded access to public services.

In 2019, the following economic sectors contributed to GDP in Turkey: agriculture (6.4%), industry (27.7%) and services (55.9%). Despite its impressive economic performance since 2000, growth has largely been dependent on credit booms and private sector debt in foreign currency since the global financial crisis of 2008–2009. On the labour demand side, problems accessing finance and unmet liquidity needs continue to put pressure on cash-strapped firms, particularly micro, small and medium-sized enterprises (MSMEs), in sustaining a high demand for workers. Thanks to economic growth and government programmes (and subsidies) aimed at stimulating labour demand, the economy managed to create approximately 7.5 million jobs between 2009 and 2018. However, the real and financial sectors were affected by external economic conditions in mid-2018, together with a depreciation in the Turkish lira. In this period, the economy also suffered due to high foreign exchange debt, and the inflation rate reached its peak at 25% in October 2018. The labour market was affected by these circumstances in the economy and Turkey experienced job losses in 2018 and 2019 (around 700 000).

A persistent geographical East-West divide affects the Turkish economy and labour market. In most provinces in the west of the country (where the automotive sector is concentrated), per capita GDP is roughly five times higher than in the eastern provinces (Ministry of National Education, 2019a). Informality is another important challenge. Despite a decline from around 47% in 2006, around one-third of employment is still informal, and workers in sectors with a high level of informality are not protected from economic shocks, such as the current crisis precipitated by the COVID-19 outbreak.

Turkey signed an Association Agreement with the EU in 1964 and a customs union was established in 1995. The European Council granted the status of candidate country to Turkey in December 1999 and accession negotiations were opened in October 2005. Within the framework of accession negotiations, 16 chapters were opened and one of these was provisionally closed. The General Affairs Council of June 2019 reiterated the Council's position of June 2018 that, under the currently prevailing circumstances, Turkey's accession negotiations have effectively come to a standstill and no further chapters can be considered for opening¹. The Turkish government's repeated commitment to the objective of EU accession has not been matched by corresponding measures and reforms, and the

¹ The European Council conclusions of December 2006 remain in force.

EU's serious concerns about the continued deterioration of democracy, the rule of law, fundamental rights and the independence of the judiciary have not been addressed. Following its last meeting on 9 May 2019, no further meetings of the inter-ministerial Reform Action Group were held (European Commission, 2020a). There are also significant external headwinds due to ongoing geopolitical tensions in the sub-region. Turkey has continued to move further away from the EU, with serious backsliding in the areas of democracy, rule of law, fundamental rights and the independence of the judiciary (European Commission, 2020b).

According to the Organisation for Economic Co-operation and Development (OECD), Turkey hosts a large number of Syrian nationals under temporary protection. The number dropped slightly over the course of 2019, from 3.63 million in January 2019 to 3.58 million in December 2019 (OECD, 2020a). According to the Directorate General of Migration Management, of the roughly 3.6 million Syrian refugees under temporary protection in Turkey on 25 June 2020, almost 1.6 million were 18 years old or younger and 1.7% of the total were in government shelters. In 2019, a record number of irregular migrants were apprehended: 455 000, 41% more than in 2018. This increase was driven primarily by migrants from Afghanistan and Pakistan. Figures for the first half of 2020 suggest a sharp decline in apprehensions².

To tackle the difficult situation of Syrian refugees in Turkey, the EU Regional Trust Fund in Response to the Syrian Crisis, also known as the Madad Fund, was created in 2014, initially providing funding of EUR 542 million (the amount increased to USD 1.9 billion in 2019). Dealing with the response to the Syrian crisis, Turkey is among the countries that have contributed to the fund and is also among the main beneficiaries, as it has received approximately EUR 500 million. The fund addresses the educational, economic and social needs of Syrian refugees in both Syria and neighbouring countries (mainly Lebanon, Turkey and Jordan), while also supporting local communities and their administrations. In addition to the regional Madad Fund, Turkey has received EU humanitarian funding of approximately EUR 6 billion under the EU Facility for Refugees in Turkey. Discussions on the renewal of the EU–Turkey facility for the integration of refugees will notably focus on updating the integration strategy for the four million Syrian refugees living in Turkey (European Commission, 2020c). According to many reports in the past few years, growing economic vulnerabilities and a more challenging external geopolitical environment and relations, including the one with the EU, have threatened to undermine those achievements.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

The Turkish education system is both comparatively large and highly centralised, covering over 1 million teachers and 18 million students in 2018–2019. Turkey faces many and various human capital development challenges. In economic terms, the most pressing of these relate to making the transition from a low-tech to a high-tech country and from a middle- to a high-income country; boosting productivity and tackling the impact of automation; and mitigating the effects of the urban–rural divide in an increasingly urbanised society in order to provide career opportunities for a young population, as well as reskilling and upskilling the adult workforce, including a huge number of refugees (ETF, 2020a).

² See <https://en.goc.gov.tr/>

Considerable progress has been made in Turkey since 2015 on the Riga medium-term deliverables (MTDs) in the priority areas for VET: work-based learning, quality assurance, access to VET, qualifications, key competences and teacher professional development. Turkish public and private institutions have committed to all Riga MTDs and progress is acknowledged (Cedefop, 2020; ETF, 2020b).

Turkey's Economic Reform Programme 2020–2022 outlines the reform measures needed in technical and vocational education and training (TVET), some of which are related and complementary to the Riga MTD. These include the following reform measures:

- measure 18: preparing digital content and skill-based programmes according to the curriculum
- measure 19: updating curricula in vocational and technical education
- measure 20: supporting applications for inventions, patents and utility models useful in vocational and technical education
- measure 23: establishing a private sector cooperation protocol for vocational training and skills development (the MEGEP project – Strengthening the VET system in Turkey)

In Turkey, VET takes place in vocational and technical Anatolian high schools or vocational training centres, which offer apprenticeships, including for early school leavers from the age of 14. Previously considered a non-academic pathway, vocational training centre students have also been able to gain an upper secondary diploma since 2017. According to a national VET report (2019), only 5% of vocational students studied in vocational training centres in 2017–2018.

Work-based learning is formally required in all VET programmes, although the share of curriculum time allocated to it varies by programme type. Companies with 20 or more employees are legally obliged to provide such training, but these requirements are not fully upheld. Efforts to strengthen the VET sector and address key challenges are ongoing (OECD, 2020b).

The recent amendments to the Apprenticeship Law (December 2016), in effect since the 2017–2018 school year, include apprenticeships in compulsory education to give more young people an opportunity to follow this VET pathway, while helping trades and small businesses to find more apprentices. The wages received by students in all enterprises (small and large) cannot be lower than 30% of the minimum wage in Turkey. Two-thirds of the training and internship fees paid to apprentices and vocational high school students by the employer are covered by the state. Students who have successfully completed apprenticeship training are given an opportunity to set up their own business and are issued with a master craftsperson certificate and a certificate to open a business. KOSGEB, Turkey's development agency for small and medium-sized enterprises (SMEs) provides a TRY 50 000 grant, (approximately EUR 7 900) and a TRY 100 000 interest-free loan (approximately EUR 15 810)³ to graduates who open their own business, promoting entrepreneurship through apprenticeships (Cedefop, 2020).

Turkey has successfully recruited sufficient numbers of teachers while strengthening qualification levels; according to the Training and Learning International Survey (TALIS 2018), much larger shares

³ TRY = Turkish lira; currency conversions based on 2019 exchange rates.

of school leaders and teachers in Turkey held a bachelor's degree than in 2008⁴. Since 2016, support for novice teachers has been reinforced through formal induction and probation. Turkey has increased the quality and range of evaluation and assessment information available at system level and strengthened institutional capacity to handle that information. Both internal and external school evaluations and teacher appraisals are common practice in Turkey and take place more regularly than they do in the average OECD country; efforts to make these processes more development-focused are under way (OECD, 2020b).

The Vocational Qualifications Authority is the competent authority for preparing national occupational standards and national qualifications and for authorising certification bodies. It is currently working on the implementation of a national vocational qualifications system. The authority is also in charge of implementing the Turkish qualifications framework. As of June 2020, the number of national occupational standards published in the Official Gazette had reached 855, and 498 qualifications had been approved. During the reporting period, the number of authorised certification bodies increased from 182 to 217. The number of vocational qualifications certificates issued by the Vocational Qualifications Authority increased from 431 907 to 1 047 044. The number of occupations in the area of heavy and dangerous work, for which vocational certificates became mandatory in October 2019, reached 143. Although the Turkish qualifications framework is referenced to the European Qualifications Framework, Turkey still needs to ensure that principles and procedures relating to quality assurance, credit systems, inclusion of qualifications and validation of non-formal and informal learning are fully in place. In the formal VET sector, implementing the modular curricula and credited module system, instead of the current class passing system, remains an important issue for the effective application of the Turkish qualifications framework.

Within the VET sector, labour market prospects and skills outcomes are less developed than in academic pathways. Given that a high share of students pursue VET, many of them from a young age due to early tracking, this poses challenges. Indeed, early tracking and other system-level practices, such as high-stakes examinations at the end of lower and upper secondary education and expanding private provision, also contribute to inequities (OECD, 2020b).

In the Programme for International Student Assessment (PISA) 2018, Turkey had the highest rates of isolation at school level among both high and low achievers. It also had an above-average isolation index for advantaged students, suggesting some academic and social segregation within the Turkish system. Finally, low per-student spending, underdeveloped targeted funding practices and the relatively high cost of school education for households pose challenges in effectively supporting disadvantaged and other vulnerable students.

The tertiary sector has grown considerably in recent years. Thanks to efforts to ensure one university per province, this appears to have had a positive impact on regional development. Nascent efforts to improve the quality of third level provision through stronger quality assurance are evident. Turkey dedicates a higher-than-average share of national wealth to education, particularly at tertiary level, in part due to tuition-free provision in public institutions.

Turkey is at an advanced stage of implementing the Bologna Process, although significant quality differences persist among the country's 209 universities. The reorganisation of the Higher Education Quality Council led to greater administrative and financial independence. The council is a national

⁴ See <http://www.oecd.org/education/talis/>

authority mandated to independently evaluate Turkish higher education institutions. It became a member of the European Association for Quality Assurance in Higher Education in April 2020.

Recent reports issued by Turkish organisations, the European Commission and international organisations recommend that Turkey focuses on a) upskilling low-skilled workers and low-educated entrepreneurs; b) developing lifelong education programmes for adults with inadequate schooling; c) improving core skill levels in literacy and numeracy; d) increasing tertiary enrolment; and e) ensuring that all upper secondary graduates gain a working command of English. To improve alignment with the labour market, these reports recommend that the vocational sector emphasises generic skills development and collaborates more with employers for practical training and curriculum development. Increasing the provision and quality of early childhood education and care was recommended to increase women's labour market participation but also, subsequently, to help reduce inequalities in educational outcomes.

The COVID-19 crisis led schools and universities to rapidly move to a distance learning mode, via the internet, television or radio. As early as 23 March 2020, Turkey was able to provide distance education nationwide to its 18 million students through the Educational Information Network (EBA), the country's official platform for online education. Supported by Turkey's top three mobile operators, which offered all students 8 gigabytes of free data, 12 million K-12 students (primary and secondary school students in compulsory education) and 900 000 teachers could immediately access the 1 600 lessons and 20 000 items of interactive content curated on the platform. As the second largest state-owned platform for online education at that time, EBA served as a generic hub for distance learning⁵.

Turkey also announced the use of the Education Informatics Network (EIN). This network had already been developed before the pandemic, but the closure of the schools and the need for a distance learning platform meant that it was enhanced with new features and apps. The EIN platform currently offers 5 000 interactive books, 140 000 questions, tests and videos with interactive content and much more. It has integrated arts, sports and scientific activities as well as a call centre to assist with the psycho-social needs of children. In addition to the EIN platform, Turkey also uses television broadcasts for grades 1 to 12.

As part of the multi-modal toolkit to mitigate school building closures, the Ministry of National Education developed a mobile app to support the participation of students with special needs in distance education. Called *Özelim Eğitimdeyim* (I am special, I am in education), the app essentially consists of a mobile adaptation of the generic EBA platform specifically designed for students with all sorts of special needs, from learning difficulties through to sensory and cognitive impairments. The 'I am in education' app provides an intuitive portal for students with special socioeconomic and educational needs. It also targets Syrian refugee students and their families, allowing them to access the hundreds of educational resources, activities, videos and lessons that have been prepared and uploaded to the EBA platform, mostly before but also during the pandemic. It works as a bridge for people who would otherwise be left out of the usual distance education solutions as such solutions sometimes neglect visual or hearing impairments, assume learners' autonomy and only rarely put interaction and personalisation at the core of their learning strategy. Because its development consisted mainly of redeploying existing resources, the implementation of the app was particularly

⁵ For information on the type of content offered, see <http://www.eba.gov.tr/#/anasayfa> and <https://www.meb.gov.tr/ozel-cocuklara-ozel-ilgi-gosteren-mobiluygulama/haber/20785/tr> for government provision. See also <https://play.google.com/store/apps/details?id=com.meb.ozelimegitimdeyim&hl=tr> and <https://apps.apple.com/tr/app/%C3%B6zelim-e%C4%9Fitimdeyim/id1508309579?l=tr>

cost-effective. Providing technical functionalities and services as well as following standards for the selected resources that make them appropriate for different types of impairments, the ministry started to develop the app one week before schools closed in Turkey. As of September 2020, the app had been downloaded over 350 000 times across Turkey and counted 117 000 active users (Vidal, 2020).

In June 2020, Turkey invested further in a project on safe schooling and distance education with World Bank support. This longer-term strategy will mainly finance the development and rollout of a new digital education system and the expansion of the EBA platform, as the aim is to enhance the capacity, reach and resilience of Turkey's education system during and beyond the COVID-19 pandemic and future shocks (ETF, 2020c).

Higher education institutions also switched to distance learning, either by using their online platforms or by accessing systems that were already available. Policies implemented in recent years, such as the expansion of open education, the Movement to Enhance Opportunities and Improve Technology project (2010) and higher education's Digital Transformation Project (2017) may have helped develop some of the digital skills, tools and infrastructure required for mass online learning (OECD, 2020b). As Turkey works to balance short-term responsiveness with longer-term strategic aims and resilience, the crisis has brought specific challenges. Turkey continues to adapt its provision of education and training by combining face-to-face with distant teaching and learning integrated models.

The 2020–2021 academic year began on 21 September 2020 by teaching with remote learning tools. A gradual reopening strategy will be followed according to class levels, and similar priorities will apply in the controlled reopening of schools. The Ministry of National Education and the Council of Higher Education are closely monitoring the situation in order to finally decide if the 2020–2021 academic year will be conducted entirely online through distance education, adapted face-to-face learning or online blended learning methods.

An inclusive response to and recovery from the COVID-19 crisis calls for an integrated approach to public governance that anticipates the impact of response and recovery measures across different age cohorts. As in all other countries, the evidence demonstrates that the pandemic has hit vulnerable groups disproportionately in Turkey and is likely to exacerbate existing inequalities⁶ among young people. Intersecting identity factors, such as sex, gender, race, ethnicity, intellectual or physical disability and socioeconomic disadvantage may exacerbate the vulnerability of young people. The disruption in their access to education and employment opportunities as a result of the economic downturn is likely to put the young generation on a much more volatile trajectory in finding and maintaining quality jobs and income. A number of recommendations are suggested: updating national youth strategies in collaboration with youth stakeholders to translate political commitment into actionable programmes; partnering with national statistical offices and research institutes to gather disaggregated evidence on the impact of the crisis by age group to track inequalities; and leveraging young people's current mobilisation in mitigating the crisis through existing mechanisms, tools and platforms to build resilience in societies against future shocks and disasters. While there might be a tendency to slow down reforms due to the emergency situation and different policy priorities competing for more funds and attention, it is essential to provide targeted services for the most vulnerable youth populations, including NEETs, young migrants, homeless young people and young women, adolescents and children facing increased risks of domestic violence.

⁶ See <http://oecd.org/coronavirus/en/>

2.2 Education and training policy and institutional setting

Education Vision 2023 is supported by concrete targets and annual measures. The Ministry of National Education, jointly with its public and private sector partners, also aims to enhance the performance of the VET sector by establishing VET centres of excellence jointly with the private sector to: a) create better practical linkages to business as a practical innovative solution to economic issues; b) develop VET policies and measures to provide the skills needed for all sectors of industry – both traditional and hi-tech – by focusing on technology or innovation-driven sectors in an effort to fill gaps in regional development (e.g. as a response to COVID-19, 30 research and development centres are being established all over the country); and c) enhance VET's responsiveness to support innovation, including at higher VET levels, combining practical training and theoretical knowledge in a way that complements higher education. The latter policy also aims to include learners from the widest range of social backgrounds, including people who have not succeeded in general academic education and migrants. In the case of the latter, industry and the private sector is being engaged to give VET a unique position to address social topics and to enable industry to tap into a previously under-utilised resource (ETF, 2020b).

Education Vision 2023 aims to improve and update the teaching performance of vocational teachers. It also includes infrastructure reform, a focus on particular priority areas (such as educational function, teachers and administrators, school environment and governance) and sets concrete three-year targets. It includes concrete actions on the five Riga MTDs in the technical and vocational education sub-sector. As per Ministry of National Education reporting in 2020, 25 centres of vocational excellence are expected to be established by various business sectors. Fifteen sectoral centres of vocational excellence are going to be established by the ministry to improve the specific field competences of teachers working in VET institutions. On-the-job training and distance learning methodologies will be used at these centres. Fourteen of the centres will cover 25 professional fields; one of them will focus on foreign languages, mathematics and science for VET.

The Ministry of National Education is responsible for education from pre-primary (ISCED 02) to upper secondary level and adult education. The Ministry of Family, Labour and Social Services is in charge of part of continuing education for employed adults. Some 81 provincial directorates of the Ministry of National Education and 922 district directorates oversee policy implementation and compliance. They also support schools and teachers in their development and monitoring (OECD, 2020b).

Other bodies that help shape education policy in Turkey include:

- the Board of Education, which develops curricula, plans and objectives; coordinates the equivalence process for primary and secondary education diplomas; and approves textbooks
- the Vocational Qualifications Authority, which oversees the national vocational qualifications system together with 27 multi-stakeholder sectoral committees
- the provincial employment and vocational training boards, which are a platform for stakeholders with financial resources for tackling unemployment and skills gaps
- the Council of Higher Education, which is an autonomous body responsible for all higher education institutions
- the Assessment, Selection and Placement Centre, which, in coordination with the Ministry of National Education, administers university entrance examinations
- the Turkish Public Employment Agency, which operates autonomously under the Ministry of Family, Labour and Social Services

Turkey involves stakeholders in education governance through the National Council of Education, which convenes representatives from public administration, higher education, professional associations, the private sector and non-governmental organisations (NGOs) every four years to deliver advisory decisions to the Ministry of National Education. The Vocational Education Council, which meets annually, includes representatives from ministries, trade unions and employer organisations. Numerous professional unions play an important role in the functioning of the system, the largest being the Educators' Trade Union (*Eğitim-Bir-Sen*).

Central authorities dominate schooling decisions in Turkey. They are responsible for curriculum development and teaching resources, as well as the allocation of human and financial resources via the provincial directorates. Schools are legally required to appoint school boards with representation from teachers, management and parents, as well as students at upper secondary level (OECD, 2020b, p. 17).

To respond to the challenges and to make the education and training system more resilient, the Ministry of National Education (supported by financial and technical assistance in the amount of EUR 143.8 million from the World Bank) launched a very advanced and innovative project to make schools safer and enhance the country's distance learning institutional capacity and its institutional capacity for education technology resilience. The project has three main areas of focus. First, it will strengthen the Ministry of National Education's organisation and capacity for the coordination, management, monitoring and evaluation of the project and sustain the delivery of safe and equitable digital education services. Second, the organisational structure for the 'education technology ecosystem' will consist of the EdTech Innovation Hub, which will coordinate the research and development process for education technology innovations, as well as the strategy to involve teachers and schools in identifying, testing and evaluating innovations. Third, the Professional Learning Lab (PLL) will support pedagogical and organisational improvements at school level, including training of trainers, and contributions to teachers' professional development (World Bank, 2020a; World Bank, 2020b).

Turkey has been participating in the EU education programmes since 2004. In the current financial period (2014–2020), around 280 000 participants from Turkey have taken part in the Erasmus+ programme. During this period, Turkey received the highest number of applications for Erasmus+ among all the participating countries. Turkey is the 6th sending country and the 15th receiving country in terms of individual mobility. Since 2014, the Erasmus+ Turkish National Agency has contracted almost 8 000 projects with a total value of EUR 617 million. As of June 2020, applications for the Erasmus+ programme's mobility actions had increased from 10 584 in 2018 to 12 816 in 2019, with a budget of nearly EUR 123 million.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Turkey, an emerging economy, has enjoyed steady economic growth over the past decade, but the labour market nonetheless continues to be characterised by low employment rates and a high share of informality, all of which shape economic and social development. Labour market disparities exist throughout the Turkish labour market and are particularly visible when employment rates are disaggregated by gender. In recent decades, the country entered a period of structural transformation.

This has manifested itself in the growth of industry and services, as reflected in both GDP and employment. Nevertheless, the share of employment in agriculture remains sizeable.

The labour market situation has deteriorated, with low labour market participation by women and high rates of informality among the essential shortcomings seen in 2019 (European Commission, 2020a). While the male employment rate stood at 65.1% in 2019, the rate of employment among women was a mere 30.2%, due to both a low labour force participation rate and a high rate of unemployment.

The unemployment rate increased from 10.9% in 2018 to 13.7% in 2019, while the overall employment rate (among those aged 15 and above) fell from 49.3% to 47.6%. Although there was an increase in the absolute number of women in the labour market, the employment rate for women decreased slightly from 30.9% to 30.2% in the year from 2018 to 2019. The decrease in the employment rate for men in the same period was even stronger (from 67.8% to 65.1%).

The long-term unemployment rate stood at 3.2% in 2019 compared to 2.4% in 2018. The youth unemployment rate increased to 25.2% compared to 20.2% in 2018, with a large difference between men (22.4%) and women (30.3%). The rate of young people who were not in employment, education or training (NEET) increased from 24.4% to 26%. Total employment in the service sector amounted to 56.6%, showing a 1.7% increase compared to 2018, whereas employment in industry fell by 1.4%.

Women are more likely to work in the informal sector, which means they are more likely to experience relatively limited access to skills training. Gender disparities are also observed across different occupations, and men outnumber women in every occupational category (Eurofound and ILO, 2019). In terms of the total number of women employed, the most common occupational groups for women are service and sales workers, elementary occupations and agricultural workers. As a proportion of the occupational workforce, there is a relatively high presence of women who work in clerical support (this occupation also has the greatest gender parity), as professionals and as service and sales workers.

Labour market outcomes were challenging even before the COVID-19 outbreak. However, the pandemic has exacerbated pre-existing vulnerabilities in the Turkish labour market. A recent study in Turkey shows that four out of five SMEs are significantly negatively affected by the COVID-19 crisis (Business for Goals, 2020)⁷. Depending on the intensity of face-to-face interaction required to perform a job, some sectors have been instructed to close temporarily by the government. In contrast, despite the risk of human interaction, some sectors continue to operate. The government put additional measures in place to continue operations in health and agriculture, and work continues to the extent possible in some manufacturing sectors such as food production and petroleum production. Operations in the remaining sectors depend on the extent to which daily tasks can be completed from home. Non-essential sectors that require a high level of face-to-face interaction are more likely to see a significant decrease in their operations (most sectors in services and construction). Poorer households are expected to be most impacted, as most of the people in these households are employed in the informal sector, especially in construction and agriculture.

⁷ The Business for SDGs Platform in Turkey is the first collective action on the part of the private sector to promote the Sustainable Development Goals (SDGs) and establish partnerships. B4G is a platform-based approach to deepen responsible engagement with the private sector and work with the government to mobilise private sector resources for domestic investment in the SDGs in accordance with national development priorities. See <https://www.business4goals.org/en/home/>

Turkey immediately initiated several measures to mitigate the adverse effects of these developments for households, but the adequacy of these measures in preventing households from falling into poverty is yet to be seen.

Similar to the measures implemented by countries around the world to respond to COVID-19, Turkey uses social assistance, social insurance schemes and labour market regulations to prevent income losses for Turkish households (Gentilini et al, 2020). Over 5 million households were paid a one-off lump sum of TRY 1 000 (around USD 154). These households included existing social assistance beneficiaries as well as new applicants who were previously not eligible for social assistance but are now suffering hardship due to COVID-19. Firms cannot lay off workers during this period, but a range of payments, from short-term work allowances to unpaid leave support, are available for companies that have difficulty in paying wages for their workers due to reduced operations or lockdowns. In addition to other measures, such as utility waivers, other relatively vulnerable groups, including retirees and women, receive conditional or unconditional additional cash support. It is not yet known whether these measures are adequate to prevent significant increases in poverty.

Many researchers, international organisations and other bodies are looking into the immediate effects on the labour market and the effects that may arise as a result of the existing vulnerabilities of the Turkish labour market. These studies consider both the effects that are specific to COVID-19 and the type of economic risks that workers face in their jobs due to sector- and employment-specific vulnerabilities (Demir Seker et al, 2020).

3.2 Employment policy and institutional setting

Trade unions, employer organisations and public institutions play a key role in the governance of employment policies, working conditions and industrial relations structures. The main actor in employment policies is the Ministry of Family, Labour and Social Services, which is the main public authority regulating the world of work. The major labour market institutions related to the ministry are the Social Security Institution (SGK) and the Turkish Employment Agency (ISKUR). SGK aims to provide modern standards of social insurance and universal health insurance to all individuals. ISKUR is the main institution responsible for job placement. It is also responsible for increasing employment, reducing unemployment, implementing the unemployment insurance scheme and facilitating employment opportunities for people with disabilities and former convicts in the private and public sectors (both of which are obliged to employ a certain number of disadvantaged persons).

The Labour Inspectorate is also the responsibility of the Ministry of Family, Labour and Social Services. Its main tasks are to supervise, inspect and follow up on working conditions. There are two types of inspectors: social inspectors supervise the implementation of and compliance with the working condition provisions of the Labour Act, and technical inspectors supervise the occupational, health and safety conditions.

The labour courts in Turkey handle labour law cases – that is, disputes arising from relationships between employers, workers and trade unions. The new Labour Courts Act No. 7036, implemented in 2017, introduced mandatory mediation in disputes related to employer or worker receivables and compensation and reinstatement claims arising from law, labour or collective labour contracts. Compensation claims arising from occupational diseases and work accidents are not subject to compulsory mediation.

There are two types of trade unions in Turkey, each of which is divided into rival confederations with significant political and policy differences. The first includes unions organising mainly blue-collar employees under the jurisdiction of the Labour Act and operating on the basis of the Turkish Trade Union and Collective Agreement Act. These are known as labour unions. The second type involves unions organising public servants under the jurisdiction of the Public Servant Unions and Collective Agreement Act (Eurofound, 2018). These are known as public servant unions. There are more than 100 labour unions and more than 100 public servant unions.

The Active Labour Market Services Regulation (February 2016) increased the duration of, and access to, publicly funded work-based learning; an amendment to the Apprenticeship Law (December 2016) has helped more learners and VET providers to find apprenticeship places and more companies to find apprentices. As a result, the number of participating students increased by 80% in 2017 and by 62% in 2018, compared to 2016. The reasons behind the 10% drop in 2018 compared to 2017 are not clear and need to be carefully analysed and addressed to ensure the sustainability of the 2016–2017 reform.

The number of job and vocational counsellors in ISKUR reached 4 788 in 2019 with the employment of an additional 831 counsellors. However, further increases in the number of counsellors are needed to achieve an efficient ratio between job and vocational counsellors and registered unemployed people and other types of clients, including employers. Active labour market measures provided by ISKUR covered a total of 615 834 jobseekers in 2019, primarily for between 3 and 9 months of on-the-job training for young people (402 393 participants) and short vocational training courses for unemployed people (124 920 participants). Employment was guaranteed for 50% of those who participated in the active labour market measures. More tailor-made efforts and outreach strategies are needed to improve the employability of low skilled individuals, women and young people, especially NEETs.

Turkey continued its employment incentive programmes of previous years, funded by the Unemployment Insurance Fund. Additional three-month wage support incentives and minimum wage support to businesses were introduced in 2019, but an overall picture of the number of beneficiaries and the budget involved is not available. Further efforts are needed to increase employability and access to the labour market for people with disabilities. There are over 55 000 civil servants with a disability, slightly less than 3%.

Approximately one million Syrian refugees are employed, 95% of them informally. Efforts have continued to give these refugees access to the formal labour market, but no more than 100 000 work permits were delivered by the end of 2019. The influx of informal workers originating from Syria as refugees under temporary protection has increased the already large informal sector in Turkey. Given this situation, measures to reduce informality should continue in a more focused and comprehensive way. The specific situation of Syrian refugees and migrants may require tailor-made policy responses. Roma remain largely excluded from formal jobs in the absence of targeted policy measures. Turkey is well prepared to use the European Social Fund in future. The Ministry of Family, Labour and Social Services continues to manage similar sectoral funds under IPA programmes, covering areas of employment, education, lifelong learning and social inclusion.

The impact of the COVID-19 crisis is expected to have a severely negative effect in Turkey, further weakening economic and social gains. The International Monetary Fund (IMF) calculates the following

GDP data/estimates⁸: 2018: +2.9%, 2019: +0.9%, 2020: -4.9%, 2021: +4.9% and 2022 +4.0%. The IMF's estimates also show the unemployment rate increasing to 14.6% in 2020 (from 13.7% in 2019 and 10.9% in 2018) and gradually dropping to 12.4% in 2021 and 10.7% in 2022.

As a result of the relatively modest social safety net and firms' debt burdens, the recovery after the waiving of the containment measures is expected to be gradual. In a double-hit scenario, renewed lockdown measures would lead to a sharper decline in investment and output in 2020 and a more gradual recovery in 2021.

Despite comparatively limited restrictions, there has been a significant contraction in employment and demand. Available high-frequency indicators hint at a sharp decline in private consumption and investment from April – at a rate of 20% or more. The weakening of external demand and of domestic business and household sentiment has amplified the downturn. Tourism was hit particularly hard. The hospitality sector employs 8% of all workers, generates massive demand for other products and services, and secures one-fifth of total export revenues. Compared to other regions, local and regional demand fell twice as rapidly in tourist regions. Customer visits to previously open shopping centres collapsed (the shopping centres subsequently closed). Social safety nets introduced during the crisis, including formal unemployment insurance, short-term work schemes and unpaid leave subsidies, are modest in size and are available only to wage earners in the formal sector (less than 60% of the labour force). The loss in income suffered by informal workers and self-employed people, who earn their daily revenues from activities like public transportation, retail trade and catering, added to weak demand.

Even if a wide range of fiscal, quasi-fiscal and monetary measures were implemented simultaneously to alleviate liquidity pressures – e.g. emergency aid of TRY 1 000 (around USD 150) per family was offered to 5.3 million households to support their living standards, support to businesses mainly via tax and loan deferrals and additional credits, principally by public but also private banks – the OECD analysis recommends that more inclusive aid should be offered to households in need, including to wage earners and self-employed people in the informal sector. This could take the form of long-term and solvency-enhancing financial support to over-leveraged and sound firms of all sizes. Strengthening the transparency and credibility of fiscal, monetary and financial policies would also help to address the weak macroeconomic fundamentals and help to reduce Turkey's vulnerability to external shocks.

Furthermore, even when the public health situation improves, the recovery will be gradual given the income losses experienced by households and businesses and the resulting increase in their debt burdens. The business situation is particularly difficult in the tourism sector due to the sharp fall of visitors. Turkey will need to further support workers and businesses while activity remains low and disrupted. Efforts to postpone liquidity pressures should be completed with measures strengthening the solvency and financial sustainability of firms and households.

For further information, please contact Lida Kita, European Training Foundation, email: Lida.Kita@etf.europa.eu

⁸ See <https://www.imf.org/en/Countries/TUR>

Recent ETF Country Intelligence Products:

- [Mapping of Covid-19 impact on education and training](#)
- [ETF Torino Process Assessment](#)
- NQF Inventory Country Page <https://openspace.etf.europa.eu/nqf-inventories>
- [Quality assurance fiche](#)

TURKEY: STATISTICAL ANNEX

Annex includes annual data from 2010, 2015, 2018 and 2019 or the last available year.

	Indicator	2010	2015	2018	2019	
1	Total Population (,000) ⁽¹⁾	72,327	78,529.4	82,319.7	83,429.6	
2	Relative size of youth population (age group 15-24 and age in the denominator 15-64, %) ^{(1) c}	26.3	24.9	24.4	24.2	
3	GDP growth rate (%)	8.5	6.1	2.8	0.9	
4	GDP by sector (%)	Agriculture added value	9.0	6.9	5.8	6.4
		Industry added value	24.6	27.9	29.5	27.7
		Services added value	54.3	53.3	54.3	55.9
5	Public expenditure on education (as % of GDP) ⁽¹⁾	M.D.	M.D.	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure) ⁽¹⁾	M.D.	M.D.	M.D.	M.D.	
7	Adult literacy (%)	92.7	95.6	M.D.	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%) ⁽²⁾	Low ⁽³⁾	63.7	58.3	55.0	53.1
		Medium ⁽⁴⁾	20.4	20.4	21.2	21.6
		High ⁽⁵⁾	15.9	21.3	23.8	25.4
9	Early leavers from education and training (aged 18-24) (%)	Total	43.1	36.4	31.0	28.7
		Male	37.8	35.0	30.4	28.9
		Female	47.9	37.6	31.6	28.6
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	72.5	106.4	M.D.	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	45.1	49.0	M.D.	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	15.5	23.6	28.8	31.4	
13	Participation in training/lifelong	Total	2.9	5.5	6.2	5.7
		Male	3.1	5.6	6.3	5.7

	learning (age group 25-64) by sex (%)	Female	2.8	5.3	6.0	5.7
	Participation in training/lifelong learning (age group 25-64) by education (%)	Low ⁽³⁾	1.3	2.7	3.0	2.8
		Medium ⁽⁴⁾	6.9	8.6	8.6	7.6
		High ⁽⁵⁾	7.4	12.9	14.1	12.4
	Participation in training/lifelong learning (age group 25-64) by working status (%)	Inactive	2.0	3.5	4.0	3.6
		Employed	3.5	6.5	7.1	6.6
		Unemployed	5.4	9.0	10.7	9.7
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	21.6 ⁽⁶⁾	40.0	26.1	N.A.
		Mathematics	42.0 ⁽⁶⁾	51.4	36.7	N.A.
		Science	26.4 ⁽⁶⁾	44.5	25.2	N.A.
15	Activity rate (aged 15+) (%) ⁽⁷⁾	Total	49.8	53.4	55.4	55.2
		Male	71.9	73.9	75.0	74.3
		Female	28.3	33.0	35.9	36.1
16	Inactivity rate (aged 15+) (%) ^C	Total	51.9	48.8	46.8	47.1
		Male	30.1	28.4	27.4	28.0
		Female	72.9	68.6	65.9	65.7
17	Employment rate (aged 15+) (%) ⁽⁷⁾	Total	44.5	47.9	49.3	47.6
		Male	64.4	67.1	67.8	65.1
		Female	25.0	28.8	30.9	30.2
18	Employment rate by educational attainment (% aged 15+%) ⁽⁷⁾	Low ⁽³⁾	39.6	41.6	42.8	40.7
		Medium ⁽⁴⁾	49.4	52.8	53.3	50.3
		High ⁽⁵⁾	70.6	71.5	70.0	69.0
19	Employment by sector (%) ^C	Agriculture	23.7	20.4	18.4	18.1
		Industry	26.2	27.2	26.7	25.3
		Services	50.1	52.4	54.9	56.6
20	Incidence of self-employment (%)		39.1 ^C	32.9 ^C	32.0 ^C	31.5 ^C
21	Incidence of vulnerable employment (%) ^C		33.8 ^C	28.4 ^C	27.6 ^C	27.1 ^C
22	Unemployment rate (aged 15+) (%) ⁽⁷⁾	Total	10.7	10.3	10.9	13.7
		Male	10.4	9.2	9.6	12.4
		Female	11.4	12.6	13.8	16.5

23	Unemployment rate by educational attainment (aged 15+) (%) ⁽⁷⁾	Low ⁽³⁾	10.2	9.7	9.9	13.0
		Medium ⁽⁴⁾	13.1	11.3	12.1	15.6
		High ⁽⁵⁾	9.8	10.8	12.2	13.5
24	Long-term unemployment rate (aged 15+) (%) ⁽⁷⁾		2.8	2.2	2.4	3.2
25	Youth unemployment rate (aged 15-24) (%)	Total	19.7	18.5	20.2	25.2
		Male	19.2	16.5	17.5	22.4
		Female	20.7	22.2	25.0	30.3
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	Total	32.3	23.9	24.4	26.0
		Male	19.6	14.1	15.6	18.3
		Female	44.4	33.7	33.5	34.0

Last update: End of August 2020

Sources:

Indicators 8, 9, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 – Eurostat
Indicators 14 – OECD,
Indicators 7 – UNESCO, Institute for Statistics
Indicators 1, 2, 3, 4 – The World Bank, World Development Indicators database

Notes:

- (1) Midyear estimations
- (2) Active population aged 15-74
- (3) Low - primary and basic general education
- (4) Medium - general secondary and vocational-technical education
- (5) High - secondary special and higher education
- (6) Data is available for the year 2012
- (7) Age group 15-74

Legend:

e = estimated
c = calculated
N.A. = Not Applicable
M.D. = Missing Data

ANNEX: INDICATORS' DEFINITIONS

	Description	Definition
1	Total population (000)	The total population is estimated as the number of persons having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15-24) (%)	This is the ratio of the youth population (aged 15-24) to the working-age population, usually aged 15-64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1-5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.

	Description	Definition
7	Adult literacy (%)	Adult literacy is the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.
8	Educational attainment of adult population (25-64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18-24) (%)	Early leaving from education and training is defined as the percentage of the population aged 18–24 with at lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes with duration less than 2 years) for data up to 2013 and to ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in each level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case upper secondary education), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30-34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5–6 up to 2013 and ISCED 2011 level 5–8 from 2014 onwards.
13	Participation in training/lifelong learning by sex, education and working status (age group 25-64) (%)	Lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. The inactive population consists of

	Description	Definition
		all persons who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all persons who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8)
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data is presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) which is based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. Employers + Own-account workers + Contributing family workers) as a proportion of the total employed.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the Own-account workers and Contributing family workers as a proportion of the total employed.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15-64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).

	Description	Definition
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of unemployed persons since 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15-24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed persons aged 15–24 by the total population of the same age group.
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data is expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

LIST OF ACRONYMS

Cedefop	European Centre for the Development of Vocational Training
EBA	Turkish Educational Information Network
EIN	Turkish Education Informatics Network
ETF	European Training Foundation
EU	European Union
GDP	Gross domestic product
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
İSKUR	Turkish Employment Agency
KOSGEB	Turkey's development agency
MTD	Medium-term deliverable
MSME	Micro, small and medium-sized enterprise
NEET	Not in employment, education or training
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
TALIS	Training and Learning International Survey
TRY	Turkish lira
TVET	Technical and vocational education and training
SDG	Sustainable Development Goal
SGK	Turkish Social Security Institution
VET	Vocational education and training

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