

TORINO PROCESS 2014

TURKEY



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EXECUTIVE SUMMARY

Turkey is a European Union (EU) accession candidate country, a member of the Organisation for Economic Cooperation and Development (OECD), the G20, and an increasingly important donor to bilateral Official Development Assistance (ODA). Recent economic developments show that Turkey remains an emerging market. According to October 2014 figures, Turkey's predicted growth rate of 3.3% this year – helped by improved exports and the revival of domestic demand – is probably the highest in Europe. There is optimism that the economy could return to 5% growth by 2017.

From long-term vision to determining a political and social policy agenda with a focus on human capital development

The Turkish government's Vision 2023, Tenth Development Plan (2014–18), Lifelong Learning Strategy and Vocational Education and Training (VET) Strategy (2014–18) set out clear targets and roadmaps and are linked to the EU's strategy.

This report indicates clearly that Turkey shares the priorities and goals of the EU's policy in the fields of education and training: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training; social cohesion; and active citizenship. The targets set out in Education and Training 2020 are also the targets set by Turkey with respect to harmonisation with the EU. They are all laid out in the strategic plans for VET and lifelong learning developed by the Ministry of National Education for the years 2014 to 2018.

By 2023, the Turkish government aims to: (a) achieve a society of educated individuals; (b) implement the Movement of Enhancing Opportunities and Improving Technology project (FATİH), which seeks to equip each classroom with an interactive white board and each student with a tablet computer; (c) increase participation rates in preschool, basic and secondary education to 100%; (d) promote the importance of vocational education; (e) implement reform of the Council of Higher Education (YÖK); (f) increase the number of private universities; (g) improve the quality of universities; (h) increase the number of academics in universities; (i) implement a policy of language learning; (j) terminate gender and regional disparities; and (k) prepare students for upper education and the future in a more flexible structure.

The sectorial strategies recognise that if Turkey is to achieve its ambitious goals for further development and growth, its national policies for formal education must be coupled with lifelong learning opportunities. To do this, it needs to mobilise businesses and civil society to address particularly those groups that are currently under-represented in the education and training and labour market.

Reforms driving results

To improve education and training quality and increase participation rates, legislation was introduced in 2012 to increase the number of compulsory years from eight to 12 and to restructure the education system. It is now divided into three levels (primary, lower and upper secondary education) of four years each, hence 12 years of compulsory education (4+4+4). Many recent Turkish reforms have been supported by the EC and international organisations. VET and tertiary education have been developed with the EU to improve alignment with European standards.

The VET strategy for 2014 to 2018 focuses on broadening access to VET, with improved VET system capacity and better employment outcomes for graduates. The latter is also the goal for the Higher Education Strategy of Turkey (2007–25). The Action Plan for Strengthening the Link between Education and Employment (İMEİGEP) focuses on the quality of the VET system. Its aims include

delivering qualifications as part of the Turkish Qualifications Framework (TQF); implementing curricula in compliance with occupational standards; developing information, guidance and counselling; and accrediting VET institutions.

Turkey's new lifelong learning strategy pays particular attention to improving access to lifelong learning beyond the formal education system. In particular, learning in enterprises is seen as important to promote the transition from school to work. Comprehensive career information is also a priority. The analysis emphasises the need for better education outcomes resulting in better employment outcomes for young people and women and the addressing of regional disparities. Experiences are shared, focusing on what has been done and what can be done at central and regional level in particular to involve companies more in VET (e.g. apprenticeships and practical placements) and to extend career guidance and counselling and work-based learning to ensure that women, young people and inactive vulnerable groups can maximise their opportunities. A number of good practices exist in employer engagement and entrepreneurial learning across the system. The list is not exhaustive.

Integrated actions for sustainable access to VET for employment and inclusive growth

The key message is that the mismatch between the skills obtained in formal education and those required by business needs to be jointly addressed. Despite great improvements in younger cohorts, Turkey's labour force is still characterised by a low level of schooling. If Turkey's Vision 2023 is to achieve its target on employment and cut unemployment to 5%, more people need to be activated and inserted into the labour market. This needs a significant increase in youth and female employment. Developing skills by providing good access to quality initial and continuing education and training is crucial to activate young people, women and vulnerable groups. Access to quality education and training and employment is definitely a way out of poverty and social exclusion. However, certain conditions need to be met: upgrading the relevant skills for the sustainable activation of the inactive population will enhance Turkey's economic competitiveness in the future. At present, around 29% of young people (aged 15 to 29) are not in work, education or training (Eurostat, 2014), although this trend is decreasing. A crucial question for policy makers, implementers and other stakeholders, especially the private sector, is how Turkey can more rapidly tap into the latent work potential of the working age population in a country of 76 million people with the 17th largest economy in the world.

Turkish institutions have made good progress in fighting poverty and social exclusion

Poverty has been reduced and the social integration of vulnerable groups has increased. This is due to the implementation of strategic policies to fight poverty such as cash support programmes, projects for universal basic education, and the wholesale expansion of education, healthcare coverage and unemployment insurance. Particular attention is paid to early school leavers, gender equality and institutional capacity development. Civil society involvement has been enhanced by encouraging institutional dialogue with marginalised groups, supporting their participation and acceptance of responsibility in formulating, implementing and monitoring policy at both national and regional level.

The government has assigned different priorities to investments in a variety of areas:

- new schools and those under construction;
- improved information and communication technologies (ICT) infrastructure in formal education;
- an increase in the number of students and teachers;
- salary increases for education staff;
- an increase in the budget allocated for services in special education;
- vocational guidance;

- recognition of prior learning and apprenticeship with regard to both quality and equity;
- improving access to and completion of upper secondary education, VET and tertiary education;
- existence of at least one university in each province;
- support for research programmes and fellowships;
- increased awareness of the importance of VET and lifelong learning;
- increased share of education in the national budget and public and private financing;
- involvement of employers' organisations and non-governmental organisations (NGOs) at different levels of the policy cycle.

Research is contributing to the definition of the poverty agenda in Turkey through the development of rights-based approaches. However the concepts of social inclusion, social cohesion and equity are relatively new to the policy discourse. They are not yet mainstreamed or explicitly referred to in the national policy-making processes. Much work remains to be done in raising awareness of the concepts of social inclusion, social cohesion and equity and their added value for education and training, employment and broader social policy making.

Skills for jobs and activation of unemployed people directly linked to quality of education and training

The gap between required and acquired skills is one of the obstacles in labour market matching and mobility. Thus the quality and relevance of education and training systems is important both in meeting local labour market needs and in gaining international recognition and credibility. In Turkey, work in this area is enabling all VET schools and workplaces to become learning organisations for the development of effective local learning centres and to bring learning and learners together in response to the local needs of the labour market. Schools are supported to enhance their quality based on self-assessment and action planning in line with the European Quality Assurance in Vocational Education and Training (EQAVET) principles. Another important area where support is planned is the establishment of integrated systems for validating non-formal and informal learning. The European Credit System for VET (ECVET) for formal and non-formal VET will be used. This system is crucially important for the recognition of achieved learning outcomes. It facilitates horizontal and vertical transitions between formal and non-formal VET training institutions.

Turkey is at an advanced stage of implementing the Bologna Process recommendations. The quality assurance system is well developed in higher education. With the support of the EU and the Council of Europe, the establishment of an independent quality assurance agency for higher education is planned. The TQF is the institutional platform for horizontal and vertical transfer between qualifications. Turkey has made a commitment to develop and implement the TQF which is seen as an essential reform tool in the quality assurance of the provision of VET and lifelong learning. The European Qualifications Framework (EQF) referencing process was presented to the EQF Advisory Group in December 2014.

Progress has been made in increasing stakeholders' involvement to make the TQF more transparent; to include civil society, employers, parents and students; and to provide more targeted information to different stakeholders and beneficiaries in order to expand the use of the TQF and quality assurance instruments. Further challenges remain. These include: the need to regulate the TQF by law; effective and continued communication with all relevant stakeholders; further recognition of qualifications; quality assurance; and the consolidation and population of the national qualifications framework based on the EQF for lifelong learning. This will connect all quality-assured Turkish qualifications for academic, general and vocational purposes in a comprehensive system for career development for

citizens and make them comparable at European level through the EQF. A number of issues still need to be addressed. Certain aspects of quality assurance need to be developed. A more effective and wider-ranging law on the TQF (beyond the legal framework regulating the Vocational Qualifications Authority, VQA) needs to be implemented. An action plan to bring all existing courses for adults under the TQF by mapping modules against unit qualifications, in order for the VQA to deal with quality assurance of lifelong learning courses, must be developed. All of this will be achieved if an open and sustained policy platform is supported to give a strong voice to the business world in when decisions are made.

Multilevel VET governance enhances structured dialogue between government and the private sector

Public bodies traditionally lead the strategic planning and management of education and training. Decision making is often concentrated in central government, with tasks or resources devolved to regional or local authorities. The private sector and employers in Turkey are active and have a say in the education and training system. They have been supporting the development and implementation of policy aimed at increasing the number of vocational schools and improving the quality of education in the VET system. They have taken on the responsibility of sharing the financial cost of raising standards in education and vocational training. A survey of business leaders puts human capital and employment as a top priority after green growth. In terms of issues relating to human capital and employment, businesses underline the importance of (a) restructuring the education system; (b) incentivising VET; (c) promoting entrepreneurship; and (d) aligning enterprise needs with learning¹.

Turkey participates in the EU's European Alliance for Apprenticeships; it is a key member and hosts the Global Alliance for Sustainable Employment (GASTE). Much has been done to broaden the participation of the private sector in the governance of skills development systems to reduce the skills gap; accelerate the integration of young people, women and disadvantaged groups; reduce migration; and strengthen stability. Turkey promotes public-private partnerships in vocational training to empower poor people, disadvantaged groups, vulnerable young people and women through skills. It flags the importance of and promotes new approaches in skills development; shares the experiences of public-private partnerships and private sector-led initiatives in vocational training; and facilitates knowledge transfer from highly competitive economies to emerging, fragile markets.

Recommended policies to reach targets in education and training as a key driver to the balanced growth of regions

In future, the focus shall be on effective educational leadership and management; support for pre-service and in-service teacher training; transparent school-based policies; and measures. The latter are among many other factors that are crucial in influencing how a school performs and ultimately how quality education is delivered to the student. In order to ensure equal access to education and social services and assistance, special policies and programmes shall be better adapted to meet the specific needs of target groups and to better address regional and urban-rural discrepancies. The private sector and business community shall be engaged in these efforts. Quality apprenticeships and quality internships can serve as important pathways for helping young people to make a smoother transition from school to work. In the case of internships and other work experience programmes, continuous support is needed to enhance the capacity of NGOs acting in the field of education, employment and the active promotion of social inclusion. Creating quality apprenticeships requires access to high-quality programmes, making them more valuable to young people and more attractive to employers. Key stakeholders must be involved in governance arrangements. Multilevel governance approaches are needed if human resources development is to meet the specific needs of local communities and

¹ Survey funded by the British government and administered by Ernst and Young for the Turkish Industry and Business Association as inputs to Turkey's chairing of the G20 in 2015. See www.tusiad.org/_rsc/shared/file/EY-TUSIAD-Business-Priorities-for-Recommendations-of-Turkeys-G20-Presidential-Term-in2015.pdf

labour markets. The interface between the government and the private sector must be improved in terms of governance mechanisms and the organisation of consultation processes. The role of NGOs becomes prominent in addressing the issues of ensuring efficient pathways towards employment and delivering skills development. This requires capacity development for the actors, not only in policy design but most importantly to monitor and assess the impact of the policies. Regional development policies and public administration (efficiency in public services, governance and strategic management) remain priority policy areas for the Turkish government.

INTRODUCTION

In 2010, the European Training Foundation (ETF) launched the first round of reporting for the Torino Process. The Torino Process is a participatory review of progress in VET policy carried out every two years by all ETF partner countries with the support of the ETF. The analytical framework lists the thematic areas for review and, for each of them, raises the main policy questions to be documented in order to assess the VET system and policy progress. It encompasses the main dimensions of VET in Turkey, e.g. the underpinning of political vision and priorities, external efficiency, internal efficiency, governance and financing.

Turkey took part for the first time in the 2014 round of the Torino Process as a self-assessment exercise. However as a candidate country, Turkey participated in many national, EU, ETF and international reviews and assessments of the VET system between 2010 and 2014. It reports in accordance with the Bruges-Copenhagen Process. It is also the subject of the ETF publication *Turkey – Review of human resources development*, and most recently the *Skills vision 2020 Turkey* report, produced under the auspices of the FRAME: Skills for the Future initiative.

Developments and challenges associated with education and training in Turkey were discussed in detail throughout 2014 in workshops. These workshops were organised with the support of the ETF, and in cooperation with the EU Delegation in Turkey. The Ministry of National Education and the Ministry of Labour and Social Security organised four workshops:

- Promoting lifelong learning in Turkey: Putting the lifelong learning strategy into practice 2014–18 (Antalya, 12–13 March 2014);
- Enhancing integrated approaches in human resources development and employment policies in Turkey (Turin, 5–6 May 2014);
- Long-term vision, planning and delivery of skills for the future (Ankara, 23 September 2014);
- Implications of TQF and quality assurance arrangements for IPA² II support (Ankara, 13–14 November 2014).

The Torino Process Report 2014 complements and updates the preceding reports. Taken together with the previously mentioned reports, it presents an interesting picture of the process of change and reform that has taken place in the perception of VET in Turkey.

Section 1 of this report discusses the centralised structure of VET in Turkey, its vision and horizontal development with respect to initial vocational education and training and continuing vocational education and training combined. Initial training is provided before entering the labour market; continuing training occurs after joining the labour force. This section also examines the challenges that policy makers can expect to face between now and 2020.

Section 2 deals with VET requirements from the economic perspective of Turkey's labour market: the economic activities that contribute most to gross domestic product (GDP) and employment; education levels; state investment in education and employment challenges facing the country; mechanisms for identifying labour market demand and matching skills; the effect of VET on skills; and the promotion of entrepreneurship in particular.

² Instrument for Pre-Accession Assistance

Section 3 shows how vocational and technical education addresses societal challenges and discusses the advancement and inclusion of socially disadvantaged unique populations.

Section 4 begins with an overview of quality assurance mechanisms and policies, and examines a range of key areas of policy intervention in VET, such as educators and administrators, teaching and learning, effectiveness and efficiency of resource use.

Section 5 focuses on governance and policies and briefly discusses the policies adopted at national, regional, local and provider level.

The current Torino Process includes a benchmarking exercise against EU levels. The table below presents how Turkey performs on key indicators in the area of human resources development set out in the Europe 2020 Strategy, and Education and Training 2020 Strategic Framework. It is worth mentioning that Turkey's strategic targets link up with the European priorities in the field (e.g. increase educational attainment, employment rate, participation in the lifelong learning).

EU TARGETS AND BENCHMARKS, 2013 (%)

Benchmarking indicator	EU 2020 target	EU average	Worst EU performer	Best EU performer	Turkey	Trend in Turkey 2010–13**
<i>Early leavers from education and training</i>	<10	12.0	23.6	3.9	37.5	Improving
<i>Tertiary education attainment</i>	≥40	36.9	22.4	52.6	19.5	Improving
<i>Early childhood education and care*</i>	95	93.9	71.7	100.0	44.1	Improving
Students' low achievement in basic competences*						
▪ Reading	15	17.8	39.4	9.1	21.6	Improving
▪ Mathematics		22.1	43.8	10.5	42.0	
▪ Science		16.6	38.0	5.0	26.4	
Share of ISCED 3 students in VET*	–	50.4	11.8	75.3	43.9	Improving
Adult participation in lifelong learning	15	10.5	1.7	31.4	4.0	Improving
Employment rate of recent graduates	82	75.5	40.0	92.2	61.7	Improving
<i>Employment rate (20-64 age group)</i>	≥75	68.4	52.9	79.8	53.4	Improving

Notes: (*) 2012 data; (**) Comparing trends between 2010 and 2012/13 (depending on latest data availability), except for 'students' low achievement in basic competences' where PISA (Programme for International Student Assessment) results refer to 2009 and 2012; Indicators in italic = EU 2020 targets; ISCED = International Standard Classification of Education.

Source: Eurostat, 2014; Data for 'students' low achievement in basic competences': OECD/PISA.

1. VISION FOR THE NATIONAL VET SYSTEM

1.1 Introduction to the VET system

The Turkish education and training system is developed within the broader context of human resources development. This encompasses the formation of skills by the education and training system and the private sector seen from a lifelong learning perspective in the context of employment policy and social inclusion. The elements of the education and training system concerned are VET and higher education, seen from a lifelong learning perspective, as well as company-based training and training for unemployed and underemployed individuals.

The national authorities in charge of education, training, employment, social inclusion, science and technology, regional development, employers' associations, trade unions, training providers, research and universities, municipalities and NGOs work together to define how the VET system can be made more responsive to the medium- to long-term needs of the labour market, giving due account to economic competitiveness, lifelong learning and inclusion. Turkey's overall aim in the field of education is to make all processes quality-based. This is to enable sustainable economic and social development, to ensure participation in global competition and to use the resources allocated to education and training more efficiently and effectively. Given Turkey's need for a qualified workforce, strategies and policies that improve the quality of vocational education and training continue to be of the utmost importance.

A number of active policies have been adopted to direct students to secondary education, primarily in vocational and technical schools. Between 2010 and 2014, the Ministry of National Education concluded the reform of transforming general high schools into other types of high schools. In 2010, Turkey had 4 067 general high schools; by 2014 the number had fallen to 3 744, a decrease of 323. Anatolian high schools are also general high schools. As a result, the ratio of vocational and technical high schools increased by 23%, Anatolian high schools increased by 57%, and religious vocational schools (Imam Hatip and Anatolian Imam Hatip high schools) increased by 73%³. These figures are important in illustrating the options available to students in public secondary education. In addition, starting with the 2014/15 academic year, all middle school students will be placed in high schools based on the results of the Transition from Primary to Secondary Education (TEOG) exam. The distribution of students among different school types and programmes, the reduction in secondary school types, and the changes made to the transition to secondary school via a new exam all suggest that the Turkish education system is currently highly dynamic. In secondary education, primarily in vocational and technical schools, a number of active policies have been adopted in order to direct students to certain school and programme types (Education Reform Initiative, 2014).

In Turkey, level 5 short-cycle post-secondary education (ETF, 2010) enjoys a long tradition and is under the patronage of the Council of Higher Education. It is also organised by private (non-profit) education providers. Although funds are largely granted by public authorities, industry has contributed in some cases. The government is reviewing institutional settings to improve access for all students.

³ Number of technical and vocational high schools/technical and vocational Anatolian high schools: 4 649 (2010/11) and 5 919 (2013/14). Number of Anatolian schools: 1 354 (2010/11) and 2 131 (2013/14). Number of Imam Hatip high schools/Anatolian Imam Hatip high schools: 493 (2010/11) and 854 (2013/14). Source: Ministry of National Education, 2 February 2015.

In 2011, 27% of students were registered in vocational programmes (tertiary type B⁴) compared to the OECD average of 19% (OECD, 2013b).

The need to improve the quality of VET has been articulated by employers, government, trade unions and civil society organisations. A number of important steps have been taken towards achieving this goal. An enabling vision and strategic framework (**TABLE 1.1**) is directly and immediately relevant to education, training and lifelong learning in the sense that it addresses the human resources development system and its capabilities, whereas others have less relevance to the system.

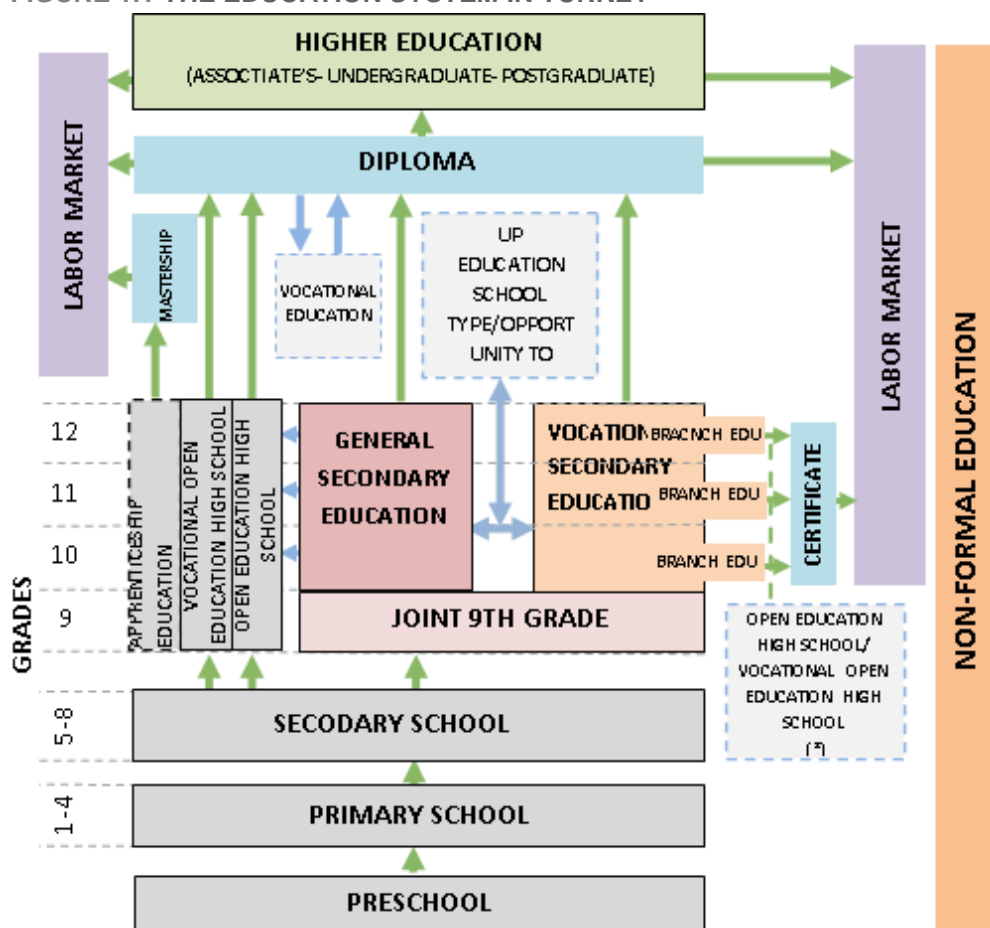
TABLE 1.1 EDUCATION AND TRAINING AND SKILLS-RELATED STRATEGIES – OVERVIEW

Vision 2023 Tenth Development Plan 2014-18 Medium-term Plan 2013-15		
Education	Employment and social cohesion	Sectoral and regional
Strategic Plan of the Ministry of National Education (2010–14) Higher Education Strategy of Turkey (2007–25) National Lifelong Learning Strategy (2014–18) National VET Strategy (2014–18) Action Plan for Strengthening the Link between Education and Employment (İMEİGEP)	National Employment Strategy (2014–23) Youth Employment Action Plan Strategic Plan of the Turkish Employment Agency (İŞKUR, 2011–15)	Science and Technology Human Resources Strategy and Action Plan (2011–16) Turkish Industrial Strategy (2011–14) Export Strategy 2023 Tourism Strategy of Turkey 2023 Agriculture Strategic Plan (2010–14) Regional Development Plans for implementing Vision 2023

The vision ensures a sound relationship between different strategic, institutional and action frameworks. The current strategies recognise that if Turkey is to achieve its ambitious goals for further development and growth, it is necessary to widen opportunities to VET and lifelong learning, to mobilise businesses and civil society and, in particular, to address those groups that are currently under-represented in the labour market. The need to improve the quality of vocational and technical education has been articulated by many public and civil society organisations and a number of important steps have been taken towards achieving this goal.

⁴ The vocational higher schools or Meslek Yuksek Okulus (MYOs) are defined as ‘institutions of tertiary education that provide four-semester education and training aimed at preparing middle level personnel for specific vocations and occupations in the labour force’. There are three types of MYOs in the sector: (a) MYOs affiliated with public universities; (b) MYOs established by Foundation Universities; and (c) MYOs established by foundations without the requirement of link to a university. The minimum entrance requirement for admission to the MYOs is the diploma of general or technical/vocational secondary school. See Table 4.1 – Turkish Qualifications Framework on p. 42.

FIGURE 1.1 THE EDUCATION SYSTEM IN TURKEY



Source: Turkey's VET Strategy (2014–18)

Students who complete the first stage continue on to high school or religious high school. According to the new system initiated in the 2013/14 academic year, students will continue in secondary education depending on the weighed grades of year-end averages in sixth, seventh and eighth grades and the Transition from Primary to Secondary Education exam of eighth graders in six subjects. Students who graduate from secondary education can participate in the labour force, transfer to the associated degree programmes or continue to the next level of education, depending on the YGS and LYS⁵ exam results.

Vocational and technical secondary education consists of vocational and technical high schools that implement various programmes (see **TABLE 1.2**).

Formal education activities conducted under the auspices of the Ministry of National Education's Directorate General for Lifelong Learning are performed by public education centres, vocational education centres, maturation institutes, tourism education centres, open education institutions (open secondary education, upper secondary open education, vocational upper secondary open education, vocational and technical upper secondary open education) and vocational and technical education centres (METEM). These courses are delivered throughout the country⁶.

⁵ Students take the Transition to Higher Education Examination (YGS) each year in April. Those who pass the YGS are then entitled to take the Undergraduate Placement Examination (LYS), the second-round exam in the new system, which takes place each year in June.

⁶ For more detailed functions of these educational centres, please refer to the Vocational and Technical Education Strategy and Action Plan (2014–18), Republic of Turkey, Ministry of National Education, approved May 2014.

TABLE 1.2 SCHOOL TYPES AT UPPER SECONDARY LEVEL

Type of education	School type	Duration (years)	Age
General upper secondary education	Anatolian high schools Science high schools Social science high schools Fine arts high schools Sports high schools	4	14 to 17
Technical and vocational education and training (TVET) upper secondary education	Vocational and technical Anatolian high schools Vocational and technical education centres Multi-programmed Anatolian high schools	4	14 to 17

TABLE 1.3 VOCATIONAL AND TECHNICAL SECONDARY EDUCATION SCHOOL TYPES

Technical and industrial vocational high school	Girls' vocational and technical high school	Hotel management and tourism vocational high school	Trade vocational high school	Vocational high school of health	Vocational and technical education centre	Multi-programme high school
Anatolian technical high school Anatolian vocational high school Technical high school Industrial vocational high school Maritime vocational high school Maritime Anatolian vocational high school Agricultural vocational high school Agricultural Anatolian vocational high school Land registry and cadastre vocational high school	Anatolian girls' technical high school Anatolian girls' vocational high school Girls' technical high school Girls' vocational high school	Anatolian hotel management and tourism vocational high school Hotel management and tourism vocational high school	Trade vocational high school Anatolian trade vocational high school Vocational high school of justice Anatolian communications vocational high school	Anatolian vocational high school of health Vocational high school of health	Vocational and technical education centre	High school Vocational high school Religious high school

Source: Turkey's VET Strategy (2014–18)

1.2 Vision for the VET system

The vision for the technical and vocational education and training system is covered primarily in the latest VET strategy. The Ministry of National Education has prepared a strategy document and action plan for 2014–18 to improve the quality of VET in Turkey. The strategy was prepared in cooperation with the Ministry of Development, Ministry of Labour and Social Security and NGOs representing the business world. It outlines the priorities to improve the quality of VET in Turkey.

The preparation of the Vocational and Technical Education Strategy Document and Action Plan (2014–18) took into account the following strategies and plans: various development plans and government programmes; the Vocational and Technical Education Action Plan (2008–12); decisions of National Education Councils; the EU education acquis; Vision 2023; the Ministry of National Education Strategic Plan (2010–14); the Lifelong Learning Strategy (2009–13 and 2014–18); the Industry Strategy Document (2010–14); the Action Plan of Strengthening the Relationship between Employment and Vocational Education (2010–14), the National Youth Employment Action Plan; and the Information Society Action Plan.

TABLE 1.4 VOCATIONAL AND TECHNICAL EDUCATION STRATEGY – FRAMEWORK

Purpose: To create a flexible and permeable vocational and technical education system with the active participation of stakeholders. The system must support social and economic development and provide all segments of society with an opportunity to learn in accordance with their needs. It must be innovative and prepare people for employment.

Vision: A leading vocational and technical education system that works with the social and economic sectors and whose national and international vocational qualifications are recognised. The system must have vocational values, be creative, innovative, entrepreneurial and productive and train a competent workforce that adds value to the economy.

Access to vocational and technical education	Capacity in vocational and technical education	Employment with vocational and technical education
1. Increased access to quality vocational and technical education	1. Vocational and technical education programmes will be improved and the qualification system will be strengthened. 2. Vocational guidance and career development in vocational and technical education will be strengthened. 3. An efficient and productive management system will be established in vocational and technical education. 4. The education environments in schools and institutions will be improved by providing an efficient and sustainable financing system in vocational and technical education. 5. A quality assurance system will be established in the vocational and technical education sector.	1. The students of vocational and technical schools and institutions and the transition of alumni into the labour market will be supported. 2. The national and international activities of vocational and technical education students and alumni will be enabled.

Source: Turkey's VET Strategy (2014–18)

The aim is to provide young people with the necessary knowledge, skills and competence by structuring vocational and technical education in accordance with the expectations of the local, national and international labour markets. The Vocational and Technical Education Strategy Document and Action Plan (2014–18) has been formulated at the axis of three main policies aimed at developing the vocational and technical education system in Turkey, namely increasing access, capacity development and employment.

- Access to vocational and technical education includes awareness of the importance of this type of education; a flexible structure in horizontal and vertical transitions between different types and levels of vocational and technical education institutions; better access for groups requiring special policies; and the development of cooperation in research and development activities.
- Capacity in vocational and technical education includes the development of a vocational and technical education qualification system, national vocational standards and education programmes in line with the qualifications, educational environment, vocational guidance and career system, administration and finance management and quality development system.
- To ensure that vocational and technical education leads to employment, vocational and technical education students, trainees and graduates (including groups requiring special policies) must be provided with key competences and workplace-based training. Creativity, innovativeness, entrepreneurship, occupational health and safety, national and international mobility are other important considerations.

Cooperation and effective dialogue are vital in realising the vocational and technical education policies and strategies determined with the participation of all stakeholders in this document. The Vocational and Technical Education Strategy Document and Action Plan (2014–18) came into force on foot of Decision No 2014/5 of the Higher Planning Council on 6 May 2014. It will be implemented, monitored and assessed in collaboration with the relevant parties under the Vocational and Technical Education Directorate General Secretariat, which is coordinated by the Ministry of National Education.

The ministry's Directorate General for Lifelong Learning is conducting various activities to increase the adult participation rate in lifelong learning in Turkey to 8%. It is doing so by setting up a legislative and institutional framework and developing capacity in the system. Some of the key actions are presented below:

- increasing society's awareness through seminars, symposiums, bulletins, promotional videos/short documentaries, brochures and training courses; in particular increasing the awareness of the heads of non-formal institutions providing adult education in order to increase their commitment to spreading a culture of lifelong learning in their provinces – they are playing an important role as the first cycle in adult education;
- increasing awareness of adult education and learning opportunities in non-formal institutions among adults in each province so that they can increase their education level and enhance their employability.

Individuals in the lifelong learning process need to know what, why and how to learn for their personal and vocational development and employment. This process requires lifelong guidance to obtain the correct knowledge, evaluate it and make the right decision. Career guidance is included in programmes in all types of schools. It is integrated with personal and social education for all grades of secondary education. Curricula are being revised for some levels in the system. Based on a modular system, the non-formal education curriculum is being continuously revised in parallel with the compulsory education curriculum. To support adult education development, a framework for recognising prior learning in eight occupational areas is in preparation. The establishment of the

system for lifelong learning guidance is defined as a priority area in the Lifelong Learning Strategy 2014–18 (Cedefop, 2015).

The recognition of prior learning opens up opportunities for individuals who have some knowledge or skill in a particular field but have no certificate or diploma and want to be promoted in their job or move to a different job. It is important not only for adults who lack access to education, but also for adults with higher levels of proficiency. It helps adults to upgrade their status in the labour market and obtain sustainable employment in the labour market. For this reason, recognition of prior learning is one of the main components of lifelong learning.

A monitoring and evaluation system should provide evidence confirming if the expected progress has been made and should help to determine whether development targets have been reached. The system involves analysing indicators to understand whether set standards or targets have been reached.

The national strategic framework on VET is complemented by the National Lifelong Learning Strategy (2014–18) on adult education and training, Turkey made a commitment to increase individuals' participation in lifelong learning to 8% by 2018 and to 15% by 2023⁷. The strategic measures are clustered around six priority actions focused on:

- creating a culture of lifelong learning awareness in society;
- increasing lifelong learning opportunities and provision;
- increasing access to lifelong learning opportunities;
- developing a lifelong learning guidance and counselling system;
- developing a system for recognising prior learning;
- establishing a monitoring and evaluation system for lifelong learning.

The issue of skills development, both through initial and continuing vocational education and training, is also approached in the newly adopted National Employment Strategy (2014–23). It ensures a sound relationship between different strategic, institutional and action frameworks. The employment strategy seeks to create a better relationship between education and employment by providing education and training that is more relevant to the labour market and strengthening the use of qualification standards. Specific employment policies for the priority sectors also provide room for skills improvement as a key precondition for raising employment, inclusion and competitiveness levels.

At an operational level, the Ministry of National Education has developed a lifelong learning web portal to provide citizens with all the information they need about lifelong learning courses and services. The web portal provides access to courses, job opportunities and vocational guidance sites. It is intended to be one of the most important tools giving access to information on lifelong guidance, the recognition of prior learning, employment opportunities, learning opportunities and monitoring and evaluation. The web portal will have a common database with the Ministry of Labour and Social Security, the Turkish Employment Agency (İŞKUR) and relevant general directorates in the Ministry of National Education. When work on it is completed, it will be integrated into Turkey's e-government system. The web portal will provide a one-stop shop for individuals, guidance counsellors and the coordination units in the provinces. It will be accessible via all kinds of mobile devices, smartphones and tablet PCs. Users will

⁷ 2018 target included in the National Lifelong Learning Strategy (2014–18), and 2023 target in the National Employment Strategy (2014–23), respectively.

have their own secure login which will give them access to information on learning and employment opportunities not only in Turkey, but also in Europe through the EU's Ploteus web portal.

1.3 Capacity for innovation and change

Turkey has made significant progress in a wide range of policy areas in recent years, including law, health, the economy and transportation. A great leap forward was achieved in education over the last decade. Remarkable improvements have taken place, particularly in the schooling rate at all levels from preschool to higher education. Myriads of new schools and universities have been opened to meet the demand for education. Turkey's many quantitative indicators of access to education are moving towards the OECD average. But more importantly, Turkey has not only focused on access to education but also increased the quality of education. The application of different test-retest reliable coefficients for students in university entrance exams was discontinued and the headscarf ban in universities was lifted. Both policies have helped to increase access to and participation in education and training. Furthermore, with the introduction of the new 4+4+4 system, some of the social demands, such as introducing elective religion courses and Kurdish courses, have been partially met.

In addition to changes in the system, the production of new knowledge, innovation and entrepreneurship have become the key inputs all over the world for moving out of crisis and having a more prosperous economy. A strong vocational and technical education system helps in the acquisition of new skills; the provision of support for creativity and innovation; the development of entrepreneurship; the facilitation of transitions between occupations; and the ability to adapt to a new profession. The vocational and technical education system increasingly open to global innovation and change, and based on analyses of the labour market, helps to direct individuals towards competency-based employment, based on mobility. By increasing creativity, innovation and entrepreneurship at all stages of the VET process and promoting the use of information technologies, VET increases the employability of groups and individuals especially those requiring special policies.

1.4 Drivers of innovation and change

According to the current debate, the employability skills gained (after graduation from technical and vocational education and training (TVET) high school) cannot adequately meet the conditions and needs of the changing labour market. The debate in Turkey is focused on the role of the private sector in both the design and delivery stages of skills development. The consensus is that without the engagement of companies, chambers of commerce, business associations and the like, the skills gap will continue to grow alongside the rising world population. In turn, youth unemployment and the marginalisation of economically disadvantaged groups will worsen. Overcoming these challenges requires all stakeholders, from public institutions to civil society, to better understand the private sector's role in human capital development. In response, the Turkish government, led and coordinated by the Ministry of National Education and the Ministry of Development, has worked closely with business confederations and associations to determine how the private sector can establish its own schools and train students. All VET schools in Turkey are open for vocational courses funded by İŞKUR as part of its programme of active labour market policies. To date, the Ministry of National Education's Directorate General for VET has signed 126 protocols with the private sector to promote these courses for unemployed people.

BOX 1.1 DRIVERS OF INNOVATION AND CHANGE IN VET

In accordance with a law passed in 2012, Organised Industrial Zones are allowed to establish private VET upper secondary schools. The driving forces behind this arrangement may be summarised as follows: (a) train students in accordance with the needs of the labour market; (b) strengthen the links between education and employment; (c) ensure effective use and increased coverage of active labour market policies; (d) reduce the unemployment rate among VET graduates; and (e) cut the number of historical complaints about the quality of practical training in VET high schools.

A number of initiatives aim to collect data and strengthen labour market outcomes. VET data is collected through the Information System for Determining Educational Needs on Vocational and Technical Education Project (2005–13). A Follow-up Study of Graduates of Vocational and Technical Secondary Education Institutions (2007) systematically tracked VET secondary graduates. Information on learning opportunities with medium- and long-term projections is available in the Turkish Vocational and Technical Education Strategy Paper and Action Plan (2014–18).

In 2014, supported by the Istanbul International Centre for Private Sector in Development (IICPSD)*, the Union of Chambers and Commodity Exchanges of Turkey (TOBB) and civil society bodies and institutions involved in the labour market and vocational training, researchers looked into five cases of private sector-driven TVET provision. The goal was to understand the lessons learned in different private sector-led and public-private partnership models in order to improve the results of various stakeholder partnerships with the private sector. As a result, successful practices can be replicated at local, national and international level, and disadvantaged groups can acquire the necessary skills to participate in the value chains. Learning how to work with the private sector is key for effective skills generation and sustainable growth. In the case of Turkey, the private sector and other stakeholders work together to promote multilevel governance arrangements in VET. The aim is to use the Global Alliance for Sustainable Employment (GASTE) as a learning platform to expose the countries in transition to the excellent models of technical education and skills development put in place in economies ranking or aspiring to be among the 10 most competitive in the world. The cases studied include the 'Vocational High Schools: A Matter of Country (MLMM) Project', Koç Holding; the BUTGEM initiative with Bursa Chamber of Commerce and Industry; the ÖZİMEK project with Istanbul Chamber of Commerce; the UMEM project with TOBB; and Sütaş Holding's Dairy Farming Applied Education Centres. Although all these organisations are driven by the common goal of serving jobseekers and making businesses more competitive, the cases represent five different models of vocational training in terms of coverage, management structure and funding**.

Other policies also aim to disseminate the culture of innovation and entrepreneurship and to train new entrepreneurs in Turkey. In this context, entrepreneurship is supported by programmes launched by various institutions and organisations, mainly the Ministry of National Education, the Ministry of Science, Industry and Technology, the Scientific and Technical Research Council of Turkey (TÜBİTAK), the Small and Medium Enterprises Development Organisation (KOSGEB), TOBB and İŞKUR. Applied entrepreneurship education and new entrepreneurship support are provided by the Turkish Business Development Centre (İGEM), the EU Turkish Business Centres Network (ABİGEM) and other institutions. They give the prospective entrepreneurs the knowledge and experiences they need to prepare business plans for their business ideas.

The Entrepreneurship Development Protocol was signed by the Ministry of National Education, the Ministry of Science, Industry and Technology, and the Scientific and Technological Research Council of Turkey. As part of this protocol, 15 000 managers and teachers were educated on teaching, leadership and entrepreneurship in 2013 and 2014. The programme continues in 2015.

Techno-Enterprise Capital Support, which is one of the support mechanisms of Law No 5746, is designed to encourage eligible individuals to turn their technology and innovation-oriented business ideas into enterprises that have good potential to create added value and quality employment. This is done within a framework of a business plan that is deemed appropriate for support by the public authorities within the scope of the supporting central administration. Students who can graduate in one year from any undergraduate programme in one of the universities providing formal education; master's or doctoral students; or anyone who have received an undergraduate, graduate or doctoral degree at most five years before the date of pre-application is eligible to apply for this support.

(*) United Nations Development Programme – Istanbul International Centre for Private Sector in Development (IICPSD), 2014 conference entitled 'The private sector's role in vocational training – Lessons from Turkey'.

(**) See www.undp.org/content/dam/istanbul/img/N_01/Summary-of-Case-Studies-from-Turkey-English.pdf for a summary of the case studies discussed at the above-mentioned conference.

1.5 Action and assessment of progress since 2010

In 2010, Turkey approved its National Science, Technology and Innovation Strategy (2011-2016) and various stakeholders participate in its implementation. Catching up with the EU and world standards in the area of human resources is one of the important targets of the reforms launched by the government and their efforts to promote innovation.

The above-mentioned strategic and programming documents have been followed up with a strong emphasis on partnerships since 2010. The newly adopted strategy documents (i.e. VET Strategy (2014–18) and Lifelong Learning Strategy (2014–18)) and their cross-cutting approach and relationship with growth, developmental and employment priorities show a high level of ownership and full connection to the EU and global practices on long-term policy planning. They indicate clear responsibilities (at central, regional and local level), resources and monitoring arrangements. In terms of human resources development, Turkey has been consistent in setting very long-term (2023) targets, following them up and assessing them periodically.

In future, the focus will be on enhancing capacity development for public institutions, social partners and other stakeholders; monitoring and evaluating policy implementation; and conducting an impact assessment on all recent and ongoing reforms.

2. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

2.1 Economic and labour market factors that shape the demand for skills

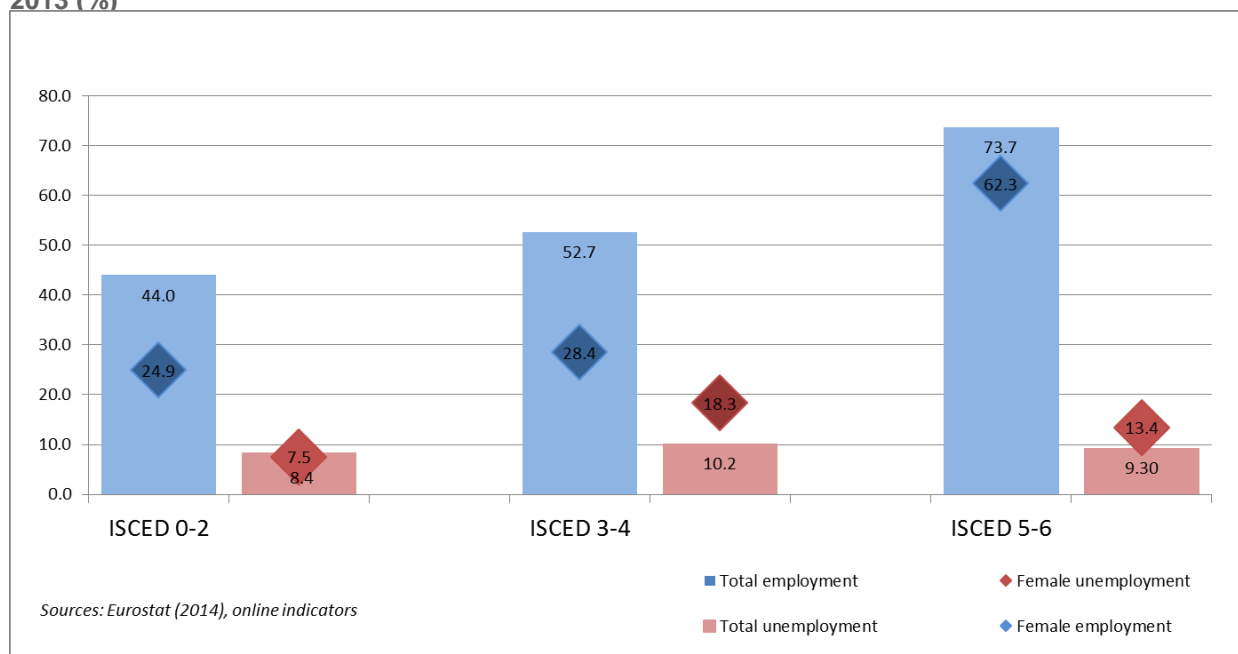
Turkey ranks 45th out of 144 countries in the 2014–15 Global Competitiveness Index (World Economic Forum, 2014). Since 2010, in a rather gloomy global economic context, the GDP growth rate has been positive – 9.2 % in 2010, 8.8% in 2011 and 2.2% in 2012 (World Bank, 2014). The surge in the GDP growth rate to 4.0% in 2013 and the continuous GDP per capita increase over the last five years show, to some extent, Turkey's economic resilience (World Bank, 2014). The services sector makes the greatest and constantly increasing contribution to GDP (value added) accounting for 64.4% of GDP in 2013, while agriculture makes the lowest contribution (8.5% in 2013 and decreasing since 2009). In terms of employment share, the services sector leads again (accounting for around 50% of employees between 2010 and 2013). A major discrepancy (compared to GDP contribution) is registered in the case of agriculture, which accounts for over 20% of the employed population.

A significant gender gap is registered in agriculture, where female employees dominate (around 20 percentage points more than male). However, this trend is decreasing. The opposite situation exists in industry, where mostly men are employed (around 20 percentage points more than female) and there is no clear tendency to the gender gap (Eurostat, 2014). Despite its significant potential, the agriculture sector in Turkey is still structurally outdated. The rural population works in agriculture as a last resort due to a lack of other work opportunities. Most of the women who leave agriculture become either unemployed or inactive.

More than 50% of the employed population in Turkey work in mid- to low-level occupations (service and sales workers; skilled agricultural, forestry and fishery workers; workers in crafts and related trades). Since 2009, the share of people employed as professionals (International Standard Classification of Occupations (ISCO) group 2) and service and sales workers (ISCO group 5) has shown an increasing trend. VET-related occupations (ISCO groups 3, 5, 6, 7 and 8) registered an increase of almost three percentage points between 2009 and 2013. The share of people employed in elementary (unskilled) occupations remained at about 14% during this period (TurkStat, 2014). It is expected that the ongoing education reform, which focuses mainly on increasing educational attainment and an economic shift towards value added, innovation and high-technology areas, will change this occupational outlook. This new developmental paradigm change is still challenged by a difficult background in terms of the educational attainment of the population. Almost 70% of Turkey's population (compared to the EU-28 average of 27.8% in 2013) hold a pre-primary, primary and lower secondary level of education (ISCED 0-2). The gender discrepancies favour men. Since 2009, educational attainment has improved in Turkey with a strong increase in tertiary attainment and a slight decrease in those with ISCED 0-2 level (Eurostat, 2014). As mentioned, the 4+4+4 education reform will definitely pay off in the years to come, allowing better transitions to ISCED 3-6 levels and providing a better-skilled workforce for a future Turkey.

The level of education is a key predictor of labour market participation and performance. Being better educated provides, not surprisingly, increased opportunities in the labour market: over 70% of those with ISCED 5-6 and over 50% of those with ISCED 3-4 were in employment in 2013 (Eurostat, 2014).

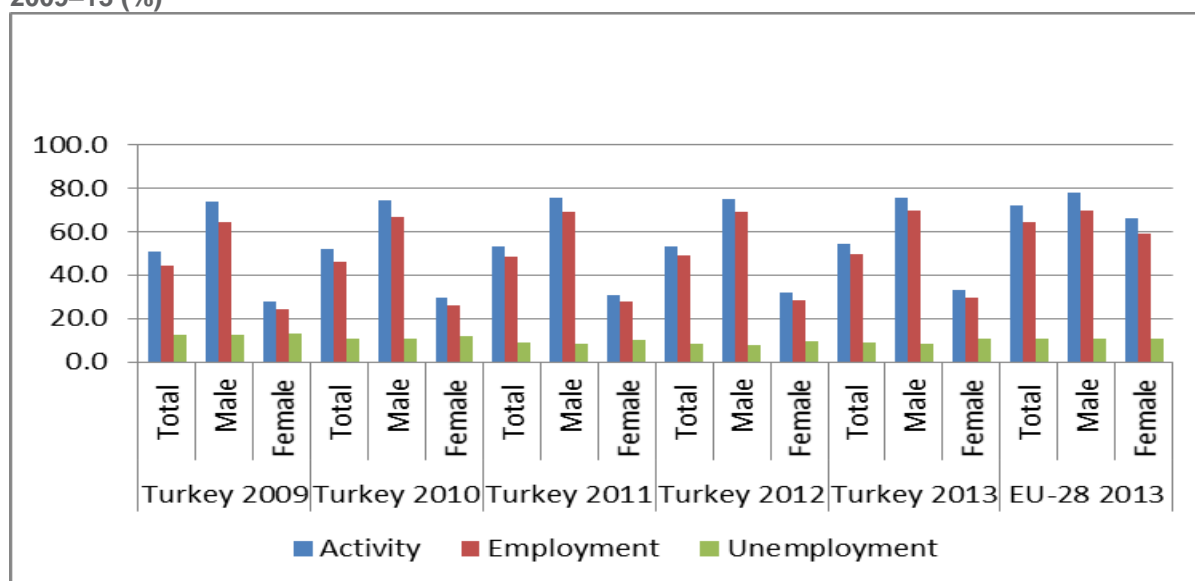
GRAPH 2.1 EMPLOYMENT AND UNEMPLOYMENT RATES (15-64) BY EDUCATION LEVEL, 2013 (%)



Gender discrepancies are prominent at all levels of education with regard to activity, employment and unemployment. A more marked characteristic can be noticed in the case of unemployed women who have an ISCED 3-4 level of education where the unemployment spell was 2.5 times longer than among men and those with an ISCED 5-6 level of education where the unemployment rate was twice as high as the rate among men in 2013 (Eurostat, 2014).

The general labour market performance has been improving over the years but significant weaknesses remain. The activity and employment rates are among the lowest in Europe, despite recent improvements. The gender gap is prominent in activity, employment, unemployment and inactivity indicators. A gap of 15 percentage points compared to the EU-28 average employment rate (20-64 age group) was registered in 2013 (53.4% in Turkey) (Eurostat, 2014).

GRAPH 2.2 ACTIVITY, EMPLOYMENT AND UNEMPLOYMENT RATES (15-64) BY GENDER, 2009-13 (%)



Source: Eurostat, 2014

Regional labour market disparities are obvious in terms of the sectoral allocation of the employed population and work opportunities. Overall, southern and eastern regions do not perform well in terms of activation, employment and unemployment. There are important interregional variations of over 20 percentage points in activity and employment rates (in the 15-64 age group). The top-performing region is the TR32⁸ region (Aydin, Denizli, Mugla), which has activity and employment rates of 61.5% and 57.7% respectively. The lowest activity and employment levels are registered in the TRC3 region (Mardin, Batman, Sirnak, Siirt) with 38.2% and 30.7% respectively. According to data from 2013, the unemployment rate (in the population aged 15+) also differs significantly across regions in Turkey with a variation of over 14 percentage points: from 5.2% in the TR33 region (Manisa, Afyonkarahisar, Kütahya, Usak) to 19.4% in the TRC3 region (Eurostat, 2014).

The differences in economic dynamic and employment opportunities trigger an internal migration flow. The predominant pattern is one from rural to urban, from eastern and south-eastern towards western regions and big cities (Adaman and Kaya, 2012). The recent years have introduced a huge new challenge – the exodus of Syrian refugees to Turkey. This puts additional pressure on the already strained resources of regions that are lagging behind in terms of employment opportunities and economic development. Beyond the immediate humanitarian and relief action, a key issue for the coming years is to provide a holistic solution for education, social and employment integration.

Informal work is mostly available in the agriculture sector and hence rural areas. The National Employment Strategy sets a specific national target to tackle the issue of the informality of workers in agriculture. Precariousness in employment, especially in rural areas, is reflected by the fact that in 2013 over 10% of employed people were unpaid family workers, mostly women. One in three women is an unpaid family worker. However, the situation is improving. Since 2009, there has been a clear growing trend in the cohorts of employees and a decreasing trend in the numbers of self-employed and unpaid family workers (Eurostat, 2014).

As the latest data shows⁹, Turkey's demographic trends are positive and the demographic window of opportunity is set to remain open over the following decade. The constantly increasing cohorts of working age population put tremendous pressure on the country's capacity to create more and more jobs and absorb the available or potential work resources (active and inactive working age population). According to Eurostat (2014), apart from a slight surge in 2013, the unemployment rate (in the 15-64 age group) has been decreasing in recent years. The youth unemployment rate (15-24 age group) remained at acceptable levels in 2013, 16.9%, almost twice the general unemployment rate of 8.6% for the 20-64 age cohort. This is also a much lower level compared to most EU Member States (EU-28: 23.4%). Younger generations are better educated¹⁰ and hence have the potential to contribute to Turkey's economic shift towards increased productivity and sectors with higher value added and innovation levels.

Turkey's market is EU-oriented. Harmonising products and working standards to meet European standards is a key priority for the national authorities and stakeholders, especially those on the business side. Technological advancements and investment in the transport, infrastructure, construction and mining sectors, modernisation of agricultural production and ambitious targets to become a service-oriented economy are key drivers in meeting the demand for future skills. The priorities of national development, employment and human resources development focus on specific

⁸ As a candidate country of the European Union, Turkey is included in the nomenclature of territorial units for statistics (NUTS). The three NUTS levels are: NUTS 1 – 12 regions; NUTS 2 – 26 subregions; NUTS 3 – 81 provinces.

⁹ See the annex for more details.

¹⁰ Only 45.0% of those aged 20-24 have a low educational attainment (ISCED 0-2) compared to 54.4% for the 25-34 age group, 68.1% for the 35-44 age group, 77.4% for the 45-54 age group and 85.6 for the 55-74 age group (Eurostat, 2014).

sectors. Turkey has the best chance of performing and increasing its global competitiveness in the following priority economic sectors¹¹: finance, IT, construction, health, agriculture, textiles and tourism. The initial and continuing VET system is expected to make a crucial contribution to achieving these objectives, as most of the priority sectors require a medium-skilled or technically skilled workforce.

Turkey is making great efforts to embed EU and international standards of product quality, environmental protection and occupational health and safety. This has a direct impact on the skills (transversal and technical) endowment of the current and future workforce. For example, an ongoing EU co-funded project focuses on increasing the adaptability of employers and employees in the tourism sector with the aim of increasing the quality and adaptability of the human capital active in the hospitality sector. The project establishes the basis of a voucher programme to enable under-skilled employees and employers in areas with tourism potential to benefit from on-the-job retraining or further training at selected private or public institutions. A particular focus is put on preparing the enterprises in the tourism sector to get 'green star' certification and thus to ensure environmentally friendly practices while providing high-quality tourism services. A holistic approach has been employed in terms of target groups and beneficiaries by bringing together both employees and employers of small and medium-sized enterprises (SMEs), social partners and central and local organisations and institutions active in the sector¹².

New scientific and technical areas emerging with the rapid changes in technology increase the need for a skilled labour force with each passing day, and make a high-quality vocational and technical education including modern technologies imperative. Depending on the scientific and technological developments in the world, the labour market changes constantly. These changes also differentiate between the professional qualifications required by the individual to be employed in a job. Changing the professional qualifications required for a job also necessitates comprehensive changes in vocational and technical education.

The Basic and Vocational Skills Development Programme, which is one of the priority programmes within the Tenth Development Plan (2014–18), is developed within this framework. This development programme emphasises the importance of having the basic and vocational skills needed for the business world. It also highlights the importance of strengthening the relationship between the education system and the business world for developing human resources. The aim of the programme is to provide individuals with basic skills such as information and communication technologies, foreign languages, financial literacy, problem-solving skills, the ability to think critically, communication skills, leadership skills, career planning and job search skills as well as artistic and sporting skills.

2.2 Mechanisms for identifying demand for skills and matching skills supply

Between now and 2023, and building on the nation's Vision 2023, Turkey is poised to undergo further economic and demographic growth. It is also set to experience processes of urbanisation and diversified industrialisation, including the decline of many traditional sectors, including agriculture. The latter will pose challenges to Turkey's overall strategic approaches to growth and productivity. Addressing the challenge of high-tech skills, the low-tech skills of people active in the agriculture sector and the issue of re-skilling from a lifelong learning perspective of those who stay or quit the sector will be a challenging priority for Turkey. The challenge is to develop an education and training facility that anticipates and provides the types of high quality, adaptive skills and competences

¹¹ See the National Employment Strategy (2014-23) and other national strategic and development priorities.

¹² EU IPA 2007–13 project. More information on this and other projects funded in the area of education, training, employment and social inclusion are available on the website of the Delegation of the European Union to Turkey (<http://avrupa.info.tr/eu-projects-at-a-glance/social-policy-education-health-culture-employment/increasing-the-adaptability-of-employers-and-employees-in-the-tourism-sector.html>).

required to meet the demands of a knowledge-based economy in transition. The challenge is considerable, given the changing nature of work resulting from the ongoing impact of technology and innovation on different sectors of the economy, including manufacturing, services and agriculture. Additional challenges relate to breaking old patterns of life and securing stronger female participation in the workforce. In this respect, the Tenth Development Plan's 2018 target for female labour market participation (activity rate) of 34.9% (and 41% by 2023 as stated in the National Employment Strategy (2014–23)) may be modest and inadequate if Turkey is to achieve all its Vision 2023 goals regarding competitiveness and growth (ETF, 2014a).

Given that education in Turkey faces challenges in meeting labour market requirements, the 2010 Action Plan on Strengthening the Links between Employment and TVET in Turkey was drawn up with the participation of all parties under the coordination of the Ministry of Labour and Social Security and with the support of the VQA.

The plan aims at providing vocational and technical training that meets the requirements of the labour market; strengthening the relationship between education and employment; effectively establishing an understanding of lifelong learning in the labour market; and increasing the employability of the workforce by eliminating occupational illiteracy. The plan also envisages improved coordination and collaboration between ministries, public agencies and organisations and the private sector.

Contemporary practices indicate that the chances for success are higher if solutions for employment and education are developed locally, taking into account provincial conditions in the framework of national policies. The Provincial Employment and Vocational Education Boards are important mechanisms that have the potential to produce local solutions for local problems by means of social dialogue.

The purpose of Provincial Employment and Vocational Education Boards is to mobilise local facilities and resources in the fight against unemployment by providing collaboration and peer learning between different institutions and organisations. The boards consist of the representatives of other public authorities, as well as workers, employers, trade organisations, industry chambers and other local organisations¹³. Their priority tasks are: (a) to determine and monitor the needs of the local labour market and the related needs and problems of the people concerned; (b) to provide vocational courses in the areas of labour force demand; and (c) to prevent employment loss.

Board decisions are final. The committee prepares the action plans of the decisions taken and determines the responsible institutions, practices and results. The boards meet quarterly. Secretariat duties are carried out jointly by the Provincial Employment Agency and the Provincial Educational Directorate. Each of these bodies has its own specific mandate. The Executive Board follows up on the decisions taken and conducts other research on the labour market and various activities.

The public employment service in Turkey (İŞKUR) has expanded considerably in recent years. Its staff has almost doubled and it provides five times more resources to active labour market policies. Additional 4 000 job and vocational counsellors were allocated to specific tasks that ensure a closer relationship with employers or companies and jobseekers. New procedures and tools are in place to identify the local labour market context and demand. With the support of İŞKUR staff, Turkey has engaged in the OECD-led international initiative to ascertain people's perception of their skills level and use. The initiative is the Programme for the International Assessment of Adult Competences (PIAAC). Active labour market policies focus strongly on upgrading skills (training, entrepreneurship, on-the-job training and placement) and are increasingly sensitive to particular groups' needs. İŞKUR's coverage and capacity to provide career counselling and guidance has improved thanks to an

¹³ UNESCO-UNEVOC Online Library World TVET Database – Country Profiles Turkey (www.unevoc.unesco.org/go.php?q=World+TVET+Database&ct=TUR)

increased intake of human resources (job and vocational counsellors) and more cooperation initiatives with schools, municipalities, the private sector and other stakeholders.

Turkey has a fully developed system of labour market evidence (e.g. labour force surveys, employers' surveys, a vacancy monitor, administrative data on jobseekers and unemployment insurance beneficiaries) and in recent years has rolled out several initiatives on skills anticipation and matching. The foremost example is the Foresight exercise (conducted in the early 2000s), which guided the setting of national policy priorities. It is still followed up by several strategic documents (Vision 2023, strategies on education, lifelong learning, employment and development). Turkey recently participated in the FRAME Initiative on Skills for the Future, an ETF-guided project. Building on previous Foresight exercises and current initiatives in the area of economic and skills development, a vision and roadmap for future actions on human resources development have been identified. Key priorities are a balanced approach to the country's high-tech and low-tech potential and the challenging issues of youth bulge, gender gaps and disadvantaged groups.

Another illustrative example of skills anticipation and matching in Turkey is the Skills'10 Programme (UMEM Beceri'10). Co-designed by the Ministry of Labour and Social Security with government agencies, local communities, social partners and the private business sector, this initiative was launched in 2011. The aim was to reduce the emerging skills mismatch: at that time, companies were experiencing skills shortages while about 2.7 million people in Turkey were unemployed (Eurostat, 2010). The programme researched the occupations most in demand and hence identified training needs. Its remit also covered modernisation of the education and training infrastructure and the updating of training delivery capacity to match demand and the provision of guidance, skills development, internships and placement to jobseekers (see www.beceri.org.tr).

Based on the results of research conducted by the Ministry of Science, Industry and Technology in 2012, the distribution of the skills that would be needed most by companies in 2013 is shown in **TABLE 2.1**. The skills are shown by company size. Vocational and technical skills are needed by 53.4% of micro companies; 56.2% of small companies; 61.8% of medium companies; and 56.7% of large companies. As the scale of a company grows, the need for skills such as communication skills, teamwork, management and leadership skills, problem-solving ability, foreign languages and innovation – which are defined as basic skills – also increases. However, while business ethics and business discipline are the skills needed more in micro and small companies (26.1%; 30.2%), they are among the skills less needed in medium and large companies (18.1%; 16.1%).

When **TABLE 2.2** is examined, it can be seen that as the size of the company grows, the percentage of companies who find the foreign language skills of applicants or employees inadequate increases. As the size of the company decreases, the lack of business ethics and business discipline of the applicants or employees is denoted as an important problem. The differentiation of the inadequacies seen in the skills of applicants or employees according to company size is a result of the differentiation of the skills needed by the companies. While small or micro companies need foreign language skills less as they conduct their business at rather local and national level, large companies which do business at an international level need foreign language skills more.

TABLE 2.1 DISTRIBUTION OF SKILLS MOST NEEDED BY EMPLOYEES IN 2013 BASED ON COMPANY SIZE (%)

	Company size			
	Micro	Small	Medium	Large
Vocational and technical skills	53.4	56.2	61.8	56.7
Communication skills	11.4	12.6	13.4	18.7
Teamwork	19.9	25.7	24.2	28.7
Management/leadership skills	4.0	6.4	5.3	12.3
Problem solving	8.2	15.5	13.2	15.8
Foreign languages	6.0	11.9	13.8	19.6
Business ethics and business discipline	26.1	30.2	18.1	16.1
Innovation	9.9	15.4	15.7	18.1
Other	2.6	1.7	3.6	2.9
Skills needed	4.8	2.9	2.5	1.8

Source: Ministry of Science, Industry and Technology, *Determination of Turkey's human resources*, 2013

TABLE 2.2 SKILLS AND CHARACTERISTICS THAT COMPANIES FIND INADEQUATE IN THE LABOUR FORCE (IN-SCALE RATE %)

	Company size			
	Micro	Small	Medium	Large
I do not see any inadequacy	27.0	24.4	24.8	27.8
Vocational and technical skills related to his/her field	35.3	39.5	36.2	35.0
Basic literacy	1.4	3.3	3.5	1.7
Foreign language skills	5.0	13.1	16.4	21.2
Supervision and experience	17.4	25.2	25.7	22.6
Communication skills	6.9	8.8	7.5	8.0
Business ethics and business discipline	21.5	21.1	12.1	8.9
Motivation	11.3	15.6	12.1	11.7
Compliance with workplace and job	14.9	12.6	13.4	12.0
Other	2.8	1.2	1.1	2.3

Source: Ministry of Science, Industry and Technology, *Determination of Turkey's human resources*, 2013

Stakeholders across the country need this information to determine the occupations that are needed in the labour market; to identify the skills required for these occupations; to ascertain the occupations in which an increase or decrease in employment is expected in the future; to monitor developments and changes in the labour market; to reveal the impact of these developments and changes on the need for labour market participants; and to determine the measures to be taken. Moreover, labour market needs analyses for the multifaceted planning of vocational and technical education within the scope of OSANOR (Policy, Planning and Management in Technical and Vocational Education), METGE (Education for Girls), SVET (Strengthening the Vocational Education and Training System), METEK (Improving the Quality of Vocational Education and Training in Turkey), MEGEP (Strengthening the System of Vocational Education in Turkey), MTEM (Modernisation of the Vocational and Technical Education), and IQVET-1 (Improving the Quality of Vocational Education and Training) projects are used in the preparation and updating of education curricula.

2.3 Potential of the VET system to influence economic and labour market needs

Policies are developed to disseminate the culture of innovation and entrepreneurship and to train new entrepreneurs in Turkey. In this context, entrepreneurship is supported by programmes operated by various institutions and organisations, mainly the Ministry of National Education, the Ministry of Science, Industry and Technology, the Scientific and Technical Research Council of Turkey (TÜBİTAK), Small and Medium Enterprises Development Organisation (KOSGEB), the Union of Chambers and Commodity Exchanges of Turkey (TOBB) and İŞKUR. The Business Development Centre (IGEM), the EU Turkish Business Centres Network (ABIGEM) and other institutions to give prospective entrepreneurs the knowledge and experience with which they can prepare the business plans for their own business ideas, provides applied entrepreneurship education and new entrepreneurship support.

Other examples include the Entrepreneurship Development Protocol, which was signed by the Ministry of National Education, the Ministry of Science, Industry and Technology and TÜBİTAK, and the Techno-Enterprise Capital Support. Details of both were outlined in Section 1.4.

2.4 Action and assessment of progress since 2010

There is a strong connection between VET policy formulation, implementation and effectiveness and economic and labour market demand in Turkey. Education planning, both in the initial and continuing sphere, is based on solid inter-institutional cooperation (both among relevant ministries and agencies and with the consultation of the private sector and other stakeholders). VET policy priorities follow Turkey's overall developmental objectives. When deploying the education and training programmes, more and more attention is given to skills relevance and inclusiveness. Education outcomes are improving and continuous and lifelong learning opportunities are expanding. Turkey still falls short of the EU-28 average when it comes to activity and employment indicators, but the unemployment incidence is lower than the EU-28. The recent improvements in educational attainment and longer schooling years, coupled with robust economic growth provide grounds for catching up.

Issues such as quality of work and the role of training and certification (especially in risky and dangerous occupations), recognition of prior learning, modernisation of work-based learning arrangements (e.g. apprenticeship) and the further development of a consistent skills anticipation system (with both vertical and horizontal dimensions and on short- to long-term horizons) are key priorities for the future. Addressing them would ensure a full and timely responsiveness of initial and continuing VET to changing labour market demands, economic context and perspectives.

3. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING DEMOGRAPHIC, SOCIAL AND INCLUSION DEMAND

3.1 Demographic and social factors that shape demand for VET

The current population of Turkey is 76 million. It is projected to reach 84.2 million, 93.5 million and 89.2 million by 2023, 2050 and 2075 respectively. A larger part of this population will be concentrated in metropolitan and urban areas, resulting in an increase in the urban population. This implies a continuing move from traditional agriculture to the services and industrial sectors, coupled with an urbanisation process posing further challenges to social cohesion. Turkey continues to have significant regional and social disparities. The wealth of the country is concentrated in the western provinces. This is reflected in all the education, employment and social inclusion indicators.

TABLE 3.1 POPULATION PROJECTIONS OVERVIEW

Year	Population	Large age groups ratios (%)			Median age	Total fertility rate (per woman)	Population growth rate (according to end-of-year pop.) (‰)
		0-14	15-64	65+			
2013	76 481 847	24.5	67.8	7.7	30.4	1.99	11.2
2023	84 247 088	21.2	68.6	10.2	34.0	1.85	8.4

Source: TurkStat, Population projections, 2013–23

The share of the youth population will increase for about two more decades. The population will then age slowly due to the decrease in fertility rates and increase in lifespan. Turkey will have a demographic window of opportunity for at least two more decades. Educational attainment and participation in education and employment are considerably below EU levels.

Thanks to the country's strong economic performance and education and training policies and actions analysed above, Turkey's human resources development has advanced. However, gender equality remains a serious challenge. The United Nations Development Programme (UNDP) Human Development Index (HDI) places Turkey 69th in the world ranking (UNDP, 2014).

Turkey aspires to be one of the top 10 economies in the world by 2023, with fewer social inequalities and increased employment. Education and training are critical to these goals. The biggest challenge facing the Turkish education system is the provision of quality education for the entire population in a country where teaching and learning techniques vary considerably. Issues such as gender, the rural/urban divide and social background present persistent additional challenges that are evident in enrolment figures, dropout numbers and graduation rates.

Turkish institutions have made progress in the fight against poverty and social exclusion by paying particular attention to human development, gender equality and institutional capacity development. Poverty has been widely decreased and the social integration of vulnerable groups increased through the implementation of strategic policies to fight poverty. Such policies include cash support programmes, projects for universal basic education and the wholesale expansion of education, healthcare coverage and unemployment insurance.

Civil society involvement has been enhanced by encouraging institutional dialogue with marginalised groups, boosting their participation and uptake of responsibility in policy formulation, implementation and monitoring at both national and regional level. New research is contributing to a redefinition of the poverty agenda in Turkey through the development of rights-based approaches. However, the concepts of social inclusion, social cohesion and equity are relatively new to the policy discourse and they are not yet mainstreamed or explicitly referred to in national policy-making processes. Much work remains to be done in raising awareness of the concepts of social inclusion, social cohesion and equity and their benefit for education and training, employment and broader social policy making.

With more than 20 million students, more than 62 000 educational institutions and over 1 million teaching staff, Turkey's formal education system is huge. Full credit must be given to the country for recent advances such as the expansion of education and training coverage; progress made in modernising curricula; free textbook provision in primary education; reforms to secondary education and VET; and; the introduction of the Bologna Process in higher education (ETF, 2013).

It is widely recognised that vocational high school graduates earn higher incomes than general secondary education graduates do, and efforts to increase enrolment in vocational and technical education have therefore been a key policy since 2010. The European Commission has supported projects to improve equity and quality, targeting access, participation and progression in education and training, vocational, and technical education alongside other initiatives by the private sector and non-profit organisations. Lifelong learning has gained greater credence as it has become increasingly important in upgrading the skills of the working population. However, this sector is only in the early stages of development and no reform impact assessment have been conducted to measure the results of these huge reforms.

3.2 Delivering to the individual demands and aspirations of learners: access, participation, progression

Turkey is divided into 12 regions, 26 sub-regions and 81 provinces according to the NUTS¹⁴ 1, 2 and 3 nomenclature established by Eurostat. Poverty and inequality are measured also at regional level. Social exclusion is a local and national concern and the central institutions have a mandate to combat this at central and regional level. National resources have been used in the massive expansion of education, health and employment facilities and in speeding up regional development. This has gone some way towards eliminating the economic and social imbalance between regions. Institutional partnerships have boosted vertical consultation between territorial levels and horizontal communication between public and socio-economic actors, leading to the formulation and implementation of regional policies that promote multilevel governance. These efforts and achievements have not, however, been able to completely resolve the considerable disparities across Turkey in terms of income, demographic structure, physical and social infrastructure, entrepreneurship, human resources, education level, access to health services, environmental quality, employment and the role of women. Central policy decisions will need to go hand in hand with visionary mayors and governors at regional and local level to address the wide range of disparities and engage all segments of the population. Regional and local authorities are expected to play an increasingly important role in the equitable distribution of financial and human resources to provide those social services, which are considered the unquestionable entitlement of all citizens.

Public funds must be geared towards policies and strategies that promote greater social equity in education at a very early stage. Even if pre-primary education is not the subject of this report, we argue that participation in early childhood education and care (ECEC) benefits students, particularly those from a disadvantaged background. It helps reduce the numbers of early school leavers and

¹⁴ Nomenclature of territorial units for statistics

young people who are not in education or employment (NEETs). It also helps women to advance in education and employment. In Turkey, the majority of women with at least one child aged between three and five years do not participate in the labour market. This suggests that they are staying at home with their children. The net enrolment rates by province shown below is provided to support the argument that the mapping of disparities in education and training between provinces should start from pre-primary education in low-performance provinces.

MAP 3.1 NET ENROLMENT RATES BY PROVINCE IN PRESCHOOL EDUCATION (AGES 4-5), 2013/14



Source: Ministry of National Education statistics

Despite the emphasis on pre-primary education at policy level and the targets to increase pre-primary education participation, pre-primary education was not made compulsory with the introduction of the 4+4+4 system. As a result of the primary school starting age changing twice in two years, the schooling rates for pre-primary education, which had increased since 2009, started to decline over the last two years. The fact that pre-primary education is still not compulsory and/or free of charge as of 2013 is a major shortcoming (Education Reform Initiative, 2013). As result, children continue to start primary school without at least one year of pre-primary education, thereby jeopardising the possibility of their academic progress and leading to social inequality. In 2013, the Tenth Development Plan set goals for pre-primary education, specifically setting a target of having 70% of children who were four or five years of age in school by the end of 2018.

Targeted policies should aim to systematically support and strengthen schools' capacity to address the impact of low socio-economic background on performance. The challenge is to ensure that disadvantaged students have a strong start and that system-level policies do not hinder access to quality education. Recent policies, practices, and ECEC initiatives to increase participation include the Tenth Development Plan (2014–18), the mobile classroom for children aged 36 to 66 months from low-income families and the summer preschool for children aged 60 to 66 months. The United Nations International Children's Emergency Fund (Unicef) supported the Turkey Country Programme (2006–07) and the Preschool Education Project (2010–13).

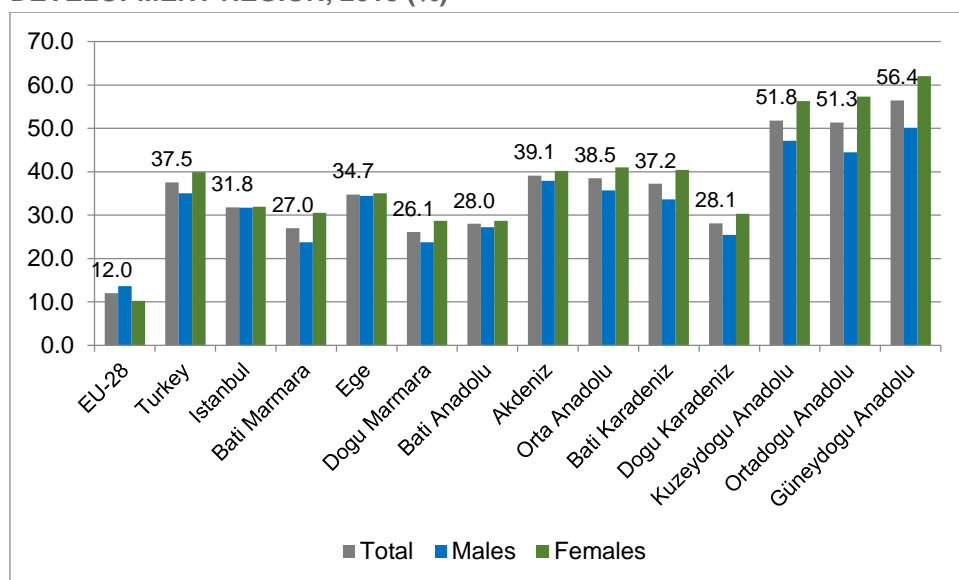
To strengthen parent cooperation, the Childhood Development and Education Project and the pilot Pre-primary Parent-Child Education Programme Project (1999–2012) were implemented.

As already mentioned, the structural reform in 2012 increased the length of compulsory education from 8 to 12 years. This entails additional funding, personnel and restructuring of schools to provide separate primary and lower secondary institutions.

To tackle the issue of early school leaving, the new system envisages an automated enrolment system based on the registered addresses of citizens. Each student is automatically registered with the closest institution providing formal education. In the case of underperformance and absenteeism, the student is automatically transferred to a non-formal education institution. Hence, the enrolment rate does not provide us with a meaningful benchmark for identifying the problem of access to education. In the light of this development, the focus is now on increasing school attendance rates, encouraging students to continue on to formal education and providing for the re-participation of those who have left the system.

Early school leaving rates in Turkey are still very high. The 2013 figure of 37.5% is three times more than the EU-28 average, which was 12.0% in the same year (Eurostat, 2014). The only positive development regarding early school leavers is that the trend is decreasing.

GRAPH 3.1 EARLY LEAVERS (18-24) FROM EDUCATION AND TRAINING BY GENDER AND DEVELOPMENT REGION, 2013 (%)



Source: Eurostat, 2014

Despite a significant decrease in the proportion of young people who are not in employment, education or training (NEETs), Turkey still has the highest proportion of NEETs among 15 to 29 year-olds across Europe: 29.3% compared with the EU-28 average of almost 16% (2013 data; Eurostat, 2014). The proportion of NEETs is almost twice as high among women than among men: 43.8% of women are NEET compared with 14.8% of men (2013 data; Eurostat, 2014). This may reflect the large proportion of women who are neither in education nor in employment because they are raising families and responsible for household tasks. The NEETs rates by region reflect the regional disparities map of Turkey (**GRAPH 3.1**).

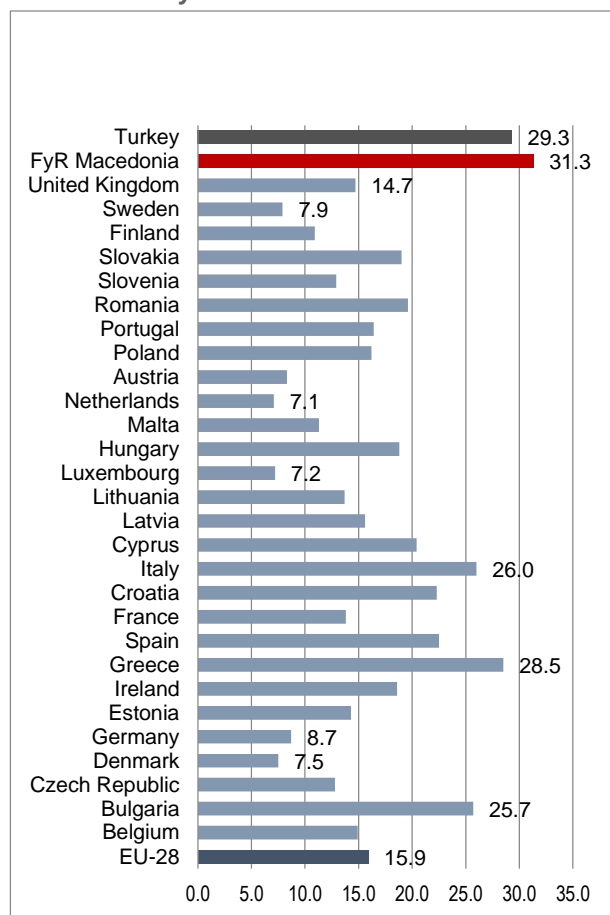
The transition from school to work in Turkey can be challenging for young adults, particularly for those without an upper secondary education. Only one-third of 15 to 29 year-olds in Turkey continued their studies after completing lower secondary education in 2011. This contrasts with the OECD average of about 68%. However, it represents an increase of almost 10 percentage points since 2008. The proportion of those who were employed and not in education among this age group and with this level of education decreased by 1 percentage point during the same period; in 2011, 30% of them were employed and another 37% of them were NEET.

At the same time, young adults holding a university degree found it difficult to match their recently acquired skills with the needs of the labour market. The share of employed people among tertiary-educated 15 to 29 year-olds decreased by 8 percentage points (from 62% to 54%) between 2008,

when the financial crisis started, and 2011. This is higher than the average fall across OECD countries of 4 percentage points. Furthermore, this is the only level of education for which the proportion of NEETs actually increased in Turkey between 2008 and 2011: a rise of 3 percentage points, similar to the OECD average increase for this group of 2 percentage points (OECD, 2014b).

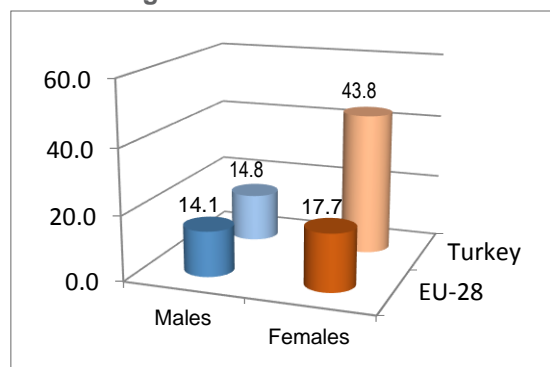
GRAPH 3.2 YOUNG PEOPLE (15-29) NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEETS) RATES, 2013 (%)

Cross-country overview



Source: Eurostat, 2014

Gender angle



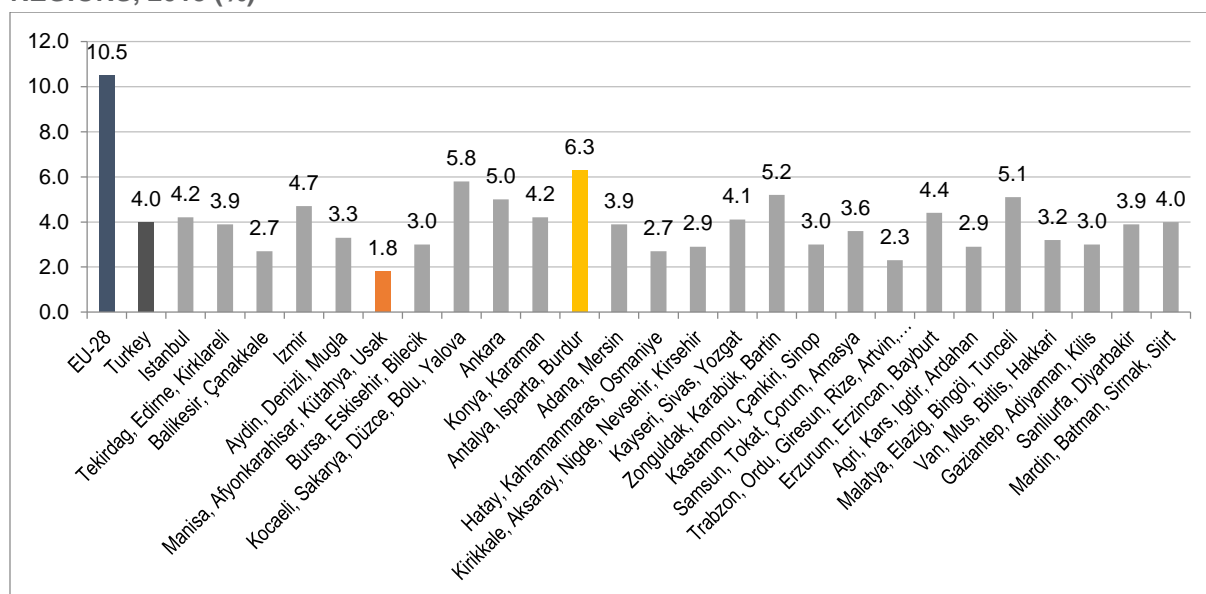
Participation in ECEC is much lower than the EU average – almost 50 percentage points lower (see the EU targets and benchmarks on p. 9). This issue is particularly important since it affects the labour market participation of women and benefits students, particularly those from a disadvantaged background. ECEC is compulsory for three to six year-olds in special education and is available through public institutions and vocational teaching institutions. Private institutions at a cost also provide it. The majority of women with at least one child aged between three and five year do not participate in the labour market (21.4% are employed compared to the OECD average of 64.3%, 2009), suggesting that they are staying at home with their children. PISA 2009 shows that students who participated in ECEC are more successful in terms of educational skills.

At 62% and 76%, respectively, employment rates for people who have achieved upper secondary and tertiary levels of education are lower than the OECD average of 74% and 83%, respectively. However, they are similar for those who have not attained upper secondary education: 51% compared to the OECD average of 55%. Having a tertiary education in Turkey increases the likelihood of being employed even more than in many other countries. The employment rate among 25 to 64 year-olds with a tertiary qualification was 14 percentage points higher than for those with an upper secondary education compared with an average difference of 9 percentage points for OECD countries as a whole. A tertiary education also makes a significant difference to an individual's wages. Adults aged

25 to 64 with a tertiary education can expect to earn 49% more than they earn their counterparts with only upper secondary and post-secondary non-tertiary education. However, this is a lower premium than average for OECD countries, where the earnings premium is about 57%. At the same time, those without an upper secondary education earn, on average, 31% less than they earn, on average, their peers educated to upper secondary and post-secondary non-tertiary level (OECD, 2014b).

The recent advancements in strategic planning and programme delivery on lifelong learning have been made in the face of a historically low level of participation in education and training during adult life. Significant advancements were made in recent years. Turkey has managed to reduce the gap with the EU-28 and to maintain an upward trend while many EU Members States had difficulties in maintaining a positive trend. Regional variations should be tackled; promoting social inclusiveness and cohesive economic development are crucial approaches.

GRAPH 3.3 PARTICIPATION RATE (20-64) IN EDUCATION AND TRAINING BY NUTS 2 REGIONS, 2013 (%)



Source: Eurostat, 2014

Turkey is working to improve its policies on NEETs by tackling information gaps. This means a better analysis (of the nature and extent of the NEET phenomenon) and better identification of the profile of young people who are not in work or education so that appropriate and targeted policy interventions can be developed. It is prioritising policy actions to elaborate and implement measures specifically focused on preventing early school leaving, modernising secondary education and developing reintegration and compensation measures.

Several initiatives aimed to increase participation in education: a complementary transitional training programme for 10 to 14 year-olds who are not in education; the Education with Transport Programme for students who cannot get to school; and the Address-Based Population Register System (Law No 5490 on Population Services, 2006), which, among other objectives, can help education authorities track children who are not in education. The Project for Increasing Enrolment Rates Especially for Girls (ISEG, 2011–13) is a pilot project in 16 provinces with the lowest enrolment rates to increase primary and secondary school participation and improve family educational awareness and links to the labour market. Unicef also aimed to increase girls' educational participation as part of the Master Implementation Plan (2001–05), which includes the Attendance of Girl Pupils to Schools Project and the Girls to Schools Now (2001–05) campaign. The Special Education Project (2004), the International Inspiration Project (2011–13) and the Strengthening Special Education Project (2011–13) have helped improve outcomes for disadvantaged and special needs students.

Another argument in support of successful reforms for access, participation and progression in education and training is the adequate resourcing of the education system as a must to complete the reforms and achieve the crucial objectives of raising educational attainment and ensuring skills relevance for future needs (for more details on the efficiency of resource allocation see Section 4.4.).

In the ongoing reforms, system-level policies, such as academic selection and multiple transitions, can hinder equity in the education system. To ensure higher upper secondary completion rates, Turkey has increased the length of the compulsory schooling period from 8 to 12 years, with a starting age of 5.5 years. The new legislation on compulsory education for 12 years (4+4+4) can improve student transitions between education levels. However, if it is not managed well, it can lead to more segregation among schools and further inequities. Currently, students are academically selected at the age of 13.5 and sorted into upper secondary schools based on results in a national examination. If the different pathways vary in quality, this can widen achievement gaps and hinder equity. Parents, particularly those with higher education and a higher income, seek tutoring to prepare primary students for the national examination to improve their chances of entering top schools.

3.3 Delivering to socio-economic and inclusion demand

Harnessing the youth bonanza will be an important part of this approach. The solution may need to combine elements not usually associated with traditional policy approaches. For example, there may be a need to coordinate actions that address early school leaving and high dropout rates; parents' awareness of the importance of education; attitudes of young people towards apprenticeships; opportunities for second-chance education at vocational level; bridges from vocational or job experience to higher education; quality issues; and infrastructure. The challenge is not so much recognising these needs, but the local problem solving that must be done to address them. Problem solving must focus on having the right elements in the right place with the right kind of communication or outreach strategies. This involves getting people around the table at local level, helping them to translate the abstract problem into a local operating challenge, and supporting them in the implementation of local solutions.

3.4 Action and assessment of progress since 2010

There is a need for change on a massive scale in the structure of society and the economy if the potential for employment of two key groups (young people and women) is to be even partly realised. This will demand changes to the system in terms of education, employment and social services. It will need to be a complete solution involving the cooperation of a large number of government, public sector and private sector actors. Systemic change on this scale is a challenge for the future, requiring new thinking and faster responses. There are no examples that can be copied. It may be possible to build on existing foresight capabilities in Turkey to pilot the use of foresight in ways that go beyond technology, and address more directly the question of where new jobs will come from and what skills will be needed to perform them. Two issues stand out as being of paramount importance, especially in terms of the demands they would place on the system for lifelong learning. These issues are youth employment and the activation of the female workforce. Upskilling and re-skilling are crucial components of the efforts to tackle them. This is not just about jobs, but also about social harmony among populations that are at risk of falling below the poverty threshold.

A key societal challenge for Turkey is the uneven distribution of income, which leaves parts of the population vulnerable to poverty and social exclusion. This requires urgent attention and could deteriorate further up to 2023, which would have an impact on a range of other policy areas and related resources (ETF, 2014b).

An important issue that runs through most policy and planning documents is the need to activate the female workforce. The challenge is not one of moving 'unemployed' women into 'employment', but of

transforming ‘inactive’ women into ‘active jobseekers’. Meeting this challenge requires attention being paid to job opportunities for women and to the nature of work they might perform. Success will require a whole set of adjacent measures dealing with lifestyle, culture and practical considerations that are traditionally outside the scope of policies relating to education, training and learning. These include: childcare; access to crèches, kindergartens or preschooling; care of the elderly; housework; attitudes to work and women’s role in the family; bullying in the workplace, in school and at home; and real options for employment. Success will mean that there are not only more women in work, but more children in school and higher household incomes, leading to more stable families and brighter futures overall.

Addressing the challenge of building an inclusive society calls for the development and upgrading of customised social protection policies and services tailored to support disadvantaged individuals, and in turn an investment in capacity building to ensure the effective roll-out and delivery of the services. This extends to, and requires coordination with, education, employment and health policies and services, and coordination between services, policies and practices to improve quality and coverage. Over time, these policies and services will require fine-tuning based on the results achieved and changing circumstances, highlighting gaps or weaknesses in the legislative and policy framework, institutional capacity, diversity and scope of services, and coordination of interventions that will need to be addressed.

BOX 3.1 INITIATIVES DELIVERING TO SOCIAL, ECONOMIC AND INCLUSION DEMAND

While prioritising girls and women, Turkey aims to prepare all its citizens for economic and social life by enhancing their education levels and qualifications in line with the occupations of the future. It also aims to create an educational environment that is conducive to acquiring an occupation, and thus to ensure that citizens have a say in the economy and administration of the country. The Increasing Schooling Rates Especially for Girls Project 1 and Increasing Schooling Rates Especially for Girls Project 2 are relevant in this context.

The Vocational Skills Development Project (MESGEP) is run by the General Directorate of Vocational and Technical Education as part of the 2011–13 investment programmes for groups requiring special policies in terms of social inclusion. The objective of the project is to provide professions for young unemployed people who do not have a profession and for disadvantaged groups in general. It is also aimed at those who want to change their profession based on their interests and abilities. The project focuses on the provision of vocational qualifications by increasing skill levels and on enhancing the quality standards of the managers and teachers in the vocational and technical education institutions.

As described in Section 1.4, IICPSD and TOBB established a global platform to promote greater private sector engagement in skills generation; integrate disadvantaged groups into the economy; and increase positive development impacts.

The Skills 10 Programme (details in Section 2.2) introduced a new governance system due to the need for the participation of all stakeholders at local level, thereby developing a culture of institutional collaboration that can form the backbone of integrated inclusive growth policies at regional and local level.

EU IPA-funded programmes are used to enhance regional capacity and thereby reduce the predominance of central decisions in favour of giving the lower levels of government and administration more responsibilities. However, the impact of these policies and practices remains to be seen. Under IPA II, funds will be allocated to assess and support mainstreaming of the outcomes. Those who have difficulty entering the labour force and employment – women, young people, people with disabilities, long-term unemployed people, convicts, former prisoners, people who have immigrated for security reasons, children of migrants – need protection and support and thus require special policies.

4. INTERNAL EFFICIENCY OF THE VET SYSTEM

4.1 Quality assurance

Quality assurance is defined in general terms as monitoring and evaluating different aspects of a project, service or institution systematically in order to determine that quality standards are met. Quality assurance in vocational education increases employability by promoting mutual trust, transparency of qualifications and competences; supporting the supply-demand balance in education; and encouraging access to lifelong learning.

In Turkey, the continuous improvement of knowledge, skills, competences, and responsiveness to the needs of the labour market are increasingly important. In recent years, lifelong learning and the validation of prior informal and non-formal learning have received more attention.

The Ninth Development Plan (2007–13), the Lifelong Learning Strategy of Turkey and the 2006 Law on Vocational Qualifications set the policy framework for improving the internal and external efficiency of VET. Total quality management (TQM) was introduced by the Ministry of National Education in 1999; many schools and institutions have applied self-evaluations following the European Foundation for Quality Management model. The IPA-funded IQVET project, launched in 2012, includes a component on quality assurance. Self-assessment is not legally mandatory but TQM provincial facilitators offer consultancy to schools and institutions planning a self-assessment process. Student satisfaction questionnaires are in place in grades six and eight. The ministry promotes the idea that receiving an ISO 9001 certificate is very useful for schools and institutions.

The Ministry of National Education, the Turkish Quality Association (KALDER), the Board of Inspection, the Internal Audit Unit and various provincial organisations all have a mandate in relation to quality assurance in initial VET. No specific information about indicators is available. The VQA was established in 2006. It is the primary organisation for quality assurance in continuing VET through its mandate to define standards and appropriate procedures. The VQA authorises certification organisations, which are accredited as part of a multilateral recognition arrangement with the Turkish Accreditation Agency (TURKAK). The Turkish National Quality Assurance Framework will use EQAVET as a reference standard to increase the quality of VET. IQVET will support the development of a quality assurance framework.

Teacher training is provided by faculties of education in universities and master's degree programmes for science and/or arts graduates. The Faculty of Art and Design and the Faculty of Tourism were also opened in 2009. Graduates of these institutions can become VET teachers at the vocational or technical high schools if they complete the pedagogical courses. Training was provided to VET managers as part of the human resources development VET project. Such campaigns will be organised in addition to the efforts made in the past as part of the IQVET project.

The IQVET project will also support the establishment of a national quality assurance centre for VET. This centre will steer the various groups involved in national quality assurance (Ministry of National Education, related institutions, NGOs, training providers, trade unions and employers' organisations). The ministry takes part in all improvement initiatives for VET at EU level: European Credit System for VET (ECVET), European Quality Assurance Framework (EQARF), European Quality Assurance in Vocational Education and Training (EQAVET).

A national perspective on validation started to develop rather recently in Turkey and the validation system is in progress. The establishment of the VQA in 2006 has been the most important development, as explained in the 2010 country update. The VQA is responsible at national level for validation-related activities. Its activities involve a variety of stakeholders from the public sector (e.g.

Ministry of National Education, Council of Higher Education and İŞKUR), private sector and third sector. In addition, more specifically, the ministry's Directorate General for Lifelong Learning has carried out projects supporting the development of the validation system in Turkey.

In the last three years, occupational standards, a national qualifications framework (NQF) and national qualifications for occupational sectors have been prepared at national level with a view to supporting the development of a validation system. At national level, the VQA defines the testing and certification procedures for vocational qualifications, irrespective of where the learning took place. Within the last three years, more than 300 vocational qualifications were defined and/or revised. This included the validation processes for the respective occupations. The qualifications are now defined for a variety of sectors, with no prioritisation for NQF levels 2 to 6. A number of awareness-raising activities, e.g. presentations at conferences, seminars, workshops, news bulletins and video clips, have been conducted.

In Turkey, validation continues to apply only to the vocational and technical sector and not to the education sector. The certificates received as a result of the validation of non-formal and informal learning continue to be treated differently to those gained through formal learning and do not provide access to the formal education system.

A National Career Information System¹⁵ was set up in 2010. The Ministry of National Education, İŞKUR and other relevant stakeholders coordinate the system. The system aims to facilitate access to vocational guidance programmes for all ages; promote the dissemination of vocational guidance programmes; and provide guidance for individuals from the age of 13 in their lifelong learning processes. Individuals using the system will be supported to identify their skills, interests, competences and motivations in three respects: education, labour market and self-auditing.

Various projects focused on lifelong learning that are carried out and developed by the Ministry of National Education, Council of Higher Education and the VQA give priority to a number of issues:

- ensuring the participation of social partners in the decision-making mechanisms;
- preparing learning outcomes at different levels with the help of the various sectors;
- determining the module credit values of formal and non-formal training programmes;
- crediting activities such as internships and job training;
- counselling and guidance;
- information systems;
- recognition, assessment and validation of prior learning;
- certification;
- quality assurance.

IQVET-1 and IQVET-2 were developed to establish a quality assurance system in vocational and technical education. They focus on a range of multifaceted activities that can be classified under the headings of quality, education and communication. Their aim is to implement a suitable, up-to-date, sustainable and measurable vocational and technical education system that responds to the needs of students and businesses. Within the scope of the first component of IQVET-1, the Ministry of National Education is working on the establishment of a quality development centre for the internal monitoring

¹⁵ See <http://mbs.meb.gov.tr/>

of quality in vocational and technical education. Related work on the external monitoring of quality will be developed in IQVET-2.

While it is possible to conclude that there is an increasing awareness of validation, this aspect can be seen as a primary obstacle to the further development of the system. Although stakeholders at national level, such as ministries, labour unions, İŞKUR, trade unions, chambers of industry and commerce, know about validation, awareness on the ground is not very high. In this respect, completion of the work on the TQF is vital, and is expected to happen at the end of 2015. Only then will individuals be able to place their qualifications within this framework and to see the actual and relevant outcomes of the validation process (European Commission, 2014).

4.1.1 Planning

Vocational and technical education is carried out in association with the Ministry of National Education within the scope of non-formal and formal education; and in association with the Council of Higher Education within the scope of post-secondary education. The Basic Law of National Education No 1739, Vocational Education Law No 3308, Higher Education Act No 2547, Vocational Qualifications Authority Act No 5544 and the relevant regulatory actions make up the legal framework of vocational and technical education. Following the enactment of Decree Law on the Organisation and Duties of the Ministry of National Education No 652 in 2011, the formal education part of vocational and technical education is carried out by the General Directorate of Vocational and Technical Education, and the non-formal part by the General Directorate for Lifelong Learning.

In accordance with Vocational Education Law No 3308, the Board of Vocational Education (MEK) was established to take decisions on the planning, development and evaluation of vocational and technical education. Such decisions apply to all types and degrees of formal, non-formal, and apprenticeship education; vocational and technical education schools and institutions; and enterprises in which vocational and technical education programmes are implemented. The board's role is also to give opinions to the Ministry of National Education. The board consists of the representatives of the relevant ministries, professional organisations and trade unions, and is headed up by the Undersecretary of the Ministry of National Education. It meets once a year and its decisions enter into force once they have been published in the Official Gazette. The ministry and the relevant professional organisations then implement them.

The challenge lies in the existing vocational and technical education system, which is highly centralised. Given the number of students, schools and branches, and the economic developments and technological changes, planning and management is less extensive than would be expected in an effective and efficient system. It is a well-known fact that there is a very different distribution of stakeholders in the employment market because of the complexity and diversity of vocational education itself. This situation requires the stakeholders to be efficient in both education and employment processes.

4.1.2 Assessment and evaluation

Under the Basic Law of National Education, the Ministry of National Education is responsible for evaluating and assessing the education system. System evaluations are carried out by the Board of Education, which is responsible for developing national curricula, grading criteria and general guidelines. Situation assessment studies, carried out by the Ministry of National Education, are sample surveys to track student achievement at various grades and in different subjects and to collect student information, such as socio-economic status. Using the survey results, the ministry can compare regions, schools and programmes to develop education policy. International studies, such as PISA assessments, are also used to evaluate achievement at system level. In addition, comparable statistical information is collected at national level and, in some cases, at school level.

School evaluations are traditional, focusing on compliance with central regulations that govern various aspects of the schools. The Ministry of National Education's Strategic Plan (2010–14) aimed to build a culture of quality at central and local level, as well as a quality assurance system. The independent provincial school inspectorate (the School Development and Quality Bureau) is responsible for evaluating primary schools under the direction of the central Board of Inspection, while ministerial inspectors are responsible for secondary schools. Evaluations occur annually for primary schools and every three years for secondary schools. School leaders carry out internal evaluations. School leaders are responsible for teacher appraisal under the guidance of the local inspectorate, using teachers' competences set at national level and adapted by regional and local governments. OECD evidence in the 2008 Teaching and Learning International Survey (TALIS) suggests that teacher appraisals should enhance teacher professionalism and encourage improvement through an established framework.

Student assessments are also used to select and sort students entering secondary education. There is also a university entrance examination administered by the Assessment, Selection and Placement Centre (ÖSYM). It is important for ÖSYM to take into account not only the needs of higher education, but also the goals of the Ministry of National Education, including students' knowledge and skills and the labour market.

4.1.3 Accreditation of VET providers and programmes

While diplomas and workplace opening certificates are given to students who have completed vocational and technical education in formal education institutions, a certificate approved by the Ministry of National Education is given to those who have completed vocational education within the scope of non-formal education. Those who follow the mastership training in vocational education centres can open workplaces with their mastership certificates. Moreover, the training of individuals who attend vocational courses is evaluated for mastership certificates in line with the Regulation on Secondary Education Institutions.

According to Law No 5174 and Law No 5362, the chambers can devise courses in the professional branches that have not been included in Vocational Education Law No 3308, and issue certificates related to the implementation of the courses. In addition, within the scope of Article 7 of Metropolitan Municipality Law No 5216, the metropolitan municipalities have a duty and authority to devise and operate courses to acquire professions and skills. They are also required to cooperate with universities, colleges, vocational high schools, government agencies and NGOs when operating these services. According to Prime Minister's Notice No 2007/17, cooperation with the Ministry of National Education is obligatory for these courses.

Under Vocational Qualifications Authority Act No 5544, certification of national qualifications is legally given to the VQA. Candidates are entitled to the certificates issued by the VQA once they have been subjected to assessment by the authorised institutions.

In this context, the VQA initiated the Strengthening the Vocational Qualifications Authority Project and the National Qualifications System in Turkey. The latter aims to develop occupational standards; support the vocational qualifications certification centres; and establish and operate an efficient and sustainable National Qualifications System based on an appropriate measurement assessment and certification system in line with the EQF and accepted occupational standards.

Recognition of prior learning

The Directorate General for Lifelong Learning at the Ministry of National Education¹⁶ is also active in the organisation and provision of non-formal learning opportunities. In this respect, it works on

¹⁶ See <http://hbogm.meb.gov.tr/index.html>

validating prior learning. For example in 2013, the Improvement of Lifelong Learning in Turkey – Recognition of Prior Learning pilot project was completed in cooperation with the VQA. The outputs obtained as a result of this study were disseminated throughout Turkey. A second project focusing on lifelong learning is in the pipeline.

In the vocational sector, two out of the four stages of validation – formal assessment and certification – are addressed. The Regulation on Vocational Qualification, Testing and Certification¹⁷ governs these stages. Certification bodies authorised by the VQA conduct testing and certification by using and referencing the national qualifications for the respective occupations. The scope and method of testing is defined by the certification schemes for each respective qualification and is described on the VQA website.

The validation process is described as a whole in the above-mentioned regulation. The certificates awarded through this process continue to be different from those awarded at the end of formal education. Any individual intending to have their qualifications certified can apply for the test to an authorised certification body. This body passes the relevant documents to the VQA and the VQA finally decides their eligibility. Apart from that, the regulation does not specify any eligible group of applicants. Individuals can find the relevant information about the certification bodies on the VQA website¹⁸.

According to the Regulation on Vocational Qualification, Testing and Certification, the certification aims at ensuring the ‘portability and certification of any individual learning outcomes gained by way of training and experience in a manner independent of the locations of training and jobs of employment’. This process is valid for vocational and technical qualifications gained through formal, non-formal and/or informal learning provided by private or public VET institutions. The process is also used to recognise prior experience.

In the higher education sector, non-formal and informal learning is, by law, not recognised for admission or partial fulfilment of study requirements. Higher education institutions are legally not allowed to validate non-formal and informal learning. Within the framework of the Bologna Process reforms, national higher education qualifications are defined with reference to EQF for lifelong learning based on student workload and learning outcomes, which can be considered as a step towards facilitating probable validation procedures. At the moment, however, only formal qualifications are recognised in the system (European Commission et al., 2014).

4.1.4 Qualifications

The increasing commitment to the introduction of a national qualifications system in the context of a national qualifications framework reflects the emphasis given to demand-led VET. Law No 5544, adopted on 21 September 2006, provided for the establishment of the VQA in early 2007. Under the coordination of the Ministry of Labour and Social Security, it was tasked with developing a strategy for implementing the national vocational qualifications system with a link to the EQF (ETF, 2014c). The TQF is designed in compliance with the EQF. It identifies, at eight levels, all the qualifications standards achieved in primary, secondary and higher education programmes and in other learning environments. **TABLE 4.1** shows the qualification types and levels.

¹⁷ See www.myk.gov.tr/images/articles/editor/SBD_EN.pdf

¹⁸ See www.myk.gov.tr/index.php/tr/yetkilendirilmi-belgelendirme-kurulular

TABLE 4.1 TURKISH QUALIFICATIONS FRAMEWORK (DRAFT) – TYPES OF QUALIFICATIONS AND RESPONSIBLE INSTITUTIONS

8	Higher education institutions	PhD (PhD, PhD in art, and medical specialisation)			Vocational Qualifications Authority	8th level professional competence certificate
7		Master's degree (with thesis) Graduate degree (without thesis) Graduate certificate				7th level professional competence certificate
6		Graduate degree				6th level professional competence certificate
5		Associate degree (academic) Associate degree (vocational)				5th level professional competence certificate
4	Ministry of National Education	High school diploma	Vocational and technical education high school diploma	Mastership certificate		4th level professional competence certificate
3				Journeyman's certificate		3rd level professional competence certificate
		Secondary education certificate				2nd level professional competence certificate
2		Primary education certificate				2nd level professional competence certificate
1		Preschool certificate of participation				

Note: Secondary education degree is required for journeyman's certificate.

Source: VQA, Draft TQF document, 2013

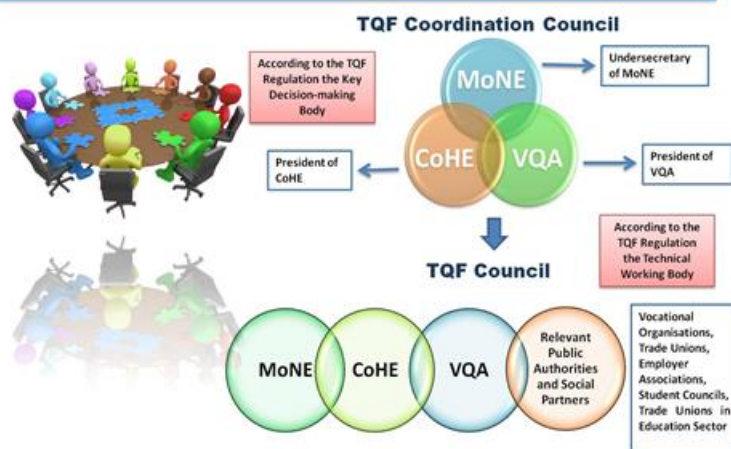
The VQA is currently finalising the Turkish Qualifications Framework – European Qualifications Framework referencing process that will be presented to the EQF Advisory Group in the second quarter of 2015. Further challenges remain, e.g. the need to regulate the TQF by law; effective and continued communication with all relevant stakeholders; further recognition of qualifications; quality assurance; and the establishment of a national qualifications framework based on the EQF for lifelong learning. The national qualifications framework will connect all quality-assured Turkish qualifications for academic, general and vocational purposes in a comprehensive system for career development for citizens and make them comparable at European level through the EQF.

FIGURE 4.1 MANAGEMENT OF THE TURKISH QUALIFICATIONS FRAMEWORK

28th Meeting of the EQF Advisory Group, 2-3 December 2014, Brussels



Management of the TQF



28th Meeting of the EQF Advisory Group, 2-3 December 2014, Brussels



National Vocational Qualifications System

Progress by November 2014:



83 cooperation protocols signed with 79 bodies and institutions to prepare 748 NOSs, 572 NOSs issued in the Official Gazette in 21 Sectors	62 cooperation protocols signed with 51 bodies and institutions to prepare 410 NQs, 255 NQs published in 14 Sectors	32 authorised testing & certification centres, for certification of 153 NQs 20,820 Certificates issued
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Source: Presentation by Ms Firuzan Silahşör, Acting Vice President of the Vocational Qualifications Authority at the 28th meeting of the EQF Advisory Group, Brussels, 2-3 December 2014

The EU has been supporting the process under IPA I and further support will be provided under IPA II. This will help the TQF to deliver better access, relevance and quality for lifelong learning. The work will focus on:

- finalising the TQF as a functional framework for all relevant, quality-assured qualifications;
- developing a stronger and broader law on the TQF (beyond VQA law);
- developing a roadmap for the coming years, based on the lifelong learning strategy and the employment strategy.

The ongoing discussions are also focused on widening stakeholder involvement to make the TQF more transparent; include civil society, employers, parents and students; provide more targeted information to different stakeholders and beneficiaries; and expand the use of the TQF and quality assurance instruments to go beyond the regulation and mobilise stakeholders to engage actively in bringing learning outcomes under the TQF. The business community has voiced its concern that it cannot find its place sufficiently in the new TQF decision-making structures.

Within the Turkish Sectoral Operational Programme (2014–20), the Turkish authorities will work to identify some of the areas to be developed: (a) create an action plan to bring existing courses for adults under the TQF by mapping modules against unit qualifications, in order for the VQA to deal with the quality assurance of lifelong learning courses; (b) identify the training needs of people without qualifications and identify learning outcomes for learning at all levels; (c) strengthen the training provision; (d) develop measures to strengthen the quality of providers, teachers and trainers; and (e) develop alternative pathways for traditional schooling through open and distance learning and apprenticeships and strengthen the apprenticeship system at different levels (levels 3 to 5) by adopting a dual approach (school-based and enterprise-based training).

4.2 Policies for VET trainers and directors

The issues of teacher education and teacher training are generally addressed in two areas, namely pre-service training and in-service training.

Pre-service

Under Higher Education Law No 2547, enacted in 1981, the colleges, institutes, academies and faculties, which previously trained teachers and were affiliated with the Ministry of National Education and universities, have been grouped within the universities under the umbrella of the Council of Higher Education since 20 July 1982. Starting from the 1989/90 academic year, the education period of all institutions that train teachers has been raised to the level of at least a four-year undergraduate degree.

The vocational and technical education faculties entered into a process of restructuring in 2009. The technical education faculties, vocational education faculties, vocational and technical education faculties, trade and tourism education faculties within some higher education institutions and the Industrial Arts Education Faculty have been closed by law. The medium and long-term need for teachers in vocational and technical secondary education is expected to be met by the graduates of the faculties that have closed as well as those from the newly established technology faculties, art and design faculties, tourism faculties and other faculties in the field.

In-service training

To adapt to the rapid development and change in knowledge, technology and occupations, the in-service education of teachers and managers is planned and implemented at central and local level. The in-service education of teachers in vocational and technical education is also conducted within the scope of the protocols of cooperation with national and international projects.

The vocational and technical education schools and institutions are managed by the chief deputy principal, assistant principals, field chiefs, heads of workshops, laboratory chiefs, boards and commissions under the leadership of the principal of the school or institution. This is done within the scope of an organisational structure in accordance with the Regulation on Vocational and Technical Education.

The management of post-secondary schools consists of the post-secondary school principal, post-secondary school board and post-secondary school management board. The post-secondary school

board includes deputy principals and department heads under the leadership of the school principal. The main duties of this board are to determine the teaching services; to conduct scientific research and publish; and, on the basis of these activities, to plan and determine the programme and teaching calendar. Under the leadership of the post-secondary school principal, the post-secondary school management board consists of deputy principals and three faculty members chosen for three years by the post-secondary school board from six candidates selected by the school principal. The purpose of this board is to assist the school principal in administrative issues. The department head is responsible for education and research in the department at every level and for the systematic and effective implementation of all departmental activities.

4.3 Teaching and learning

The vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training). Vocational education policies and activities are carried out mostly by the Ministry of National Education within the framework of two laws: Vocational Education Law No 3308, which came into force in 1986, and Law No 4702 of 2001, which brought about changes to the system, establishing new and strong links of cooperation with industry and commerce. The vocational education system includes:

- vocational and technical high schools providing training and giving access or leading to the qualification of specialised worker and technician;
- apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centres.

The period of in-company training (internship) in Anatolian technical and technical high schools lasts for 300 hours. The student can do a maximum of one-third of his or her internship study at the end of the 10th grade, and the rest starting from the 11th grade. Internships are conducted at weekends or during the semester or summer holidays. They take place in schools in the form of face-to-face education or in enterprises.

In Anatolian vocational schools and vocational higher schools, vocational education is provided in enterprises three days a week during the 12th grade. However, students who cannot attend vocational education in the enterprises for whatever reason must engage in an internship study programme of 300 hours, starting at the end of the 10th grade. The vocational education and internship options in the enterprises may vary, depending on the type of programme implemented in the schools.

Enterprises employing 10 or more staff provide occupational skills training to vocational and technical education students, who account for at least 5% of their staff. Enterprises providing occupational skills training to 10 or more students establish a training unit. This unit is staffed by qualified trainers: skilled craftspeople with pedagogical training.

The Ministry of National Education, on the request of the Vocational Education Board, chooses the provinces and the professions that will be within the scope of vocational education in businesses. The provinces and professions within this scope and the list of businesses which are liable to provide vocational education are submitted to the Provincial Employment and Vocational Education Board each February by the Regional Directorates of the Ministry of Labour and Social Security.

Business recognition commissions in provinces and districts determine the eligibility of businesses that are liable to provide vocational and technical training. They do this by taking into consideration the criteria in the Regulation on Secondary Education Institutions. With the enactment of Law No 6111 in 2011, the vocational training provided by businesses to students in higher education institutions is included in Vocational Education Law No 3308.

Vocational guidance is the process used to help individuals choose a suitable profession and advance in this field by informing them about their own interests, abilities and professions. This process helps individuals to plan their future and make the right decision in finding a job.

In Turkey, vocational guidance services are provided by the Ministry of National Education and İŞKUR. All guidance and psychological counselling services within the ministry are conducted by the school guidance services and guidance and research centres in accordance with the ministry's Regulation on Guidance and Psychological Counselling Services. These services are grouped under three main headings: personal and social guidance, educational guidance and vocational guidance.

The web-based National Vocational Information System was developed within the scope of the vocational guidance and counselling component of the Ministry of National Education's Secondary Education Project. The project supports the vocational guidance services implemented in schools. The system is aimed at individuals aged 13 years and over and facilitates their access to vocational guidance and counselling services. It is composed of three main parts: 'I am discovering myself', 'Our educational opportunities', and 'Our job opportunities'.

4.3.1 Teaching and learning environment

Due to the studies made in the field of education in recent years, the number of buildings and classrooms has increased significantly. The number of students per classroom during the 2012/13 academic year was 28 in general secondary education and 34 in vocational and technical secondary education. As can be seen, the average number of students per classroom in vocational and technical secondary education is more than that in general secondary education. This situation reveals the need for more capital investment in vocational and technical education.

Sixty-one workplace standards for vocational and technical secondary education have been developed. Premises, equipment and unit cost have been determined within the standards.

Many schools have been renovated, teachers have been trained and the efficiency of vocational education in enterprises has been enhanced within the scope of cooperation protocols made with national and international projects and bodies (including the EU, development agencies, Social Support Project (SODES) and the Specialised Vocational Training Centres Project (UMEM)) and the sector.

4.3.2 Learning content

The implementation of vocational and technical education modular training programmes based on qualification began in the 2005/06 academic year. The aim was to:

- develop a vocational and technical education system that observes a balance between supply and demand in the labour market and promotes the principles of lifelong learning;
- ensure the participation of the stakeholders at national and local level in the decision-making, implementation and monitoring processes of the vocational and technical education system;
- educate individuals who have acquired knowledge, skills and competences related to a valid profession in the business world.

The education programmes for the fields and branches covered in the vocational and technical education schools and institutions are jointly prepared and updated by the sectors, universities, and experts in the field. Consideration is also given to occupational standards and national qualifications. Vocational and technical education programmes are broad-based and comply with international classifications such as ISCED and Fields of Education and Training (FOET) to ensure they are comparable at national and international levels and can be used to train specialists.

At the end of the learning process, skill maps are prepared for each vocational and technical education training programme. The skills acquired by the individual are classified in these maps. The skills identified in the training programme are grouped according to the features of the necessary knowledge; the complexity of the knowledge; the methods and materials used; and the expected product or service.

As modular training programmes based on qualification are implemented in vocational and technical education schools and institutions, individual training materials that students can use in self-learning activities are developed.

Education and training is offered in 62 fields and 226 branches in vocational and technical secondary education schools and institutions. In vocational training centres, apprenticeship programmes are offered in 31 fields and 152 branches.

4.3.3 Parental involvement

In the last two decades, educational researchers have been interested in the positive effects of parental involvement on students' academic achievement and success. Parental involvement increases students' academic achievement and self-esteem while decreasing absenteeism and behavioural problems. Education policies support parental involvement and partnerships between home, school and community. In supporting Unicef's Convention on the Rights of the Child, the Ministry of National Education initiated the Haydi Kızlar Okula project. Its purpose was to provide girls between the ages of 6 and 14 years, who did not go to school, had chronic absenteeism and high dropout rates, with the opportunity to go to school and thus help to close the gender gap. The second purpose of the campaign was to inform parents about the importance of education and to give them the opportunity of being involved in the education process. To achieve this goal, the ministry put together teams that went door to door visiting families. The campaign ran from 2003 to 2007. It successfully enrolled 239 112 of the 273 447 girls in primary and middle schools.

The Ministry of National Education has also issued decrees for state and private schools on parental participation in school development. These contain guidelines for establishing school and parent-teacher associations, which are in turn linked to the ministry. General conditions apply to the setting up of associations, the election of members and the goals of these socio-cultural institutions. All parents can become involved in the work of the associations and elect their representatives. The law stipulates that parent-teacher associations must be established in all schools.

The ministerial decrees state that all parents have the opportunity to participate effectively and actively in schools. Parent-teacher associations in particular have a significant and useful role to play in school development.

Projects supporting parental involvement

Many projects support parental involvement. The ministry has launched projects at the highest official level. NGOs work somewhat further down the social scale. The following are examples of projects that have been adopted by schools:

- at national level, the Kardelen (galanthus) project;
- at regional level, the Family project (www.aile.gov.tr/raporlar);
- at school level, the Kardeş Okul project.

4.4 Efficiency of use of resources

Vocational and technical education is largely funded by the state. In addition, other funds are also provided for vocational and technical education outside the central government budget.

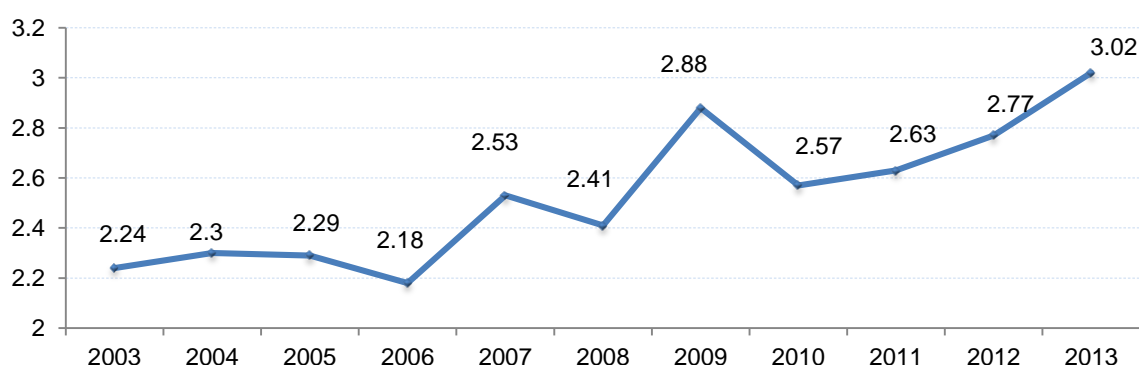
These are as follows:

- income provided by Vocational Education Law No 3308;
- funds transferred from international projects to education;
- income obtained from the public sector and NGOs;
- income provided from the revolving fund enterprises in schools.

Public funding dominates primary, secondary and post-secondary, non-tertiary education. The following two graphs show the public funding trends for the national education system managed by the Ministry of National Education, including vocational and technical education.

In 2011, Turkey spent less than 5% of its GDP on education – all levels of educational institutions combined (OECD, 2014b). **GRAPH 4.1** shows that the lowest ratio of the budget allocated to the Ministry of National Education to GDP was 2.18% in 2006 and the highest was 3.02% in 2013. The OECD average was 5.38% in 2009. Public expenditure devoted to tertiary education amounts to 37.8% in Turkey (OECD, 2014a). While an upward trend is apparent since 2003, expenditure on education as a share of GDP is still below the OECD average.

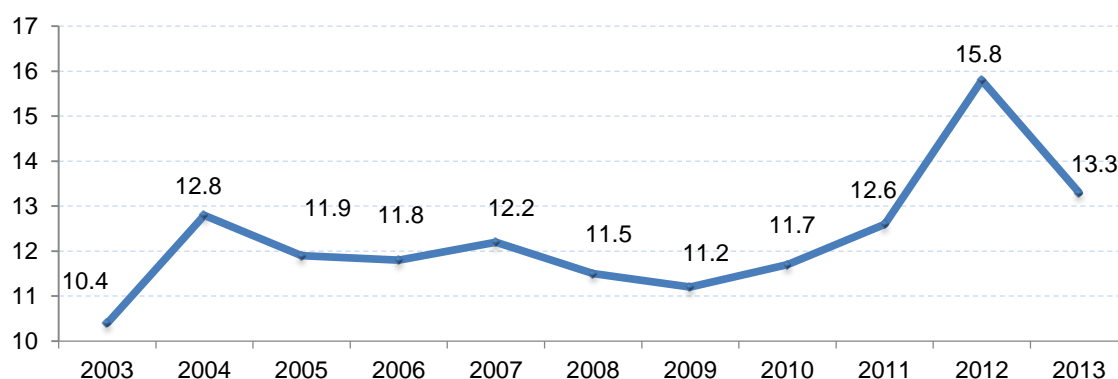
GRAPH 4.1 RATIO OF THE BUDGET OF THE MINISTRY OF NATIONAL EDUCATION TO GDP (%)



Source: Ministry of National Education statistics

The shares allocated to the Directorate General of Vocational and Technical Education by the Ministry of National Education are shown in **GRAPH 4.2** for the period 2003–13. The lowest ratio was 10.4% in 2003; the highest was 14.2% in 2012.

GRAPH 4.2 SHARE ALLOCATED TO THE DIRECTORATE GENERAL OF VOCATIONAL AND TECHNICAL EDUCATION IN THE BUDGET OF THE MINISTRY OF NATIONAL EDUCATION (%)



Source: Ministry of National Education statistics

The challenge remains on how to increase expenditure on educational institutions by level of education and ensure effective allocation of funding to better meet the needs of students and provinces that perform below the national average.

Education and training support can be provided for all students attending vocational and technical schools opened in Organised Industrial Zones. This is provided from the subsidy allocated to the budget of the Ministry for National Education for this purpose in an amount determined jointly by the Ministry of Finance and the Ministry of National Education for every academic year, starting from the 2012/13 academic year. The support is not to exceed one-and-a-half times the cost to the state of a student attending an official school, depending on the type of school. This is detailed in Article 12 of Private Education Institutions Act No 5580. In this way, the legal background was set to provide schools already opened or due to be opened in Organised Industrial Zones with financial support. This was implemented for 10 professions in the 2012/13 academic year.

4.5 Action and assessment of progress since 2010

Eight key competences are included in the national curriculum as the basis for general education and VET. A school-based Vocational Development Guide, designed to support teacher development, was piloted in six provinces. It was subsequently revised to take into account the lessons learned. Since the introduction of the new curriculum in 2004/05, assessment methods and goals were revised accordingly.

Teachers' salaries in Turkey doubled in real terms over the past decade, one of the highest increases seen in OECD countries. However, they remain well below the OECD average: after 15 years of experience, primary school teachers earn USD 25 189 compared to the OECD average of USD 38 136 (OECD, 2013a).

Since the enactment of Primary Education and Education Law No 6287 in 2012, compulsory education now lasts twelve years instead of eight years. With the new law, compulsory education includes four years of primary school, four years of lower secondary school and four years of upper secondary school education. No diplomas are awarded during primary or lower secondary education; an upper secondary education diploma is awarded at the end of the 12-year compulsory education period.

Career guidance is included as part of class programmes in all school types. It is integrated with personal and social education for all grades of secondary education.

Curricula are being revised for some levels in the system. Based on a modular system, the non-formal education curriculum is continuously revised in parallel with the compulsory education curriculum. To support adult education development, a framework for recognising prior learning in eight occupational areas is under preparation.

The establishment of a system for lifelong learning guidance is defined as a priority in the Lifelong Learning Strategy Paper (2014–18).

The Ministry of National Education has changed the structure of the upper secondary school transition system. Under the new regulations issued in 2013, instead of one separate exam at the end of eighth grade, students will be regularly examined on different subjects in their own classes and during class hours in the sixth, seventh and eighth grades. The students will be asked only about their course subjects and the results will indicate the real learning outcomes.

In all discussions between stakeholders, including the private sector and NGOs, the focus has been on the need for close cooperation between the private sector and education and government officials when it comes to skills development. There is a need to improve the interface between the government and the private sector in terms of governance mechanisms and the organisation of consultation processes. Based on the results of the latest employment survey, one in three employers surveyed experiences frustration with the labour market through not being able to fill vacancies and find candidates with the desired skill set. İŞKUR field workers can provide insights into how this issue should be addressed.

A key challenge is the classic labour market mismatch: there is a need to focus on whether this is merely due to weak dissemination of relevant information among market actors, or whether, and to what extent, it is also related to course content and pedagogical goals that are being overtaken by a rapidly changing economy. Is the weakness the missing link on the side of educators, companies, or both? Is it mainly a problem for universities or for VET graduates? It is possible that technologies that accelerate changes in the nature of work are exacerbating this problem. The role of NGOs becomes prominent in addressing the issues of ensuring efficient pathways towards employment and delivering skills development. This requires capacity development for the actors, not only on policy design but most importantly to monitor and assess the impact of the policies (ETF, 2014a).

5. GOVERNANCE AND POLICY PRACTICES IN THE VET SYSTEM

From an institutional point of view, Turkey offers a rich variety of central and local government organisations and boards that are highly active in designing policies and implementing VET central policies at local level. Turkey has a centralised multilevel governance structure where education policy is steered by the Ministry of National Education and, at the tertiary level, by the Council of Higher Education. Schools have little autonomy and limited capacity to respond to their needs. Education is publicly funded, but schools can receive contributions from parents through their school-parent associations. The central and provincial governments are responsible for personnel and the financial management of schools. Although overall funding has increased in the past decade, data suggests that primary and secondary education are underfunded compared to other OECD countries. Tertiary institutions have more autonomy than schools to address their needs, but central authorities oversee funding and student entrance exams for tertiary institutions (OECD, 2013c).

Under the Basic Law of National Education of 1973, the Ministry of National Education is responsible for the education system. General directorates and their units are responsible for different aspects of education and policy compliance, such as basic education, secondary education, vocational education, special education and guidance and counselling. Provincial and District National Education Directorates across 81 Turkish provinces support the implementation of education policy. Other bodies that help shape education policy in Turkey include the National Council of Education, which convenes every four years and advises the Ministry of National Education; the Board of Education, which develops curricula, plans and objectives and approves textbooks; and the Directorate for Strategy Development, which serves as the consultation unit and coordinates the work of establishing education strategies, policies and goals. The Directorate for Guidance and Inspection serves as the inspection unit. The Directorate General for Innovation and Education Technologies and the Directorate General for European Union and Foreign Relations coordinate involvement in international assessment studies. The Vocational Education Council decides on planning and development, together with representatives from relevant ministries, trade and employers' unions and other key social partners. The VQA aligns VET professional qualifications with professional standards. Each province has a Board of Vocational Education. The Council of Higher Education and its committees are responsible for higher education policies, while the Higher Education Board supervises the institutions. The Assessment, Selection and Placement Centre is responsible for university entrance examinations and the placement of teachers, in collaboration with the Ministry of National Education. The National Council for Teacher Training is an advisory body which coordinates between the Council of Higher Education and the Ministry of National Education.

Consultation with external stakeholders includes work with international organisations (such as the World Bank, the European Investment Bank, the United Nations, Unicef and the EU), the private sector, NGOs and teachers' unions. Turkey has elaborated a multitude of strategies and related programmatic documents in various domains of public policies. All of them are duly prepared and they address the most important issues the government needs to deal with when implementing its policies. The capacity of the Ministry of National Education to determine the urgent problems of education, to perform analyses and to provide solutions on the basis of data for policy change has been enhanced.

Law on the Organisation and Duties of the Ministry of National Education No 3797, enacted in 1992, established a number of departments:

- Directorate General for Boys' Technical Training,
- Directorate General for Girls' Technical Training,

- Directorate General for Commerce and Tourism Training,
- Department of Health,
- Department of Apprenticeship, Vocational and Technical Education Development and Promotion,
- Department of Educational Research and Development.

Under Decree Law on the Organisation and Duties of the Ministry of National Education No 652 of 2011, six separate units responsible for the implementation of vocational and technical education in the Ministry of National Education were merged under the General Directorate of Vocational and Technical Education. Non-formal education and open learning institutions became the responsibility of the General Directorate for Lifelong Learning.

The most important development of 2013–14 in terms of the governance of the Ministry of National Education was the introduction of Law No 6528. This law terminated the employment of senior managers employed at the ministry's central and local offices, as well as school principals who had been employed for four years. It also:

- started the process of transforming private tutoring centres (private teaching institutions) into private schools;
- introduced a number of provisions enabling the public sector to purchase education services from the private sector;
- changed the criteria for the appointment of school principals;
- introduced performance ratings for teacher candidates;
- organised all education inspectors under one roof;
- limited the power of the Board of Education and Discipline (TTKB) by transforming it into an advisory body instead of a regulatory body.

Turkey has a centralised governance structure. Under the Basic Law of National Education of 1973, the Ministry of National Education is responsible for the education system, and general directorates and their units are responsible for different aspects of education and policy compliance, such as basic education, secondary education, vocational education, special education and guidance and counselling. Provincial and District National Education Directorates across 81 Turkish provinces support the implementation of education policy. Other bodies that help shape education policy in Turkey include the Teacher Training Working Group, while constant consultation with external stakeholders includes work with international organisations (such as the World Bank, the European Investment Bank, the United Nations, Unicef and the EU), the private sector, NGOs and teachers' unions.

The central government makes schooling decisions on planning and structure and responds to the needs of educational institutions and the labour market across the regions. Decisions on personnel and financial management are shared with provincial authorities, while schools organise instruction. Educational institutions have to respond to multiple changes in population and the labour market, but Turkey's highly centralised system and bureaucratic structure limit the capacity of schools to address their immediate challenges. Tertiary institutions and vocational education institutions have sufficient autonomy to address these needs

5.1 Defining vision and strategy for VET

Purpose of Turkish VET: To establish a flexible, transparent and innovative vocational and technical education system with the active participation of stakeholders. To establish a system that supports social and economic development, prepares individuals for employment and offers all segments of society the possibility of learning within their own needs.

Vision of Turkish VET: A pioneering, creative, innovative and productive vocational and technical education system that cooperates with social and economic sectors, values quality, is recognised for its national and international vocational competence, has a vocational ethos, adds value to the economy and trains a competent labour force.

Note: The Ministry of National Education in Turkey has outlined the general distribution of responsibilities for the formulation of a medium-term to long-term strategy for the VET system, for its implementation and for the detailed monitoring of progress.

5.2 Effectiveness and efficiency in addressing economic and labour market demand

Inter-institutional and stakeholders' cooperation in improving the relevance of education and training for labour market needs and the current and future economic context relies on clear partnership arrangements, i.e. the Vocational Education Council, at central and provincial level. National and EU funding resources have been used to implement joint skills development initiatives, based on better labour market information, the identification of employers' needs and effective matching processes. Turkey aims to have career counsellors in each secondary school. The public employment services have enhanced capacity and coverage with more than 4 000 new job and vocational counsellors who keep in close contact with employers and provide counselling and guidance to jobseekers. Capacity building is also promoted in the area of lifelong learning. The approach here too is based on strong partnership with all stakeholders, especially the private sector. Opportunities for continuing education and training for all (workers, jobseekers, disadvantaged individuals) are jointly designed and implemented with different stakeholders. The new strategic framework on lifelong learning provides for an integrated and transparent monitoring and evaluation system, where relevance and satisfaction rates and labour market outcomes for the beneficiaries are one of the key performance indicators.

5.3 Effectiveness and efficiency in addressing social and inclusion demand

Where jobs will come from in the coming years is a question that requires attention. In the future, it could be useful to link discussions on the education, training and learning system more closely with the models for inclusive and innovative growth in sectors that have the potential to create a large number of new jobs, not just in manufacturing, but also in areas such as tourism and agriculture. The current system is based on responding to the needs or demands of industry, mainly as a result of the way in which local economies are being created on the basis of vast transformational programmes. Such programmes include: dam building in south-eastern Anatolia; the South-eastern Anatolia Project (Güneydoğu Anadolu Projesi, GAP); the development of a transport and logistics infrastructure in the Middle Black Sea region; and the international financial hub in Istanbul. It is likely that Turkey will reap large rewards from these efforts. The task of anticipating future labour market needs is facilitated by the constructive approach to development. However, once these gains are locked in, new challenges will arise as the free market system takes over. Training needs initially identified will evolve as the economy evolves and the challenge of anticipating these new needs will become increasingly important.

The solution may need to combine elements not usually associated with traditional policy approaches. For example, there may be a need to coordinate actions that address early school leaving and high dropout rates; parents' awareness of the importance of education; attitudes of young people towards apprenticeships; opportunities for second-chance education at vocational level; bridges from vocational or job experience to higher education; quality issues; and infrastructure. The challenge is not so much the intellectual recognition of these needs, but the local problem solving that must be done to address them. Problem solving must focus on having the right elements in the right place with the right kind of communication or outreach strategies. This involves getting people around the table at local level, helping them to translate the abstract problem into a local operating challenge, and supporting them in the implementation of local solutions.

5.4 Internal efficiency and effectiveness of the VET system

If Turkey is to successfully make the leap to a more advanced, knowledge-based economy, there needs to be a strong push to provide a high-quality labour force with the appropriate skills to match current and projected needs up to 2023. The educational attainment and skills levels provided need to be improved in order to cover the range from low-tech to high-tech, addressing the technological areas identified in Vision 2023¹⁹. The particular needs of industry and the specificities of regions and different societal groups, in particular women and young people, require particular attention to ensure that there is take-up of the opportunities offered, both in terms of education and training and of related jobs. While it is important to address quantitative aspects by investing in further efforts to extend physical capacity and facilities, the qualitative aspects of education need to be given a higher priority. This includes: continued efforts to modernise curricula; the innovative delivery of education and teacher training; the provision of free textbooks in primary education; reforms to secondary education and VET; and the introduction of the Bologna Process in higher education. In addition, there needs to be a strong emphasis on addressing the inadequacy of investments and institutional capacity, and the introduction of an effective data-collection system and performance-evaluation mechanism.

The emphasis of the activities needs to be on both quantitative and qualitative upscaling. Innovative methods and models need to be encouraged, including rethinking current approaches based on experience abroad in more advanced environments. The aim is to upscale quantity and quality while reducing costs and resources. This will require the monitoring and evaluation systems to be strengthened overall and given a more strategic role, bringing together all the players and informing new directions in policy as required, based on evidence. The introduction of innovative models for the delivery and quality of education needs to be given priority and incentivised to ensure wide take-up. The regional, sectoral and social cohesion dimension of education needs to be given greater priority.

The following three broad clusters of activities are envisaged in the Turkey Skills 2020 roadmap which will be supported by IPA II:

- improving the quality of education and training;
- increasing educational attainment and skill levels by providing access to all;
- strengthening the national qualifications system and promoting lifelong learning and adaptability.

The target is to increase the proportion of adults aged 25 to 64 taking part in lifelong learning from the 2013 level of 3.8%4% (Eurostat, 2014) to 8% by 2018. This is an ambitious target, given that the level of participation has increased in a limited way since 2005. Achieving the target of 8% by 2018 will

¹⁹ ETF, 'Vision for Skills 2020 Turkey', see [www.etf.europa.eu/webatt.nsf/0/BFBD8EDB61F89B52C1257D640032324D/\\$file/FAME%20Skills%202020%20Turkey.pdf](http://www.etf.europa.eu/webatt.nsf/0/BFBD8EDB61F89B52C1257D640032324D/$file/FAME%20Skills%202020%20Turkey.pdf)

require focused efforts to ensure that the schemes on offer are state of the art, accessible, attractive, affordable, properly certified and fine-tuned to the needs of different stakeholders.

Six priorities in the current lifelong learning system have been identified in the Lifelong Learning Strategy Paper, and action will need to be taken rapidly on all fronts. Given the scale of the challenge, and the growing population and increasing need for and frequency of lifelong learning in the face of dynamic changes in the economy and labour market, it will be important to invest in innovative models of delivery and e-training, and increase the number of certified providers. Learning from good practices in other countries and using such examples to support the delivery of state-of-the-art training could also provide a solution for upgrading training delivery and insights on how course contents can be improved to meet new market needs.

Lifelong learning in Turkey is currently financed by contributions from the state, the private sector and individuals. Individuals finance lifelong learning directly by paying their own costs for education or training, and indirectly through trade union membership fees, payments for unemployment insurance and donations to charitable foundations. Financing of the system is disbursed through multiple institutions, reflecting the diverse nature of adult learning. For example, public funding to lifelong learning is provided through at least five different ministries (Ministry of National Education, Ministry of Labour and Social Security, Ministry of Science, Industry and Technology, Ministry of Development, Ministry of Food, Agriculture and Livestock) and, in addition, through the municipalities. Many employers finance training for their employees and contribute as well to lifelong learning through their contributions to the training funds of employers' associations, including compulsory contributions to TOBB and the Confederation of Turkish Tradesmen and Craftsmen (TESK). The current financing system for lifelong learning is therefore complex, with multiple agencies involved.

5.5 Assessment of progress since 2010

The Ministry of National Education is one of the key actors in terms of the planning and delivery of education and training in Turkey. From an institutional and organisational perspective, the ministry covers the following areas: basic education, secondary education, vocational and technical education, religious education, special education and counselling services, lifelong learning, special education institutions, innovation and educational technologies, teacher training and development, the EU and foreign relations, guidance and control, the internal audit unit, strategy development, support services, and group presidency of the Information Technology, Construction and Real Estate Group. Owing to the level of complexity of the Turkish national education system, the Ministry of National Education undertakes its work through a number of important structures that have role in the functioning of the system, namely:

- Confederation of Turkish Tradesmen and Craftsmen, especially in vocational and technical education (TESK);
- Union of Chambers and Commodity Exchanges of Turkey (TOBB);
- workers' and employers' associations (mainly TISK, HAK-İŞ, TURK-İS);
- cooperation between schools, businesses and NGOs;
- national qualifications system certification, through the VQA established in 2006 for improving the quality of TVET;
- Scientific and Technical Research Council of Turkey (TÜBİTAK) in general education.

The Ministry of Labour and Social Security coordinates the human resources development sector from the perspective of EU investments in employment, education and training and social policies. It has been appointed the national authority responsible for the IPA Human Resources Development Operation Programme (HRD OP) components. The ministry's EU Coordination Department is in charge of the management of IPA and EU affairs through a special EU Affairs unit. In order to respond to a more effective and integrated approach of IPA HRD OP implementation, the Monitoring and Evaluation Unit was combined with Programme Management Unit and renamed the Programme Management, Monitoring and Evaluation Unit in 2012. The duties of each unit are available on the ministry website.

5.6 Inter-ministerial coordination and stakeholder engagement

The Turkish parliamentary system has a long tradition of stakeholder involvement in human resources, especially from national employers, trades, crafts and labour unions. Representative committees, working groups and councils exist in various areas of responsibility of the Ministry of Labour and Social Security, the Ministry of National Education, the VQA and other bodies. Public bodies traditionally lead the strategic planning and management of education and training. Decision making is often concentrated in central government, with tasks or resources devolved to regional or local authorities. However, these tasks are not always clearly defined. In addition, responsibilities for different aspects of education and training are split between various ministries, departments and agencies. Coordination between government institutions with responsibility for education and those with responsibility for employment, social and economic development and financing remains constrained. Schools are often owned, managed and run by central authorities. Multilevel governance approaches are needed if human resources is to meet the specific needs of local communities and labour markets.

A key approach highlighted in the Tenth Development Plan is the development of coordinating (inter-ministerial and stakeholder) mechanisms to support the extension of formal and non-formal educational opportunities; to strengthen horizontal and vertical links between different types of education; to structure apprenticeship and public education to move towards these types of education; and to support the involvement of the private sector and NGOs in this area.

A key challenge outlined in the Lifelong Learning Strategies for 2009–13 and 2014–18 derives from the level of diversity in the lifelong learning system, and therefore the extent to which the system is fragmented and weakly coordinated. Progress has been made in working towards improved coordination. However, during consultations to develop the draft Lifelong Learning Strategy 2014–18, stakeholders agreed that the capacity and quality of the lifelong learning system could be enhanced by improving the level of coordination between organisations and institutions involved in lifelong learning in Turkey.

An example of forward-looking inter-ministerial cooperation and stakeholder engagement is the active labour market policies, whose main role is to ease transition on the labour market during recovery periods and beyond by addressing barriers to employment, e.g. information and skills (World Bank, 2013). Efforts to expand and improve active labour market policies following the economic crisis are likely to contribute to job creation. The coverage of active labour market policies has continued to expand, mainly in the area of vocational training. According to İŞKUR data, 144 393 participants availed of training courses in 2011 (ETF, 2014a).

The government's National Development Plan sets out specific employment pacts. The regional development agencies, legally established in early 2006, coordinate work under these formalised pacts through agreements with central, local and regional governments, employers' associations and trade unions, political groups, community-based and non-governmental organisations. The implementation of the large-scale programme aims to mobilise local potential and partnerships. It does

so by involving actors from local-level provincial employment and vocational training boards coordinated under the chairmanship of the governor with other members consisting of:

- local mayors and the general secretary of the special provincial administration;
- the provincial directors of education, industry and trade;
- the head of the provincial chamber of commerce and industry;
- representatives from each trade union confederation, the employer union confederations and the confederation of disabled people;
- NGOs representing disadvantaged groups;
- the head of the provincial tradesmen and artisans union;
- academics or researchers in the related area.

All of these stakeholders are involved in the design and implementation of these projects, and there remains much to be learned on this score.

As part of this effort, the Specialised Vocational Training Centres Project (UMEM) was introduced in 2010. The UMEM is a partnership between İŞKUR, the Ministry of National Education and the TOBB ETU University of Economics and Technology to provide vocational training in vocational and technical high schools and internships in TOBB businesses. The National Vocational Qualification System, which links curricula and qualifications in vocational fields with occupational needs, continues to be developed. Training providers are now selected on the basis of specific quality and performance criteria, rather than on cost alone.

Various development instruments, such as integrated regional development plans, investment incentives, priority development area policies, organised industrial estates, small industry sites and rural development projects, have been used as basic tools to speed up access, participation and progression of groups at risk through VET provision. The above-mentioned reforms have enabled the VET system to reach out to the weakest segments of the population and provide them with targeted education and training. The ultimate aim is not only to enhance the contribution of VET to social inclusion of individuals but also to enhance regional development and eliminate the imbalance between regions.

ANNEX: STATISTICAL DATA

TABLE A1.1 POPULATION BY SEX (000)

	2007	2008	2009	2010	2011	2012	2013
Total	70,586	71,517	72,561	73,723	74,724	75,627	76,668
Male	35,377	35,901	36,462	37,043	37,533	37,956	38,473
Female	35,210	35,616	36,099	36,680	37,191	37,671	38,195

Notes: data refer to 31/12 of each year; m.d. = missing data.

Sources: TurkStat (2014), online indicators.

	2006	2007	2008	2009	2010	2011	2012	2013
Total	68,626	69,497	70,364	71,241	72,138	73,059	73,997	74,933

Notes: data are middle year estimates.

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.2 ANNUAL POPULATION GROWTH (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	1.30	1.26	1.24	1.24	1.25	1.27	1.28	1.26

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.3 DEPENDENCY RATES BY SEX (%)

	Total	Old	Young
	15-64	>64	<15
2006	53.3	10.2	43.1
2007	52.7	10.3	42.4
2008	52.1	10.4	41.7
2009	51.5	10.5	41.0
2010	50.9	10.6	40.3
2011	50.4	10.8	39.6
2012	49.8	10.9	39.0
2013	49.33	11.02	38.3

Notes: The dependency rate is the number of people unable to work per 100 working age people.

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.4 POPULATION BY AGE GROUP (%)

	2007	2008	2009	2010	2011	2012	2013
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0-14	26.4	26.3	26.0	25.6	25.3	24.9	24.6
15-24	17.6	17.4	17.2	17.0	16.8	16.6	16.6
25-54	42.1	42.4	42.4	42.3	42.5	42.8	42.9
55-64	6.88	7.08	7.31	7.81	8.06	8.13	8.24
65+	7.08	6.84	7.01	7.23	7.35	7.51	7.7

Sources: ETF calculations on TurkStat (2014), online indicators.

TABLE A1.5 LIFE EXPECTANCY AT BIRTH, BY SEX (YEARS)

	Total	Male	Female
2006	72.8	69.4	76.4
2007	73.2	69.8	76.7
2008	73.5	70.1	77.1
2009	73.9	70.5	77.4
2010	74.2	70.8	77.8
2011	74.5	71.2	78.1
2012	74.9	71.5	78.4

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.6 NET MIGRATION

	2006	2007	2008	2009	2010	2011	2012	2013
Net migration	m.d.	-50,000	m.d.	m.d.	m.d.	m.d.	350,000	m.d.

Notes: 2007 data are five-year estimates (for the period between 1 July 2005 and 30 June 2010); 2012 data are five-year estimates (for the period between 1 July 2010 and 30 June 2015); m.d. = missing data.

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.7 SOCIAL BURDEN BY SEX (15+)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	1.3	1.3	1.3	1.3	1.2	1.1	1.1	1.1
Male	3.6	3.6	3.5	3.3	3.0	2.8	2.7	2.6
Female	0.5	0.5	0.5	0.5	0.5	0.4	0.4	0.4

Notes: Social Burden is the ratio between the number of inactive and the number of employed. Values higher than 1 mean that the number of inactive exceeds the employed population.

Source: ETF calculations on TurkStat (2014), online indicators.

TABLE A1.8 GDP GROWTH RATE (%)

	2006	2007	2008	2009	2010	2011	2012	2013
GDP growth rate	6.9	4.7	0.7	-4.8	9.2	8.8	2.2	4.0

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.9 GDP PER CAPITA (PPP, CURRENT INTERNATIONAL \$)

	2006	2007	2008	2009	2010	2011	2012	2013
GDP per capita	13,026.9	14,038.8	15,177.5	14,578.3	15,964.7	17,241.5	18,348.5	18,975.5

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.10 GDP BY SECTOR (VALUE ADDED, % OF GDP)

	2006	2007	2008	2009	2010	2011	2012	2013
Agriculture	9.5	8.7	8.6	9.3	9.6	9.1	9.1	8.5
Industry	28.7	28.3	27.7	25.9	26.9	27.9	27.0	27.1
Services	61.8	63.1	63.7	64.7	63.4	62.9	63.9	64.4

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.11 GDP BY SECTOR (VALUE ADDED, % OF GDP)

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Score	4.1	4.2	4.2	4.2	4.3	4.3	4.5	4.5	4.5
Rank	58.0	53.0	63.0	61.0	61.0	59.0	43.0	44.0	45.0
Rank out of	148	131	134	133	139	142	144	148	144

Notes: Scores range from 1 to 7.

Sources: World Economic Forum, Global Competitiveness Reports 2006/07 -2014/15.

TABLE A1.12 SMALL BUSINESS ACT ENTREPRENEURIAL LEARNING (EL) INDEX

	2006	2007	2008	2009	2010	2011	2012	2013
SME – EL Index	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3	n.a.

Notes: This indicator is comparable only within the same region, for the same year; n.a. = not applicable.

Source: OECD (2014a), Small and Medium-Sized Enterprises (SME) Policy Index.

TABLE A1.13 POVERTY HEADCOUNT RATIO AT \$2 A DAY (PPP) (% OF POPULATION)

	2006	2007	2008	2009	2010	2011	2012	2013
Poverty headcount ratio	5.71	4.54	4.16	2.70	4.71	m.d.	m.d.	m.d.

Notes: m.d. = missing data.

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.14 GINI INDEX

	2006	2007	2008	2009	2010	2011	2012	2013
Gini Index	40.00	39.26	38.00	38.00	40.03	m.d.	m.d.	m.d.

Notes: m.d. = missing data.

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.15 FOREIGN DIRECT INVESTMENT (NET INFLOWS, % OF GDP)

	2006	2007	2008	2009	2010	2011	2012	2013
FDI as % of GDP	3.80	3.41	2.71	1.40	1.24	2.09	1.68	1.6

Sources: World Bank (2014), World Development Indicators, online database, last accessed 2 October 2014.

TABLE A1.16 EMPLOYMENT BY OCCUPATIONS AND SEX (15+)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Managers	m.d.	m.d.	8.8	8.7	8.3	m.d.	6.1	5.0
Professionals	m.d.	m.d.	6.2	6.9	7.1	m.d.	8.8	8.9
Technicians and associate professionals	m.d.	m.d.	7.1	6.4	5.9	m.d.	5.4	5.3
Clerical support workers	m.d.	m.d.	6.6	6.6	6.8	m.d.	6.0	6.4
Service and sales workers	m.d.	m.d.	12.0	12.5	12.2	m.d.	16.5	17.9
Skilled agricultural, forestry and fishery workers	m.d.	m.d.	19.5	20.2	20.8	m.d.	19.8	18.9
Craft and related trades workers	m.d.	m.d.	14.3	13.5	13.6	m.d.	13.6	13.7
Plant and machine operators, and assemblers	m.d.	m.d.	10.8	9.7	10.3	m.d.	9.6	9.7
Elementary occupations	m.d.	m.d.	14.7	15.5	14.9	m.d.	14.3	14.3
Armed forces occupations	m.d.	m.d.	0.0	0.0	0.0	m.d.	0.0	0.0
No response	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.

Notes: m.d. = missing data.

Source: ETF calculations on TurkStat (2014), online indicators, last accessed 14 April 2014.

TABLE A1.17 EMPLOYMENT BY MAIN SECTORS AND SEX (15+), NACE REV.1.1

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	24.1	17.2	43.7	23.5	16.8	42.8	23.7	17.1	42.1	22.9	17.2	37.9
Industry	26.8	30.4	16.4	26.7	30.5	16.1	26.8	30.8	15.7	25.3	47.2	25.5
Services	49.2	52.4	39.9	49.8	52.8	41.1	49.5	52.1	42.2	51.7	35.6	36.5

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Industry	23.7	17.5	39.3	24.2	18.0	39.4	23.6	17.8	37.2	22.9	17.5	35.7
Services	26.2	47.0	25.7	26.5	47.3	25.1	26.0	46.4	25.2	26.4	46.4	25.6

Note: since 2008 data refer to NACE Rev.2.

Source: ETF calculations on Eurostat (2014), online indicators, last accessed 11 April 2014.

TABLE A1.18 EMPLOYMENT BY STATUS IN EMPLOYMENT AND SEX (15+)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Employee	58.9	61.7	50.8	60.5	63.3	52.4	61.0	63.8	53.1	60.0	63.4	51.1
Self-employed	28.0	32.9	13.8	26.9	31.7	12.9	26.3	31.3	12.4	26.5	31.2	14.1
Unpaid family worker	13.1	5.4	35.4	12.7	5.0	34.7	12.7	4.8	34.5	13.5	5.4	34.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Employee	60.9	64.9	50.7	61.7	65.8	51.6	62.9	66.5	54.3	64.1	67.3	56.6
Self-employed	25.5	30.0	14.1	24.6	29.3	12.9	23.9	28.8	12.1	23.3	28.2	12.0
Unpaid family worker	13.6	5.1	35.2	13.7	4.8	35.4	13.2	4.6	33.6	12.6	4.5	31.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: ETF calculations on Eurostat (2014), online indicators, last accessed 11 April 2014.

TABLE A1.19 ACTIVITY RATES BY SEX AND EDUCATIONAL LEVEL (15-64)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	49.0	73.3	25.1	49.1	73.4	25.2	49.8	73.8	26.2	50.8	74.0	27.8
Pre-primary, primary and lower secondary (ISCED 0-2)	43.8	72.0	20.3	43.7	72.1	19.9	44.1	72.3	20.5	44.9	71.8	22.0
Upper secondary, post-secondary non tertiary (ISCED 3-4)	55.2	72.2	30.2	55.0	71.8	30.6	56.2	72.7	32.1	57.6	74.6	33.3
Tertiary education (ISCED 5-6)	78.1	84.6	68.3	78.5	84.9	69.0	78.8	85.1	69.8	79.1	85.5	70.5

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	51.9	74.5	29.6	53.2	75.6	31.0	53.3	75.0	31.8	54.4	75.6	33.2
Pre-primary, primary and lower secondary (ISCED 0-2)	46.3	72.4	24.1	47.5	73.2	25.5	47.3	72.3	25.9	48.0	72.4	26.9
Upper secondary, post-secondary non tertiary (ISCED 3-4)	57.5	74.4	33.5	58.1	75.6	33.6	57.6	75.0	33.2	58.7	76.1	34.8
Tertiary education (ISCED 5-6)	79.7	86.3	70.6	80.3	87.4	70.6	80.1	87.1	70.7	81.2	88.3	71.9

Source: Eurostat (2014), online indicators, last accessed 10 April 2014

TABLE A1.20 ACTIVITY RATES BY SEX AND EDUCATIONAL LEVEL (15-74)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	46.8	70.5	23.9	46.9	70.5	24.0	47.7	71.1	24.9	48.7	71.4	26.6
Pre-primary, primary and lower secondary (ISCED 0-2)	41.5	68.4	19.2	41.4	68.4	18.9	41.9	68.8	19.4	42.8	68.7	20.9
Upper secondary, post-secondary non tertiary (ISCED 3-4)	54.6	71.4	29.8	54.4	71.1	30.2	55.5	71.9	31.7	56.9	73.7	32.9
Tertiary education (ISCED 5-6)	76.7	82.8	67.4	77.0	82.9	68.1	77.3	83.0	69.0	77.6	83.2	69.7

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	49.8	71.9	28.3	51.1	73.0	29.6	51.1	72.3	30.3	52.1	72.9	31.6
Pre-primary, primary and lower secondary (ISCED 0-2)	44.1	69.2	22.9	45.2	70.0	24.2	45.0	69.1	24.5	45.6	69.2	25.4
Upper secondary, post-secondary non tertiary (ISCED 3-4)	56.9	73.5	33.1	57.4	74.6	33.2	56.9	74.0	32.8	57.9	75.0	34.4
Tertiary education (ISCED 5-6)	78.3	84.4	69.8	78.9	85.3	69.8	78.5	85.0	69.8	79.6	86.1	70.9

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.21 EMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (15-64)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	44.6	66.9	22.7	44.6	66.8	22.8	44.9	66.6	23.5	44.3	64.5	24.2
Pre-primary, primary and lower secondary (ISCED 0-2)	40.2	65.5	19.1	40.0	65.4	18.8	39.9	64.7	19.1	39.3	61.9	20.0
Upper secondary, post-secondary non tertiary (ISCED 3-4)	49.1	65.7	24.6	48.9	65.3	25.1	49.8	65.9	26.4	48.8	65.2	25.5
Tertiary education (ISCED 5-6)	71.7	78.9	60.9	71.8	79.2	60.8	71.6	78.9	61.0	70.5	78.0	60.3

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	46.3	66.7	26.2	48.4	69.2	27.8	48.9	69.2	28.7	49.5	69.5	29.6
Pre-primary, primary and lower secondary (ISCED 0-2)	41.5	64.2	22.2	43.6	66.7	23.8	43.7	66.3	24.3	44.0	66.1	24.9
Upper secondary, post-secondary non tertiary (ISCED 3-4)	50.0	66.6	26.3	51.9	69.5	27.3	52.0	69.4	27.7	52.7	70.4	28.4
Tertiary education (ISCED 5-6)	71.9	80.0	60.6	72.7	81.3	60.9	72.9	81.4	61.4	73.7	82.4	62.3

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.22 EMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (20-64)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	48.2	73.2	24.0	48.2	73.0	24.2	48.4	72.7	24.9	47.8	70.4	25.8
Pre-primary, primary and lower secondary (ISCED 0-2)	43.3	72.3	19.8	43.1	71.9	19.7	43.0	71.4	19.9	42.7	69.0	21.1
Upper secondary, post-secondary non tertiary (ISCED 3-4)	54.6	72.9	26.9	54.6	72.7	27.5	54.8	72.6	28.5	52.3	69.6	26.9
Tertiary education (ISCED 5-6)	71.8	79.1	61.0	72.0	79.4	60.9	71.7	79.1	61.2	70.6	78.1	60.5

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	50.0	72.7	28.0	52.2	75.1	29.7	52.8	75.0	30.9	53.4	75.3	31.8
Pre-primary, primary and lower secondary (ISCED 0-2)	45.1	71.4	23.5	47.3	74.0	25.3	47.6	73.8	26.0	47.9	73.5	26.7
Upper secondary, post-secondary non tertiary (ISCED 3-4)	54.0	71.6	28.2	55.8	73.9	29.3	55.9	73.8	29.7	56.4	74.8	30.2
Tertiary education (ISCED 5-6)	72.0	80.1	60.7	72.8	81.4	61.0	72.9	81.5	61.5	73.7	82.4	62.3

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.23 EMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (15-74)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	42.7	64.4	21.7	42.7	64.3	21.8	43.0	64.2	22.4	42.6	62.4	23.2
Pre-primary, primary and lower secondary (ISCED 0-2)	38.2	62.4	18.1	38.0	62.2	17.9	38.0	61.8	18.2	37.5	59.4	19.0
Upper secondary, post-secondary non tertiary (ISCED 3-4)	48.5	64.9	24.3	48.4	64.6	24.7	49.2	65.2	26.0	48.2	64.5	25.1
Tertiary education (ISCED 5-6)	70.5	77.3	60.1	70.4	77.4	60.0	70.2	77.0	60.3	69.2	76.0	59.7

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	44.5	64.4	25.0	46.5	66.9	26.6	47.0	66.8	27.4	47.5	67.1	28.3
Pre-primary, primary and lower secondary (ISCED 0-2)	39.6	61.5	21.1	41.5	63.9	22.6	41.6	63.5	23.0	41.9	63.4	23.5
Upper secondary, post-secondary non tertiary (ISCED 3-4)	49.4	65.8	26.0	51.3	68.6	26.9	51.4	68.5	27.3	52.0	69.4	28.1
Tertiary education (ISCED 5-6)	70.6	78.3	59.9	71.5	79.4	60.3	71.5	79.5	60.7	72.2	80.4	61.4

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.24 EMPLOYMENT RATES BY AGE AND SEX

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	30.3	41.9	19.3	30.2	41.6	19.4	30.3	41.3	19.8	28.9	39.0	19.3
25-49	55.0	83.6	26.3	55.2	83.7	26.5	55.3	83.1	27.4	54.7	80.7	28.6
50-64	32.5	49.1	16.7	32.0	48.3	16.4	32.5	48.9	16.8	32.9	48.3	18.0
65+	12.0	20.0	5.7	11.3	18.6	5.7	11.6	19.2	5.7	11.7	19.2	5.9
15-64	44.6	66.9	22.7	44.6	66.8	22.8	44.9	66.6	23.5	44.3	64.5	24.2
20-64	48.2	73.2	24.0	48.2	73.0	24.2	48.4	72.7	24.9	47.8	70.4	25.8

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	30.0	40.2	20.2	32.0	43.3	21.2	31.5	42.5	20.7	32.2	43.1	21.5
25-49	57.4	83.3	31.2	59.5	85.4	33.3	60.3	85.5	34.9	61.1	85.9	36.1
50-64	34.4	50.1	19.1	36.5	53.1	20.4	37.1	53.7	20.9	37.0	53.2	21.2
65+	11.8	19.5	5.9	12.6	20.5	6.5	12.3	19.9	6.4	12.3	20.2	6.2
15-64	46.3	66.7	26.2	48.4	69.2	27.8	48.9	69.2	28.7	49.5	69.5	29.6
20-64	50.0	72.7	28.0	52.2	75.1	29.7	52.8	75.0	30.9	53.4	75.3	31.8

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.25 UNEMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (15-64)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	8.9	8.8	9.3	9.1	9.0	9.4	9.9	9.8	10.2	12.8	12.8	12.9
Pre-primary, primary and lower secondary (ISCED 0-2)	8.3	9.1	6.1	8.4	9.3	5.7	9.6	10.5	6.8	12.5	13.7	9.0
Upper secondary, post-secondary non tertiary (ISCED 3-4)	11.1	9.0	18.4	11.1	9.1	18.1	11.4	9.4	18.0	15.2	12.6	23.5
Tertiary education (ISCED 5-6)	8.2	6.7	10.8	8.5	6.7	11.9	9.2	7.3	12.6	10.9	8.7	14.4

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	10.9	10.6	11.7	9.0	8.4	10.3	8.3	7.8	9.6	8.9	8.1	10.8
Pre-primary, primary and lower secondary (ISCED 0-2)	10.4	11.3	8.1	8.3	8.9	6.8	7.7	8.3	6.3	8.4	8.7	7.5
Upper secondary, post-secondary non tertiary (ISCED 3-4)	13.1	10.5	21.3	10.7	8.1	18.9	9.7	7.4	16.8	10.2	7.5	18.3
Tertiary education (ISCED 5-6)	9.80	7.30	14.10	9.40	6.90	13.70	9.00	6.50	13.10	9.30	6.70	13.4

Source: Eurostat (2014), online indicators, last accessed 10 April 2014.

TABLE A1.26 UNEMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (20-64)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	8.4	8.3	8.7	8.5	8.3	8.8	9.0	9.2	9.7	12.2	12.2	12.3
Pre-primary, primary and lower secondary (ISCED 0-2)	7.9	8.7	5.7	7.9	8.8	5.2	9.0	9.9	6.5	11.9	13.1	8.5
Upper secondary, post-secondary non tertiary (ISCED 3-4)	10.1	8.3	16.8	10.0	8.2	16.8	10.4	8.6	16.5	14.3	11.9	22.4
Tertiary education (ISCED 5-6)	8.1	6.7	10.7	8.4	6.5	11.9	9.1	7.2	12.4	10.8	8.7	14.2

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	10.5	10.1	11.3	8.6	8.1	10.1	8.0	7.5	9.4	8.6	7.7	10.5
Pre-primary, primary and lower secondary (ISCED 0-2)	9.9	10.8	7.6	7.9	8.5	6.5	7.3	7.8	5.9	7.9	8.2	7.1
Upper secondary, post-secondary non tertiary (ISCED 3-4)	12.6	10.1	20.8	10.1	7.7	17.9	9.2	7.2	16.0	9.7	7.1	17.6
Tertiary education (ISCED 5-6)	9.7	7.2	14.0	9.4	6.9	13.7	9.0	6.5	13.0	9.3	6.7	13.4

Source: Eurostat (2014), online indicators, last accessed 10 April 2014.

TABLE A1.27 UNEMPLOYMENT RATES BY SEX AND EDUCATIONAL LEVEL (15-74)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	8.9	8.8	9.2	9.8	9.7	10.0	12.6	12.6	12.7	10.7	10.4	11.4
Pre-primary, primary and lower secondary (ISCED 0-2)	8.2	9.1	5.5	9.3	10.2	6.6	12.2	13.4	8.8	10.2	11.1	7.8
Upper secondary, post-secondary non tertiary (ISCED 3-4)	11.1	9.1	18.1	11.4	9.4	17.9	15.2	12.5	23.5	13.1	10.5	21.3
Tertiary education (ISCED 5-6)	8.5	6.6	11.9	9.2	7.2	12.6	10.8	8.7	14.4	9.8	7.2	14.1
	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	8.8	8.3	10.1	8.2	7.7	9.4	8.8	8.0	10.6	8.8	8.0	10.6
Pre-primary, primary and lower secondary (ISCED 0-2)	8.1	8.7	6.6	7.5	8.1	6.1	8.1	8.5	7.3	8.1	8.5	7.3
Upper secondary, post-secondary non tertiary (ISCED 3-4)	10.7	8.1	18.9	9.6	7.4	16.8	10.2	7.5	18.3	10.2	7.5	18.3
Tertiary education (ISCED 5-6)	9.4	6.9	13.7	8.9	6.5	13.0	9.3	6.7	13.4	9.3	6.7	13.4

Source: Eurostat (2014), online indicators, last accessed 13 October 2014.

TABLE A1.28 UNEMPLOYMENT RATES BY AGE AND SEX

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	16.4	15.9	17.4	17.2	17.1	17.5	18.5	18.3	18.9	22.8	22.9	22.5
25-49	7.6	7.5	7.7	7.6	7.6	7.8	8.5	8.5	8.6	11.3	11.2	11.7
50-64	4.7	5.8	1.2	4.4	5.4	1.4	5.1	6.2	1.9	6.9	8.6	2.5
65+	0.8	1.0	m.d.	0.5	0.8	m.d.	1.0	1.1	0.6	1.4	1.8	m.d.
15-64	8.9	8.8	9.3	9.1	9.0	9.4	9.9	9.8	10.2	12.8	12.8	12.9
20-64	8.4	8.3	8.7	8.5	8.3	8.8	9.4	9.2	9.7	12.2	12.2	12.3

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	19.7	19.2	20.7	16.7	15.5	19.0	15.7	14.6	17.8	16.9	15.5	19.7
25-49	9.6	9.2	10.4	7.9	7.3	9.2	7.3	6.8	8.8	7.8	6.9	9.9
50-64	6.2	7.4	3.0	5.2	6.1	2.6	4.7	5.6	2.4	5.3	6.2	3.1
65+	1.6	2.2	m.d.	1.1	1.4	m.d.	1.0	1.4	m.d.	1.2	1.6	m.d.
15-64	10.9	10.6	11.7	9.0	8.4	10.3	8.3	7.8	9.6	8.9	8.1	10.8
20-64	10.5	10.1	11.3	8.6	8.1	10.1	8.0	7.5	9.4	8.6	7.7	10.5

Note: m.d. = missing data.

Source: Eurostat (2014), online indicators, last accessed 13 October 2014.

TABLE A1.29 YOUTH UNEMPLOYMENT RATES BY SEX

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	16.4	15.9	17.4	17.2	17.1	17.5	18.5	18.3	18.9	22.8	22.9	22.5

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
15-24	16.4	15.9	17.4	17.2	17.1	17.5	18.5	18.3	18.9	22.8	22.9	22.5

Source: Eurostat (2014), online indicators, last accessed 1 April 2014.

TABLE A1.30 PERCENTAGE OF REGISTERED UNEMPLOYED COVERED BY ALMPs

	2006	2007	2008	2009	2010	2011	2012	2013
Activation rate (% of registered unemployed participating in ALMPs)	0.02	0.03	0.03	0.13	0.16	0.16	0.22	m.d.

Note: m.d. = missing data.

Source: ETF calculation based on data provided by İŞKUR and TurkStat (LFS).

TABLE A1.31 NUMBER OF REGISTERED UNEMPLOYED (15+) BY SEX (000)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Registered un-employed	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	213.9	120.1	93.8

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Registered un-employed	211.6	114.3	97.3	288.7	174.9	113.9	520.0	312.7	207.4	211.6	114.3	97.3

Notes: Some courses, like those for disabled and for convicts/ex-convicts are not included; m.d. = missing data.

Source: İŞKUR, data received.

TABLE A1.32 NUMBER OF LONG-TERM UNEMPLOYED AS PROPORTION OF THE TOTAL UNEMPLOYMENT, BY SEX

	2006	2007	2008	2009	2010	2011	2012	2013
Total	30.4	26.3	23.8	22.7	26.1	23.7	22.0	21.6
Male	27.2	23.4	21.2	20.0	22.6	19.6	18.4	17.5
Female	39.4	34.3	31.0	30.0	34.2	31.7	28.9	28.5

Source: Eurostat (2014), online indicators, last accessed 1 April 2014.

TABLE A1.33 EDUCATIONAL ATTAINMENT OF POPULATION BY SEX (15+)

	2006			2007			2008			2009		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Pre-primary, primary and lower secondary (ISCED 0-2)	73.1	67.3	78.7	72.2	66.4	77.8	71.9	66.3	77.4	72.0	66.8	77.1
Upper secondary, post-secondary non tertiary (ISCED 3-4)	18.9	22.9	15.1	19.3	23.3	15.5	18.9	22.7	15.3	18.3	21.8	14.9
Tertiary education (ISCED 5-6)	8.0	9.8	6.3	8.5	10.3	6.7	9.1	11.0	7.3	9.6	11.4	8.0

	2010			2011			2012			2013		
	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male	Total	Male	Fe-male
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Pre-primary, primary and lower secondary (ISCED 0-2)	72.0	66.7	77.1	71.2	66.0	76.3	69.8	64.6	75.0	69.0	64.0	74.0
Upper secondary, post-secondary non tertiary (ISCED 3-4)	17.9	21.3	14.6	17.9	21.1	14.7	18.2	21.5	15.0	18.5	21.6	15.4
Tertiary education (ISCED 5-6)	10.1	12.0	8.3	10.9	12.8	8.9	11.9	13.9	10.0	12.5	14.4	10.7

Source: Eurostat (2014), online indicators, last accessed 1 April 2014.

TABLE A1.34 TERTIARY EDUCATIONAL ATTAINMENT (30-34), BY SEX

	2006	2007	2008	2009	2010	2011	2012	2013
Total	11.9	12.3	13.0	14.7	15.5	16.3	18.0	19.2
Male	14.2	14.4	14.8	16.5	17.3	18.3	19.8	20.7
Female	9.5	10.3	11.2	12.9	13.6	14.3	16.2	17.6

Source: Eurostat (2014), online indicators, last accessed 9 April 2014.

TABLE A1.35 ADULT LITERACY RATE (15+), BY SEX

	2006	2007	2008	2009	2010	2011	2012	2013
Total	88.1	88.7	m.d.	90.8	92.7	94.1	94.9	m.d.
Male	96.0	96.2	m.d.	96.4	97.3	97.9	98.3	m.d.
Female	80.4	81.3	m.d.	85.3	88.1	90.3	91.6	m.d.

Note: m.d. = missing data.

Source: UNESCO Institute for Statistics (2014), online data, last accessed 13 October 2014.

TABLE A1.36 EARLY SCHOOL LEAVERS (18-24), BY SEX

	2006	2007	2008	2009	2010	2011	2012	2013
Total	48.8	46.9	45.5	44.3	43.1	41.9	39.6	37.5
Male	41.3	39.0	37.9	37.9	37.8	37.7	36.1	35.0
Female	55.6	54.1	52.5	50.2	47.9	45.7	43.0	39.9

Source: Eurostat (2014), online indicators, last accessed 9 April 2014.

TABLE A1.37 ENROLMENT BY EDUCATIONAL LEVEL AND PROGRAMME, BY SEX

		2006		2007		2008		2009		2010	
		Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Pre-primary (ISCED 0)	All	550,146	263,799	640,849	306,597	701,762	335,553	804,765	383,732	980,654	469,527
Primary (ISCED 1)	All	6,705,994	3,224,153	6,769,452	3,267,770	6,760,145	3,271,406	6,591,608	3,201,884	6,635,156	3,229,977
Lower secondary (ISCED 2)	All	3,702,448	1,715,867	3,790,128	1,767,186	3,797,794	1,782,507	3,771,837	1,795,041	3,891,539	1,871,836
Lower secondary (ISCED 2)	Gen.	3,702,448	1,715,867	3,790,128	1,767,186	3,797,794	1,782,507	3,771,837	1,795,041	3,891,539	1,871,836
Lower secondary (ISCED 2)	VET	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Share of VET (%)		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Upper secondary (ISCED 3)	All	2,929,435	1,266,580	3,032,821	1,321,686	2,911,176	1,313,078	3,329,122	1,537,710	3,639,101	1,668,909
Upper secondary (ISCED 3)	Gen.	1,817,172	849,468	1,860,791	871,721	1,733,957	834,122	1,910,023	939,439	1,999,045	976,217
Upper secondary (ISCED 3)	VET	1,112,263	417,112	1,172,030	449,965	1,177,219	478,956	1,419,099	598,271	1,640,056	692,692
Share of VET (%)		38.0	32.9	38.6	34.0	40.4	36.5	42.6	38.9	45.1	45.1
Post-secondary (ISCED 4)	VET	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tertiary (ISCED 5-6)	All	2,342,898	992,235	2,453,664	1,044,539	2,532,622	1,090,900	2,924,281	1,274,618	3,529,334	1,566,701
Tertiary (ISCED 5B)	VET	684,986	278,644	717,648	294,766	749,002	308,788	874,697	374,137	1,042,350	455,275
Share of VET (%)		29.2	28.1	29.2	28.2	29.6	28.3	29.9	29.4	29.5	29.1
		2011		2012		2013					
		Total	Female	Total	Female	Total	Female				
Pre-primary (ISCED 0)	All	1,115,818	535,522	1,169,556	562,504	m.d.	m.d.				
Primary (ISCED 1)	All	6,580,999	3,209,652	6,429,549	3,127,384	m.d.	m.d.				
Lower secondary (ISCED 2)	All	3,995,222	1,938,711	3,941,862	1,913,436	m.d.	m.d.				
Lower secondary (ISCED 2)	Gen.	3,995,222	1,938,711	3,941,862	1,913,436	m.d.	m.d.				

Lower secondary (ISCED 2)	VET	n.a.	n.a.	n.a.	n.a.	m.d.	m.d.
Share of VET (%)		n.a.	n.a.	n.a.	n.a.	n.a.	m.d.
Upper secondary (ISCED 3)	All	3,970,397	1,808,127	3,816,018	1,796,753	m.d.	m.d.
Upper secondary (ISCED 3)	Gen.	2,130,522	1,030,201	1,985,927	989,450	m.d.	m.d.
Upper secondary (ISCED 3)	VET	1,839,875	777,926	1,830,091	807,303	m.d.	m.d.
Share of VET (%)		46.3	43.0	48.0	44.9	m.d.	m.d.
Post-secondary (ISCED 4)	VET	n.a.	n.a.	n.a.	n.a.	m.d.	m.d.
Tertiary (ISCED 5-6)	All	3,817,086	1,723,602	4,353,542	1,978,343	m.d.	m.d.
Tertiary (ISCED 5B)	VET	1,098,310	483,665	1,270,351	568,329	m.d.	m.d.
Share of VET (%)		28.8	28.1	29.2	28.7	m.d.	m.d.

Notes: share of VET: ETF calculations on the same data; n.a. = not applicable; m.d. = missing data.

Source: UNESCO Institute for Statistics, online data (2014), last accessed 13 October 2014.

TABLE A1.38 ENROLMENT IN SECONDARY BY PROGRAMME AND SEX

	2006/07			2007/08			2008/09			2009/10		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Secondary education	3,386,717	1,917,189	1,469,528	3,245,322	1,789,238	1,456,084	3,837,164	2,079,941	1,757,223	4,240,139	2,302,541	1,937,598
General secondary education	2,142,218	1,156,418	985,800	1,980,452	1,044,607	935,845	2,271,900	1,186,244	1,085,656	2,420,691	1,268,098	1,152,593
Vocational and technical secondary education	1,244,499	760,771	483,728	1,264,870	744,631	520,239	1,565,264	893,697	671,567	1,819,448	1,034,443	785,005
Share of VET (%)	36.75	39.68	32.92	38.98	41.62	35.73	40.79	42.97	38.22	42.91	44.93	40.51

	2010/11			2011/12			2012/13			2013/14		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Secondary education	4,748,610	2,586,171	2,162,439	4,756,286	2,526,428	2,229,858	4,995,623	2,643,414	2,352,209	4,113,184	2,137,745	1,975,439
General secondary education	2,676,123	1,408,446	1,267,677	2,666,066	1,375,231	1,290,835	2,725,972	1,401,933	1,324,039	1,805,471	871,209	934,262
Vocational and technical secondary education	2,072,487	1,177,725	894,762	2,090,220	1,151,197	939,023	2,269,651	1,241,481	1,028,170	2,307,713	1,266,536	1,041,177
Share of VET (%)	43.64	45.54	41.38	43.95	45.57	42.11	45.43	46.97	43.71	56.11	59.25	52.71

Notes: share of VET: ETF calculations on the same data.

Source: TurkStat (2014), online indicators and data received (2012/13 and 2013/14).

TABLE A1.39 LOW ACHIEVERS IN PISA PERFORMANCE

	2006	2007	2008	2009	2010	2011	2012	2013
Mathematics	52.1	n.a.	n.a.	42.2	n.a.	n.a.	42.0	n.a.
Reading	32.0	n.a.	n.a.	24.5	n.a.	n.a.	21.6	n.a.
Science	46.6	n.a.	n.a.	29.9	n.a.	n.a.	26.4	n.a.

Notes: n.a. = not applicable.

Source: OECD (2014b), PISA results.

TABLE A1.40 PERFORMANCE IN TIMMS

	2006	2007	2008	2009	2010	2011	2012	2013
Mathematics – 4th grade	n.a.	n.a.	n.a.	n.a.	n.a.	469.0	n.a.	n.a.
Mathematics – 8th grade	n.a.	432.0	n.a.	n.a.	n.a.	452.0	n.a.	n.a.
Science – 4th grade	n.a.	n.a.	n.a.	n.a.	n.a.	463.0	n.a.	n.a.
Science – 8th grade	n.a.	454.0	n.a.	n.a.	n.a.	483.0	n.a.	n.a.

Notes: n.a. = not applicable.

Source: TIMMS and PIRLS International Agency Centre (2014).

TABLE A1.41 PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP AND TOTAL GOVERNMENT EXPENDITURE

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public expenditure on education¹ as % of GDP	2.18	2.5	2.4	2.9	2.6	2.6	2.8	3.05*	3.24*
Public expenditure on education¹ as % of total government expenditure	9.47	10.4	10.3	10.5	9.8	10.9	11.2	11.76*	12.76*

Notes: (1) Public expenditure on education includes the Ministry of National Education's budget only;

(*) Realisation estimate of GDP, taken for the Draft 2014 Central Government Budget Law.

Source: Ministry of National Education Strategy Development Presidency, 'National Education Statistics, Formal Education 2013/14'.

TABLE A1.42 PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP BY LEVEL

	2006	2007	2008	2009	2010	2011	2012	2013
Pre-primary level of education (ISCED 0) and not allocated by level	m.d.	m.d.	m.d.	m.d.	0.04	0.17	m.d.	m.d.
Primary level of education (ISCED 1)	1.33	m.d.	m.d.	m.d.	1.71	0.95	m.d.	m.d.
Secondary level of education (ISCED 2-4)	0.62	m.d.	m.d.	m.d.	0.82	1.41	m.d.	m.d.
Tertiary level of education (ISCED 5-6)	0.9	m.d.	m.d.	m.d.	m.d.	1.54	m.d.	m.d.

Note: m.d. = missing data.

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

TABLE A1.43 25-64 YEAR-OLDS HAVING PARTICIPATED IN LIFELONG LEARNING PROGRAMMES BY GENDER (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	1.8	1.5	1.9	2.3	2.5	2.9	3.2	3.8
Male	2.1	1.8	2.1	2.4	2.6	3.0	3.2	3.8
Female	1.5	1.3	1.6	2.1	2.4	2.7	3.1	3.8

Source: Eurostat (2014), online indicators, last accessed 9 October 2014.

TABLE A1.44 NEETS RATES BY SEX (%)

	15-19			15-24			15-29		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2006	31.4	20.5	43.1	38.6	22.7	53.6	40.4	20.9	59.2
2007	33.2	22.5	44.8	39.2	23.7	54.0	40.8	21.2	59.7
2008	30.1	20.6	40.4	37.0	22.4	51.0	39.2	20.4	57.3
2009	26.7	18.2	35.6	34.9	22.0	47.3	38.1	21.3	54.3
2010	24.0	16.1	32.5	32.3	19.6	44.4	35.2	18.7	51.3
2011	22.4	14.8	30.2	29.6	17.1	41.5	32.7	16.4	48.7
2012	21.8	15.0	28.8	28.7	17.5	39.7	31.7	16.6	46.7
2013	18.1	12.1	24.4	25.5	15.0	35.9	29.3	14.8	43.8

	20-24			25-29		
	Total	Male	Female	Total	Male	Female
2006	46.6	25.6	63.9	44.0	17.4	70.3
2007	46.0	25.4	63.0	43.8	16.7	70.6
2008	45.0	24.8	61.6	43.2	17.0	69.1
2009	44.6	27.0	59.3	43.8	19.9	67.4
2010	42.1	24.3	56.8	40.7	17.1	64.1
2011	37.8	20.0	53.4	38.6	15.1	62.3
2012	36.7	20.7	51.3	37.4	14.9	59.9
2013	34.2	18.7	48.3	36.4	14.4	58.7

Source: Eurostat (2014), online indicators, last accessed 2 October 2014.

ABBREVIATIONS AND ACRONYMS

ECEC	Early childhood education and care
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ETF	European Training Foundation
EU	European Union
GDP	Gross domestic product
HAK-İŞ	Confederation of Turkish Real Trade Unions
HRD OP	Human Resources Development Operational Programme
ICT	Information and communication technologies
IPA	Instrument for Pre-Accession Assistance
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
İŞKUR	Turkish Employment Agency
IT	Information technology
NEET	(Young people) Not in education, employment or training
NGO	Non-governmental organisation
NQF	National qualifications framework
NUTS	Nomenclature des unités territoriales statistiques (nomenclature of territorial units for statistics)
OECD	Organisation for Economic Cooperation and Development
ÖSYM	Assessment, Selection and Placement Centre
PISA	Programme for International Student Assessment
SMEs	Small and medium-sized enterprises
TİSK	Turkish Confederation of Employers' Associations
TOBB	Union of Chambers and Commodity Exchanges of Turkey
TQF	Turkish Qualifications Framework
TQM	Total quality management
TÜBİTAK	Scientific and Technical Research Council of Turkey
TURK-İS	Confederation of Turkish Trade Unions
TurkStat	Turkish Statistical Institute
TVET	Technical and vocational education and training
UMEM	Specialised Vocational Training Centres Project
Unicef	United Nations International Children's Emergency Fund
USD	US dollar
VET	Vocational education and training
VQA/MYK	Vocational Qualifications Authority

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