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ABSTRACT

Data for studies of vocational education and training systems in Turkey and five other countries in the region were gathered through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Turkey include the following: (1) there is a great need for improving the vocational education and training system in Turkey, especially since Turkey is now a candidate to join the European Union; (2) although in theory the existing relationship between education and work creates a promising basis for the development of vocational education and training, in practice the links are frequently insufficient and the effectiveness of the system varies enormously from region to region; (3) the role of social partners in vocational training needs to be developed; (4) the high degree of specialization in vocational training schools has become outdated with respect to labor market needs; (5) a needed reform that is being implemented is the creation of a modular curriculum structure, although an integrated system of vocational qualifications and standards has yet to be developed; and (6) teacher training, both preservice and inservice, needs to be strengthened. Some of the recommendations of the study include increasing the efficiency of the training system, building institutional capacity, and establishing a system of continuing training. (Contains 33 references.) (KC)

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An overview of vocational education and training in Turkey

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This report was produced by the European Training Foundation with the involvement of Dr Xavier Matheu, expert in the field of vocational education and training, during the second half of 1999 and reflects the situation at that date.

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The European Training Foundation is an agency of the European Union, which works in the field of vocational education and training in Central and Eastern Europe, the New Independent States, Mongolia and the Mediterranean partner countries and territories. The Foundation also provides technical assistance to the European Commission for the Tempus Programme.

Contents

Introduction

This report is one of a series produced by the European Training Foundation in the second half of 1999 on the state of play of vocational education and training systems in six countries of the South Mediterranean region. The countries covered are Algeria, Jordan, Lebanon, Malta, the Republic of Cyprus and Turkey.

Objectives

These reports were prepared at the request of the European Commission and seek to provide a complete overview of the national vocational education and training systems and indications of the key challenges faced by them in a wider development strategy.

It is important to note that, unlike most other studies on the subject, these reports do not aim principally to contribute to project identification. This factor has enabled a broader set of issues to be tackled and has facilitated the integration of information on specific circumstances and political issues that may hinder the development of responsive vocational education and training systems in the countries concerned and are usually not relevant or covered in project identification cycles.

Methodology

Staff from the European Training Foundation worked in team to produce the reports.

Work began with an analysis of existing studies carried out for the European Commission or other international organisations. This form of desk research was used to identify the main issues faced by each country and to select key interlocutors.

The second phase of preparation involved visits to the main stakeholders in the countries themselves.

The initial conclusions drawn from these first two stages were then discussed with the national authorities.

An on-going process

These are the first reports that the Foundation has prepared on these countries and, as with other partner countries, we see this as very much an on-going process, each new edition being used a measure of the progress achieved.

Furthermore, given the dynamic nature of the economic and social transformation the countries concerned are undergoing and bearing in mind the medium term goals of the Euro-Mediterranean policy, developments in the vocational education and training systems would benefit from regular evaluation through the updating of the information and the conclusions provided in the reports.

Acknowledgements

The work carried out has been possible thanks to the active collaboration of the following people and organisations:

- The European Commission and in particular its local delegations, whose role in facilitating and advising the team has been crucial;
- The many interlocutors met at different levels in the countries themselves, who have helped the team to focus on the key issues at stake;
- The members of the Foundation's Advisory Forum for the role that they played in the country visits and for the liaison function they played with the relevant national authorities.

1. Executive summary

1.1. *Main conclusions*

Turkey is a country characterised by its **diversity** and rich juxtaposition of contrasting realities. This **complexity** begins with its **geographical** idiosyncracies (the size of the country, its regional diversity and its strategic position between Europe and Asia) and it extends to many other spheres of Turkish life and history. **Its population** is characterised by its **young age average**. The country's **dynamic economy** is a complex mix of modern industry and commerce alongside traditional agriculture and crafts.

The overall effect of the economic growth has been that of a increasing need for an upgraded labour market force. **Unemployment** threatens particularly the younger segments of the Turkish population.

Turkey has always had a strongly **centralised administrative structure**. The need to better adapt to regional demands of the labour market and to involve stakeholders other than the State is slowly bringing up attempts towards decentralisation models that have still to be further developed and adapted to the Turkish reality.

At present Turkey is facing new challenges, arising from its recently acquired formal status as a **candidate country for accession to the European Union**, following the declaration of the European Council in Helsinki (10-11 December 1999). The preparation for this process will mean changes at different levels of the Turkish political and socio-economic life. The vocational education and training system will have to develop to fulfil the role that it plays in EU countries as a tool for economic and social development and integration. At the same time, Turkey has always played a **crucial role** in the **Mediterranean region**. This is becoming especially important in view of the preparation for the creation of a Euro-Mediterranean Free Trade zone among the Mediterranean countries in 2010. The socio-economic consequences of this move will also require new contributions from the vocational education and training systems of the countries of the region.

In this framework, the 7th Development Plan (covering from 1994 to 2000) has allocated **high priority** to the position of **Education and Training issues** among the development priorities for the country. In 1997 compulsory education was extended from 5 to 8 years, and the expected target for secondary education (including vocational training) is also figured as reaching an ever-increasing amount of the young population. This line of action represents a huge effort to universalise the education provision. However, the quality and **adequacy** of the available education and training in relation to the actual requirements of the market remains an issue for discussion. At present the Turkish authorities are embarking on some reform processes with the aim of upgrading the system and transforming it into a tool for economic growth. Complementing this are most of the major international donors who have been active in this field for a long time and some of their projects have had an impact in the present vocational training developments in Turkey.

The existing vocational training system in Turkey is defined by the Law as "**dual**". Although it cannot be strictly compared with other existing dual systems, this definition makes a reference to the fact that in the Turkish system (with the exception of Anatolian and Technical Lycees) both sides of vocational training (the educational sector and the labour side) are involved in initially training its labour force, particularly through the existence of an apprenticeship system. This **existing relationship school – enterprise** creates in principle a promising basis for the development of vocational education and training within its real context, that is, the world of work. However, in practice the links are frequently insufficient, the effectiveness of the system varies enormously from region to region and the distribution of roles between schools and enterprises in what regards the actual content of training has not yet been sufficiently clarified.

Beyond this link at school level, several tripartite bodies are operational in the vocational training and Labour Market system allowing **social partners to participate**, to a certain extent, in the decision-making processes concerning vocational training. This includes an Occupational Standards Commission and a Research Institute, which play a significant role in the Curriculum Development process. Despite the existing legal possibilities, **the reality is that the role of social partners in vocational training has to be further developed in order to ensure that there is a real impact on the decision making** processes, traditionally the preserve of the central authorities. Consequently there is also the need to further enhance the capacities of the social partner representatives to enable them to fulfil this role in an adequate way.

The vocational training legal framework in Turkey also distinguishes **between Formal and Non-Formal Training Schools** or types of training. Non-formal education is the term used in Turkey to refer to the type of education activities that either are not provided inside an official educational institution and / or do not end with an official certificate. This gives as a result a **wide range of different types of institutions** providing vocational and training courses, with a corresponding ad hoc provision of vocational training.

The high **degree of specialisation of vocational training schools** has also become clearly outdated with respect to the Labour Market needs. A **simplification of the typology** of vocational training schools is required, based on the principle of focusing in the vocational training centres the **training on core skills and the general education background**, and leaving to the companies the practical training required for a concrete job. From the point of view of **school management** a means of maximising resources and staff would be the integration of different types of schools in territorial-based training services, with equipment and resources available for a wide range of programmes.

Another relevant issue identified for innovation and currently being developed is the setting up of a **modular curricula structure**. This process should however be linked to the adoption at national level of an integrated system of **vocational qualifications and standards**. Some important work has been undertaken under the auspices of international donors in this field, but the policy framework for adopting the systems that have been developed and for linking them with the curricula innovation still has to be set up.

Teachers' and trainers' training and retraining is a crucial aspect to be improved, both at pre-service and in-service levels. To set up a teaching workforce able to adapt to the modernisation of the curricula and to be permanently updated in enterprise needs is a pre-condition for the success of the vocational training reforms that the Turkish authorities are presently trying to undertake. Related factors that will have to be considered for improvement of the quality of vocational training in Turkey are the low status of vocational training teachers, the lack of professional perspectives and low salaries.

In the field of **continuing training**, Turkey (with support from a World Bank programme) has concentrated efforts in the last years in the development of a system of **training for the unemployed** based on the identification of Labour Market needs at national and regional level. This system will have to prove its sustainability in the coming years, but represents an important step in the process of bridging the gap between training and labour market. However, a structured and co-ordinated policy in the field of continuing training is still lacking, particularly in what refers to training in **enterprises.** Reliable statistical data is non-existent and so companies are left to rely on their own initiative. All these measures should be addressed in the context of an integrated human resources development strategy, which Turkey needs to develop at a global level.

1.2. Main recommendations

The report includes some **recommendations** in order to enhance and contribute to the impact of the reform measures that are starting to be implemented in Turkey. These are grouped in three blocks:

1.2.1. Training provisions

The first set of recommendations is aimed at increasing the efficiency of the training system. This includes several issues:

- On the input side of the system there is a need for an integrated system of occupational standards and curricula in vocational education and training. Schools should adopt an integrated, territorial approach, focusing the wide number of school types.
- On the process side more autonomy of management and more flexibility should be granted to the schools. This autonomy should also lead schools to secure partnership arrangements with SMEs.
- On the output side there should be a permanent assessment of the quality of the system. This assessment should address issues like acquisition of skills, training programmes and relevancy for the labour market.

1.2.2. *Building institutional capacity in vocational education and training*

The second set of recommendations is aimed at strengthening the institutional capacity of the different stakeholders in vocational education and training. This includes:

- The re-distribution of responsibilities among public administration and the Social Partners. The different stakeholders should fully contribute to the decision-making processes and not only ratify the decisions already taken.
- The decentralisation of the management of the system to the regional and local levels. There is a vital need to transfer management of schools to regional and local level.
- Upgrading of skills of the different actors is required to undertake these changes, including the teachers ability to work in partnership with companies as well as to adapt training methods to students' learning styles. Training methods should encourage active participation of students.

1.2.3. *Continuing training*

The third set of recommendations is aimed at establishing a system of continuing training:

- This system should be focussed on the training needs of companies, as well as the unemployed;
- New funding mechanism are needed in this sector;
- Social Partners should be involved in the whole process.

2. Political, economic, social and cultural situation of turkey

2.1. *Some economic factors*

Turkey has a strong and rapidly growing private sector. Since the early 1980s, Turkey has made great strides to liberalise and integrate its economy in a global perspective. An important step in this direction was the signing of a Customs Union with the EU in 1996, which has had an important impact in the Turkish enterprise world. In addition to its strategic situation between Europe and Asia, Turkey also plays a pivotal role in developing economic co-operation with the economies of Eastern Europe and Central Asia thanks to its position bordering the Black Sea. This combination of conditions and policies have helped to create a dynamic and resilient private sector and real GNP growth per annum reached 6.3% in the first half of 1998. In 1997, Turkey had a per capita income of US$ 3,130.[1] Despite these optimistic results, there is still the need for the Turkish economic growth model to settle and adjust in order to secure and create the best conditions of reliability and stability.

Population and economic activities are unevenly distributed. Growth has concentrated in certain urban areas and in the Western part of the country, following as well the population's migration moves from the rural environment to the cities and from East to West within the country. In this framework, main metropolitan cities contribute to the growth with their economic potential, while the East and South-East parts of the country are relatively less developed in many respects. Regarding these regions however it has to be said that after completion of the South-East Anatolian Project (GAP) considerable improvement has been observed.

Regarding the different economic sectors, modernisation and growth in the last decades have been extended to basically all of them. Even the large and very traditional agricultural sector has experienced these effects. The industrial sector, being a priority since the setting up of the Turkish Republic has also undergone a process of modernisation and evolution from basic production towards diversified and technological processes. The service sector (particularly tourism, transport, finance and commerce) has seen major transformations. This process has had immediate effects on the labour market demand, with enterprises in need of more knowledge (- *oriented skills-upgraded and versatile workforce than before*) This brought into evidence the gap existing between the training provided by the vocational training system and the real needs in the labour market within an expanding economy. This realisation has brought awareness of the need for the supply oriented vocational training provision to be geared towards demand. However, the process of adjusting has proved to be slow and complex, particularly given the size of the country and the important regional variations.

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1 According to the 1999 Regular Report from the Commission on Turkey's Progress Towards Accession (October 1999), GDP per capita at current prices was 6463 Euros in 1997 and 6383 in 1998.

A recent factor of influence in this respect has been given by Turkey joining the EU Customs Union (1996), with an emphasis on the manufacturing and exporting industries. This has highlighted the need for special attention to be paid to providing these industries with manpower capable of working to international and especially European standards, with modern machines and equipment. Moreover, on the need for skills required by international markets.

The growing importance of the private sector should determine as well a more active role of the social partner representatives' in the decision-making processes regarding vocational training in order to guarantee the right input from the private sector in the design of vocational training provision. As illustrated later on in the report, the Turkish legal provision provides an adequate framework for social partners' participation. However, the practice is that decisions are still strongly centralised within the public administration.

2.2. *Social and employment features*

According to the 1997 census, Turkey has 62,865,574 inhabitants, which makes it the second most populated country in Europe. Over 60% of the population live in urban areas. The population growth rate is about 1.5%. 70% of the population is below the age of 35. Infant mortality is expected to be reduced from a 51.3 per thousand in 1997 to a 35.3 per thousand in 2000. A similar reduction trend is also estimated as to birth rate, death rate and total fertility rate.

As mentioned above, more than 60% of the population (37.8 million in 1998) live in towns. Largest cities include Istanbul (9.2 millions), followed by the capital Ankara (3.7 millions) and up to 15 other cities with population exceeding one million. Existing infrastructure and superstructure in this huge urban areas are insufficient in meeting the needs of increasing population, due largely to the speed of urbanisation in the period of 1990-1994 (approx. 4.4% annually). The migration moves of important sectors of the population (from rural to urban areas and from East to West) have contributed in increasing the pressure on large urban areas, for instance, in the access to the basic services. This phenomenon has also consequences with regard to the education and training infrastructure, with some overcrowding in certain areas.

Employment features

In 1998, the total labour force in Turkey reached 22,681,000 and total employment 21,230,000, whereas the unemployment rate was nearly 6.2% (1,450,000). Registered unemployed only reached 456,293 persons. Between 1990-1998, the slight increase in total employment was concentrated in the service sector.

According to ILO methodology, unemployment rate was 6.9% (1996), 6.4% (97) and 6.2% (98). Adding underemployment (meaning by this employment existing below the legally regulated conditions) the rate of inactive labour force would grow according to some sources up to 11.9% (1998). The phenomenon of underemployment is obviously not well documented and there are no official statistics available. The economic sector where it seems to be higher is agriculture, although with a diminishing trend. There is, however, the risk of this being influenced by migration to the urban environment.

Although immigration from rural to urban areas is still a continuing phenomenon, 43.4% of total employment (1998) is still within the agricultural sector, which moreover has a low productivity level. In the period 1985-1990 this rate was over 50% and 9,030,000 persons were employed in agriculture at that time. Data from that period indicate that 56% of them were unpaid family workers, while 72% were unpaid being female.

In general, there is a clear difference in the employment figures according to gender criteria, arising from a traditional conception in the role of women in society and linked in some cases to religious reasons. These cases however, generally occur in rural areas and are limited.

The statistics in Annexe H of this report provide an overview of the distribution of employment by economic sector and according to gender and educational attainment level.

Unemployment is still occupying a very special place in Turkish public opinion, which has to be tackled and treated with the utmost delicacy. A breakdown of population and unemployment by age groups and by gender reveals the fact that women and those between 15-25 age group are in fact the most vulnerable segments of the society needing special attention. At the same time, it is for this group of population that measures to upgrade the vocational training system could possibly have a major impact.

Regarding employment policies, there are a number of institutions and organisations[2] which include in their regulations the aim of promotion of full productive and freely chosen employment. Some of the policy tools for achieving these objectives are also reflected in these regulations:

(i) stimulating economic growth and development,

(ii) raising levels of living,

(iii) meeting manpower requirements and

(iv) overcoming unemployment and underemployment.

Employment policy measures –implemented at national, regional and local levels-, are as well reflected in the 5-years Development Plans and Annual Programmes published by the Government. Within the 7th Plan presently in force there are at least eleven measures related to employment. The four quoted below are specifically related to vocational training:

- To focus on skill training courses aiming at increasing the qualification of present labour force and persons who are going to enter into this market;
- To encourage skills acquisition courses aimed at finding jobs and helping unemployed to establish their own business;
- To spread vocational training for adults; and
- To develop the entrepreneurial spirit

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2 Turkish Grand National Assembly, Council of Ministers, High Planning Council, State Planning Organisation, MoLaSS, MoFinance, State Personnel Department, State Statistics Institute, MoNE, MoJustice, MoDefense, MoAgriculture and Rural Affairs, MoCommerce and Industry, MoTourism, and Social Partners

Additionally, there are special provisions on the employment of the disabled and ex - convicts.

Despite the above it has to be pointed out that these efforts have not yet resulted into a sound active labour market and employment strategy for the country. The numbers of beneficiaries of training actions for the unemployed and low-skilled together with the lack of an industry-based structured continuing training system (not only for big enterprises but for the SMEs as well) support this idea. Even more, there is a practical absence of human resource development philosophy (in ministries, in trade unions or in enterprises) as it is understood in other OECD Member States. These two issues will have to be necessarily addressed by Turkey not only as a fundamental step to achieve sound economic progress, but also in the context of its status as an EU candidate country and a member of the Free Trade zone in the Mediterranean region.

Social security and welfare policy

Turkey's expenditure on social security and welfare has been calculated as 7% of GDP. This relatively low rate is due to the seeming lack of government contribution to the social insurance system. Indeed, the financing of the social security system is based upon the contributions of the employers and employees instead of taxes. However, the increasing deficits of the social security institutions are constantly compensated by means of transfers from the general budget, and it constitutes a heavy burden for Turkey in keeping its budgetary balance. Thus, Turkey's social insurance system stands as one of its major problems and needs to be revised. This is accepted by all the related parties, and at present quite in-depth studies are being developed in the Ministry of Labour and Social Security (MoLaSS) on the reform of Turkish social security system including raising the retirement age. The Law No. 4447 related to the operations of "Unemployment Insurance" came into effect on 8 September 1999 upon its publication in the Official Gazette. In line with this Law, the unemployment insurance premium shall be 2 % for the worker, 3% for the employer and 2 % for the government contribution out of the gross monthly.wage of the worker. The premiums concerned shall be transferred to the Unemployment Insurance Fund, starting from 01 June 2000.

2.3. *Cultural aspects*

As mentioned above, Turkey is a large country with a rich cultural diversity and a long history. Turkish language is spread over a wide geographical area in Europe and Asia and spoken by more than 150 million people around the world. Related with several European and Asian languages, Turkish is written in the Latin alphabet since 1928.

The Turkish population is 99% Muslim. However, Turkey is constitutionally a secular state, guaranteeing complete freedom of worship to all religions.

Citizens of Turkey do not come from a single ethnic group. However, the only minorities officially registered as such in the country are the non-Muslim minorities internationally recognised by the Treaty of Lausanne of 1923.

2.4. *Political background*

The Turkish Republic, as we know it nowadays was founded by Ataturk in 1923. It is a parliamentary democracy with a single chamber comprised of 550 members directly elected for a five-year term. Members of the assembly elect the President. The executive power is vested on the Council of Ministers headed by the Prime Minister.

At present, the Turkish Government applies a model of Unitarian State, with most of the relevant decisions reserved to the Central Authority. This results in a heavily centralised management structure, which is also applied to vocational education and training arrangements. The 80 provinces that form the country (headed by a Governor appointed by the Government) play mostly an administrative role, having a low level of decision-making. For instance, schools report to their corresponding Directorate General, via their Sub-provincial and Provincial Directors of Education – who reports to the Province Governor. Provinces are divided into sub-provinces.

At present some models pointing towards de-centralisation in certain sectors, vocational training being one of them, are being studied. Bringing closer to the regional level some responsibilities regarding education and training arrangements and provision would have clear advantages. This process should be linked with the necessary strengthening of the regional services and of the social partner representatives that should become active in this framework. It will also involve the need to change the management culture of the public administrators and a modernisation of the methods.

3. Analysis of the vocational training system

3.1. *Overall approach in initial vocational training*

The Basic Law of National Education (Act N° 1739, 1973) stipulates the principles and objectives of Turkish National Education, the general structure of the educational system, the teaching profession, school buildings and other facilities, educational equipment and training needs. Three general objectives and fifteen general principles (including among others: Generality and Equality of Access, Right to Education, Equal Opportunity and Means, Scientific and Planning Basis, Co-Education and Universal Education) define the Basis, Mission and Principles of the vocational training system.

With the exception of Anatolian and Technical Lycees, Turkish vocational training is considered in this legislation as a system of dual inspiration, with its education (school training) and labour (in-company training) dimensions. vocational training policies and activities are mostly carried out by the Ministry of National Education (MoNE) within the framework of the Act N° 3308 on Vocational Training and Apprenticeship, which entered into force 5 June 1986.[3]

The following data from school year 1998-99 can give a picture of the distribution of students between the different educational levels:

- Students in Primary education (8 compulsory years for all children between the ages of 6 and 14) were 9,512,044 (nearly 60% of all students in Turkey if pre-school and Universities are considered)
- Students in Secondary Education were 2,013,152 (12.5% of the total students number). Among those, the majority followed General Education (54%) and the rest Vocational and Technical Education and Training (46%). This means that students within formal vocational training institutions (vocational and technical schools) represented less than 6% of the total number of Turkish students.

However, this small share of Secondary Education (and particularly of formal vocational training) has to be seen in the context of the existence of an important **Non-formal training sector**. Non-formal education is the term used in Turkey to refer to the type of education activities that either are not provided inside an official educational institution and/or do not end with an official certificate. The non-formal training sector provided in 1998-99 training for 2,935,929 students. It includes training institutions such as the Apprenticeship Training Centres, the Public Training Centres (Adult Education) and Vocational Distance Education.

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[3] Additionally, the Ministry of Labour and Social Security (MoLaSS) also plays some role in the system through its Turkish Employment Organisation (TEO, IIBK in Turkish). IIBK is a specialist agency of the MoLaSS, and the sole employment agency in TURKEY responsible for dealing with (i) employment and unemployment issues, (ii) job finding and worker's placements into both public and private organisations, and labour training activities. See below the Section Continuing Vocational Training.

These institutions provide training for out-of-school children, youth and adults.

It has to be pointed out, however, that only part of that training can be considered as having a vocational component. Some of the non-formal training activities could also be related to continuing training rather than to initial vocational training.

Table number 1 below shows the results of considering jointly the number of students in formal vocational training schools (918,542) with the number of students following strictly vocational courses within the non-formal training sector. This table refers to the situation in 1998 –99 and it is an extract of a wider table elaborated by the Ministry of National Education (MoNE).

Table 1:

Type of institution	Number of students	% Total number of students
Vocational and Technical Schools	918,542	5.74%
Apprenticeship Training Centres	267074	1.67%
Public Training Centres	693021	4.33%
Vocational Distance Education	14868	0.93%
Total	**1,893,505**	**11.84%**

In what concerns the number of schools, vocational training schools total 3,097[4] while General Secondary Schools account for only 2,611 of the total number of schools (less than 297 students per school in the vocational training, while less than 420 in the General Schools). The ratio between students and schools shows even more favourable for the vocational training schools if compared with the numbers in Universities and in the Non-formal sector, while in comparison with the Primary schools, the figures are closer (214 students per primary school).

All apprenticeship and vocational training administration within the Ministry of National Education (MoNE) is provided for under the Act n° 3308 (1986). This Act (also known as the Reform Act) brought tremendous changes to the vocational training system, establishing new and strong links with industry and commerce, while intensifying co-operation. Its purpose was to establish the principles regarding the training of apprentices, journeymen and masters and the vocational training to be organised in schools and enterprises.

After the Act, enterprises employing 50 or more workers or employees started to provide skill training for vocational and commercial students. A combination of theoretical courses at school and practical training in the industry or enterprises (provided in an actual workplace setting, and using the current tools, machines and technology) is the basis of this system.

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4 In practice this number of schools refers to vocational training programmes, while the exact number of schools is much lower. Most of the school buildings host several "schools"(3, 4, or even 5), under a single Headmaster and School Administration. In fact the "schools" implement different training programmes – see below 3.2. Public/private training provision by sectors and specialities.- targeted at different groups. Sometimes, students are shared by two different "programmes", i.e. a school hosting a Vocational and a Technical "School" are the same in its first year, being distributed for the second year in "Vocational" (graduated as "skilled workers") or "Technical" ("technicians"). This also applies to the so-called "Multi-programme" schools.

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The Turkish authorities are still developing and implementing different measures for increasing the level of education of the 15-24 age group (20.4% of the whole population), for increasing the schooling rates at all levels and for enhancing the socio-cultural infrastructure of the youth.

An important partner within the system is the so-called **National Education Council,** where all the relevant actors, including social partners are represented. This Council acts as an Advisory Board to the Ministry of National Education. The 16th meeting of the Council was held on 22-26 February 1999. This Council agreed on several important recommendations, which aim at changing the overall structure and functioning of the country's vocational training system. This move can be defined as the latest reform drive on vocational education and training. Most of these recommendations are mentioned in the different chapters of this report.

3.2. *Legal framework*

The main authority for the Turkish vocational training system is the Ministry of National Education (MoNE), which co-operates with the Ministry of Labour and Social Security (MoLSS) and professional organisations through different councils and advisory forums. This co-operation becomes more needed given the "dual" character of the system which ideally requires active involvement and responsibility from the educational and labour side, plus several non-governmental organisations. Although the legal framework for this co-operation is laid out, in some cases the effectiveness of this joint approach has been very limited in practice.

Legal framework, basic philosophy, general objectives and principles of education are stated mainly in the Constitution, the **Basic Law of National Education (Act N° 1739,** 1973), in the **Apprenticeship and Vocational Training Law (Act N° 3308)** and in the **Law N° 4306.**

The Apprenticeship and Vocational Training Law regulates the system and it can be considered in itself an important reform attempt, particularly in its participatory approach to education. This law is referred to in different parts of the report, particularly in the chapters referring to the Apprenticeship system.

In the framework of the Tradesmen and Craftsmen Law (1991), the Turkish Confederation of Tradesmen and Craftsmen (TESK) was given the authority and responsibility for planning, implementing, evaluating and monitoring the practical (on-the job) training for apprentices (only for professions under TESK). This has represented a significant step towards decentralisation of the system and involvement of the employers. However, further development of the legal possibilities of this participation has still to be pursued on practical grounds.

Another important partner in the field, the Turkish Employment Organisation (IIBK) was established in 1946 with the Act N° *4837 for the Setting Up of the Employment Exchange Department and for the Prescribing Its Powers and Duties.* The IIBK activities for improving the quality of manpower are performed under the Manpower Training Regulation that was put into effect in 1988 and amended in 1996.

3.3. *Challenges in the vocational training process*

3.3.1. *Demand for vocational education and training*

A) Enrolment

Turkey took an important step towards social progress by increasing its uninterrupted compulsory primary education period from 5 to 8 years by the Law 4306 in August 1997. This practice will raise the number of students in secondary education after three years, and in higher education after six years. Beyond this automatic impact, the 7th Five-year Development Plan foresees an increase in the secondary level enrolment rate to 75% in 2000/2001; MoNE plans to increase the schooling rate to 79% in 2005/2006 school year. Additionally, the authorities aim at increasing the proportion of vocational and technical education within the secondary education aims up to 65% in 2005/2006.

The 7th five-year Development Plan (1994-2000), presently in force, described the expected target values as reflected in Table 2.

Table 2:

	1994-1995		2000-2001	
	Number of students (000)	Schooling Ratio (%)	Number of students (000)	Schooling Ratio (%)
Pre-school Education (age 4-6)	202	5.1	627	16.0
Eight-year Basic Education	9,651	89.8	10,562	100
Primary Schools	6,985	104.4		
Junior High Schools	2,666	65.6		
Secondary Education	2,125	53.0	3,037	75.0
General High Schools	1,227	30.6	1,640	40.5
Voc. And Tech. High Schools	898	22.4	1,397	34.5
Higher Education	1,339	26.7	1,677	31.0
Formal Education	628	12.5	1,028	19.0
Distance Education	711	14.2	649	12.0

At present the number of secondary education students in the General Education is higher than in the vocational training branch. A special programme to promote the participation in vocational training, to increase the schooling rate in vocational training to 65% and to ensure training and efficient use of high quality human resources has been proposed by the MoNE and the Higher Education Council. In this framework, some initiatives are under study. For example, the multi-programme schools run by the DG for General Secondary Education could evolve to Vocational Training institutions or start new vocational training programmes addressed to the students who complete General Secondary Education but do not accede to the University.

20 BEST COPY AVAILABLE

B) Child labour

Surveys conducted in Turkey indicate the existence of child labour, which is prominent in two sectors: the agricultural sector and the unregistered economy. In 1997 26.8% of the total 8,2 million wage earners age 12 and above in the unregistered sector and 46% of wage earners work in the agricultural sector.

According to the 1994 Child Labour Survey, 32.4% of children in the age group 6-14 (3,848,000 children), were engaged in either economic activity or domestic labour. 72% of these children (2,764,999) attended schools and worked at the same time, while 28% (1,084,000) of the children worked but did not attend school. 26.2% (1,008,000) of children in this group were economically active in the agricultural, industrial, trade and service sectors, while 73.8% (2,839,000) worked in domestic labour. In urban areas, the number of children involved in domestic labour is higher than in rural areas, where they are mostly engaged in economic activity.

According to gender, male children constitute 59% of employed children, although this figure increases to 77% in urban areas. However, 66% of children engaged in domestic labour are female.

A TISK-IPEC (International Programme for the Elimination of Child Labour- ILO) project has been carrying out activities since 1993 aiming at providing children who are working with legal coverage and training, as well as to raise the awareness of employers and related sectors in enhancing their working conditions.

It is expected that when the extension of the compulsory education to eight years will be completely implemented (it is at present in a transition period) the percentage of child labour will be highly reduced.

Leaving aside these clear examples of what is commonly understood as Child Labour, there is a risk for certain activities undertaken by the vocational training schools under the so called "Revolving Fund Scheme" to create conditions which could eventually be considered as institutionalised child labour practice.

MoNE has been operating a Revolving Fund since 1938 to use resources for production purposes - allowing vocational training schools to sell some of the products produced in the workshop under the training activities. Due to the fact that most of the schools are constrained by serious financial limits to equip and update their workshops, the amounts obtained through the revolving fund can be reinvested into the school. In certain cases, schools might receive orders from the companies they are working with, with conditions that are below the normal market ones. In these hypothetical cases, the schools would be 'working' outside the market, in conditions that could well be considered as 'child labour'. In any case, such a possibility exists and inspection services, together with the DG for the Revolving Fund, should be aware of such a risk and take preventive measures to avoid such a situation.

Notwithstanding that, the productive activities to be included in the Revolving Fund Scheme represent a good opportunity for schools to apply inductive methods of learning. By bringing students the opportunity to apply their learning into the production of immediate and tangible products, these activities reinforce the value of what they learn and do in the school and show them the result of their work. If clearly guided by this educational objective, these activities should not be considered as a form of child labour.

A similar problem could be pointed out in what concerns the Apprenticeship system (see chapter 3.3.2.b). Participants in this scheme are provided with an insurance (only covering health and accidents, but not pensions or unemployment), aside from the training and potential further employment in a company. Training in the company (80% of the time) has the advantage that apprentices are exposed to a real working situation with the technologies and means that are common in the productive world. Additionally, apprentices receive school training in other general and specific areas that complement their in-company training and expand their educational background. The apprenticeship system has to be understood, at this point, as a measure to reduce the extended practice of starting to work just after the compulsory education – or even before- without any training skills.

However the fact that apprentices are working in an undertaking from 14 years of age -or even younger, needs to considered. This is still an age considered in most European countries to be a time of 'non-labour' (for the ILO this minimum age should not be lower than 15), thus it could be difficult to harmonise the Turkish system with the European common practice. To reduce this gap the starting age for the apprenticeship system for commencing students in real working life could be postponed for one or two years; or alternatively the first year could be given a clear training element.

Furthermore, apprentices can cost an employer an amount equivalent to 20 to 30% of the Minimum Guaranteed Salary Cost (Salary and insurance), during three or four years. Under these conditions, in certain jobs where the apprentice might be producing at standard level, a salary equivalent to less than the MGS could be considered as an abuse.

Apprenticeship supporters argue that, if the possibility for apprenticeship did not exist, apprentices would be working under even worse conditions –due to the fact that most of them come from poor families and after compulsory schooling they have to provide an income to their family. It has been recorded, however, that although abuse cases may occur, they are not in the majority and in many cases apprentices receive a salary considerably higher than the MGS. In most cases, the productivity of an apprentice is lower than the standard precisely because he/she is in a training period and has to dedicate a considerable amount of his/her time to learn how to produce.

In conclusion, it can be said that the identification of possible abuses within the vocational training system and the establishment of mechanisms to prevent those are the best measures to avoid that the risk becomes a reality.

3.3.2. *Inputs into the vocational training system*

A) Initial vocational training: organisation and functioning

The Ministry of National Education (MoNE) is responsible for the training of skilled workers, technicians, apprentices and others in vocational, industrial, tourist and commercial trades. Such training takes place following the completion of primary education. Large companies and some medium-sized enterprises have training centres or training units attached to their plants, where the training provided is directed to their immediate needs.

Four Directorate Generals[5] manage the different schools and training centres, namely:

* DG of Technical and Vocational Education and Industrial Technical Schools (for Boys);
* DG of Technical Education for Girls;
* DG of Commerce and Tourism Education;
* DG of Apprenticeship and Non-formal Training.

It must be highlighted that although the names of the schools suggest a distribution of students according to gender, in practice the principle of **co-education** is applied in both types of schools, either for boys or girls.

Although in the Schools belonging to the DG of Technical Education for Girls the number of boys is clearly a minority, this must be viewed in light of the courses which are offered there - socially and traditionally those considered as female occupations. Likewise for the more industrial and traditionally considered male occupations. While the schools formerly considered as "for boys" do not mention the gender anymore in their name, some (not all, depending on the initiative of the School Management to change the name) of the schools depending on the DG of Schools for Girls still have the name "for Girls" in the name of the school. This is for sure an obstacle for an increase in the number of male students in these schools, and also for a more wide application of the principle of co-education. Instead of supporting a tendency to promote equal opportunities of women and men in all spheres of life, the reference to gender in the name of the school reflects a principle of separating individuals according to gender.

Subsequently, there is a **lack of coherence** in maintaining a division in the MoNE in different DGs, according to gender-oriented schools, when the trend in these schools (and furthermore, in the society) is not to consider these differences anymore. The division of vocational training schools into three different Directorate Generals also creates co-ordinating problems by the fact that some of the schools belonging to different DGs offer the same choices, but with slight changes in their curricula. This is extended to the Industrial (General or "for Girls") and Commercial Schools.

Vocational and technician schools in Turkey offer three- and four-year programmes, which are designed to train skilled workers and technicians respectively. There are also the so called Anatolian vocational and technician schools, which require an additional preparatory year because most of the instruction is give in a foreign language, usually English. Additionally, a number of non-formal institutions provide vocational training.

5 See functions and responsibility of these DGs in attached annex.

Type of School	Overall description	N° students	N° schools
Vocational Lycees[6]	3-year programmes providing pre-service education and training for skilled manpower for the relevant sectors of industry and commerce	536,317	1,129
Technical Lycees	4-year programmes. First year equal to Vocational lycees.	29,131	302
Anatolian Vocational Lycees	1 year preparatory + 3 years. Main difference with voc. Lycees is the medium of instruction (some Anatolian are taught in foreign language)	61,571	503
Anatolian Technical Lycees	1 year preparatory + 4 years programmes to train technicians. One additional year, usually in foreign language	20,045	156
Multi-programme Lycees	In order to make use of available resources, they may be established in small settlements where the population is small and scattered. They provide general and vocational technical programmes in 3 years	76,142	404
Apprenticeship Training Centres	Apprenticeship training involves 3-4 years practical training provided in firms and enterprises with theoretical studies provided in ATC. At the end of the apprenticeship period, apprentices are obliged to take a journeyman examination (Certificate). Certified Journeymen with 3-years working experience and "mastership" training completed may take a Mastership Examination in order to receive the Master Certificate	267,074	352 centres in 80 provinces, offering 89 occupations training with 4,759 teachers
Public Training Centres	Non-formal training centres offering literacy, vocational, social and cultural courses for adults who left the formal school system and are above the apprenticeship age.	693,021 (in vocational courses)	40,123 vocational courses in some of the 917 PTC
Vocational Distance Education	It aims at training those who are not attending formal educational institutions. Students receive theoretical instruction using a distance education medium, and attend vocational lycees workshops to receive practical training during evenings and week-ends. Graduates are entitled to obtain a diploma equivalent to a vocational lycee diploma	14,868	

In what refers to public and private provision of initial training, it has to be pointed out that educational institutions at all levels in Turkey, including vocational and technical education, are financed by the State. Government schools provide education up to high school free of charge. In addition, there are also private education facilities providing education subject to a fee determined under free market conditions, and subject to the same curriculum as public schools.

6 This report utilises the term 'Lycee' or 'High School' indistinctly. Although the term Lycee is not English (and therefore it is of preference to use the English term 'High School'), it is very similar to the term used in Turkish (*lisesi*).

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In Turkey there is a **multiplicity of institutions** providing vocational education and training, both within the formal and non-formal systems (as described in chapter 3.1.). Annexe F provides an overview on the different types of institutions and their specificities. This fragmented approach has lead to a high degree of specialisation within vocational training institutions, which is clearly outdated in respect of labour market needs. A **simplification** of the type of schools offering vocational training is required, based on the requirement to concentrate the training in the Vocational School on core skills and general education, and leaving to the companies the practical training required for actual work. To remain employable, students must develop skills that make them resourceful and flexible to adapt to changing situations in the labour market. Additionally, theoretical and practical training is required for better comprehension and use of the technology available in each sector.

B) Apprenticeship system

The apprenticeship and vocational training law (1986) requires from companies with fifty or more employees to provide skills training to vocational high school students, with a ratio of not less than 5% and not more than a 10% of the total number of their employees. The law n° 3308 enabled this system of training, based on school-company co-operation, to be disseminated rapidly and to give a legal basis to previous experiences that took place before 1986 in limited areas and provinces.

According to the Act n° 3308, one of the duties of the "Apprenticeship and Training Council" is to inform the MoNE about vocations and places that will be taken into or out of the implementation of apprenticeship training. If the Minister approves the recommendation of the Council, implementation occurs. However, in order to take one vocation within the context of the apprenticeship training, the apprenticeship period of the vocation must be at least 3 – 4 years.

In the Apprenticeship system, training is based on a co-operation between the Apprenticeship Training Centres and the so called Undertakings (at the enterprises). Vocational skills are acquired on-the-job and theoretical knowledge is learned at the schools. The theoretical instruction programmes devote approximately 30% to general subjects and 70% to vocational subjects. General subjects are common to all the occupations, although the number of hours differs according to the nature of the occupations. Laboratories and workshops are established in order to improve the quality of theoretical vocational education in the apprenticeship Training Centres.

Generally, education carried out within the apprenticeship system ends with an examination. Those who attend Apprenticeship Training Centres and who complete theoretical instruction and practical training according to the duration of the vocation in the workplace enter journeymanship examinations. In order to become a Master (the most important objective of theoretical instruction) journeymen have to take mastership examinations. Journeymen who do not participate in special Master courses can take mastership examinations 5 years after having acquired the journeymanship certificate, whereas those who participate in the course can take these exams after 3 years. Both types of examinations are country-wide and organised by committees founded on an ad-hoc basis. These include teachers, craftsmen and representatives from the Chambers of commerce and Industry.

C) Continuing vocational training

An industry-based structured system for continuing training does not exist in the Turkish vocational training system. This has a particularly negative effect on the SMEs (90% of the companies), where very little activity is organised to upgrade, mobilise and maintain their employees' skills. Larger companies do organise training activities for their staff, but since this is done under their own responsibility and funding, it is largely undocumented and therefore not reflected in the official statistics.

A special working group set up within the MoNE with the task of reviewing the 3308 Act is considering to develop proposals in order to regulate the "lifelong learning" principle by making it an obligation for the companies, from a certain size, to train their employees. A subsequent mechanism of incentives is still under study. Some efforts to encourage enterprises to take on board training activities are however already developed within the activities of the Employment Organisation, as described below.

Leaving aside the training of the active employed labour force, initial efforts to provide employment training for the unemployed or for those wishing to upgrade their professional skills have started, with the support of the World Bank. The main asset of this project has been the setting up of a system to adapt the coordination of training activities and the actual needs of the labour market, articulated at a regional level. The main challenge is to be found in the need to guarantee sustainability upon finalisation of the WB loan and to be able to expand the number of training activities to numbers representative enough for the Turkish target population. In fact, between 1988 and May 1999 only 6,770 courses on various occupational subjects were organised for 121,974 persons (unemployed). The Ministry of Labour and Social Security (MoLaSS), through its Employment Organisation (IIBK), undertakes this task of providing training as one of the most effective tools to relieve unemployment and create jobs opportunities.

Training courses must have a duration of 8 weeks at least and 24 weeks at most, and they must include both theoretical and practical instructions. These activities can be grouped under the following categories:

* *Employment Guaranteed Labour Training Courses.* These are aimed at unemployed and unqualified (mostly young) registered at the IIBK. Upon completion of such courses, trainees are guaranteed immediate employment.
* *Training Courses for Those Wishing to Start Their Own Business.* These courses are targeted at the unemployed who wish to develop themselves in their occupations, or to change their occupations and start in a new one.
* *Training Courses for Occupational Development.* They are developed for those who have occupations and wish to develop themselves and their occupational skills.
* *Vocational Rehabilitation Training Courses for the Disabled.* The aim of these courses is to ensure that the disabled gain knowledge and skills according to their physical and mental capacities suitable with their occupational skills. Between 1988 and May 1999 286 courses have been organised for 3709 students.

* *Customised Training Programmes.* They are training or retraining programmes specially designed to meet the needs of a new or expanding company or one undergoing a restructuring process due to privatisation and aims to train labour force simultaneously with the production.
* *Entrepreneurship/Self Employment Training Programmes.* Courses of approximately 50 hours covering subjects such as evaluation of business ideas, applicability and work schedule.
* *Self-Employment Counselling Services.* This is a training programme offered directly to those who apply for Self Employment Counselling Service previously and who have participated in entrepreneurship courses and are unemployed.
* *Industrial Training Seminars (In-company training).* In these seminars, subjects such as human relations in the workplace, communication techniques, simplifying work, preventing accidents at work and occupational diseases are given priority and discussed. IIBK also supports the enterprises by organising industrial seminars for the chief masters and foremen, monitors to help them in adapting themselves to the new technologies and to upgrade the management skills and training capabilities of these personnel. Between 1988 and May 1999 1,006 Seminars were organised in 394 Workplaces for 23,313 trainees.

Other forms of assistance to enterprises in organising continuing training to upgrade the vocational qualification of their personnel include:

* The State provides financial support to "on-job training courses" in the industrial sector. Training courses expenditures are tax-exempted within the context of relevant regulations.
* IIBK supports the enterprises by preparing their curricula, supplying training sets (film, videotapes), and giving financial aid in certain cases where the employer has limited funds.
* Every year a certain amount of appropriation is secured in IIBK budget within the framework of a plan and programme with the objective of training the instructors and trainers to be charged with conducting "Industrial Training Seminars".

During 1998, 92 industrial training courses in 30 different companies were organised for 2,370 individuals, 1,839 of them were workers, while 378 first level managers and 153 medium level managers.

Another scheme developed in order to motivate enterprises to undertake their own continuing training activities is that for training actions actually delivered, companies can also apply to get back 50% of their contribution to the Apprenticeship and vocational training Fund (1% of their Income Tax).

As part of the system to try to link the training activities with the employment-driven needs, subjects of courses organised by IIBK (for the unemployed and unqualified persons) are determined by the Local Labour Councils, which have a tripartite structure and normally meet three times a year. Local Labour Councils decide as well on issues like how many courses will be opened, concerning which professions and in which cities. Overall strategic decision are approved by the

National Labour Council and implemented by the local public organisations. The National Labour Council also meets three times a year.

The MoLaSS has identified the following main challenges for the future of vocational education and training:

* To update training curricula;
* To upgrade the level of teachers and trainers;
* To establish a system for professional standards and certification;
* To increase quality of training provision;
* To reach all the companies, including SMEs with the promotion of CVT activities;
* To improve technological communication;
* To build flexible and mobile labour force; and
* To provide efficient and effective operation of the system.

KOSGEB (Small and Medium Industry Development Organisation) is a non-profit, semi-autonomous organisation linked to the Ministry Of Industry and Trade. KOSBEG has been established for the purpose of supporting SMEs. It offers consultancy and training services, beside with the other services, in order to contribute to the creation of new employment areas to potential entrepreneurs as well as to serve training needs of SMEs that will enable them to enter new international markets by increasing their competitiveness.

In what refers to the ***private offer in continuing training***, there is a certain market constituted by some private organisations providing training services in different fields and specialities, such as computing, languages and others. These institutions are supervised by the Inspection services of the MoNE.

In the provision of the training courses organised by the IIBK, a significant number of courses (30%) were outsourced to private academies and schools.

However, this private training activity is still very small in comparison with the omnipresent public provision. The increase of such a sector could be possible if the companies –particularly SMEs- would dedicate a higher effort to continuing training. This would create a demand that could be attained by private suppliers.

D) Teacher training

Pre-service training

Vocational, technical, commercial and tourist, and adult education Faculties - under the responsibilities of Higher Education Council- are the main sources of initial training for technical teachers. These 18 Faculties provide a 4-years programme, where in 1998 30,415 students were trained. Admission to these Faculties is centralised and based on a nation-wide examination administrated by the Student Selection and Placement Centre every year. Vocational training schoolteachers are

graduates from these Faculties[7], where they combine specific technology studies with educational sciences. However, for vocational training teachers there is always a need to complete their academic education with real industrial experience and this need is not really fulfilled by the system in Turkey. Furthermore, the ideal situation for vocational training schools would be to combine within their teaching staff representatives from these Technical Educators with graduates from other Faculties (i.e. Engineers) possessing a sounder knowledge of the technologies and specific fields of knowledge, as well as experienced masters from the industry.

These Faculties do not apply a dual-system approach in their training programme, mostly focusing on academic knowledge. Students just have 60 days of practical training in companies in four years of studies. They follow between 30 and 40 hours of lectures per week (according to each Faculty), shared among General Subjects, Pedagogy, Technology and Workshops. Little time is therefore available for students to use library premises and self-studying. The employment possibilities of graduates from these Faculties are practically reduced to teachers of vocational training Schools. The problem is posed by the fact that every year the number of graduates is higher than the job opportunities promoted by MoNE. Alternatively, they could be employed in industry as technologists, with a higher practical experience than the other four-year university graduates, i.e. engineers, but at present their degree is not sufficiently recognised by the industry, including the state-owned companies. At the same time, if continuing training activities within companies were extended there would be new opportunities for these Technical Education graduates.

Lecturers from TE faculties do not necessarily have sound links with the industry and its latest developments. In their selection criteria, priority is given to scientific research rather than to industrial experience, and this lack of a clear link with the industrial world continues when they become professors. Salaries vary from € 500 (associated professors) to € 800 (normal professors), approximately.

3 of the 11 Technical Education Faculties (plus other Vocational and commercial Education Faculties) benefited from a World Bank project some years ago where heir laboratories and workshops were sufficiently equipped, Other Faculties, however, which were not equipped in this way, cannot involve students in workshop training with the actual level of technology used in industry. Updating of these workshops is an urgent and constant need to increase the quality of the training provided to future teachers in vocational training high schools. These workshops could at the same time be further used for in-service training of vocational training teachers.

Faculty programmes are not the same in all Universities. A desirable development in this field could be that curricula be co-ordinated by the Higher Education Council and brought in close relation with curricula in the vocational training schools and the technological developments in the industry.

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7 In the Vocational and Technical High Schools, graduates from the 38 General Education Teachers might also be employed as General Subject teachers. However, these graduates (126,840 students in 1998) can also be employed in General Education High Schools, while Technical Teachers can only apply to vocational training High Schools

In-service training and re-training

In-service training activities are organised centrally by the corresponding Directorate in the MoNE, in close co-operation with other DGs and local educational authorities. Trainers for these activities are usually recruited from University Departments and other educational institutions. In 1998, 1,735 training sessions in a number of subjects and locations were offered to 70,703 participating teachers.

Following the opinion expressed by some vocational training school Directors, this training could preferably take place within training departments of real companies, which would increase their efficiency. In parallel, some evaluation policy related to the teachers' achievements following this training would highlight improvements needed in the provision of training.

E) Planning, research and development

Curricula and Textbooks are approved by the Board of Education, an independent body reporting to the MoNE, and whose members are appointed by the Ministry among Senior MoNE officials and experienced teachers from the related occupational speciality.

The **Vocational and Technical Education Research and Development Centre (METARGEM)** was established in 1986 for the purpose of undertaking planning, research, development and production services required by MoNE on matters relating to apprenticeship, technical and vocational education/ training.

METARGEM is governed by an administrative board, which has representatives from the MoNE, State Planning Organisation, trade unions, employers' unions, small industries, and related organisations. This Governing Board meets regularly every four months and approves the work programme and the budget.

The main responsibilities of METARGEM may be divided into six headings:

1) **Research and Planning:** to conduct research and to evaluate manpower requirements for industry and commerce; and to prepare national development plans;
2) **Curriculum Development:** to prepare, develop and evaluate curricula of vocational and technical training, especially in new technologies; to develop in-service training programmes to prepare teachers to teach new curricula;
3) **Design projects:** to design projects for vocational and technical education system, including machines, tools and equipment specifications;
4) **Testing and Evaluation:** to design, improve and test measurements and evaluation tools;
5) **Educational Technology:** to prepare and evaluate materials in educational technology; to organise seminars in the subject of educational technology; and
6) **Technical Publications:** to publish and distribute research findings and plans; to prepare, translate, and publish technical periodicals, books, and other technical teaching materials.

METARGEM is as well the national contact point for several international organisations on behalf of the MoNE (for instance for UNIVOC (INES B project), the OECD network (Education at a glance), EC MEDA programme, EC Leonardo programme and in a wide sense relations in the European Union in the field of education and training).

METARGEM works following a project methodology. Official requests are normally formalised by the MoNE high levels or some times at the institution's own initiative. It can also develop research projects for other clients, including international donors and agencies. The main activity of METARGEM focuses on research, particularly on the issues of linking training with the Labour Market

An example of present activities in this field is the preparation of modular curricula and programmes for the different specialities within a particular Occupational Family, after approval of the Occupational Standard by ATHB-MSK (see below **Occupational Standards**, in this section).

Another example of an important project within the MoNE is the "Vocational and Technical Education Development Project" (METGE), which has been started and implemented within the budgetary provision of the DG for Girls[8]. The aim of METGE is the creation of a new vocational training system directed towards regional requirements, which is implemented by improving school-industry relations and promoting regional co-operation and networking. This has implied the development of new organisational school structures, advisory boards and studies on regional needs assessment.

F) Occupational standards and certification

The most significant attempt in developing an Occupational Standards and Certification system in Turkey has been initiated by the Occupational Standards Commission (MSK), a tripartite body comprising representatives from the government, employees and employers. (See WB project in 3.4. **Donor vocational training Activities**).

Occupational Standards (OS) are developed by the Research and Technical Service Unit (ATHB), in close co-operation with the occupational experts from Turkish enterprises (small, middle-sized and large). These OS are then reviewed by relevant institutions proposed by the MSK. Upon endorsement of the MSK, OS become available to all the interested parties. The OS reflect the real requirements of the Turkish economy, but paying due attention to the international developments. While developing the OS, other related sources at national and international levels are utilised (for instance, CEDEFOP).

OS are issued considering three different occupational levels:

* Level 1: competence to carry out routine and predictable occupational duties and tasks.

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8 In the third phase of the project –implemented since 1993- it was financially supported by WB-funded Non-Formal Training Project for purchasing computer equipment for 50 schools, in-service teacher training and providing specialist services.

* Level 2: competence to carry out a significant range of occupational duties and tasks or specialised occupational duties and tasks, some of which are complex or non-routine; individual responsibility may be required; collaboration with others, working in groups or teams are normally required.
* Level 3: Competence to carry out a broad range of occupational duties and tasks or specialised occupational duties and tasks, mainly complex and non-routine in a wide variety of contexts; considerable responsibility and autonomy are generally required; guidance and supervision of others are mostly required.

In parallel with MSK, another Standard Institute exists, although its main scope is the establishment of industrial norms, standards and certification. This Institute has also elaborated a number of Occupational Standards, not always coincident with those approved by MSK. A representative from the Prime Minister Office chairs this Standards Institute and among its 45 members there are representatives from different state bodies plus other 45 members in the Technical Assembly (from Government, Universities, Employers, Chambers of Commerce and Industry). A higher co-ordination, or at least clarification of responsibilities, would be required in order to avoid duplication of efforts and the existence of diverse occupational standards approved simultaneously in the same country. This is particularly needed since the MSK does not have an official status yet, and when the WB funding will finish it would require finding their position in the State organisation framework.

3.3.3. *Process*

A) Management of the system

At present MoNE Headquarters focus most of its activity in managing and administering the schooling system. Should a higher decentralisation of these functions be undertaken (by transferring these responsibilities to the regions, provinces or districts), Central Departments staff and resources would be allowed to concentrate to a higher extent on strategy and policy level, and in promoting innovation and quality in the training provision. However, this shift in the attribution of responsibilities would necessarily require strengthening the capabilities to undertake these new missions, both at central and at local levels.

From the perspective of school management, integration of different school types in territorial-based training services, with equipment and resources available for a wide type of programmes, using a modular approach would be mostly cost-effective and maximise the use of resources and staff.

B) Co-operation with social partners and social dialogue

In Turkey there are a number of organisations for employers and employees. The largest among the employees' representatives is Turk-Is (Turkish Confederation of Trade Unions), member of ETUC. On the employers' side, TISK (Turkish Confederation of Employers) is the main association, which is also member of UNICE. Representatives of these two organisations and others meet in the framework of the Economic and Social Council established in 1995. Social Dialogue in the ESC plays a leading role in the reconciliation process between the social

partners and in the formation of the government policies in the social field within the forthcoming years.

TESK is the confederation of tradesmen and craftsmen and is considered to be the main representative of SMEs in Turkey. Another social partner in the field is TOBB (Chambers of Commerce, Industry and Navigation) with representing responsibilities in a number of social dialogue committees, according to its governing law.

According to the Act 3308, social partner representatives participate actively in the Apprenticeship and Vocational Training Council, established at the national level to adopt recommendations concerning planning, development and evaluation of the vocational and technical training, both in schools and enterprises. Provincial Apprenticeship and Vocational Training Councils have been established in each of the 80 provinces, where also social partners are represented. In the framework of the action of the MoNE, some autonomous bodies also include in their governing bodies representatives from the Social Partners (see in previous section above METARGEM and MSK).

For the IIBK courses organised for the unemployed and unqualified, social partners decide on a number of subjects. In the Labour Councils (see previous section above), representatives of industrial sectors' employers and employees participate, at local and national level.

The law 3308 gave indeed an important role to the social partners in the definition and provision of vocational training. However, social partners are of the opinion that such participation should be larger and involve certain decision making processes. For example they finance the Apprenticeship and Vocational Education and Training Fund, yet it still remains mostly in the hands of the Ministry of Finance. Social partners also claim higher involvement on issues like Curriculum Development and Occupational Standards. It seems appropriate that further efforts be made in terms of enhancing the social partners' effective impact in the vocational training decision making processes, which will require also adjustments in the up to now very centralised approach traditionally followed by the Turkish administration.

At the same time, it would be necessary to upgrade the institutional capacity of the social partners' organisations in order to allow them to undertake their responsibilities at the right level. This is especially true in the case of the regional and local level branches of the organisations. Specific training in social dialogue issues could be a valuable contribution to this process.

In the field of international co-operation, Germany has been promoting, since October 1998, a project called Sector Dialogue, which aims at encouraging discussions among the different stakeholders in the field of vocational training. In its Steering Committee several Governmental bodies (State Planing Organisation, MoNE) and Social Partners (TOBB, TISK, TESK, Turk-Is) are represented. At present, they have reviewed several vocational training bilateral projects implemented in the past years –some of them, still in operation- and identified the focal points for future co-operation with international donors.

3.3.4. *Outputs*

A) Access to further higher education

According to the 3308 law, formal Technical and Vocational school graduates can continue their studies at University level. However, access to higher education is one of the unresolved challenges of the vocational training system in Turkey.

In practice vocational training school graduates are just directed to apply to Technical and Vocational Education Faculties, where vocational training school teachers graduate from (with the unclear employment perspectives that have been described in section 3.3.2.d). However, even this possibility is highly reduced. According to wide-spread opinion, the system shows its inconsistency in the exams for accessing to these faculties, where a clear preference is given to the students coming from the General Secondary Schools. This discrimination is due to the fact that the Higher Education Council weights in a different way the marks obtained by the students from one or another type of school, regardless of the results of the entrance exams. Such a practise is obviously incoherent with the principles of Equality of Access, Right to Education, and Equal Opportunities, as stated in the Basic Law of National Education (Act N° 1739, 1973). Furthermore, it does not support the objective established in the VIIth Development Plan, aimed at promoting a shift towards the sharing of General Education and vocational training students.

A reason for this situation can be found in the fact that within Turkish society University and academic-oriented studies have a reputed value, which vocational and skill-oriented studies lack. While the objective of reducing the proportion of University students is a clear necessity, the practices undertaken by the HEC can be considered discriminatory for vocational training students. This produces a social side effect as families try to push to get students into General Education schools rather than into vocational training.

Another fact recorded in the visits to some Anatolian schools is that the instruction in English of certain subjects is in practise substituted by English lessons in the first preparatory year. While language education experience clearly indicates the advantages of learning them in an applied, inductive way (as with subjects like computing) the methodological choice is clearly related to the availability of teachers having proficiency skills in foreign languages or a sufficient level of computer-literacy.

B) Assessment of the training provided in companies within the dual system scheme

A diversity of opinions has been recorded during the preparation of this report with regard to the application of the dual system and the resultant quality of training provided in companies for vocational school students. From the point of view of the schools, some of them consider that the tasks performed by the students in the companies are as a matter of fact below the skills and knowledge acquired during their training in the school. Other schools however manage to take advantage of the training periods in the companies to complement the curriculum and to ensure employment for their students. From the point of view of the companies, some of

them feel the acceptance of students as an imposed obligation, whereas others use this as an opportunity to train their future employees according to their needs and requirements– and so plan their future human resources.

There are also differences in terms of school equipment: some of them get machinery and equipment from the related sector companies (or from participation in international projects or through private donations), while others lack updated technologies. At the same time, the value of the training in companies is also dependent on the geographical area where the school is situated. In industrial and highly populated areas, the number of skilled students is below the actual needs of recruitment by the companies, so they are better motivated to invest in the schools and in the training they organise, in order to bring in their companies the required staff. Similarly, the sectors better placed in international markets are more interested in investing in Human Resources than others less exposed to market pressure.

The issue has been dealt with in a survey funded by the World Bank in 1997 and further explained in chapter 3.4 of this report. One of the main findings is that most of the managers and co-ordinator teachers think that only one third of the students acquire a ratio of basic (core) skills to be defined as "good " while the vast majority of students acquire these skills only at an "average" level.

According to the same survey, companies "are ready and enthusiastic to undertake the responsibility for producing the qualified labour force they need, even if there were no legal obligation". Many small-scale companies, which are not forced by law to participate in training students, are actually providing it to students. Companies indicated in their responses that the "Company's need for well-trained workers" was the most important reason to start school-company co-operation.

Despite the above, there was the feeling that school-company co-operation should be further developed and implemented in all vocational high schools as much as conditions allow. Measures should be taken to particularly enable the girls' vocational high schools to send more students to companies.

Almost all the training which students receive from companies is carried-out as on-the-job training in actual work conditions and under the guidance of a master of trainers. It is considered that for the training delivered in the companies to be efficient and effective, the students must participate in several projects (jobs). However, and according to the above mentioned survey, 46.4% of the students complete their training in the companies by working on the same type of job, performing repetitive tasks

Although law n° 3308 foresees that students go to the companies in the second year of the vocational high school, the figures show that most of them go in the last (third) year. There are different opinions about this issue, according to the area where the school is located and the number and nature of the companies and vocation. Therefore, timing should be determined through mutual agreement between schools and companies. Regulations are restrictive in this sense, since they do not give enough autonomy to schools to reach these agreements.

Differences of opinion between students and co-ordinating teachers are also expressed in the survey regarding their assessment of the training received in companies. All of them however coincide in emphasising the importance of this training. Students tend to think that training provided in companies gives them the opportunity to learn about business life, to work with others as a team, apart from

the fact of providing them with insurance coverage and some wage. Within the group of co-ordinating teachers, a significant number highlights some deficiencies, notably:

* Companies are not really interested in providing skill training to students but to employ low-waged workers;
* Companies do not adequately co-operate with schools in planning of the training the students will receive;
* Arrangements of training facilities, work bench, equipment, etc. are not always convenient.

Notwithstanding these opinions, in general terms the survey indicates that the parties positively regard the school-company co-operation. Yet there are issues that need to be addressed and improved. A minority but significant number of answers from master trainers (7.5%) and co-ordinators (14.2%) evaluate training provided as "ineffective" or "very ineffective". These problems are believed to be the result of the lack of communication between schools and companies.

Finally, Law n° 3308 attributes a very important role to the Provincial Council for Apprenticeship and Vocational Education, particularly in what refers to ensuring the co-operation between schools and companies. Many of the answers of the mentioned survey show problems in the efficiency of the system due to this province-based arrangement. Therefore the survey recommended that the regulations arranging these be reviewed.

3.4. *Some examples of international donors' activities in the field of vocational training*

3.4.1. *EC Indicative Programme for Turkey (1996-1999)*

At the Turkey -EC Association Council of 6 March 1995, the EU made a declaration on financial co-operation by which Turkey was to benefit, among other instruments, from the funding facilities that the Union would make available as from 1996 for all Mediterranean Partner Countries through the MEDA programme. In this framework, during the period 1996-1999 total EC commitments to Turkey under MEDA-I totalled roughly € 375 million.

In the analysis of the challenges faced by Turkey and in connection with structural adjustment, the MEDA Indicative Programme for Turkey pointed towards some areas for action, among them the strengthening of the industrial sector and notably the SMEs (including training aspects). The need to respond to social demands, notably in what concerns education, health and housing was also stated.

According to data coming from the EC Representation in Turkey, eight vocational training-related programmes are being implemented (at different stages) with EC funding and with different levels of co-financing:

- *Strengthening the Vocational Education and Training System in Turkey.* General objective: to improve the quality and effectiveness of the vocational training system with particular focus on the apprenticeship system. Specific:

1) to create within employers' organisations, at provincial level, the management and organisational abilities to design, implement and evaluate training programmes for apprentices, and

2) to establish at provincial level the capacity to provide advisory and consultancy services to employers' organisations, companies (esp. SMEs) and training suppliers;

- *To Modernise the vocational training system in Turkey.* Objectif: To improve the quality, efficiency and relevance of technical and vocational training at Technician level by means of appropriate curricula and equipment, to improve the quality of performance of teachers and strengthen the reach and development capacities of institutions connected with vocational training;
- *Vocational training in the Clothing Sector.* Objectif: To increase the qualifications of workers in the SME clothing sector with a special focus on female workers;
- *Shoe-making Training Institution.* Objectif: To offer SMEs sector training and basic information on the latest technologies and management techniques;
- *Project to Support Social and Cultural Development of Young Girls and Women.* Objectif: To improve the social status of women and young girls in less privileged areas of Istanbul by providing them with literacy and vocational courses. Training Programme for Providing Production, Employment Opportunities and Improving the social Status of Women and Young Girls in Van and TRV's Lice and Hani Training Centres in Diyarbakir. To carry out training and organisation programmes in rug/kilim weaving as traditional craft and in other income generating activities, to contribute to the social development of women;
- *VT in the Tourism Sector.* Objectif: To set up a training centre in Kemer Antalya, which will provide training for supervisory level staff of tourist establishments;
- *VT in Mining.* Objectif: To give vocational training to face workers and the supporting technicians underground both for safety reasons and to achieve more economic exploitation.

The second phase of the MEDA Programme (MEDA-II) will start to be implemented as from the year 2000. The new priorities will undoubtedly take on board the new situation of Turkey as a candidate country for accession to the European Union and the role that education and training can play in this preparatory period.

This declaration of the new formal status of Turkey took place at the Helsinki European Council of 10-11 December 1999, It was thereby decided that Turkey will have the opportunity to participate in a number of EC programmes and agencies open to candidate states, including those in the field of education, culture and youth. In this respect, Turkey's participation in three important Youth and Education programmes was decided even before the mentioned Helsinki European Council: "Leonardo da Vinci" (June 1999), "Youth Community Action Programme" and "Socrates" (October 1999). After completion of the relevant preparatory measures, Turkey's participation in the said programmes is expected to be practically possible by the year 2000.

3.4.2. *Employment and Training project*

The working group established in 1989 under co-ordination of the World Bank and the State Planning Organisation analysed the possibilities to raise additional employment through improving the co-ordination between the labour market and job insertion training system. Having been evaluated and discussed in a workshop, organised in May 1990, the findings of the study accompanied with proposals were submitted to the Government as a policy instrument to be implemented.

The WB accepted the project and the Loan Agreement concerned was signed on 1 February 1993. The project is being co-ordinated by the Turkish Employment Organisation.

The four main goals are:

- To liberalise employment services in order to ensure more efficient services;
- To provide employment to unemployed and unqualified workers in productive works;
- To increase the efficiency of labour market decisions by providing comprehensive information; and
- To increase the employment of women.

The basic components of the project are: reorganisation of the Employment Organisation; careers counselling; information system; promotion of professional standards and certification systems; and employment of women. These components are implemented by different State organisations, notably: Employment Organisation, State Statistics Institute, Commission for Occupational Standards and Certification, and General Directorate for the Status and Problems of Women.

The project is still in operation until the end of year 2000. It has a total budget of 107.4 million dollars (67, as a WB loan; the rest, Turkish Government contribution).

The component mostly related with vocational training issues is the "Labour Placement Training", which supports the "Manpower Training Courses" provided by the IIBK for the unemployed and the unqualified workers. It also includes short-term courses designed for those wishing to start their own business.

In this framework, 3,434 Employment Guaranteed Labour Training Courses (training with immediate placement) were opened for 65,353 persons as of May 1999. In addition, 839 training courses for those wishing to start their own business were opened for 13,995 individuals. As a result, as of May 1999, 4,273 training courses for 79,348 persons were organised. These training activities were arranged within the context of agreed procedures between local employment offices and local education firms.

For its importance we should also mention the component related to Occupational Standards and Certification System, which has been mentioned earlier on in this report (chapter 3.3.2.f). The Commission for Occupational Standards and Certification (COSC) is implementing this part. It is designed for establishing occupational standards and producing the right certification system according to the employers' requirements. The purpose is to develop employment and training programmes in harmony with labour mobility and to increase the number of workers having an appropriate professional certificate required by the employers.

Up to now, a total of 108 standards were determined and approved, and 99 more are under discussion by the COSC. At the end of the project, a "Professional Standards and Certification Institute" is planned to be established. This Institution shall carry out certification procedures according to the Draft Law on the Establishment of Professional Standards and Certification Institution, sent to the Prime Ministry in 10.07.1998.

Other two related components are the support to the Information Systems and Increasing the employment of Women. The first is carried-out by the State Statistics Institute (SSI, Prime Ministry), and aims at extending the scope of various labour market data, to support the analysis and a better dissemination of such data. The second aims at increasing the possibilities for women to have access to better jobs and occupations, including those traditionally dominated by men. This part of the project involves the abolishment of discrimination on the basis of gender in open vacancies lists of the IIBK.

Apart from this project, many other activities have been carried out within the framework of a special project conducted in co-operation with ***UNICEF***. These have the objective of guiding and assisting women in matters of access to employment and working life. These activities aim at enlightening the public in matters such as women's rights and equality of opportunity as well as vocational training and placement services.

Under the technical co-operation with ***UNDP***, a project aimed at establishing a Vocational Rehabilitation Centre for handicapped people in Ankara has been initiated. Many disabled people have undergone vocational training courses (with a duration of 6 months at most) in Ankara Vocational Rehabilitation Centre with the help of experts from Hacettepe University, Physical Treatment and Rehabilitation High School.

As mentioned in other parts of this report, several projects have been agreed with the ***German bilateral co-operation*** (Standards, Vocational Training Centres, MEKSA, Two-language training, among others).

Since the late 80s and during all the 90s the German co-operation has given a clear priority to technical co-operation in the field of vocational training. Some of the existing projects have created important inputs of innovative practice in the Turkish vocational training field. Notwithstanding that, the sustainability of this important effort has not resulted as initially expected. In some cases, i.e. Dikmen project, the high quality of the training provided did not match with the existing vocational training structure, and the schools promoted could not be integrated into the system. In some other cases, i.e. MEKSA, the efforts undertaken to agree with the different vocational training stakeholders on the aims and targets of the training did not achieve a significant quality in the projects as such.

In other cases, however, significant outputs were positively achieved, such as the multiplying effect, the high involvement of the industry in the vocational training activities and the extension of the principle of networking. As a result of that, a Sector Dialogue project has been promoted aiming at supporting the agreement on the main vocational training developments among the different stakeholders – either public or private. In any case, at present the German bilateral co-operation has established its main priority for the next years in promoting environmental related projects, transferring the main leading role in the vocational training field to multilateral donors (EU and WB).

4. Summary of the main findings and conclusions

4.1. *SWOT analysis*

Strengths	Weaknesses
• Involvement of the industry in the definition and provision of vocational training activities through the existing dual system • Impressive dimensions of the vocational training system, spread all over the country • Following the extension of compulsory education to 8 years, provision of vocational training to a significant number of students • A start has been made to curriculum development on occupational standards	• Inadequate financing of the system • Lack of coherence between the training provision and the administrative/managerial structure of the system • Teaching methods • Insufficient training for teachers /unbalanced distribution around the country • Lack of a consistent Continuing Training System allowing active labour force to upgrade constantly skills according to the changing needs and requirements from the Labour Market • Although already existing in place, social dialogue mechanisms could play a more important role in the decision-making processes concerning vocational training and Labour Market issues
Opportunities	**Threats**
• Existing relationship between schools and companies can be the base for improving the contents and methods of curricula and respond to the labour market needs • By decentralising the system administration and giving a more involved role to the Regions and higher autonomy to the school management, training needs can be better identified and local resources mobilised to respond accordingly	• If Apprenticeship system cannot significantly reach most of those that abandon the schooling system after compulsory education, child labour of those under 15 years of age will persist • If training (including continuing) is not extended throughout the industries, serious difficulties to cope with the pressures from international competitive markets will arise

The main achievements of the system established following Law 3308 are related to the **involvement of industry** in the definition and delivery of training activities. This implication is not yet perfect and some problems must be solved, but as a matter of fact the relationship with the companies is established and it is the base for further developments.

The system is present in all the provinces and it covers different types of manpower needs (from level 1 skilled workers –apprentices- to level 2 –skilled workers and journeymen- and level 3 – technicians and masters). The formal training programmes can be complemented with non-formal provision, more flexible to adapt to different circumstances. Notwithstanding that, **the number of individuals who benefit from the system is still low and has to be extended.** In the case of the apprenticeship system, if the present number of

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beneficiaries is not increased significantly, incorporating those who at present leave the school system and start to work without training or employment protection, then the persistence of child labour (below 15 years of age) will raise a big question mark on the efficiency of the whole system and its potential for reaching European best practice.

There are **some identified problems** concerning the lack of coherence between some of the principles stated in the Basic Law of National Education and the administration of the vocational training system: **Equality of Access, Right to Education, Equal Opportunity, Co-education and Universal Education**. This particularly refers to the division of type of schools according to gender, and the reality of child labour.

The **break down and high degree of specialisation** of the vocational training institutions (inside the formal and non-formal system) could be **reduced**, if a higher level of flexibility could be provided to the system. The trend appears to be to integrate the different types of schools into a single building, which offers a variety of programmes and courses according to the students demands and labour market needs. An approach more flexible and adapted to the environment could benefit from using the same teachers, premises, laboratories and relations with the industry for the different training levels required. Modular programming, according to the standards and certification studies under way, should be the methodological basis for such an approach.

Higher autonomy and accountability of individual schools would also allow a **better response to the local labour market needs, and a better co-ordination and co-operation with the training activities provided by the industry.** The establishment of (flexible and adapted) National Occupational Standards and Certification system would make it unnecessary to distinguish between all these types of institutions and concentrate the efforts on the outputs of the different programmes rather than on the inputs and processes. Higher involvement of both sides of the industry in defining the OS and Curricula Development is needed in order to reduce the gap between training provision and labour market needs.

In a general sense, this also refers to administrative and political re-organisation needs. On one side, the need to de-concentrate and de-centralise decision-making processes; on the other the need to **better co-ordinate the efforts of the different stakeholders in the field of vocational training.** Co-operation and co-ordination between the different ministries, and between the Public Administration and the Social Partners needs to be permanently cultivated and improved. To increase the capacity to apply the principles of partnership and networking (institutional building of both the public administration and the social partners, particularly at regional / local level) is a possible strategy in this direction. Should the **co-ordination between the administrative bodies**, especially between the MoNE and MoLaSS be improved, the implementation of the whole training system would be more efficient. In order to co-ordinate employment and training policies a Protocol on Qualified Labour Force Training was signed between both Ministries on 07.07.1989. However, there seems to be still some problems of understanding and co-operation between both institutions. Next challenge -following vocational training improvement- should be building from this base a system to **apply the principle of life-long learning.** The **extension of Continuing Training activities** to a larger number of companies (particularly to SMEs) is a clear need for any economy challenging globalisation. First steps in that direction have already taken place, but a more active encouraging policy, promoted by the public authorities in conjunction with the social partners should be directed towards the availability of funding mechanisms. This is preferable to the mere regulation of the obligation by employers to provide training to their employees.

In what concerns the different modalities of the **dual system** it is important to highlight the opinion expressed by several stakeholders concerned about the need to increase the background on several theoretical based topics. This need is related with several issues:

- Need to increase the applicability of general subjects into practice;
- A strategy to maximise employability of students, widening the capacity to adapt to technological changes by providing them with a more sound knowledge base;
- A recognition of the changes in work organisation, where an increase of the technological inputs in the process require more "intelligent" employees who understand the nature of the production processes and are ready to solve problems, rather than simply repeat routine tasks in standard and easy processes.

Another point for improvement, according to the opinion of the Ministry of Labour (MoLaSS), is transparency on labour market information. Information services facilitating labour mobility should be developed, IIBK should be re-organised accordingly in such a way that its effectiveness in the labour market would increase. Efforts should be made for public bodies and private employment institutions to participate actively in the employment development activities of the IIBK, such as labour-force training, job-orientation and employment guidance. Emphasis should be placed upon training for a qualified labour force at all levels within and outside the educational system and the organised and extended vocational technical education, skill-acquisition training, pre-service and on-the-job training and retraining programmes.

4.2. *Conclusions of a feasibility study*

A Feasibility Study in Secondary Education Development has been conducted in 1997. The following problems –relevant for this vocational training study were presented in its conclusions

Despite the positive features already existing in the Turkish vocational training system, the current vocational training system *is not meeting the needs and interests of youngsters and adults. Also, vocational training is failing to meet the rapidly changing needs of industry and technological advances of today's world.* The following issues are to be considered to improve vocational training in Turkey:

- **Problems related to administration and legislation of education**
  - Decision-making process is concentrated, lack of autonomy of school managers to adapt and be responsive to the rapidly changing needs of the school environment industry.
  - Insufficient participation of companies, at local level, in decision making processes about education.
  - Need to update the legal frame according to present needs.

- **Problems related to curriculum development**
  - Curricula have been developed without taking into account business needs.
  - Curricula built following a "narrow specialisation fields" approach: lack of a broad basic foundation of skills and knowledge in graduates.
  - Although, the apprenticeship system is better meeting the needs of youngsters and adults, than the formal education system because it provides apprentices with a broader range of taught skills.
  - Not enough transference of concepts, abilities and skills from "general academic" courses to the world of work.
  - A flexible structure integrating formal and non-formal education systems could not be established.

- **Problems related to educational methodology**
  - Teaching methods applied are incompatible with students' learning styles. A different teaching approach – with stronger training support- is needed.
  - Educational technology resources cannot be utilised adequately.

- **Problems related to vocational orientation, information and counselling**
  - There is not enough network information about career awareness.
  - Insufficient counselling mainly at basic education level.
  - Insufficient job placement services.

- **Problems related to assessment and certification in education**
  - A testing system based on occupational standards does not exist.
  - A relationship with international standards has not been developed.
  - A relationship between occupational standards and certification systems has not been developed.

- **Problems related to teachers**
  - Teachers do not have enough contacts and experience with companies.
  - They do not have enough training (either pre-service or in-service).
  - Unbalanced geographical distribution of teachers in the country: some accumulation in certain branches occurs in big cities.
  - Insufficient salaries to compete with industry.

- **Other problems**
  - ***Lack of industrial oriented approach***. For years, schools and curricula have been organised and implemented regardless of the realities of the world of work. In modern industry, there are new capabilities and skills that workers should have in order to perform efficiently (communication skills, team spirit, interaction and co-operation with peers, solving problem attitudes, etc.). These aspects should be included in the thinking process, when analysing the education of the labour force from the year 2000 onwards.

- ***Full financial responsibility of the Government***. All the financial load of the vocational training falls on governmental budget. As it is known this "full financial responsibility" also implies that the government should make decisions about allocation of funds. The present situation (1997) is showing a two-folded problem, on the one hand, the funding is insufficient to meet the need of education, and on the other hand the allocation is not optimal.
- ***There is not a creative alternative way of funding education***. As a consequence of this, the search of new funding sources is inevitable.

As mentioned earlier on in section 3.3.4.b, the survey carried out by the World Bank on the school-company co-operation scheme concluded there was a necessity to up-date it according to modern needs. Although the current model has been successful to a certain extent, there is limited co-operation between schools and companies. The latter almost never participates in the studies of programme development, planning, implementation or evaluation of the vocational education.

Within the changes mentioned, it is worth pointing out the need for a module that rearranges the responsibilities of schools and managers. Responsibilities and facilities should be shared according to the following idea:

- The basic responsibilities of schools should focus on the development of the key core skills common to all employees, as well as the vocational knowledge, skills and attitudes, which function as a core for the inter-related occupations.
- As for the companies, they should participate in the students' education in such a way as to provide knowledge, skills and attitudes concerning specific occupations and to undertake more responsibilities.

Almost two thirds of company managers and co-ordination teachers think that a **decentralisation to local authorities** would provide higher efficiency to the organisation and management of the system. The WB report recommends that the MoNE should concentrate on developing core curricula that comprise inter-related occupations.To complement this, schools and companies at local level should

(i) identify the needed occupations of the labour force,

(ii) develop vocational programmes based on the core curricula,

(iii) determine the training to be provided by both parties,

(iv) follow-up graduates, and

(v) make necessary arrangements.

Participation and financing on local basis is considered crucial to ensure vocational training's sensitivity towards the needs of the environment. One of the initiatives for finding new financial resources for vocational training may be to reserve a part of the funds collected within the apprenticeship fund (Law 3308) for the local level. Almost one third of the co-ordinator teachers and company managers support this opinion.

5. Recommendations

Recommendations arising in this report from the analysis of the Turkish vocational training system can be organised in three blocks, targeting respectively the vocational training provision as such, the institutional capacity of the vocational training actors and the improvement of continuing training. These recommendations build on existing initiatives displayed by the Turkish authorities or supported by international co-operation projects.

5.1. *To improve the vocational training provision in Turkey*

The main strategy to improve vocational training provision must be based on the principle of linking training with industry (already established as a principle since the 1986 Law), in order to meet its needs and contribute to the Turkish social and economic development.

5.1.1. *Inputs*

The establishment of **Occupational Standards** is a process already started in Turkey, which needs to be continued –to reach a higher number of occupational families- and reinforced, through a wider participation of actors coming from the industry and the research environment.

Based on these OS, **Curriculum Development** activities should be consolidated and improved, also by involving a wider number of actors, in its production and final approval by the Board of Education. Curricula should reach the level of training programmes, adopting a modular methodology. They should also distinguish between a Core Curriculum structure (common to all the training programmes in a particular Occupational Family, delivered in the country) and a flexible part of the Curriculum, to be adopted at decentralised level, according to the local and regional circumstances and characteristics of the industry. In the definition of this flexible part of the curriculum, regional and district Educational Administration services, local industry and social partners, and the school community (teachers, parents, students) should play a certain role.

Schools should adopt an integrated-, territorial approach, concentrating the various **types of schools and training types** (formal and non formal, initial and continuing), and adopting a modular use of training programmes, according to the changing needs of the different targets and requirements from the local industry. Schools must guarantee the acquisition of core skills by students and the fundamental theoretical and practical knowledge, skills and abilities to maximise the further on-the-job training organised in the companies. This also includes the need to extend the Apprenticeship system to a much larger number of youngsters, at present leaving the schooling system and entering the labour market without the minimal skills required, and often under very bad working conditions. Extension of the system should also include a substantial enlargement of the enrolment rates in formal vocational training High Schools.

5.1.2. *Process*

In the **management of the schools** it is required to allow a margin of **autonomy** enabling schools to make an active use of this **flexible and adapted curricula**. This autonomy should also lead schools to establish **partnership** arrangements with companies concerned by the type of training provided by the schools. Partnerships should include: definition and updating of training needs, agreements of training activities (in schools and in companies), equipment required in the schools' workshops, training of trainers, final placements of school students in companies. Furthermore, according to the local circumstances, particularly in SMEs' sectors, partnerships could also foresee the use of school premises and resources for continuing training activities for groups of sectoral companies (see below the recommendation on Continuing Training).

5.1.3. *Outputs*

Training provision and its results should be evaluated according to holistic methods assessing the following issues:

- Not only the students knowledge (in form of a subject-centred exam), but
- The actual acquisition of skills and abilities acquired (according to the Occupational Standards),
- The training programmes followed by these students,
- The conditions in which they have been provided (resources, quality of the partnerships), and
- Their readiness to start working in companies and accomplish the corresponding tasks

5.2. *Strengthening the institutional capacity of training stakeholders.*

The previous recommendation is based on effective partnership agreements between the school system and the industry. Such a strategy requires the different training **stakeholders to be capable of undertaking their obligations**, according to a new sharing of responsibilities among public administration, the social partners' representatives and individual companies.

The present **Sector Dialogue** process (started with the support of the German Bilateral Co-operation, and mentioned above) could be a sound basis to discuss and agree, at top strategy and policy level, the contents and method of these partnerships and a (re) distribution of responsibilities.

However, still at National level, the different stakeholders should be capable to provide inputs and fully participate in several **decision-making processes**, and not just in the final ratification of work made only by MoNE officials. This includes the establishment of Occupational Standards and the development of the curricula, as well as the vocational training planing and decisions concerning budget allocation and fund raising.

For all these functions the private and social stakeholders need to **have available professional resources capable** of such obligations. **Specific training to be able to fulfil these functions should be provided to staff from Ministries' Headquarters, Provincial and District Educational Administration services** and social partner representatives, ideally including the local and regional level.

The recommendation for improving training provision is also conditioned to an effective process of **decentralisation of the system**. Transferring management of schools and use of the resources to regional and local level would allow MoNE Headquarters to concentrate on the more strategy and policy levels and in promoting quality and innovation into the educational system.

Institutional building is also required at **school and enterprise level**. From the Headmasters, to teachers, co-ordinators and masters in the companies, the effectiveness of partnership relies on their capacity to organise the training provision in the schools in a more flexible, professional way.

Trainers and masters must also update their **training techniques** according to their students' learning styles. Training methods must encourage participation and human development. It is particularly important to develop the acquisition of the **core skills** by promoting teamwork, learning by projects, resolution of problems, autonomy and accountability, communication and use of information.

5.3. *Establish an open, flexible and transparent Continuing Training System*

Next challenge -following vocational training improvement- should be building from this base a system **to apply the principle of life-long learning**. The extension of Continuing Training activities to a larger number of companies (particularly to SMEs) is a clear need for any economy facing globalisation.

First steps in that direction have already taken place, but a more active **promotion policy**, from the public authorities together with the social partners, should be directed to the availability of **funding mechanisms**, rather than simply regulating employers' obligation to provide training to their employees.

Successful **partnership agreements** for improving initial formal and non-formal vocational training could be extended, particularly with regard to SMEs, to promote the actual provision of training for the already active workforce. Sharing of resources, training programmes, trainers and skills is one way which this challenge could be addressed. This would reinforce the continuation of partnership in initial training, as well as providing new mechanisms to achieve the objective of adapting the human resources (and organisation) in companies to the changing world to which they belong.

Annexes

A. List of Acronyms

B. List of persons met

C. Bibliography

D. Synopsis of the Vocational and Technical Education System in Turkey

E Competencies of the vocational training-related DGs in the MoNE

F. Vocational education and training institutions in Turkey: Formal and non-formal

G. An example of good practice: the IHKIB Vocational Schools

H. Key Economic Statistics

Annex A - List of acronyms

ATC	Apprenticeship Training Centre
ATHB	Research and Technical Service Unit
BIBB	German Federal Institute for Vocational Training
CNC	Computerised Numeric Control
CEDEFOP	European Centre for the Development of Vocational Education and Training
DG	Directorate General
EC	European Commission
ESC	Economic and Social Council
ETUC	European Trade Union Confederation
EU	European Union
GDP	Gross Domestic Product
GNP	Gross National Product
HEC	Higher Education Council
IIBK	Turkish Employment Organisation
ILO	International Labour Organisation
IPEC	International Programme for the Elimination of Child Labour
MEKSA	
METARGEM	Vocational and Technical Research and Development Centre
METGE	Vocational and Technical Education Development Project
MoLaSS	Ministry of Labour and Social Security
MoNE	Ministry of National Education
MSK	National Standards Commission
OECD	Organisation for Economic Co-operation and Development
OS	Occupational Standard
PTC	Public Training Centre
SME	Small and Middle-sized Enterprises
TE	Technical Education
TESK	Turkish Confederation of Tradesmen and Craftsmen
TISK	Turkish Employers' Confederation
TR	Turkey

Turk-Is	Turkish Confederation of Trade Unions
UNICE	European Confederation of Employers and Industrialists
UNICEF	United Nations Childhood Fund
UNDP	United Nations Development Programme
VET	Vocational Education and Training
VT	Vocational Training
VTET	Vocational Technical Education and Training
WB	World Bank

Annex B - List of persons met

(In chronological order)

Person	Institution
Ms. Melek ERMAN	Officer, Representation of the EC to Turkey
Mr. Oskar BENEDIKT	Second Secretary, Economic Affairs, EC Representation
Mr. Ahmet ERDOGAN	Deputy Undersecretary of MoNE, for Apprenticeship Training and Non-Formal Education
Mr. Naim DURMAZ	General Director of Technical Education, MoNE
Mr. Faruk ÇAM	General Director of Commercial and Tourism Education, MoNE
Ms. Süheyla AKPINAR	General Director of Technical Education for Girls, MoNE
Mr. Mehmet TEMEL	Deputy Undersecretary of MoNE, for Technical & Vocational Education
Mr. Esat SAGCAN	General Director of Apprenticeship and Non-formal Training, MoNE
Mr. Ibrahim KULUÖZTÜRK	Deputy Undersecretary, MoLaSS
Mr. Namik ATA	Head of Department of Labour Training and Vocational Rehabilitation, IIBK (Employment Organisation)
Mr. Necmettin YESILMEN	Director of METARGEM (MoNE)
Mr. Oguz BORAT	Deputy Dean of the Technical Education Faculty, University of Marmara
Mr.Yakup ERDOGAN	Headmaster of the Ziya Kalkavan Anatolian Marine Vocational High School, Besiktas / Istambul
Ms. Necibe NOYAN	Deputy Headmaster of Ataturk Vocational High School for Girls & Anatolian High School, Bahçesehir / Istanbul.
Mr. Ibrahim GOMEÇ	Headmaster of the Istanbul Anatolian Hotel and Tourism Vocational High School, Etilier/Istanbul
Ms. Erbil CIHANGIR	Human Resources Manager and Education Department Director of ITKIB (Textile enterprises association)
Ms. Gülgün SAKA	Headmaster of the Avcilar IHKIB Textile Vocational High School, Avcilar/Istanbul
Mr. Osman NURI SÜZEN	Headmaster of the Avcilar Technical High School, Avcilar/Istanbul
Mr. Husyin YISKIN	Headmaster of the Multiprogramme School Erdemli-Içel
Mr. Neset YAYLA	Headmaster of the Hotel and Tourism Vocational High School, Mersin – Içel
Mr. Ehrem BEKTAS	Deputy Director of Revolving Fund. MoNE
Ms. Sule ÇETIN	Professor of the Hotel and Tourism Faculty, University of Mersin
Mr. Metin ÇETIN	President of the Parent Association for the Hotel and Tourism Vocational High School, Mersin – Içel and Businessman in Hotel sector
Mr. Gurcan ETILER	Secretary General of Southern Turkey Tourism Trade Union
Mr. Birol GUVENÇ	Headmaster of the Multiprogramme School, Mezitli-Içel
Ms. Gülgün AKTAS	Headmaster of the Mersin Anatolian Vocational School, Mersin

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Person	Institution
Mr. Zeki URHAN	Headmaster of the Apprenticeship Technical School in Içel
Mr. Alpay BOZKIRLI	Headmaster of the Anatolian Technical High School, Mersin - Içel
Mr. Mehmet KARLIER	Production Manager of PORTAS, Tarsus / Içel
Mr. Herman WEBELS	Advisor to PORTAS
Mr. Metin MEMIS	Provincial Education Director, Içel Province
Mr. Mehmet SIGINDI	Headmaster of the M. Rustü Industrial Vocational, Technical, and Anatolian Technical High School, Sahinbey / Gaziantep
Ms. Nevin GULCAN	Headmaster of the Vocational High School for Girls, Sahinbey / Gaziantep
Mr. Turan GENÇ	Headmaster of the Sahinbay Commercial Vocational High School, Sahinbay/ Gaziantep
Mr. Kaygisiz BUDAK	Headmaster of the Apprenticeship Training Centre, Gaziantep
Mr. Irfan KOYUNCU	Headmaster of the Oguzeli Multiprogramme School, Ozuzeli/Gaziantep
Ms. Nuran SENAR	Head of Training Department, TESK
Ms. Semra SEVÜK	Head of the Education Department - TOBB
Mr. Salih KILIÇ	General Education Secretary, Turk-Is
Mr. Necati BALTA	Expert in vocational training, Turk-Is
Mr. Andreas GIES	Counsellor for Economic Co-operation, Embassy of the Federal Republic of Germany
Mr. Gerd LÜERS	GTZ
Ms. Zübeyde ÇELEBIOGLU	Economist, TISK
Mr. Halil ÖZGÖKÇE	Vice President of KOSGEB
Ms. Ferda SAHMALI	Human Development Specialist, World Bank Turkey Office

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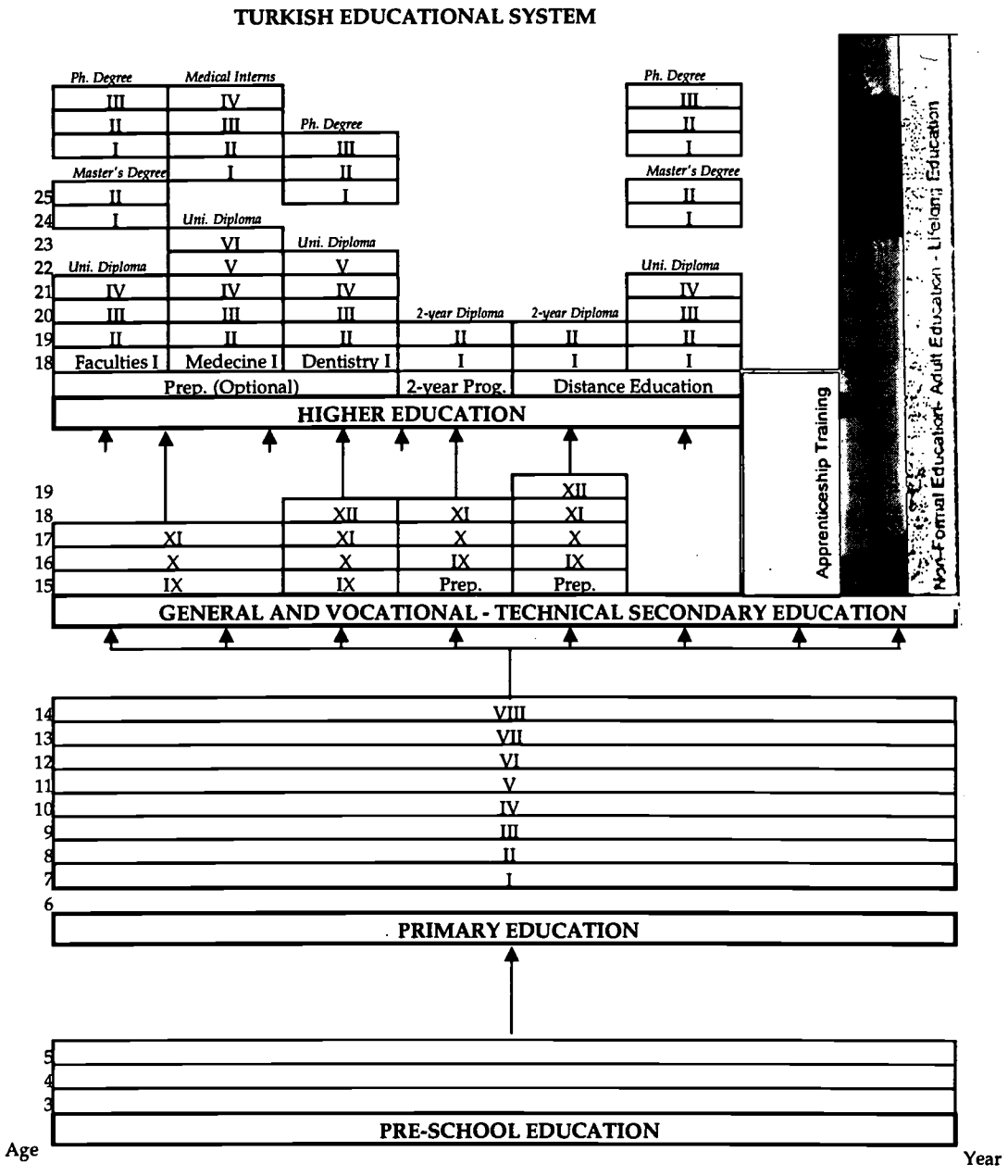
Annex D - Synopsis of the vocational and technical education system in Turkey



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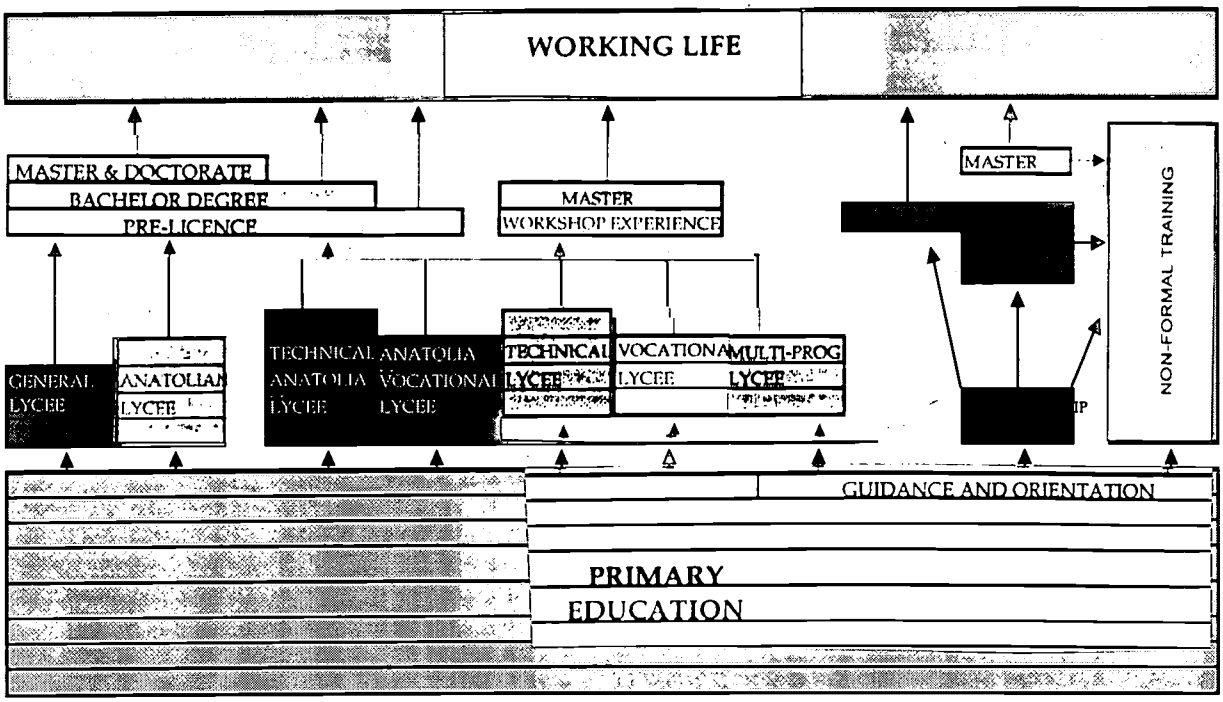
VOCATIONAL AND TECHNICAL EDUCATION SYSTEM



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Annex E - Competencies of the vocational training-related DGS in the MoNE

The functions of the *DG of Technical and Vocational Education* include (doc 14, pag.16):

(i) Work in parallel with technological developments; to take measures to meet the needs of middle-level manpower both quantitatively and qualitatively demanded by industry and co-operate with other related institutions to reach this end,

(ii) Prepare training programmes, curricula and regulations suitable to objectives of industrial vocational and technical education, and evaluate the implementation results,

(iii) Provide general and vocational education for youth and adults, who are directed towards industrial vocational and technical education,

(iv) Take measures to realise requisites related to industrial and technical education expressed in development plans,

(v) Implement the decisions of advisory council of National Education, Higher Advisory council for Vocational and Technical Education and Apprenticeship and Vocational Training council after the decisions are approved by the Minister's Office,

(vi) Provide new schools and departments by taking into account the country's demands, and implement new programmes for local requirements,

(vii) Take measures to prepare and improve basic text books, auxiliary books, and job, operation, information sheets required by secondary level industrial technical schools and institutions,

(viii) Prepare plans, investment programmes, and carry out financial studies to expand industrial schools and institutions,

(ix) Prepare yearly budgets of General directorate and its local organisations; allocate and disburse expenditures; and transfer allocations among the programmes and budget lines as and when required, and

(x) Make surveys and research job opportunities of school graduates entering into working life.

The *General Directorate of Technical Education for Girls* was re-organised by the MoNE, since the number of schools and students were increasing, and needs were changing. The DG executes all duties and services related to education, instruction and administration of: Vocational High Schools for Girls, Technical High Schools for Girls, Anatolian Vocational High Schools for Girls, Anatolian Technical High Schools for Girls, Adult Further Education Institutes, Practical Vocational Schools for Girls and other vocational and technical, formal and non-formal education institutions of the same level and kind. It also prepares educational and instructional programmes, textbooks and materials of these schools and institutions and presents them to the Board of Education. (Doc. 15). These duties include:

- To train the female adult labour force and to provide their contributions to family and country economy through making women productive in economic life.

- To train women for working life as a semi-qualified work force that they will be able to use, interpret and develop the contemporary technologies and scientific methods.
- They should manage to utilise the new technologies, and also should know how to produce new technologies. Turkish women should also be educated with the skills and abilities that are compatible with the technological development of our time.
- The objective of the DG of TE for Girls is to raise the social status of women by founding the educational facilities for the education of women in all its dimensions.
- It seeks to modernise the vocational education of women in Turkey to transfer the contemporary educational systems that are currently available in developed western countries.

For these purposes, parallel to the needs of the present day technological developments, the directory seeks for further extension and diversification of women's vocational training, to raise the quality and productivity of the women workforce through satisfying the needs and demands of the society. It adopts the policy of creating the women (female adult) labour force by orienting women to the educational environment as its main objective.

The *DG for Tourism and Commerce Education* is responsible for the schools and programme in the Service Sector. Its objectives are:

- Carry out all tasks and services with regard to training administration of Vocational Commerce High Schools, Anatolian High Schools of Hotel Management and Tourism, Anatolian Vocational Commerce High Schools, Anatolian Vocational High Schools for Cookery, Anatolian Vocational High Schools for Local Administration, Anatolian Vocational High Schools for Communication, as well as other fomal or non-formal vocational institutions.
- Prepare the educational programmes, books and educational equipments, and present them to the Board of Education.

To achieve these objectives, the DG for Commerce and Tourism Education undertakes the following responsibilities:

- In line with the economic and technical developments, to take measures to meet the needs of middle-level qualified workforce to be employed by public and private sectors in such fields as trade, accounting, office services, co-operative operations, foreign trade, stock-exchange services, insurance services, real-estate services, data processing, banking, press, advertising, or independent work.
- Prepare educational programmes, laws and regulations or give rise to the preparation, implementation, and evaluation of the results, and conduct continuous development researches in these fields.
- Provide the youngsters and adults with general or vocational teaching methodologies in commerce and tourism sector.
- Conduct all types of research and reviews in commerce and tourism sector.
- Open new schools and departments considering country's needs and regional characteristics.

- Enable the production of textbooks according to contemporary technology, and based on the results of reviews, recommend and procure the source and guide books and, when appropriate, translate the books.
- Follow the training programmes of the teachers' faculties to meet the teachers' needs of vocational schools of commerce, tourism and compare them with the new programmes.
- Plan the extension of schools throughout the country, arrange the investment programme and conduct preliminary studies for financing.
- Prepare annual budget for current accounts and transfers to central and local organisations, disburse according to approved budget, issue payments orders, inform local administrations on dates and numbers, and allocate to the requesting schools during the financial year, record the actual and reimbursable cost tables in the books and perform payment transactions.
- In order to provide guidance to graduates for transition to work, investigate business opportunities and co-operate with respective organisations
- Maintain personnel records on performance in the Headquarters and related schools, and co-operate with the respective units for appointments and transfers.
- Arrange, inspect and develop educational, training and administration and students' affairs of the respective schools.

DG of Apprenticeship and Non-formal Training manages the other training courses and activities not included in the other three DGs, and more specifically the apprenticeship system. Apprenticeship Training has taken its place in the Turkish vocational training as a system involving local administrators, tradesmen and craftsmen, industrialists and vocational institutions. It aims at:

- Giving basic vocational education to youth that are at the age (14-18) of apprentice and non-formal training system and to find them jobs.
- Guiding youth that will enter apprenticeship system to choose appropriate vocation.
- Giving vocational education to youth by apprenticeship system, forming their future by working in a working place.
- Taking those youth under the umbrella of social security.
- Determining the standards of journeymanship and mastership in various professions, throughout the country.
- Teaching those jobs and procedures that cannot be learnt in working places, in laboratories and workshops enriched with class materials.
- Updating journeymen and masters with vocational courses in their vocations.
- Updating masters through "master teaching" courses with the aim of providing them to teach their arts to apprentice students better, and
- Developing co-operation between educational institutions and working life.

Annex F - Vocational training institutions in Turkey: Formal and non-formal

1) *Formal vocational schools*

Anatolian Technical High Schools are five-year (1+4)-course high schools to train lower level of technicians for industry. The main difference between Anatolian Technical High Schools and Technical high Schools is the medium of instruction and a preparatory class that is added to the beginning of the four-year education programme to teach a foreign language. Primary education graduates who apply and show high performance in the centrally organised entrance examination are accepted to these schools. The variety of programmes offered include 28 specialities: Air-Craft Maintenance Electronics; Air-Craft Engines; Automobile Engineering; Automatic Control; Building construction; Building Draughtsman; CNC Machines; Computer Science (Hardware); Computer Science (Software); Control and Instrumentation Technology; Chemistry; Electrical; Electronics; Hydraulic and Pneumatic Technology; Industrial Electronics; Infrastructure – Utilities; Journalism; Mechanical Engineering; Medical Electronics; Micro-Technology; Radio-Television; Telecommunications; Textile-Dueing-Fulling; Textile-Spinning; Textile-Ready Made Clothes; Textile Manufacture; Knitting Technology; and Tool-Die Making.

In the ***Anatolian Technical High Schools for Girls*** the number of specialities is reduced to 4: Ready Made Clothing, Textile - Quality control; Textile Dyeing, Printing and Designing, and Textile Weaving.

Technical High Schools provide four-year education to train lower level technicians demanded by industry. In the first year, subjects are common with Industrial Vocational High Schools. Students who are successful and show a satisfactory or a high level performance in such subjects as Mathematics, Physics, Chemistry and Technical Drawing may apply to enter Technical High Schools at the end of the first year. 27 different specialities are offered by these schools, which are supposed to be terminal programmes. However, graduates may enter to higher Education, if they pass the University Entrance Examination. Specialisations include: Automobile Engineering; Chemistry; CNC Machines; Control and Instrumentation; Construction; Computer Science (Hardware); Computer Science (Software); Construction Draughtsman; Decoration furniture; Electrical; Electronics; Food Technology; Hydraulics and Pneumatics; Infrastructure – Utilities; Industrial Electronics; Machine Draughtsman; Machining; Machine Pattern Making; Mapping and Surveying; Medical Electronics; Micro-Technology; Ready Made Clothes; Spinning; Tool-Die Making; Weaving and Knitting Technology.

Technical High Schools for Girls provide only four specialities, namely: Food Control and Analysis; Graphics; Ready Made Clothing, and Catering.

Anatolian Vocational High Schools provide four years of practical based vocational education, which supply skilled workers required by the industry. The main difference with the Industrial Vocational High School is the medium of instruction. Some of the courses are

taught in foreign languages, so the first year is a preparation one. Primary education school graduates who apply, pass central entrance examination and show a high performance are accepted to these schools. 38 specialisations can be studied in these schools, namely:

Air-Craft Maintenance Electronics; Air-Craft Engines; Automatic Control; Building construction; Building Draughtsman; CNC Machines; Computer Science (Hardware); Computer Science (Software); Control and Instrumentation Technology; Chemistry; Marine Technology and Law; Fishing At Sea; Dyeing – Fulling; Dyeing – Printing – Drawing; Electrical; Electronics; Hydraulic and Pneumatic Technology; Industrial Electronics; Infrastructure – Utilities; Jewellery; Journalism; Machining; Marine Electronics and Communication; Medical Electronics; Micro-Technology; Plastic Arts (Sculpture); Ready Made Clothes; Radio-TV; Ship Building; Spinning; Telecommunications; Textiles; Tool-Die Making; Knitting Technology; Weaving and Wooden Yatch Construction.

Anatolian Vocational High Schools For Girls offer 24 Specialisations, namely: Computer; Electronics; Child Development; Graphics; Sculpture; Ready Made clothing; Leather Garment Making; Interior Design; Drawing; Office Management Secretarial; Cruise; Travel Agency; Restoration; Conservation; Ornamenting Plants; Fashion Design; Ceramics; Ready Made Knitwear; Textile-quality-Control; Textile Design; Textile spinning; Textile Dyeing Printing and Designing; Textile Weaving and Tourism Industry.

Anatolian Vocational Commerce High Schools are 4 (1+3) year vocational schools. After the first preparatory year providing intensive foreign language education, students follow a first common year. In the second year they specialise either in Foreign Trade or in Data processing.

Anatolian Foreign Trade Vocational High Schools are 4 (1+3) year vocational schools. They prepare bilingual qualified personnel needed in import-export companies and in companies operating in 'free trade zone' regions where goods are imported-exported duty-free, without custom procedures.

Anatolian Vocational High Schools of Hotel Management and Tourism are 4 (1+3)-year vocational schools. After the first preparatory year providing intensive foreign language education, students follow a first common year. In the second year they specialise in Reception Services, Guest Services, Floor Services, Travel Service or Kitchen Services. Schools host a Hotel offering normal services to the wider public. In the seasonal period students are placed in tourism facilities, paid at least 60% of the Minimum Salary and insured by the Government.

Anatolian Vocational High Schools for Cookery are 4 (1+3) year vocational schools. Schools host a Restaurant offering normal services to the wider public. In the seasonal period students are placed in tourist facilities and paid at least 60% of the Minimum Salary and insured by the Government.

Anatolian Vocational High Schools for Secretarial Services are 4 (1+3)-year vocational schools. After the first preparatory year providing intensive foreign language education, students follow two common years. In the third year they specialise in Secretarial Services for Management and Commerce, Legal Secretarial Services or Medical Secretarial Services.

Anatolian Vocational High Schools for Local Administrations are 4 (1+3)-year vocational schools. After the first preparatory year providing intensive foreign language education, students follow two common years in the school. In the third year students attend school 2 days per week and are placed 3 days a week in Municipality and Accounting fields at local administration services, being paid not less than 30% of minimum salary, and insured by the Government.

Anatolian Vocational Schools for Communications are 4 (1+3)-year vocational schools. After the first preparatory year providing intensive foreign language education, students follow two common years in the school. In the third year students attend school 2 days per week and are placed 3 days a week at workplaces dealing with journalism and advertising services, being paid not less than 30% of minimum salary, and insured by the Government.

Industrial Vocational High Schools are three-year vocational high schools with specially designed programmes to train young people in an industrial vocation. Since the capacity for each subject and school is limited, graduates of primary schools are admitted according to prior educational achievement and their preferences. First year is common with technical high schools. Those students who want to transfer to technical high schools must show satisfactory performance at a high level in certain subjects, such as Maths, Physics, Chemistry and Technical Drawing. The 63 specialisations are designed to be terminal and graduates of these schools enter industry to be skilled workers. Graduates of these schools may also apply to the higher education and enter into universities if they are successful in the University Entrance Examinations. Specialisations include: Automobile Engineering; Book binding & Silk Screen Printing; Building construction; Building Drawing; Ceramics and Tile Decoration; Ceramics and Tile Production; CNC Machines; Computer Science (Hardware); Computer Science (Software); Control and Instrumentation Technology; Chemistry; Construction (Infrastructure), construction (Upper Structure); Cooling and Ventilation; Decorative Arts; Dyeing – Fulling; Dyeing Technology; Electrical; Electronics; Electro-Mechanics (Conveyors); Food Technology; Foundry Technology; Furniture Making and Decoration; Graphics; Heavy-duty Machines (Maintenance and Reparation); Heavy duty Machines (operation); Hydraulics and Pneumatics; Jewellery;

Leather- Ready Made Clothes; Leather Technology; Library Anship; Machining; Machine shop Practice; Metallurgy; Metal Working; Moulding; Machine Drawing; Marble Technology; Mapping and surveying; Micro Technology; Printing; Printing (Offset & Typo); Pattern Making; Plastic Processing; Plumbing Technology (Heath. Natural Gas); Plumbing Technology (Heath. Sanitary Equipment); Industrial Processes; Ready Made clothes; Clothing Machines Maintenance; Reproduction Techniques; Restoration Techniques; Rubber Technology; Seafood; Spinning; Shoe Making; Tea Technology; Telecommunications; Tool & Die Making; Typesetting; Upholstery; Weaving; Knitting Technology.

Vocational High Schools for Girls offer 32 specialisations: Food Control and Analysis; Glasswork; Ready Made clothing; Skin Care; Tile Decoration; Child Development; Leather Garment Making; Handicrafts; Electronics; Home Management nutrition; clothing; Graphics; Computer; Chemistry; Classical Bookbinding; Hair Dressing; Catering; Garment Making; Mechanical Drawing; Fashion Design; Embroidery; Textile Dyeing, Printing and Design; Pastry Making; Drawing; Ceramics; Ornamenting Plants; Ready Made Knitwear; Textile Weaving; Textile Spinning; Tailoring (Men); Tailoring (Ladies); and Structural Drawing.

Within Vocational High Schools for Girls, ***Application Kindergartens*** are opened as laboratories to train the students in child development subjects. They are given the chance to observe and study the pre-school children, to learn the basic principles of child development. They are operated through their revolving fund, which is gained through the economic activity that took place in the schools. Also within the body of these schools ***Children Clubs*** are opened, programmed to organise the children's time between ages 6-12 in various activities, to offer them appropriate environment to practice their skills and aptitudes and to provide them with education to meet their various interests and requirements in this respect.

Vocational Commerce High Schools are three-year vocational schools. The first two common years are in the school. In the third year students attend school 2 days per week specialising in Accounting, Banking, Office Services, Co-operative Operations, Foreign Trade, Stock-Exchange Services, Insurance Services or Real-Estate services. They are also placed 3 days a week in workplaces being paid not less than 30% of minimum salary, and insured by the Government.

Multi-Programme High Schools were founded to take the maximum advantage of the existing school buildings, educational facilities, teachers and other related personnel in smaller settlement units. Multi-programme schools may depend on either the DG of Technical and Vocational Education and Industrial Technical Schools, the DG of Technical Education for Girls, DG of Commerce and Tourism Education or even the DG for General Secondary Education. The general, technical and vocational programmes are offered within the same building. Its duration is three years, after eight of primary school education. They are the vocational and technical schools who provide the students with the minimum general culture and also vocational skills and abilities preparing them for working life and also for higher education institutions. Students who graduate from these schools by taking a vocational school diploma are granted the title of "technician". There are several branches of specialisation according to the demands and needs of the workforce in the vicinity.

2) *Vocational training in non-formal institutions (youth and adults)*

Industrial Practical Trade Schools accept students who completed primary education but are not able to continue their further normal education (youth and adults). According to students' preferences or availability of premises, training can be provided during the day or the evening. Following industry needs and number of applicants, any programme may be launched if there is enough people to start. Duration of course varies according to nature of particular trade, but most are around 1200 hours. There are Independent or Integrated schools, depending on whether they own their building and teachers or not.

Practical Vocational Schools for Girls offer programmes at various levels for girls and women who have completed their formal education or who have dropped out of formal education at any level or even those who have never entered into the formal education system. They offer education of different duration and levels. In total 250 different programmes are presented in the courses, which are opened according to the needs and requirements of the school environment.

Adult Technical Training Centres are the same as the previous but more specialised for adults with a primary education diploma who wish to prepare themselves for a vocation or for upgrading their knowledge and skills in a specialised area. All these centres have boarding facilities and provide training free of charge.

Adult Further Education Institutes (for Girls) have courses with duration of two years. They are active in 12 provinces. The minimum requirement is primary school diploma (certain only accept students graduated from high schools or vocational high schools). Apart from training to students they also provide research, development and evaluation in the branches of Turkish Folk Costumes and Handicrafts. They also teach about the achievements and manufacturing activities in these areas.

Vocational Training Centres have been established in accordance with bilateral Technical co-operation Agreement between the Turkish Government and the Republic of Germany. The purpose of the Centre is to train adults and masters in their specific vocations or to upgrade their knowledge and skills through a dual system. The centre is considered a non-formal type of institution and training duration is three years after graduation from primary education school. In 1998-1999 academic year 13 centres of this type were carrying out dual training in Industrial Electronics, Industrial Mechanics and automobile engineering areas.

Annex G - An example of good practice: The Ihkib vocational schools

1) *Background*

ITKIB is an employers association in the area of Istanbul, with 35,000 associates in the textile sector, interpreted in a broad sense (Ready-made clothes, Dyeing - Fouling; Spinning; Printing; Designing; Weaving Manufacture).

Textile is a very important sector in Turkish economy. Employing around 20% of the labour force. It is responsible for 40% of the exports of goods. 72% of these exports are produced in the Istanbul region.

Textile activity is labour intensive, and its destination to foreign markets make the quality of the products crucial, leaving it highly dependent on the human input into the process.

After analysing their problems in Human Resources areas the association concluded that, while Managers were in general terms adequately trained, the manpower working in the sector was insufficiently skilled and trained.

Therefore, it was decided to promote a training school capable of providing skilled manpower satisfying these needs. After promoting the project among the Istanbul local authorities and the MoNE, it was finally decided, in a protocol to launch the IHKIB Vocational School in Hazirgiyim (Istanbul). In the framework of this agreement, the MoNE provided the Building and the staff of the school, while the Association took responsibility on the provision of equipment, machinery and furniture of the centre, in line with that existing in the actual associated firms.

2) *School organisation*

The school reproduces in each of its departments the different textile sub-sectors, with different productive processes and techniques in each. In each floor of the school the workshop aims at specialising the students in these different techniques.

Entrance to the school is subject to a double selecting process. After the compulsory national-wide exam to accede to vocational training, the mentioned protocol established an additional "private" exam. This complementary selection process is more focused on the skills required for the tasks to be undertaken in the occupational family than in the subject-oriented exams based on knowledge. This exam is done through passing several psycho-technical tests, e.g. distinguishing colours. The co-education principle is applied in the IHKIB schools, although participation according to gender is not balanced in every specialisation but as a whole.

The training methodology applied is also particular, with respect to what is common in Vocational Schools in Turkey. During the first semester of the first year all the students follow the General Culture subjects, such as Turkish language, Mathematics, Geography, Physics, Chemistry, Biology, History, Literature and basic English.

In the Second semester of the first year, all the students experiment in the five different departments. At the end of the first year, students are distributed among the different departments, according to their capabilities and performance.

The second year is centred on specialising students in the selected department. Training is organised following an on-the-job method, that is to say, performing the tasks needed in the production process and learning by doing. The trainers are either teachers from the school (with a Technical Education degree) or Masters coming from the sector. Technical educators follow a training in the industries before they start to teach in the school.

In the third year, during the first semester they complete their specialisation in the school, whereas during the second semester they are sent to different companies to apply their skills – following the dual system. At the end of this second semester they come back to the school for a Graduation Ceremony. 100% of the students who have completed the three year process (92% of the 100 students selected) are employed in the companies.

3) *Other developments*

After a first evaluation of the project, it was concluded that a training need insufficiently covered by the school was pattern making. The school decided to promote a second school specialised in this domain for 200 students.

The need to train technicians specialised in textile machinery maintenance and repair was noted and so another school was then promoted for 70 students.

These two new schools apply a similar methodology and organisation.

The equipment of the workshops is equivalent to the one existing in the companies. Equipment is renewed annually.

Following the possibility of using a revolving fund, schools are accepting sub-contracting orders from the sector companies, since their workshops have a capacity of a medium-sized company.

Workshops and school premises are also used for organising other training courses during the weekend or other periods of time out of the school courses. These courses are organised for the wider public or for employees from the sector.

The new training objective of the association is to develop a new school at University level, to train the required staff at higher education level (i.e. textile engineers).

4) *Outstanding features*

Some of the characteristics of the IHKIB schools are to be highlighted in comparison with the common performance of vocational training schools in Turkey.

First, its close relationship with the industry. The initial idea and the continuous updating of technology and equipment come from the high involvement of an organised sector.

The content and methodology of training delivered is adapted to the needs and development of the companies in the sector.

The sector also provides in-company training for the teachers and complements the school staff with masters from the industry.

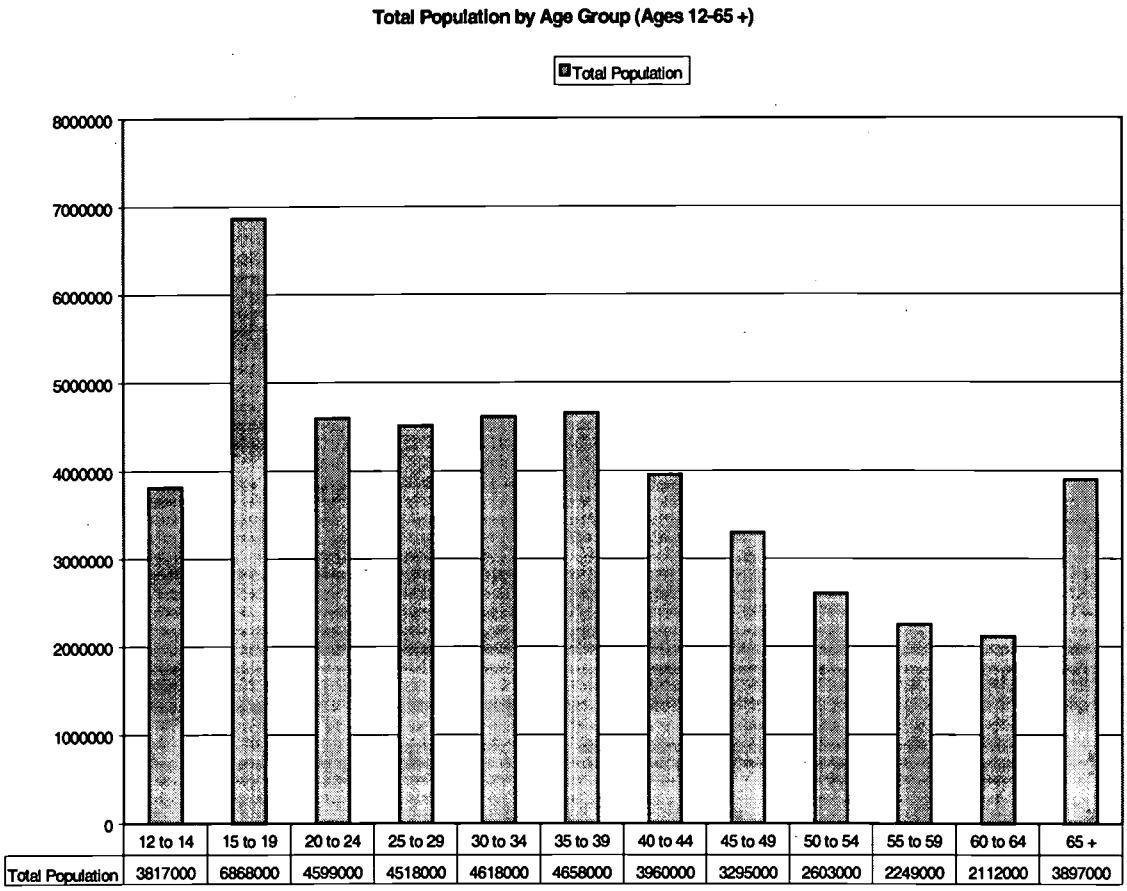
Companies do not feel their involvement in the dual system as an imposed obligation but they consider the school as "their" school, built and managed to solve their problems in the field of training their manpower.

Such a relation with the sector is also the base for satisfying new identified needs, including the upgrading of skills for the already employed staff. Schools can then become the basis for a Sectoral Training school open to providing a range of training programmes (formal and non-formal, initial, continuing or for the unemployed). By maximising the use of the premises and equipment, the school is ready not only to respond to diverse needs but in a postion to do so with the required equipment and technologies.

Annex H - Key economic statistics

1. Population.
2. Rate of active population.
3. Expenditure on education.
4. Employment according to economic sectors.
5. Employment according to educational level and Gender.
6. Child employment.
7. Population unemployment rates

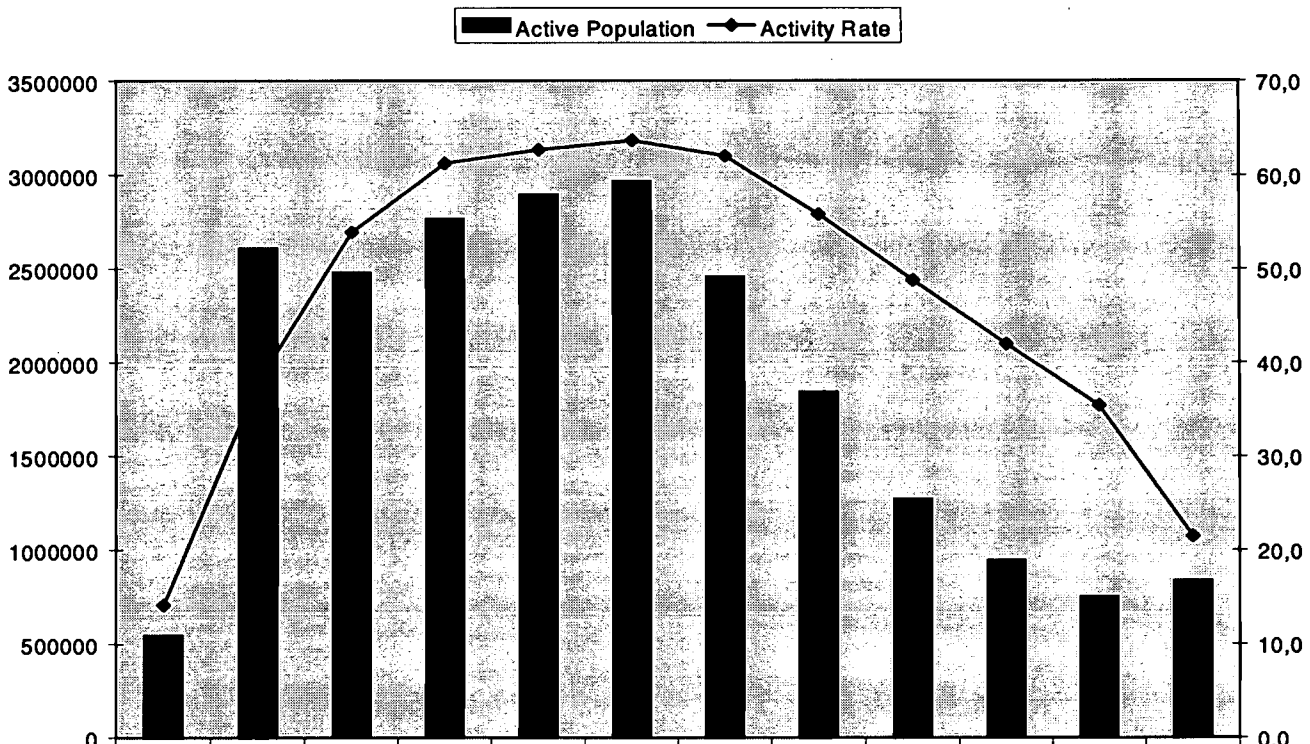
1. *Population*



	12 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 +
Total Population	3817000	6868000	4599000	4518000	4618000	4658000	3960000	3295000	2603000	2249000	2112000	3897000

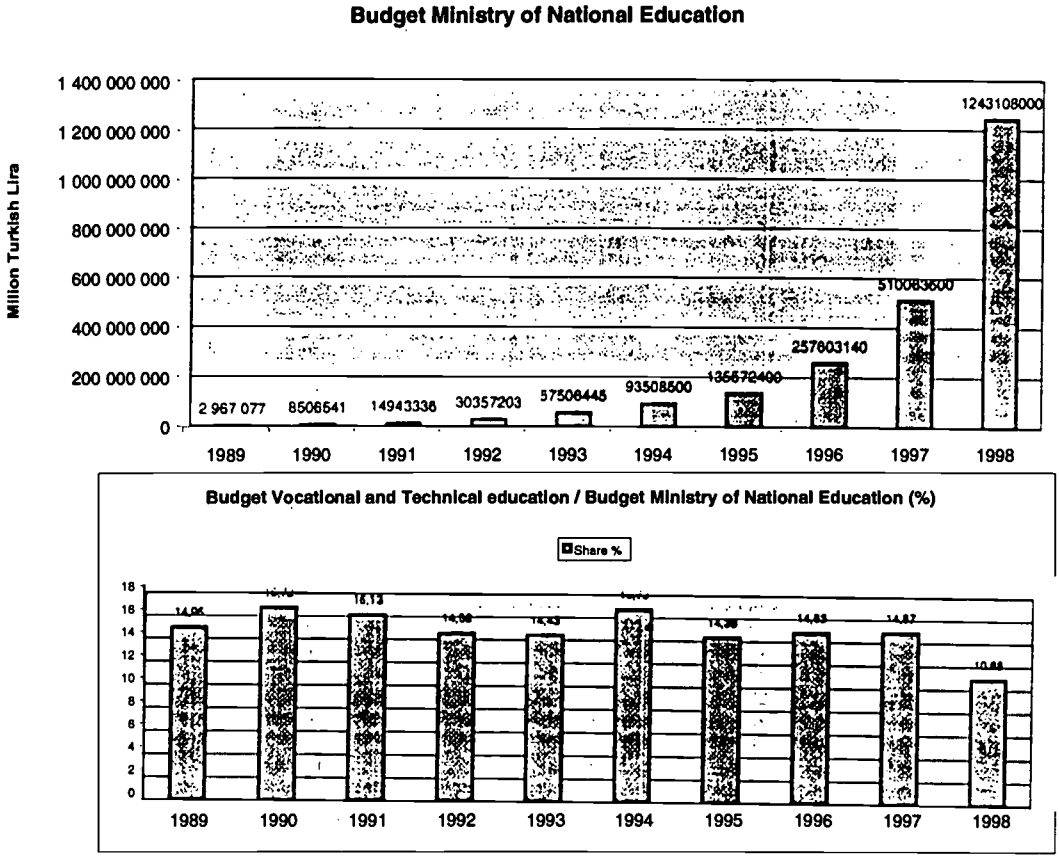
2. *Rate of active population*

Economically active population and activity rate by age group 12 +. (1997)



	12 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 +
Active Population	541000	2609000	2481000	2768000	2895000	2967000	2457000	1841000	1270000	945000	749000	836000
Activity Rate	14,2	38,0	53,9	61,3	62,7	63,7	62,0	55,9	48,8	42,0	35,5	21,5

3. *Expenditure on education*



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4. *Employment according to economic sectors*

Annual % growth

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Turkey	2.6	1.7	1.7	0.8	0.9	2.5	3.7	2.5	-1.9	2.8

General level in 1000's

	1989	1990	1991	1992	1993	1994	1995	1996	1997
Turkey	18,856	19,946	19,452	19,959	19,905	20,396	21,378	21,698	20,815
Men	12,870	13,669	13,319	13,789	13,781	14,515	14,891	15,252	15,364
Women	5,986	6,277	6,132	6,169	6,124	5,881	6,486	6,446	5,450
% fem	31.7	31.5	31.5	30.9	30.8	28.8	30.3	29.7	26.2

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Total employment by economic activity

	1989	1990	1991	1992	1993	1994	1995	1996	1997
Turkey	18,856	19,946	19,452	19,959	19,905	20,396	21,378	21,698	20,815
1	9,092	9,356	9,251	8,912	8,643	9,023	10,227	9,962	8,219
2	155	214	217	203	164	159	131	162	176
3	2,796	2,958	2,727	3,284	3,002	2,985	2,948	3,134	3,602
4	30	13	29	68	114	98	111	82	111
5	976	937	989	1,085	1,172	1,231	1,228	1,356	1,323
6	2,108	2,278	2,249	2,493	2,544	2,647	2,612	2,704	2,916
7	816	851	802	841	960	917	854	917	926
8	444	436	437	463	491	474	487	453	516
9	2,439	2,904	2,752	2,610	2,815	2,862	2,779	2,928	3,024

Men-Women (1997)

Turkey	Men	Women	%Men	%Women
Agriculture, Hunting Forestry and Fishing	4,657	3,562	30.3	65.4
Mining and Quarrying	174	3	1.1	0.1
Manufacturing	2,919	684	19.0	12.6
Electricity, Gas and Water	101	11	0.7	0.2
Construction	1,296	27	8.4	0.5
Wholesale and Retail Trade and Restaurants and Hotels	2,617	298	17.0	5.5
Transport, Storage and Communication.	882	44	5.7	0.8
Financing, Insurance, Real Estate and Business Services	373	143	2.4	2.6
Community, Social and Personal Services	2,345	679	15.3	12.5
Total	**15,364**	**5,450**	**100.0**	**100.0**

Source: ILO World Year Book, 1998.

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Total employment by occupation

	1989	1990	1991	1992	1993	1994	1995	1996	1997
Turkey	**18,856**	**19,946**	**19,452**	**19,959**	**19,905**	**20,396**	**21,378**	**21,698**	**20,815**
0 & 1	1,025	1,155	1,076	1,088	1,222	1,266	1,215	1,272	1,344
2	295	480	302	312	463	454	487	418	534
3	829	947	851	963	1,017	933	1,017	1,056	1,158
4	1,441	1,543	1,530	1,734	1,812	1,890	1,855	1,965	2,027
5	1,385	1,570	1,570	1,552	1,618	1,647	1,552	1,626	1,831
6	9,079	9,345	9,238	8,913	8,600	8,985	10,194	9,912	8,207
7 & 8 & 9	4,715	4,858	4,716	5,244	5,024	5,123	4,951	5,297	5,551
X	87	48	169	150	149	99	108	153	163

Men-Women (1997)

	Men	Women	%Men	%Women
Turkey	**15,364**	**5,450**		
Professional, technical and related workers	901	443	5.9	8.1
Administrative and managerial workers	488	46	3.2	0.8
Clerical and related workers	752	405	4.9	7.4
Sales workers	1,835	192	11.9	3.5
Service workers	1,601	229	10.4	4.2
Agriculture, animal husbandry and forestry workers, fisherman and hunters.	4,646	3,561	30.2	65.3
Production and related workers, transport equipment operators and labourers.	5,004	547	32.6	10.0
Workers not classifiable by occupation.	136	27	0.9	0.5

Source: ILO World Year Book.1999

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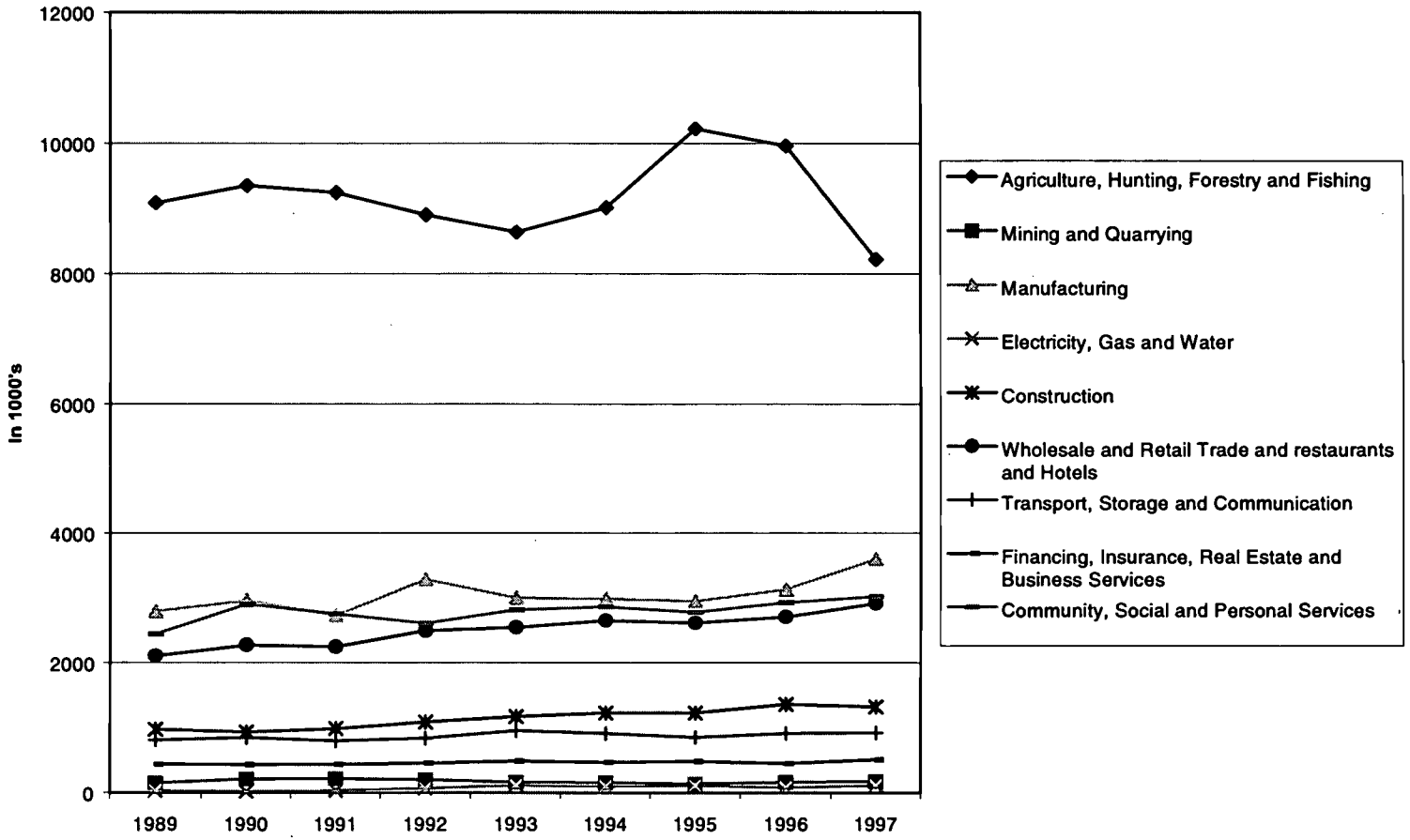
Total Employment by Economic Activity (ISIC-2, 1989-1997)



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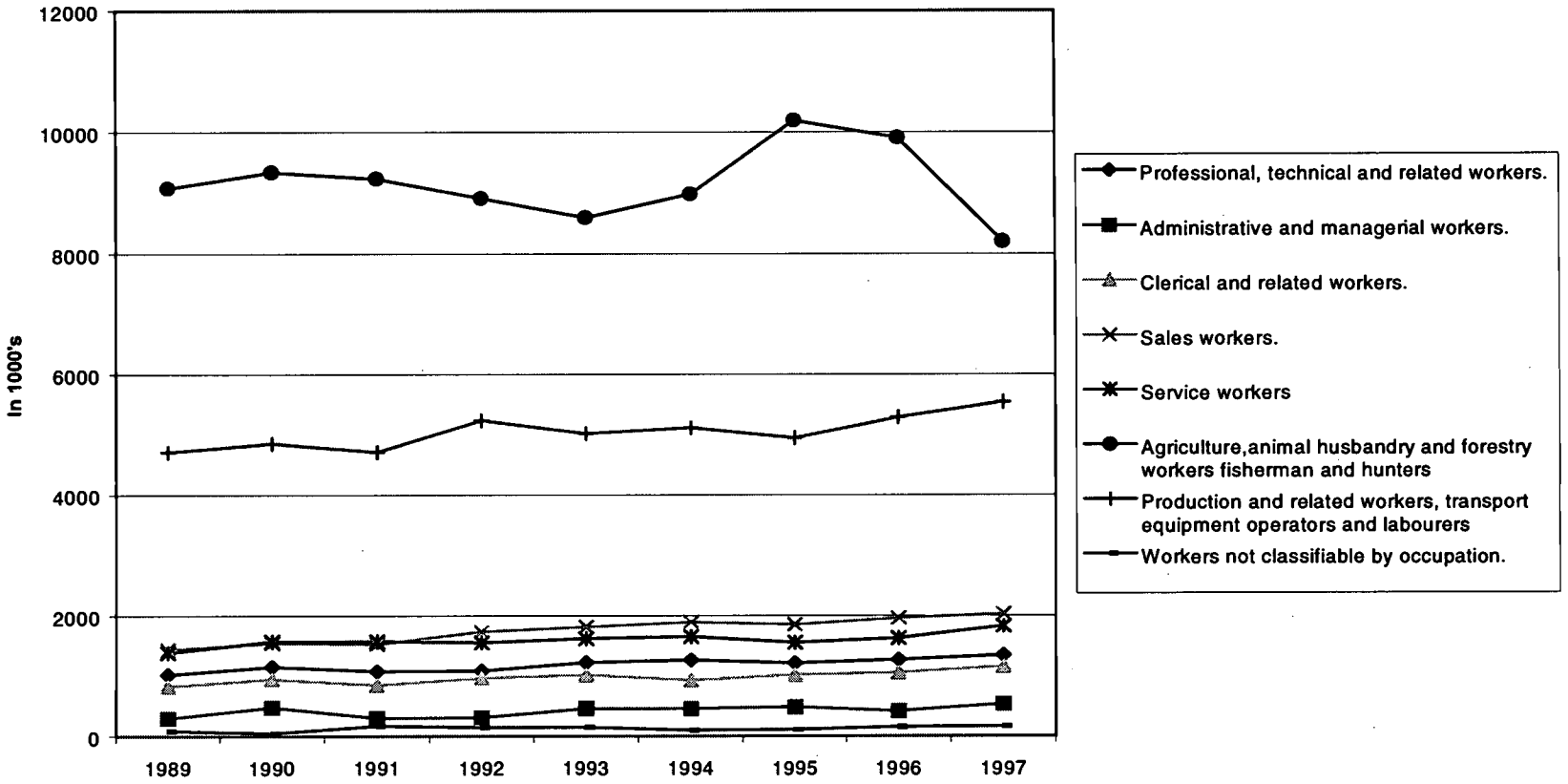
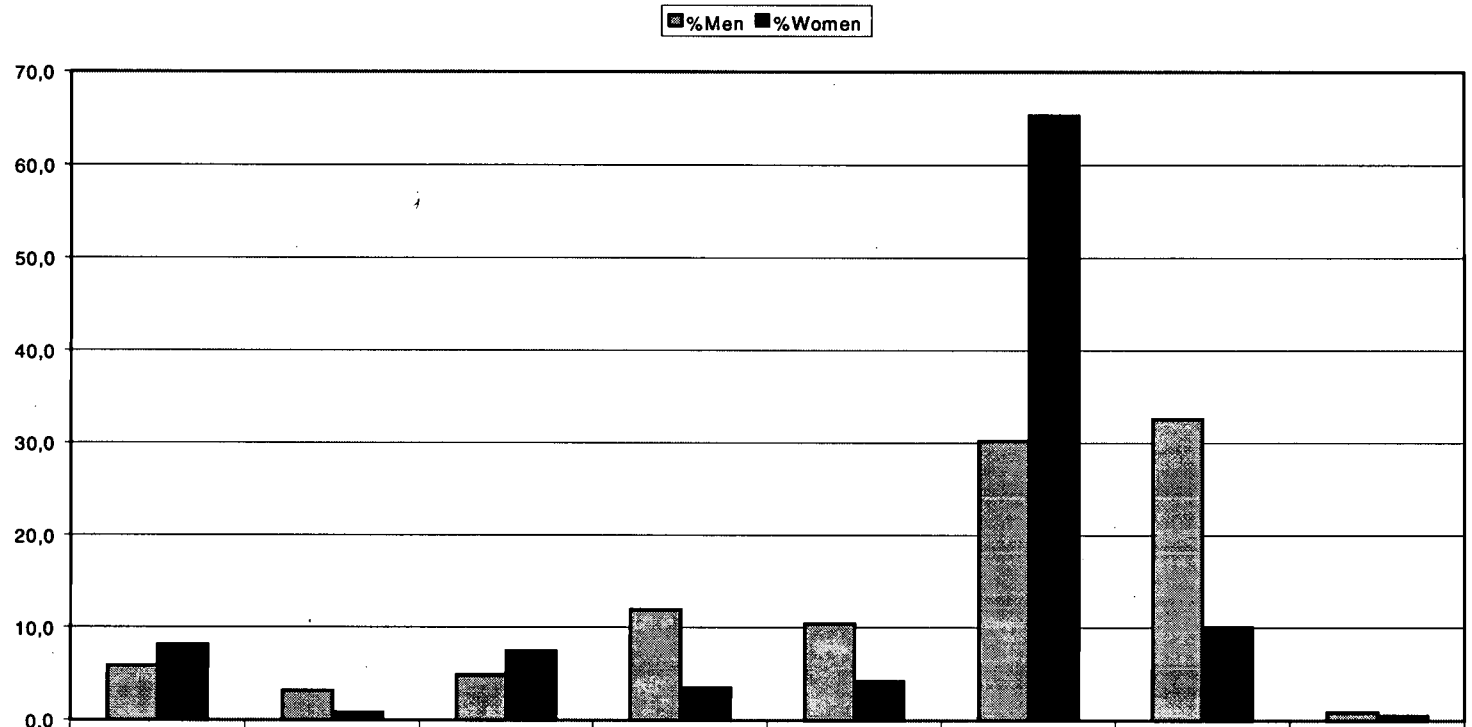
Total Employment by Occupation (ISCO-68, 1989-1997)

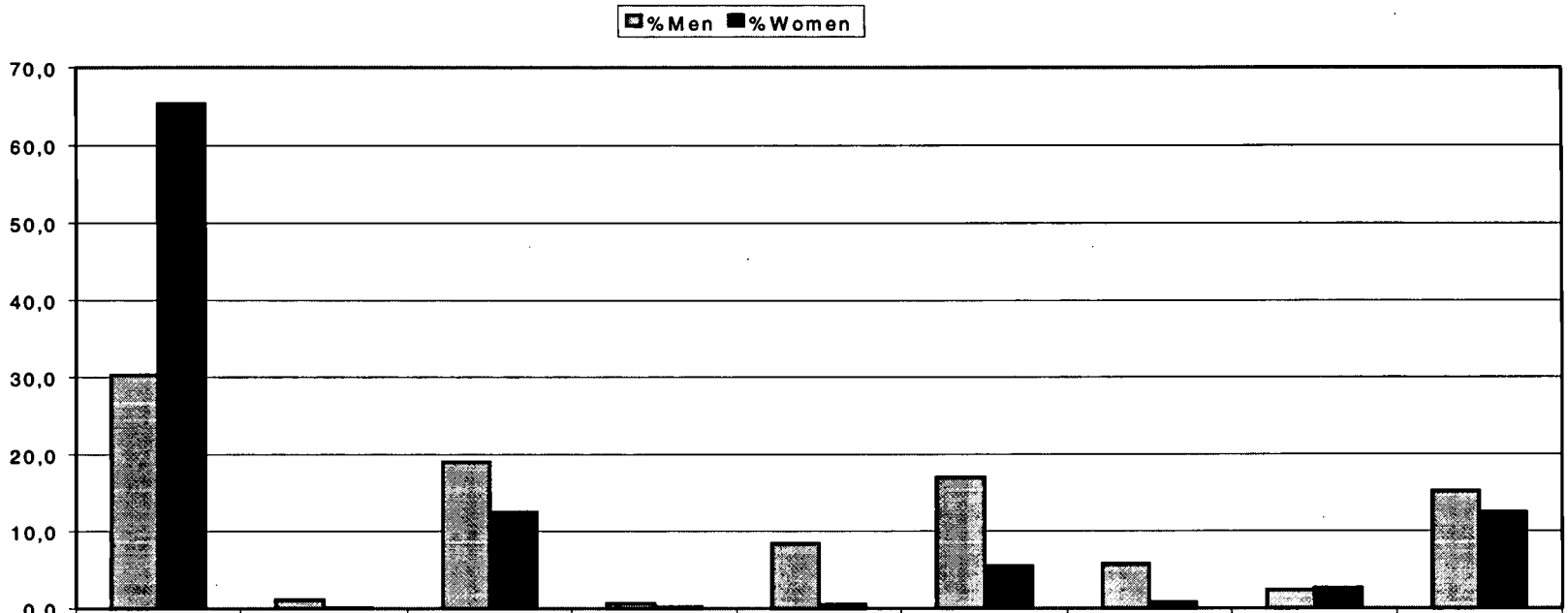


Distribution (%) of Employment by Occupation and Gender (ISCO 68, 1997)



	Professional, technical and related workers	Administrative and managerial workers	Clerical and related workers	Sales workers	Service workers	Agriculture, animal husbandry and forestry	Production and related workers, transport	Workers not classifiable by occupation.
%Men	5,9	3,2	4,9	11,9	10,4	30,2	32,6	0,9
%Women	8,1	0,8	7,4	3,5	4,2	65,3	10,0	0,5

Distribution (%) of Employment bu Economic Activity and Gender (ISIC-2, 1997)



	Agriculture, Hunting Forestry and	Mining and Quarrying	Manufacturing	Electricity, Gas and Water	Construction	Wholesale and Retail Trade and	Transport, Storage and Communicatio	Financing, Insurance, Real Estate	Community, Social and Personal
%Men	30,3	1,1	19,0	0,7	8,4	17,0	5,7	2,4	15,3
%Women	65,4	0,1	12,6	0,2	0,5	5,5	0,8	2,6	12,5

5. *Employment according to educational level and gender*

Labour force participation rates by level of educational attainment and gender for the population 25 to 64 and 25 to 34 years of age (1997)

Turkey	Age 25-64				Age 25-34			
	Below upper secondary education	Upper secondary education	University-level education	All levels of education	Below upper secondary education	Upper secondary education	University-level education	All levels of education
Men	85	90	89	86	97	96	96	97
Women	26	36	73	29	25	41	84	30

Turkey	Age 35-44				Age 55-64			
	Below upper secondary education	Upper secondary education	University-level education	All levels of education	Below upper secondary education	Upper secondary education	University-level education	All levels of education
Men	96	98	99	96	58	36	48	56
Women	26	39	78	30	25	4	33	24

Source: OECD Education at Glance. 1998

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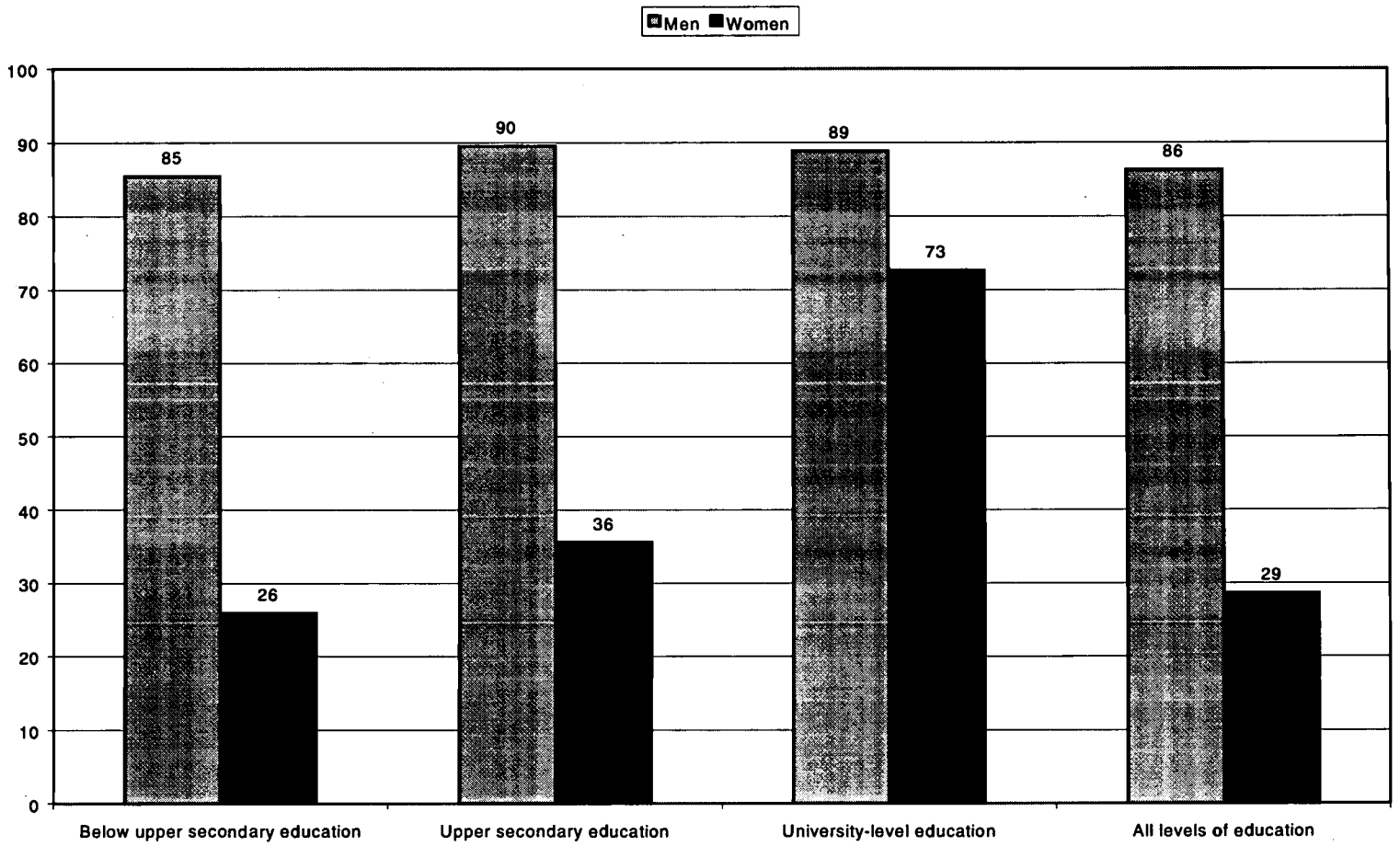
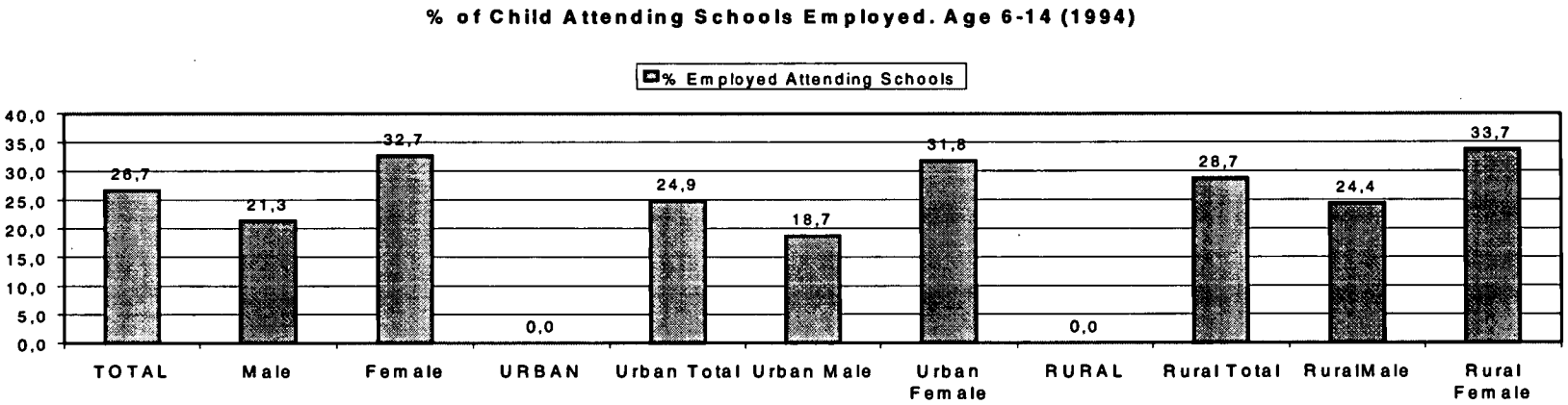
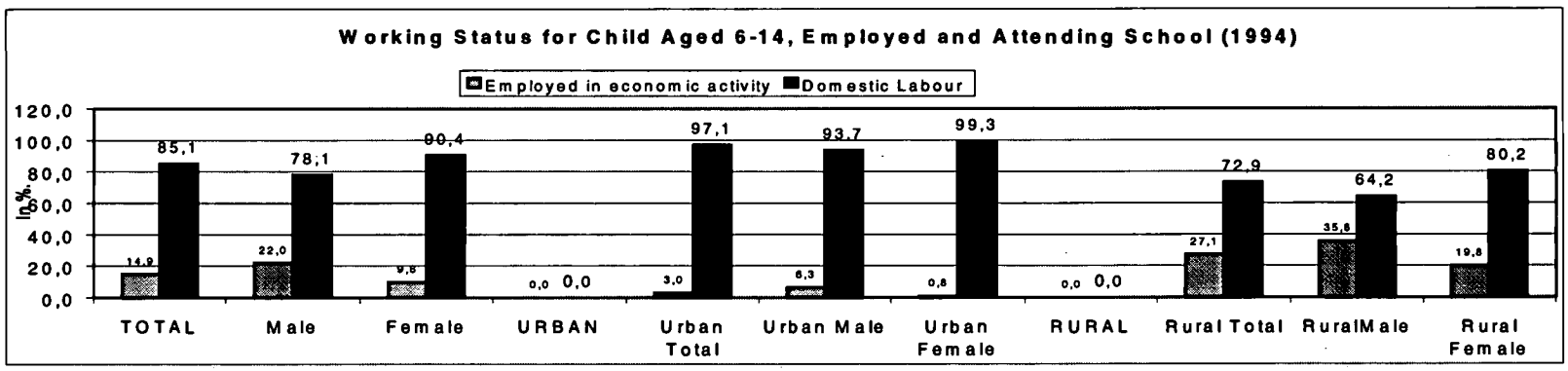
labor forceparticipation rates by level of educational attainment and gender for the population 25 to 64 of age (1997)



6. *Child employment*





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7. *Population unemployment rates*

Expected years in employment, out of the labour force and in unemployment for men and women 25 to 64 years of age (1996)

	Expected years in employment				Expected years out of the labour market				Expected years in unemployment			
	Below upper secondary education	Upper secondary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary education	Tertiary education	All levels of education
Men	31.7	28.9	31.5	31.6	6.9	10.0	7.5	7.1	1.3	1.2	0.9	1.3
Women	10.1	9.0	23.0	10.9	29.6	30.1	16.0	28.8	0.3	1.0	1.0	0.4

Source: OCED Database Education at Glance 1998.
Own Elaboration

Employment / population ratios of youth by level of educational attainment and age group (1997)

	Below upper secondary education			Upper secondary education			University-level education		All levels of education		
	Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Total population	34.8	49.5	53.2	24.6	37.1	64.7	51.5	80.2	33.0	45.9	57.0
Men	45.3	81.3	90.9	30.0	44.3	85.3	50.3	86.0	42.3	66.2	89.4
Women	24.9	29.4	22.6	18.2	28.4	34.6	52.8	72.6	23.9	30.0	27.1

Source: OCDE Database. 1997.

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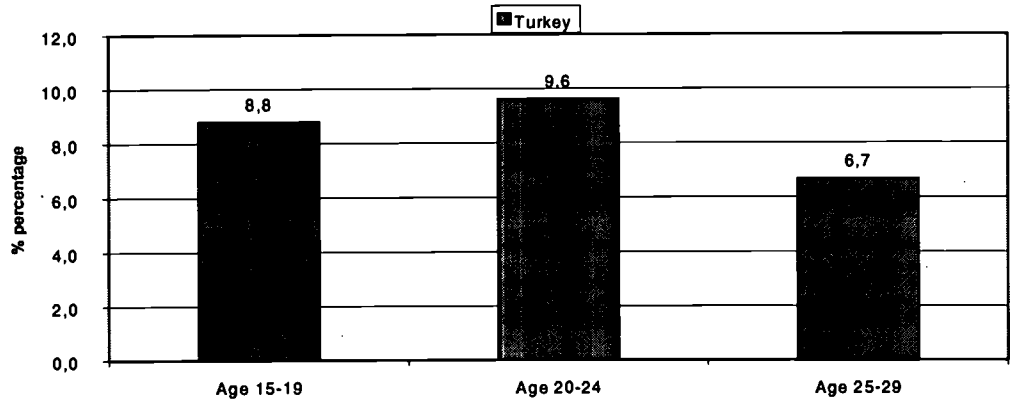

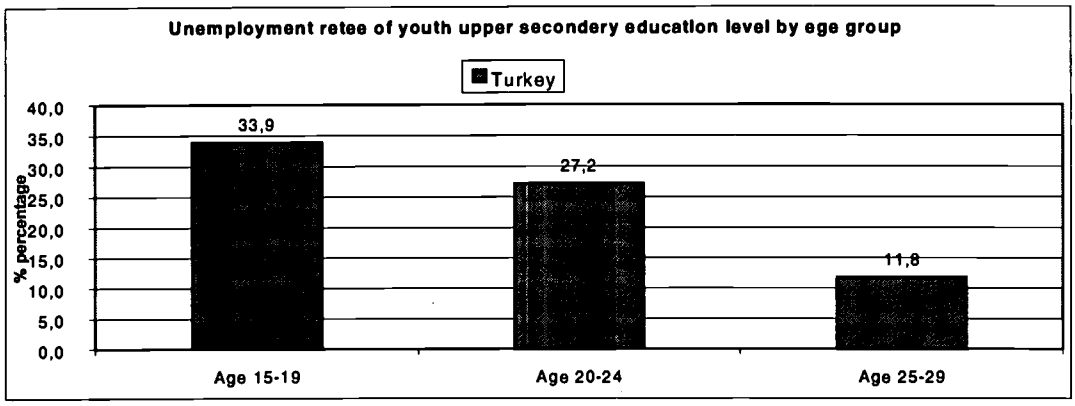

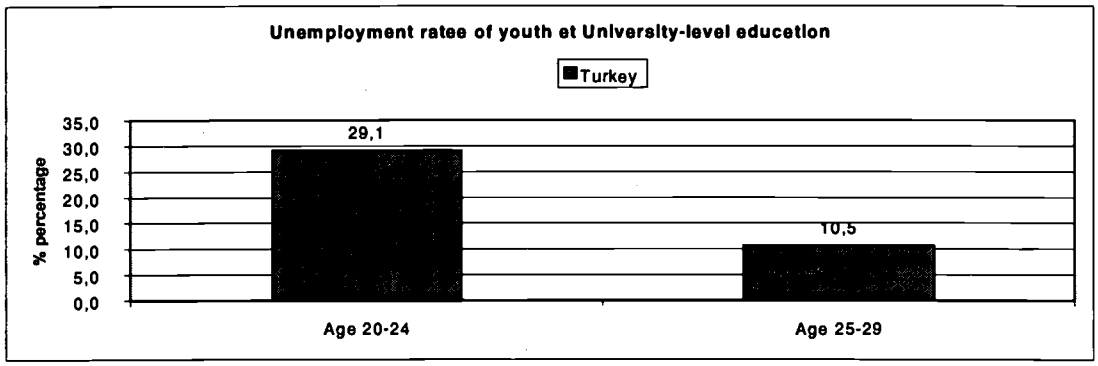

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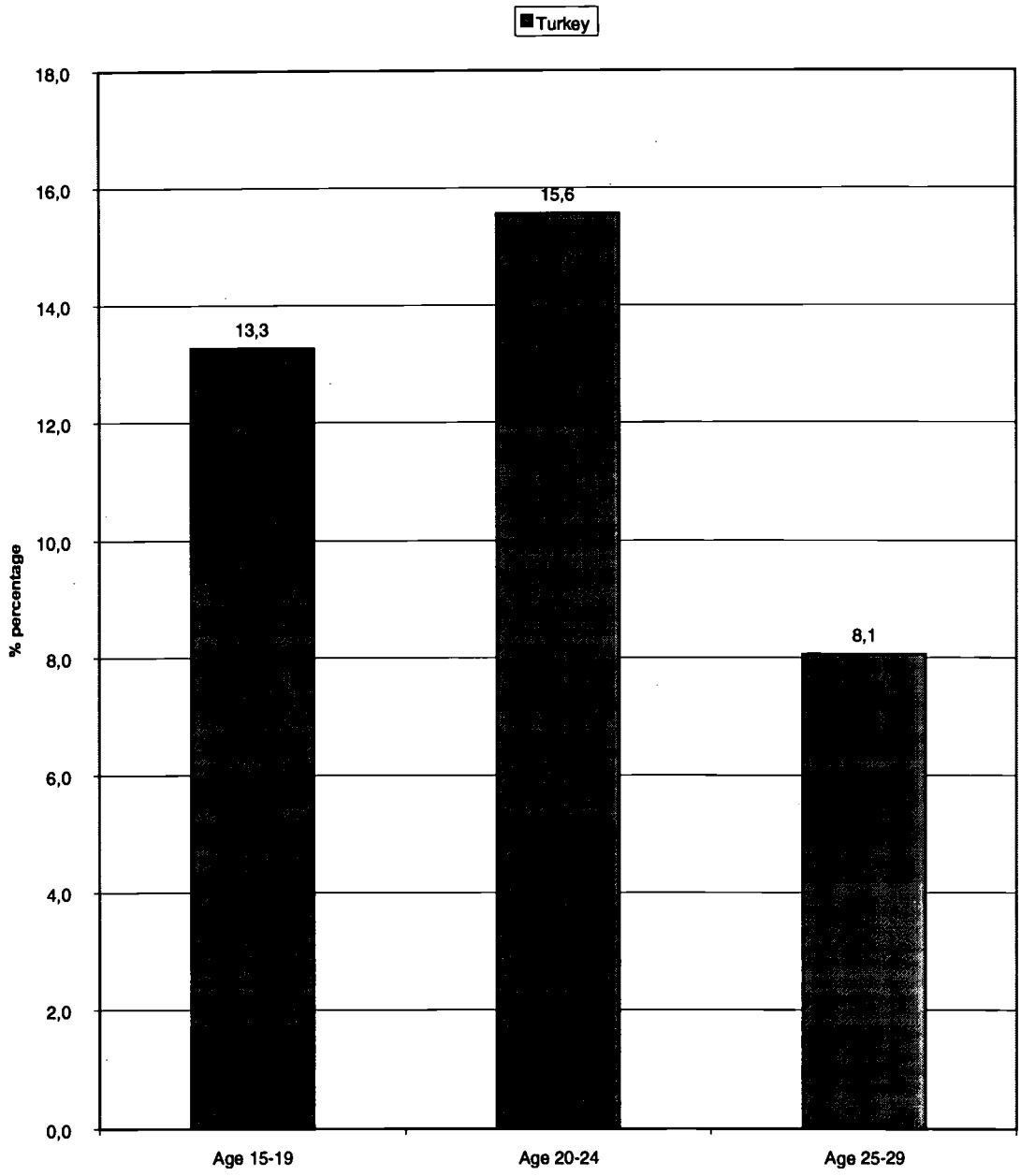
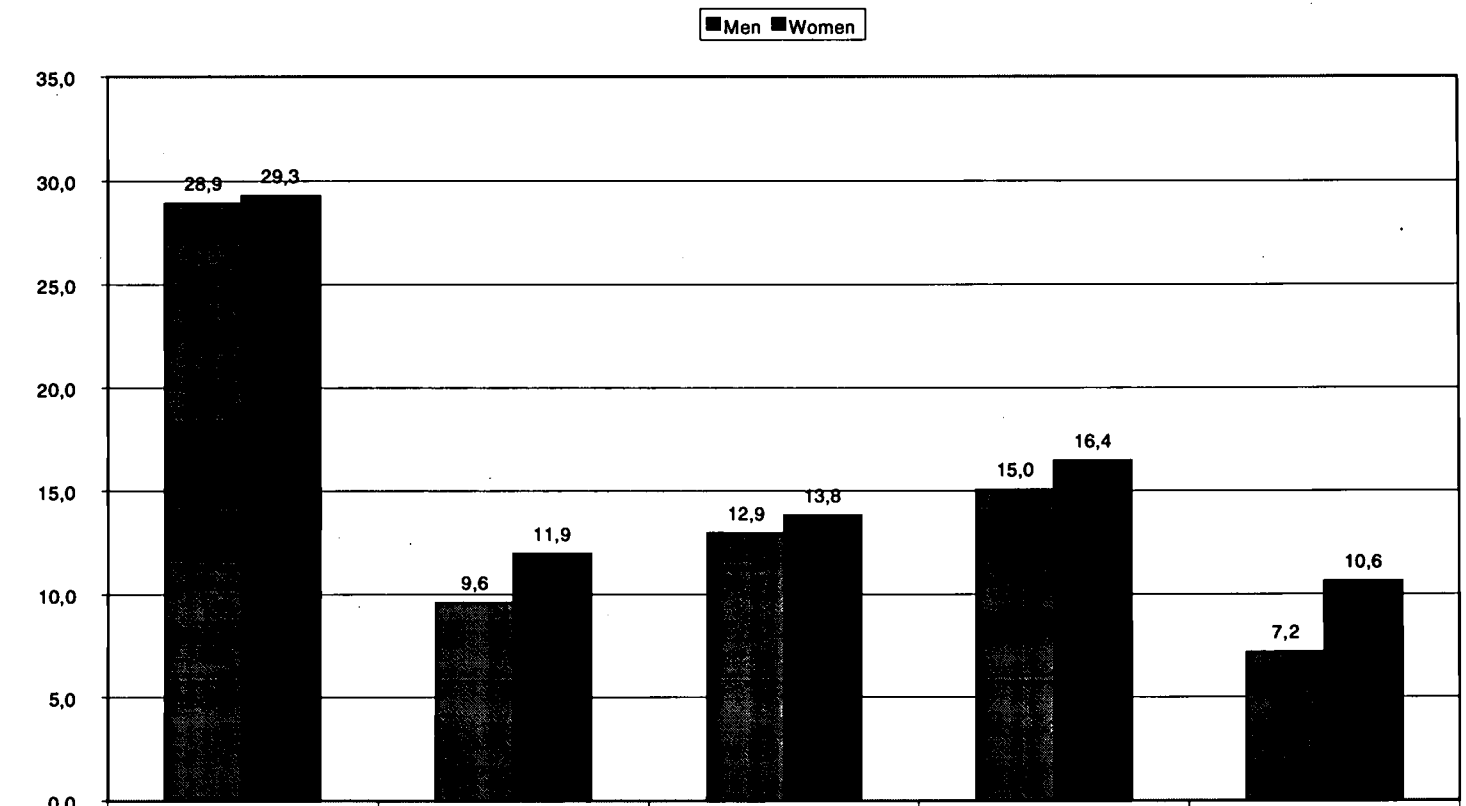
Unemployment rates of youth by all levels of education attainment and age group

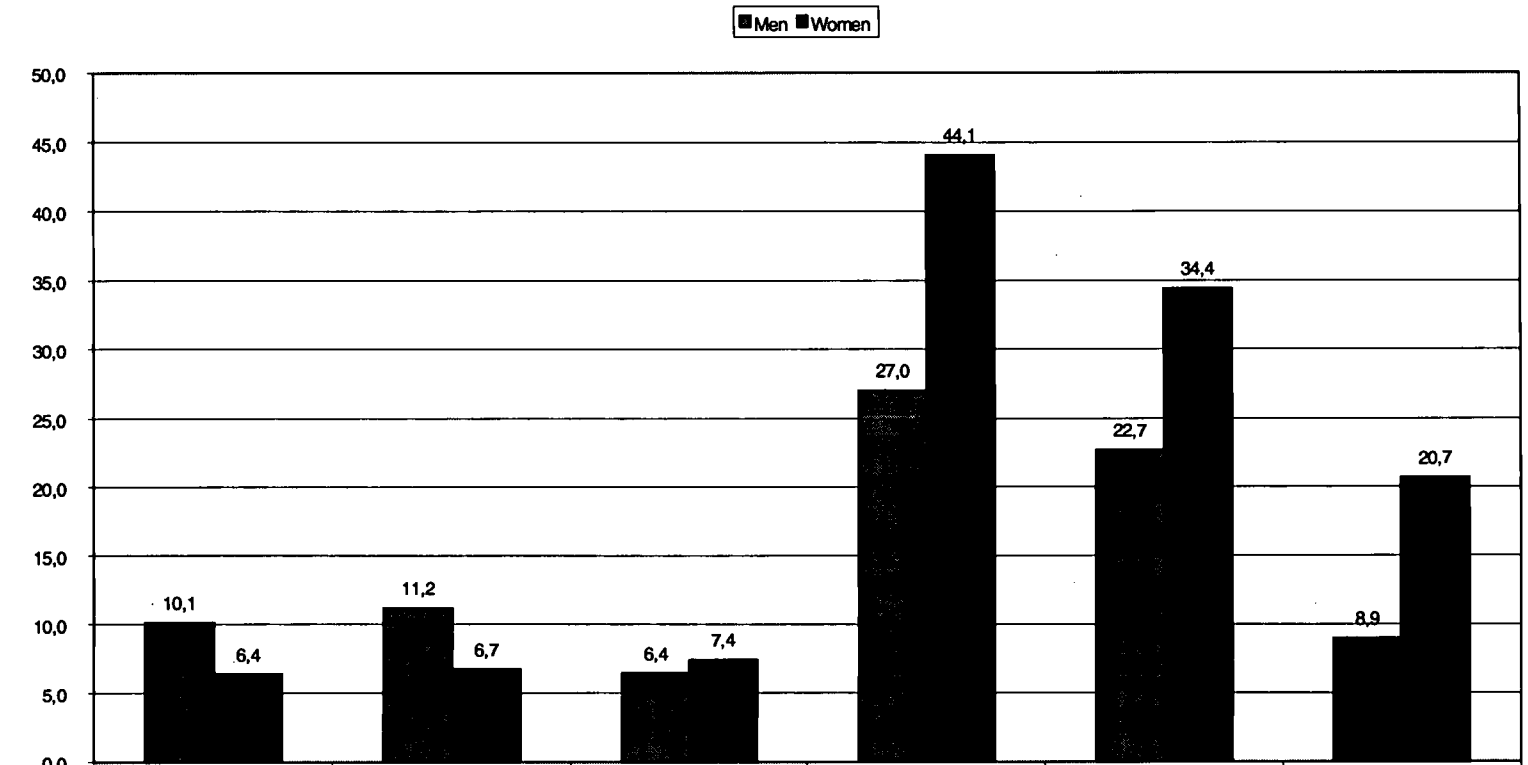


Unemployment rates of youth by level of education attainment, age and gender



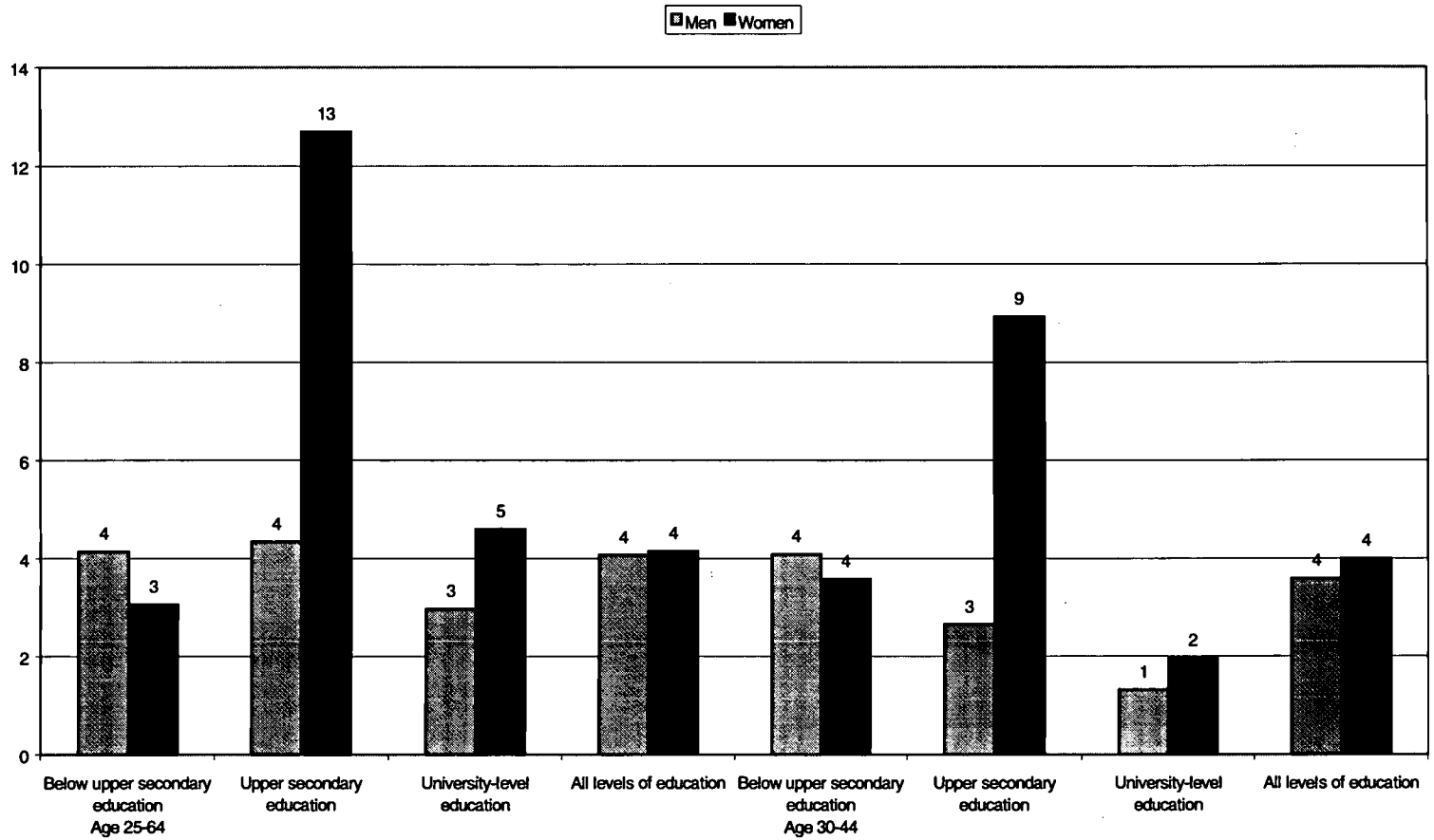
	Age 20-24 University-level education	Age 25-29	Age 15-19 All levels of education	Age 20-24	Age 25-29
Men	28,9	9,6	12,9	15,0	7,2
Women	29,3	11,9	13,8	16,4	10,6

Unemployment rates of youth by level of educational attainment, age and gender



	Age 15-19 Below upper secondary education	Age 20-24	Age 25-29	Age 15-19 Upper secondary education	Age 20-24	Age 25-29
Men	10,1	11,2	6,4	27,0	22,7	8,9
Women	6,4	6,7	7,4	44,1	34,4	20,7

Unemployment rates by age, level of educational attainment and gender. Age 24-64, 30-44. (1997)



Unemployment rate

Turkey	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
OCDE	8.6	8	7.9	8	7.7	8.1	6.9	6	6.4	6.3	6.5	6.4
ILO	8.8	7.5	8.4	8	8	7.9	6.6	5.8	6.9			
Men-ILO	8.5	7.5	8.9	8.2	8.2	7.7	6.6	5.9	6.1			
Women-ILO	9.4	7.5	7.3	7.6	7.5	8.5	6.8	5.5	9.2			

Total Unemployed Population(1000's)	1,821	1,615	1,787	1,745	1,722	1,740	1,522	1,332	1,545

Unemployment by ages and gender (ILO)

Unemployment 1997	12 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 or +	Total
Men(in 1000s)	34	217	240	149	78	74	67	55	48	14	11	8	994
Women (in 1000's)	18	155	174	84	49	39	18	10	3	1	0	0	550
% Men	3.4	21.8	24.1	15.0	7.8	7.4	6.7	5.5	4.8	1.4	1.1	0.8	100.0
% Women	3.3	28.2	31.6	15.3	8.9	7.1	3.3	1.8	0.5	0.2	0.0	0.0	100.0

Source: ILO World Year Book, 1998.

Long Term Unemployment 1997 - OECD	41.6%
Youth Unemployment Rates (under 25) - OECD	15% Women - 14% Men

Source: OCDE Database. 1999
ILO. World Year Book. 1998

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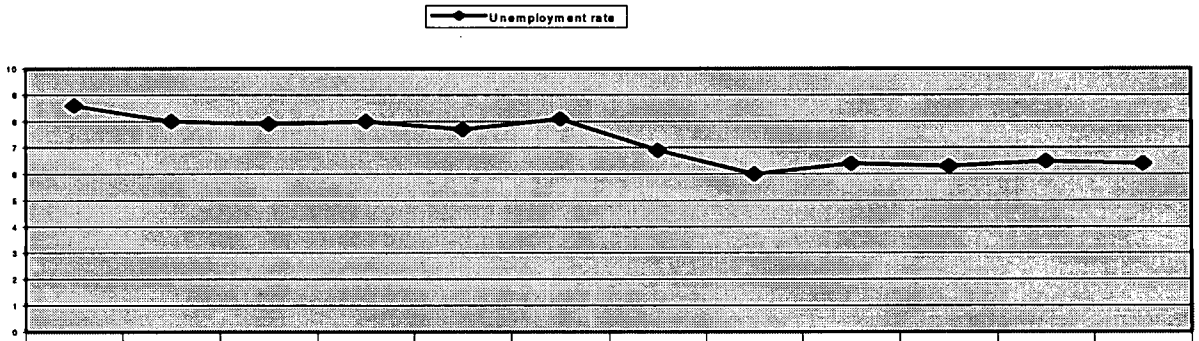
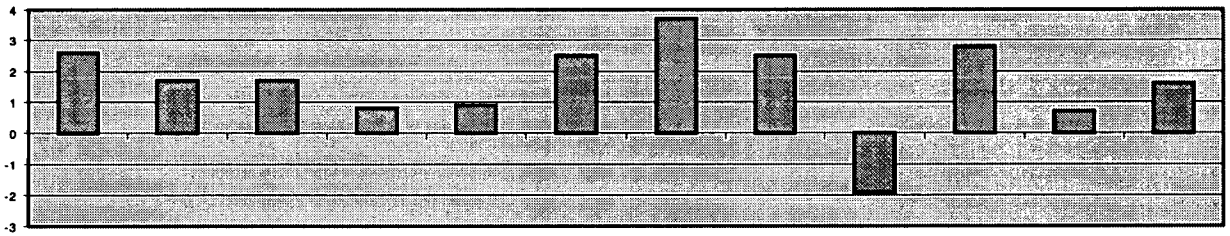
Unemployment Rate (1989-2000)



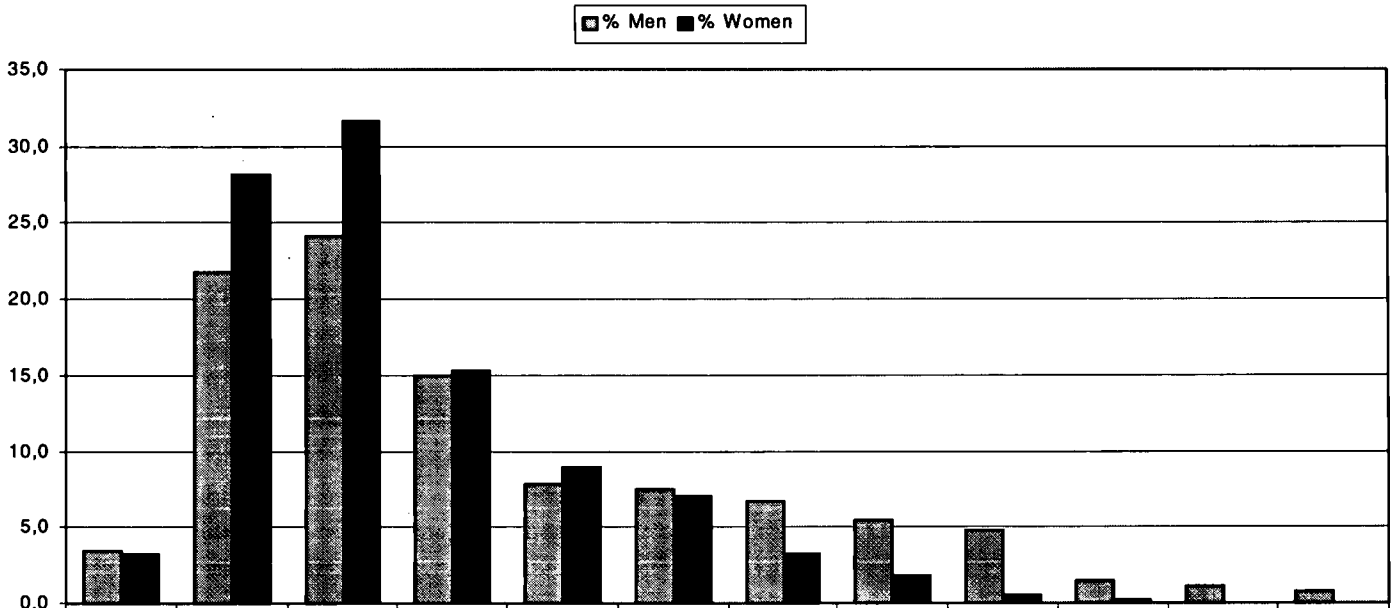
	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Unemployment rate	8,6	8	7,9	8	7,7	8,1	6,9	6	6,4	6,3	6,5	6,4

Employment - Anual % growth (1989-2000)



	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Anual % growth	2,6	1,7	1,7	0,8	0,9	2,5	3,7	2,5	-1,9	2,8	0,7	1,6

Distribution of Unemployment by ages and gender.



	12 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 or +
% Men	3,4	21,8	24,1	15,0	7,8	7,4	6,7	5,5	4,8	1,4	1,1	0,8
% Women	3,3	28,2	31,6	15,3	8,9	7,1	3,3	1,8	0,5	0,2	0,0	0,0

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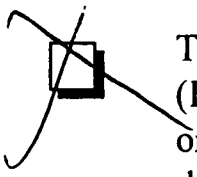

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