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TECHNICAL ASSISTANCE FOR PROMOTING DECENT FUTURE OF WORK APPROACH WITH A FOCUS ON GENDER EQUALITY

(EuropeAid/140341/IH/SER/TR)

TURKEY

QUANTITATIVE DESK RESEARCH REPORT EDUCATION



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EDUCATION SECTOR



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LIST OF ABBREVIATIONS

Abbreviation	Meaning
CEDEFOP	European Centre for the Development of Vocational Training
EU	European Union
EUROFOUND	European Found for the Improvement of Living and Working Conditions
GDP	Gross Domestic Product
ILO	International Labour Organisation
KOSGEB	Turkey Development Agency for Small and Medium Enterprises)
MSME	Micro, Small and Medium Enterprises
MTDs	Medium Term Deliveries
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
PISA	Program of International Studies Assessment
PLL	Professional Learning LAB
SMEs	Small and Medium Enterprises
TUIK	Turkish Statistical Institute (TURKSTAT)
TVET	Technical Vocational Education and Training
VET	Vocational Education and Training



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1. EXECUTIVE SUMMARY¹

Vocational education and training (VET) can play a central role in preparing young people for work, developing the skills of adults, and responding to the labour-market needs of the economy. Despite this role, VET in OECD countries has been oddly neglected and marginalised in policy discussions, often overshadowed by the increasing emphasis on general academic education and the role of schools in preparing students for university education. Many of the unskilled jobs which existed in OECD countries a generation ago are fast disappearing, either because they have been replaced by technology or because OECD countries cannot compete with less developed countries on labour costs. Instead, OECD countries need to compete on the quality of goods and services they provide. That requires a well-skilled labour force, with a range of mid-level trade, technical and professional skills alongside those high-level skills associated with university education. Often, those skills are delivered through vocational programmes. (OECD, 2020)

According to the Development Plan of Turkey, the main goal related to Education is to raise happy and productive individuals who have advanced thinking, perception and problem solving skills, self-confidence, sense of responsibility, entrepreneurial and innovative peculiarities, internalized democratic values and national culture, who are open to sharing and communication, have strong sense of arts and aesthetics and are skilled at using technology, through enabling access to comprehensive and qualified education and lifelong learning opportunities for all individuals.

Recent reports issued by Turkish organisations, the European Commission and international organisations recommend that Turkey focuses on a) upskilling low-skilled workers and low-educated entrepreneurs; b) developing lifelong education programmes for adults with inadequate schooling; c) improving core skill levels in literacy and numeracy; d) increasing tertiary enrolment; and e) ensuring that all upper secondary graduates gain a working command of English.

To improve alignment with the labour market, these reports recommend that the vocational sector emphasises generic skills development and collaborates more with employers for practical training and curriculum development. Increasing the provision and quality of early childhood education and care was recommended to increase women's labour market participation but also, subsequently, to help reduce inequalities in educational outcomes.

The following suggestions (between others) are put forward to the sector (in the context of the COVID-19 pandemic): Develop and reinforce capacities of TVET trainers and trainees, and of the managers of institutions to adjust to constantly evolving circumstances, whether those of the COVID-19 pandemic or any future crisis. (This includes capacity development for teaching and learning on the use of blended learning, involving a combination of face-to-face and remote training, online and offline instruction, and high-tech, low-tech, and no-tech solutions, depending on the local and national contexts and the changing skills needs of industries and enterprises); and Enhance access to education and training, improving internet infrastructure and ensuring affordable connectivity, and investing in developing and maintaining easy access to distance learning platforms and learning spaces.

¹ **Note:** Most of the information of this document came from the document: European Training Foundation (2020) TURKEY. EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2020, European Training Foundation: Torino



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2. INTRODUCTION

Vocational education and training (VET) can play a central role in preparing young people for work, developing the skills of adults, and responding to the labour-market needs of the economy. Despite this role, VET in OECD countries has been oddly neglected and marginalised in policy discussions, often overshadowed by the increasing emphasis on general academic education and the role of schools in preparing students for university education. It has also often been low status by students and the public. As a result, comparative policy analysis is undeveloped, and there are extremely limited data available, especially data that can be reliably compared across countries. Strong vocational programmes increase competitiveness, but many programmes fail to meet labour market needs. Increasingly, countries are recognising that good initial vocational education and training has a major contribution to make to economic competitiveness. Many of the unskilled jobs which existed in OECD countries a generation ago are fast disappearing, either because they have been replaced by technology or because OECD countries cannot compete with less developed countries on labour costs. Instead, OECD countries need to compete on the quality of goods and services they provide. That requires a well-skilled labour force, with a range of mid-level trade, technical and professional skills alongside those high-level skills associated with university education. Often, those skills are delivered through vocational programmes. (OECD, 2020)

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To achieve this goal, different Policies and Measures are presented:

- Access to education at all levels will be provided based on equal opportunity principle.
- Data analysis capabilities of institutions and organizations in the education system will be strengthened and data-based planning and administration system will be implemented on school basis.
- The understanding of lifelong learning aiming at the continuous development of individuals' personality and abilities will be extended to all segments of the society.
- The School Development Model will be established in which all stakeholders are actively involved in the education processes.
- The workshops and laboratories of all vocational high schools will be modernized and aligned with the needs of today's education and employment in the Plan period.
- In line with the sectoral demands and developing technologies, the teaching programmes of the fields and branches will be updated in vocational and technical education.
- **The linkages between vocational and technical education and the labour market will be strengthened to meet the need for skilled manpower.**
- **National occupational standards and qualifications, which are the basis of vocational training programs and examination and certification activities, will be updated and their numbers will be increased.**
- **The compliance of universities with the open access infrastructures will be provided to make the universities keeping up with the digital age, together with the implementation of open science practices and open access to the information.**
- **The quotas of higher education institutions will be determined by considering the sectoral and regional skills needs, capacities of the universities, supply and demand equilibrium and minimum occupancy rates of existing programs; the linkages between education and employment will be strengthened.**



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3. SOCIO - ECONOMIC DATA

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

A persistent geographical East-West divide affects the Turkish economy and labour market. In most provinces in the west of the country (where the automotive sector is concentrated), per capita GDP is roughly five times higher than in the eastern provinces (Ministry of National Education, 2019a).

Informality is another important challenge. Despite a decline from around 47% in 2006, around one-third of employment is still informal, and workers in sectors with a high level of informality are not protected from economic shocks, such as the current crisis precipitated by the COVID-19 outbreak.

Turkey is one of the few countries that has managed to improve student achievement while increasing access to education. Over the past decade, significant investment and reform to Turkey's education system have enabled a major expansion in participation. The country is aware that its core challenge now is to raise the quality of schooling to improve student learning outcomes and reduce the large disparities in performance between regions and across different types of schools. (Hannah, K., & others, 2019)

Education has been central to Turkey's emergence as a unified republic. Education is increasingly at the heart of the national economic agenda, aimed at achieving convergence with OECD levels of income and productivity. Over the past decade, Turkey's strong economic growth has enabled a sharp reduction in absolute poverty, with the share of people living below the national poverty line dropping from 28.8% in 2003 to 1.6% in 2014 (OECD, 2016). However, relative poverty and income inequality are still among the highest within the OECD. The share of youth not in employment, education, or training (NEET) while falling, is more than double the OECD average and almost three times higher for women (Hannah, K., & others, 2019)

Turkey's Tenth Development Plan (2014-18) highlights improving skills as one of three overarching objectives, placing particular emphasis on the need to better align the education system with the needs of the labour market. Towards this end, is the emphasis given to developing a curriculum that is less exam-oriented, a transition system that is based on the interests and skills of students and a standards-based evaluation framework that focuses centrally on student learning (Ministry of Development, 2014). For the last Development Plan of Turkey, the main goal related to Education is to raise happy and productive individuals who have advanced thinking, perception and problem solving skills, self-confidence, sense of responsibility, entrepreneurial and innovative peculiarities, internalized democratic values and national culture, who are open to sharing and communication, have strong sense of arts and aesthetics and are skilled at using technology, through enabling access to comprehensive and qualified education and lifelong learning opportunities for all individuals.

Some characteristics of the educational system:

- a. **Governance**
 - **Turkey has a strong system of education planning and is increasingly focused on the quality of school outcomes.** Since 2010, the Ministry of National Education (MoNE) has developed five-year strategic plans for the education sector. These plans provide medium-term objectives monitored by quantitative indicators and set out how the ministry will work to achieve them. They also provide the basis for



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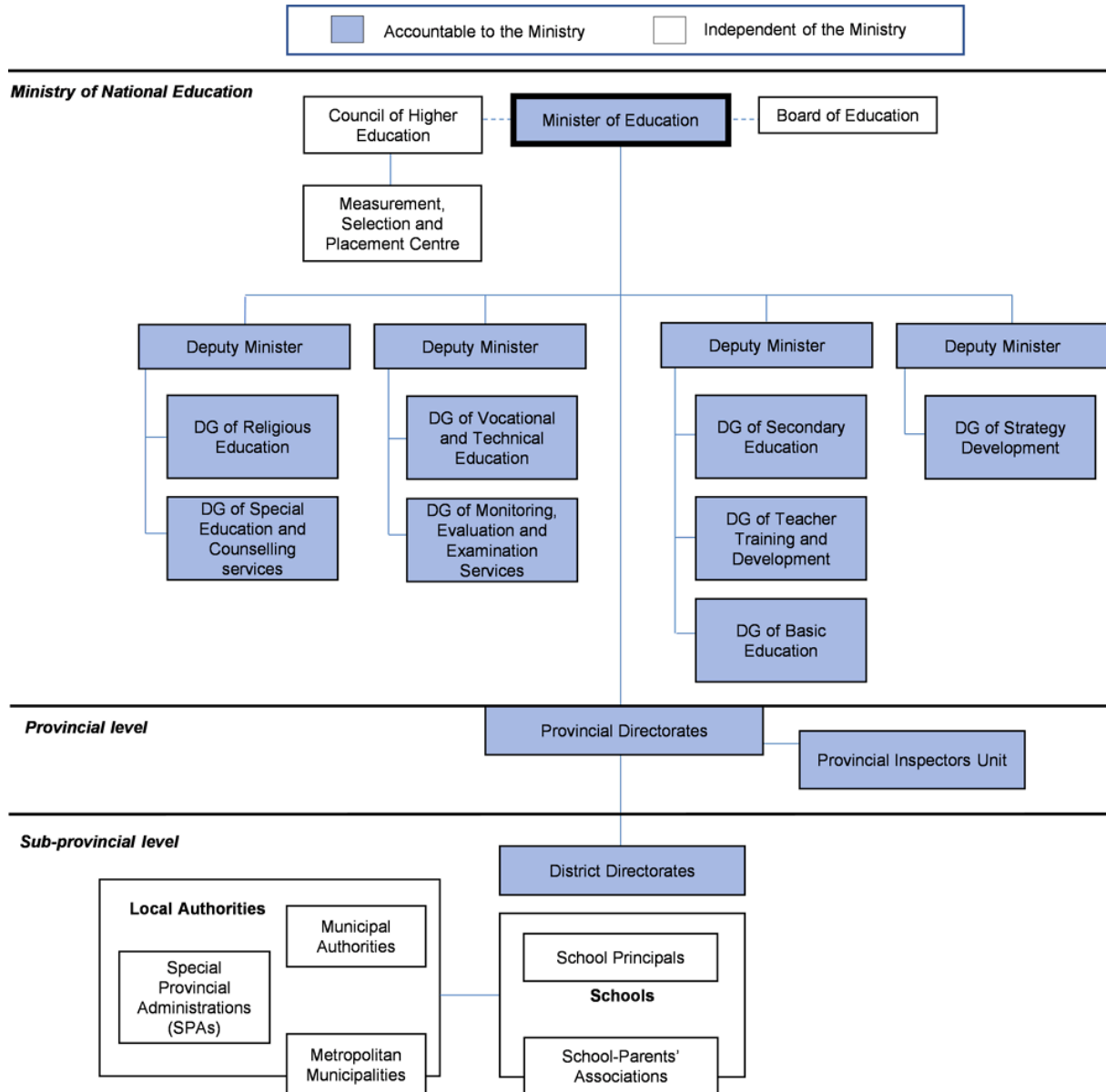
planning at provincial, district and school levels. With the introduction of strategic plans, the Turkish education system's initial sustained emphasis on expanding access has given way to a sharper focus on the quality of school outcomes. The creation of various electronic platforms has also made information more widely accessible to teachers, schools, and parents.

- **The Ministry of National Education is responsible for all school-level policy.** The ministry determines and oversees the implementation of all policy in primary and secondary education, with another central body, the Council of Higher Education, deciding policy at the tertiary level. Curriculum development, textbook approval and the framework for assessment practices are all determined centrally. With close to 54 000 public and private schools, 1 million teachers and over 16 million students, Turkey has by far the largest school system in Europe. Turkey has signalled its intention to decentralise education governance in successive action plans, with the goal of bringing government support closer to schools.
- **Provincial and District Education Directorates are responsible for implementing national policy.** The MoNE manages the school system through 81 Provincial Directorates and 921 Districts Directorates across the country. Personnel in the directorates are directly appointed and managed by the ministry or by the provincial directorate itself, except for the Provincial and District Education Directors, who are supervised by Provincial and District Governors under the Ministry of Interior Affairs. Provincial education directorates use the ministry's national strategic plan to develop their own annual strategic plans and set targets for their schools.

Figure 1. Bodies related to the governance of student assessment



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Note: This figure does not provide a comprehensive vision of education governance in Turkey, rather it provides a snapshot of the government units and sub-units related to student assessment. Please check the MoNE Organisational Chart (hyperlink below) for a full overview of the MoNE and its sub-units.

Source: (Hannah, K., & others, 2019) based on MoNE (2017), *Country Background Report - Turkey*, Ministry of National Education, Ankara; and MoNE, *Organisation Chart [Teşkilat Şeması]*, <http://www.meb.gov.tr/meb/teskilat.php>

b. Financing

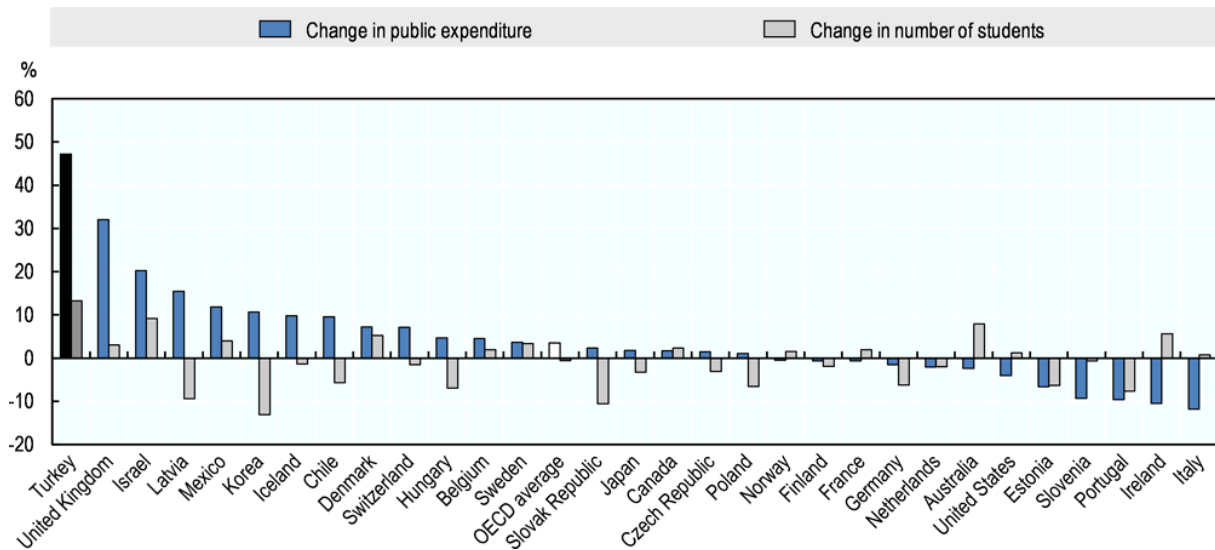
- Public expenditure has increased rapidly over the past decade.** Since 2010, Turkey has significantly increased public expenditure on school education. Expenditure per student in primary, secondary and post-secondary non-tertiary education increased by 30% between 2010 and 2014, by far the largest increase among OECD countries. This increase was driven in large part by the need to expand the number of classrooms and schools to accommodate a still-growing school-age population in primary education alongside rising demand for access to upper secondary.



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Figure 2. Change in public expenditure on primary and secondary institutions between 2010 and 2014

2010=100



Note: Countries are ranked in descending order of change in public expenditure.

Source: OECD (2017), *Education at a Glance, 2017: OECD Indicators*.

Despite this impressive increase in investment, Turkey continues to have the second lowest level of expenditure per student in absolute terms across OECD countries, second only to Mexico. Turkey spent USD 3 589 in purchasing power parity (PPP) to GDP per primary student and USD PPP 3 258 per student in secondary education for the most recent year (2014) where comparable data is available, almost three times below the OECD average (OECD, 2017). As a share of GDP, Turkey invests less in education (4% in 2014) than other upper middle incomes countries (5% on average in 2014) (OECD, 2017). While greater investment on its own is not sufficient to improve outcomes, expenditure in Turkey is at a level where an increase in funding could, with the right policies, yield significant gains. PISA 2015 shows that for countries like Turkey that invest less than USD PPP 50 000 cumulatively per student between the age of 6 and 15, an increase of USD PPP 10 000 is correlated with an increase in 26 points in the country's average science score, equivalent to over half a school year (OECD, 2016).

- **Central government is the main source of public expenditure on education.** Almost all public funding for education in Turkey (98% in 2014) comes from the central government compared to around half (55%) on average in the OECD (OECD, 2017). While the country's local self-governing authorities – Special Provincial Administrations and locally-elected provincial metropolitan municipalities – are expected to allocate 20% of their local budget to education, local spending on education represented only about 2% of education expenditure in 2014 (OECD, 2017).
 - **Turkey has the highest level of private spending on schools within the OECD.** Schools rely heavily on private funds to cover their current expenditures, which can represent up to 40% of a public school's budget (World Bank, 2013).
- c. **The structure of Turkey's school system**
- **Education is now compulsory until the end of upper secondary school.** In 2012, Turkey increased compulsory schooling from 8 to 12 years with the goal of expanding participation in upper secondary education. The school starting age was also lowered from 6 to 5.5 years. As part of this reform, the education system was restructured to create lower secondary institutions (ISCED 2) distinct from primary schools (ISCED 1).
 - **Students are tracked early into upper secondary schools.** As in many OECD countries, students entering upper secondary school in Turkey can choose between different education programmes. A second



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distinguishing feature is the number of school types and programmes. While the main choice in most OECD countries with differentiated secondary pathways is between vocational and general programmes, students in Turkey have the option of seven different high-school types

Figure 3. The Turkish education system

ISCED level	Starting age	Grade	Education programme in English (examinations where applicable)	
8	24/25		Higher education – Doctoral studies	
7	22/23		Higher education – Master's programmes	
6	18		Higher education – Bachelor's programmes	
5	18		Associate degree diploma	
3	13.5	12	Upper secondary general education (Basic Proficiency Test - TYT and Field Qualification Test - AYT)	Upper secondary vocational education (Basic Proficiency Test - TYT and Field Qualification Test -AYT)
		11		
		10		
		9		
2	9.5	8	Lower secondary education	
		7		
		6		
		5		
1	5.5	4	Primary education	
		3		
		2		
		1		
02	3		Pre-primary education	
01	0		Early childhood education and care	

Source: OECD (2016), *Diagram of the Education System: Turkey*, http://gpseducation.oecd.org/Content/MapOfEducationSystem/TUR/TUR_2011_EN.pdf.

- **Placement into tertiary education is exam-based and highly competitive.** A national two-stage placement system determines access to tertiary education and places students into the different programmes.
- **Secondary vocational education and training has expanded.** Turkey has sought, with success, to increase student enrolment in upper secondary vocational education and training (VET) programmes. In 2016, almost half of upper secondary students (49%) were enrolled in vocational programmes, higher than the OECD average of 41% and an increase of 22% compared to 2013 (OECD, 2017). While Turkey has some well-established VET schools that are attractive for students and are valued by employers, overall vocational and technical high schools are perceived to be less desirable and of poorer quality than general secondary schools. (Özer, 2019).
- **Teachers and school principals.** Turkey has more than doubled its teaching workforce in the last two decades while at the same time raising qualification standards. However, there are some notable policy gaps, including quality assurance in initial teacher education, and professional development opportunities. To respond to these challenges, Turkey has developed a new Teacher Strategy (2017-23) with the goal of transforming teacher education and training and moving towards a performance-based career structure.



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- **Turkey's large teaching population is young, and gender balanced.** The expansion of education access in Turkey and a still-growing school-age population has led to a dramatic increase in the teaching workforce, which today numbers around 968 000 people (MoNE, 2017). This has resulted in a teaching population that is relatively young compared to most other OECD countries. In 2014, Turkey had the smallest percentage of teachers over the age of 50 among OECD countries (13% in primary, 8% and 11% in lower and upper secondary respectively). This is less than half of the OECD average for the same levels of education. With respect to gender distribution, Turkey's teaching population is more balanced than in most other OECD countries where women tend to outnumber men, especially at the primary level (OECD, 2016). Turkey is, however, experiencing a gradual feminisation of the teaching workforce, in upper secondary education, where the number of female teachers increased by almost 50% between 2012 and 2017 compared to 35% for men (MoNE, 2017).
- **Teaching is financially attractive, though the salary scale is relatively flat.** Teachers in Turkey are career civil servants, with guaranteed lifetime employment (European Commission/EACEA/Eurydice, 2015). The social benefits and job security associated with such a position are among the main factors reportedly attracting young people into teaching, in a country where formal employment opportunities remain relatively limited (MoNE, 2017 in OECD, 2017). However, Turkey has the flattest teacher salary scale within the OECD. The statutory salary increases by only 8% after 15 years in the profession and is only 17% higher at the top of the salary scale compared to the starting salary. On average across OECD countries, teachers' statutory salaries increase by 37% after 15 years and by 68% at the top of the scale (OECD, 2017). One factor associated with the lack of salary growth is the absence of a performance-based, differentiated career structure that would enable teachers to be awarded roles with increasing responsibilities.
- **Teaching certification requirements have increased and there are plans to include more practical training in initial teacher education**
- **Turkey has introduced an ambitious Teacher Strategy to improve teaching quality.** Turkey's new Teacher Strategy 2017-23 recognises the need to improve the quality of initial teacher training, decrease disparities between regions by improving working conditions and develop a more progressive career development path. Above all, the strategy aims to raise the competencies of the existing workforce by improving teachers' professional development. (MoNE, 2017).

d. Curriculum

- **The intended curriculum is competency-based and student-focused.** As in many OECD countries, recent curriculum reforms in Turkey have sought to shift the focus of learning from the acquisition of theoretical, content knowledge towards a competency-based approach that challenges learners to apply what they know and can do in real-world contexts. Reforms have also placed a strong emphasis on the active role that students should play in the learning process, in contrast to established practices that were teacher-centred and focused heavily on rote memorisation. These new approaches were first introduced in 2005, in a landmark reform that resulted in the complete redevelopment of teaching and learning materials in primary and secondary schools (Köseleci, 2015).
- **Full implementation of the curriculum requires further support** Independent studies have shown that the changes introduced since 2005 represent an improvement over the curriculum used in the past (World Bank, 2013).

e. Main trends in participation, outcomes, and equity

Turkey is one of the few emerging economies to have realised a rapid expansion in education access while at the same time improving learning outcomes and reducing inequity. This impressive achievement was the result of the large-scale reforms that Turkey implemented in the late 1990s and 2000s. An overview of current system performance shows that this reform drive needs to continue, with a sharpened focus on achieving more equal standards in schooling and improving the quality of teaching practices.



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- **Participation: Access to education has increased dramatically.** Over the past two decades, Turkey has achieved one of the fastest increases in education enrolment within the OECD. Participation in primary and lower secondary school had caught up with the OECD average by 2010 and became universal by 2015, gains more remarkable given the need to absorb a still growing school-age population. The most rapid increase was observed for the age cohort 15 to 19 (upper secondary students), with enrolment rates increasing by 70% between 2005 and 2015. While upper secondary enrolment is still one of the lowest among OECD countries (78% compared to 83% in 2015), it is relatively high compared to other high middle-income countries (60%).
- **Participation in tertiary education has expanded.** Turkey has seen the fastest increase in tertiary graduation rates among OECD countries, with the share of young people having attained this level rising three-fold since 2000 (OECD, 2017).
- **Equity in learning outcomes is improving.** Turkey has also relatively more equitable learning outcomes compared to the OECD average and to other upper middle-income countries participating in PISA 2015 (OECD, 2017).
- **Education access and outcomes vary significantly by geographic location.** In 2016, more than a third of young people aged 25-34 had attained a tertiary level of education in the rich western regions of Istanbul and West Anatolia, while less than a quarter had attained this level in the less developed eastern and northern regions (Central-East Anatolia, West Black Sea, Central Anatolia, Northeast Anatolia, Southeast Anatolia) (OECD, 2016).
- **Girls' participation in school has increased significantly.** Turkey has significantly improved girls' participation in education. Over the past decade, the country achieved gender parity in both primary and lower secondary education and increased dramatically girls' access to high school. At the upper secondary education level, the gender parity index narrowed from 0.6 in 2000 to 0.9 in 2015. This success was driven both by the overall push to expand enrolment as well as by national awareness campaigns specifically targeting girls' such as the MoNE-UNICEF "Hey Girls Let's Go to School" (2002-07). With respect to learning outcomes, gender differences are like those in most OECD countries. In PISA 2015, girls and boys perform at similar levels in mathematics and science but girls outperformed boys by 28 score points in the reading test (OECD, 2016).

4. EDUCATION RELATED TO EMPLOYMENT²

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

Considerable progress has been made in Turkey since 2015 on the Riga medium-term deliverables (MTDs)³ in the priority areas for VET: work-based learning, quality assurance, access to VET, qualifications, key competences, and teacher professional development. Turkish public and private institutions have committed to all Riga MTDs and progress is acknowledged (Cedefop, 2020).

² This section is extracted from European Training Foundation (2020) TURKEY. EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2020, European Training Foundation: Torino

³ Riga Medium – term Deliverables: With a view to develop high quality, labour market relevant vocational skills and qualifications, based on the learning outcomes approach: 1. work-based learning in all its forms 2. quality assurance and feedback loops to I-VET and C-VET For people's informed choice of pathways and long-term employability and adaptability to evolving skills needs: 3. access to VET and qualifications for all through more flexible and permeable systems, notably by offering guidance and validation 4. key competences in both I and CVET In support of reforms to raise quality and efficiency of VET: 5. professional development of VET teachers, trainers and mentors



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

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

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

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

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

Turkey has successfully recruited enough teachers while strengthening qualification levels; according to the Training and Learning International Survey, much larger shares of school leaders and teachers in Turkey held a bachelor's degree than in 2008. Since 2016, support for novice teachers has been reinforced through formal induction and probation. Turkey has increased the quality and range of evaluation and assessment information available at system level and strengthened institutional capacity to handle that information. Both internal and external school evaluations and teacher appraisals are common practice in Turkey and take place more regularly than they do in the average OECD country; efforts to make these processes more development-focused are under way.

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



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formal VET sector, implementing the modular curricula and credited module system, instead of the current class passing system, remains an important issue for the effective application of the Turkish qualifications framework.

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

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

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

Turkey is at an advanced stage of implementing the Bologna Process, although significant quality differences persist among the country's 209 universities. The reorganisation of the Higher Education Quality Council led to greater administrative and financial independence. The council is a national authority mandated to independently evaluate Turkish higher education institutions. It became a member of the European Association for Quality Assurance in Higher Education in April 2020.

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

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

Turkey also announced the use of the Education Informatics Network (EIN). This network had already been developed before the pandemic, but the closure of the schools and the need for a distance learning platform meant that it was enhanced with new features and apps. The EIN platform currently offers 5 000 interactive books, 140 000 questions, tests, and videos with interactive content and much more. It has integrated arts,



sports, and scientific activities as well as a call centre to assist with the psycho-social needs of children. In addition to the EIN platform, Turkey also uses television broadcasts for grades 1 to 12.⁴

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

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

An inclusive response to and recovery from the COVID-19 crisis calls for an integrated approach to public governance that anticipates the impact of response and recovery measures across different age cohorts. As in all other countries, the evidence demonstrates that the pandemic has hit vulnerable groups disproportionately in Turkey and is likely to exacerbate existing inequalities among young people. Intersecting identity factors, such as sex, gender, race, ethnicity, intellectual or physical disability and socioeconomic disadvantage may exacerbate the vulnerability of young people. The disruption in their access to education and employment opportunities because of the economic downturn is likely to put the young generation on a much more volatile trajectory in finding and maintaining quality jobs and income.

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

⁴ As part of the multi-modal toolkit to mitigate school building closures, the Ministry of National Education developed a mobile app to support the participation of students with special needs in distance education. Called *Özlem Eğitimdeyim* (I am special, I am in education), the app essentially consists of a mobile adaptation of the generic EBA platform specifically designed for students with all sorts of special needs, from learning difficulties through to sensory and cognitive impairments. The 'I am in education' app provides an intuitive portal for students with special socioeconomic and educational needs. It also targets Syrian refugee students and their families, allowing them to access the hundreds of educational resources, activities, videos, and lessons that have been prepared and uploaded to the EBA platform, mostly before but also during the pandemic. It works as a bridge for people who would otherwise be left out of the usual distance education solutions as such solutions sometimes neglect visual or hearing impairments, assume learners' autonomy and only rarely put interaction and personalisation at the core of their learning strategy. Because its development consisted mainly of redeploying existing resources, the implementation of the app was particularly cost-effective. Providing technical functionalities and services as well as following standards for the selected resources that make them appropriate for different types of impairments, the ministry started to develop the app one week before schools closed in Turkey. As of September 2020, the app had been downloaded over 350 000 times across Turkey and counted 117 000 active users.



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

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

Other bodies that help shape education policy in Turkey include:

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

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

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

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



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pedagogical and organisational improvements at school level, including training of trainers, and contributions to teachers' professional development.

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

A study made in 2016 shows that current education system in Turkey is not satisfactory to meet industry needs. The main reason is that skills and knowledge gained at university and vocational schools do not correspond the industry expectation. Currently, vocational schools are not attractive and there are not that many job opportunities for vocational school graduates. On the universities side, companies are not satisfied with university graduates' capabilities; meaning that there are more job opportunities than number of high skilled graduates. Due to the mismatch, even though Turkey has a high potential for rapid development, education policies do not allow the country to benefit from the young population. (Shinde and Kainak, 2016)

5. EMPLOYMENT

The labour market situation has deteriorated, with low labour market participation by women and high rates of informality among the essential shortcomings seen in 2019. While the male employment rate stood at 65.1% in 2019, the rate of employment among women was a mere 30.2%, due to both a low labour force participation rate and a high rate of unemployment. The unemployment rate increased from 10.9% in 2018 to 13.7% in 2019, while the overall employment rate (among those aged 15 and above) fell from 49.3% to 47.6%. Although there was an increase in the absolute number of women in the labour market, the employment rate for women decreased slightly from 30.9% to 30.2% in the year from 2018 to 2019. The decrease in the employment rate for men in the same period was even stronger (from 67.8% to 65.1%).

The long-term unemployment rate stood at 3.2% in 2019 compared to 2.4% in 2018. The youth unemployment rate increased to 25.2% compared to 20.2% in 2018, with a large difference between men (22.4%) and women (30.3%). The rate of young people who were not in employment, education, or training (NEET) increased from 24.4% to 26%. Total employment in the service sector amounted to 56.6%, showing a 1.7% increase compared to 2018, whereas employment in industry fell by 1.4%.⁵

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

Labour market outcomes were challenging even before the COVID-19 outbreak. However, the pandemic has exacerbated pre-existing vulnerabilities in the Turkish labour market. Turkey immediately initiated several measures to mitigate the adverse effects of these developments for households, but the adequacy of these measures in preventing households from falling into poverty is yet to be seen.

⁵ TUIK and European Training Foundation (2020)

Like the measures implemented by countries around the world to respond to COVID-19, Turkey uses social assistance, social insurance schemes and labour market regulations to prevent income losses for Turkish households (Gentilini et al, 2020).

According to a study follow up by ILO, World Bank and UNESCO (2020), the following types of measures were identified by survey respondents:

- Developing new and innovative training programmes and expanding existing courses
- Developing new training materials and resources, both online and offline, and converting existing learning materials into an online format
- Analysis of training needs initiated by governments and social partners
- Support services (Support services, such as call centres, were reportedly deployed to explain questions related to video lessons and online assessment systems for parents, students, teachers, and frontline workers)
- Training subsidies and other forms of direct support for affected sectors
- Reorientation of training centres towards the production of protective equipment

Turkey continued its employment incentive programmes of previous years, funded by the Unemployment Insurance Fund. Additional three-month wage support incentives and minimum wage support to businesses were introduced in 2019, but an overall picture of the number of beneficiaries and the budget involved is not available.

6. ANALYSIS OF THE SECTOR

Even when Turkey government have made many efforts to improve the mismatch of skills of workers, there are many policies and measures needed. Skills are crucial for resolving some of the problems brought about or accelerated by the pandemic. Skills development is key to adapting to a changing business models and labour market, to ensuring equality of opportunity and to promoting social cohesion, and this should apply across the education spectrum and not be solely related to TVET. In the longer term, skills development is also essential for meeting other challenges imposed by global drivers of change, such as climate change, globalization, and demographic changes.

The following suggestions are put forward to the sector (in the context of the COVID-19 pandemic):

1. Invest in the development of adequate crisis-response plans for the education sector, from the national down to the provider level. These should accord sufficient attention to TVET⁶ specific features such as practical skills acquisition and work-based learning, and investments in the building of sufficient capacity to implement these plans.
2. Develop and reinforce capacities of TVET trainers and trainees, and of the managers of institutions to adjust to constantly evolving circumstances, whether those of the COVID-19 pandemic or any future crisis. This includes capacity development for teaching and learning on the use of blended learning, involving a combination of face-to-face and remote training, online and offline instruction, and high-tech, low-tech, and no-tech solutions, depending on the local and national contexts and the changing skills needs of industries and enterprises.
3. Enhance access to education and training, improving internet infrastructure and ensuring affordable connectivity, and investing in developing and maintaining easy access to distance learning platforms and learning spaces.
4. Emphasize equality and inclusiveness to ensure that people have broad access to training opportunities throughout their working life. While young people are targeted by many development partners, training for adults of working age receives much less attention despite its importance from the perspective of lifelong

⁶ TVET (Technical and Vocational Education and Training) is education and training which provides knowledge and skills for employment. TVET uses formal, non-formal and informal learning.



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learning. The focus should not only be on school-to-work transitions, but also work-to-work transitions and the upskilling and reskilling of young people and adults. Workers in non-standard or temporary employment should also be considered as they often lack sufficient opportunities for training. Furthermore, in the application of digital solutions, consideration must be given to potential access constraints faced by specific population groups, such as the limited access to digital devices and infrastructure in rural areas or by women, and active labour market policy measures should be deployed to benefit such vulnerable groups.

5. Deliver relevant training and skills to build back better

6. Adapt to the changing situation in the economy, the labour market and society at large in a timely manner and train young people and adults to meet current and future skills needs. This involves the rapid assessment of labour market trends and emerging skills needs and the agile adaptation of training programmes in response to those needs, through such measures as widening the scope of short-term training and modular training programmes that lead to micro-credentials, such as nanodegrees.

7. Mainstream successful emerging innovations in new training programmes, learning platforms and resources into the education system. Several viable training products have been invented were put together in a quick reaction to the changing demand and in response to the changing demand and skills shortages demonstrated during the pandemic, along with support measures for remote teaching and learning.

9. Strengthen systems for the validation and recognition of all forms of learning, trying to reskill and upskill workers, with a view to rebuilding back better and achieving full employment.

The current report is mostly on the importance of education, the adaptation of the educated workforce (in all sectors) to technology, the technological innovations that should be brought in the field of education, and the sector's workforce status, professions in the sector, and the areas where professions need to be developed are not included. The existing information will definitely be used in the comprehensive report, and the subjects that should be included in the original are missing. In this context, additions can be made to the report prepared for the education sector in the light of this information.

The current employment status of the sector, the problems in working conditions, the skills that need to be developed in the professions (teachers, trainers, etc.) within the scope of the sector, the professions and skills to be lost, formal -Innovations that should be done in the sector in order to make the common-in-service training more qualified and suitable for the understanding of future jobs, etc. Will be included for NKE during the process of Research.



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7. EDUCATION SECTOR FACTSHEET

	QUANTITATIVE AND QUALITATIVE DATA
BASELINE	<ul style="list-style-type: none"> • Turkey’s Economic Reform Programme 2020–2022 outlines the reform measures needed in technical and vocational education and training (TVET), some of which are related and complementary to the Riga MTD. • Work-based learning is formally required in all VET programmes, although the share of curriculum time allocated to it varies by programme type. Companies with 20 or more employees are legally obliged to provide such training, but these requirements are not fully upheld. • The recent amendments to the Apprenticeship Law (December 2016), in effect since the 2017–2018 school year, include apprenticeships in compulsory education to give more young people an opportunity to follow this VET pathway, while helping trades and small businesses to find more apprentices. • Labour market outcomes were challenging even before the COVID-19 outbreak. However, the pandemic has exacerbated pre-existing vulnerabilities in the Turkish labour market. Turkey immediately initiated several measures to mitigate the adverse effects of these developments for households, but the adequacy of these measures in preventing households from falling into poverty is yet to be seen.
POTENTIAL	<ul style="list-style-type: none"> • Vocational education and training (VET) can play a central role in preparing young people for work, developing the skills of adults, and responding to the labour-market needs of the economy. • Strong vocational programmes increase competitiveness, but many programmes fail to meet labour market needs. • According to the Development Plan of Turkey, the main goal related to Education is to raise happy and productive individuals who have advanced thinking, perception and problem solving skills, self-confidence, sense of responsibility, entrepreneurial and innovative peculiarities, internalized democratic values and national culture, who are open to sharing and communication, have strong sense of arts and aesthetics and are skilled at using technology, through enabling access to comprehensive and qualified education and lifelong learning opportunities for all individuals. • The linkages between vocational and technical education and the labour market will be strengthened to meet the need for skilled manpower. • National occupational standards and qualifications, which are the basis of vocational training programs and examination and certification activities, will be updated and their numbers will be increased. • The quotas of higher education institutions will be determined by considering the sectoral and regional skills needs, capacities of the universities, supply and demand equilibrium and minimum occupancy rates of existing programs; the linkages between education and employment will be strengthened. • The Ministry of National Education, jointly with its public and private sector partners, also aims to enhance the performance of the VET sector by establishing VET centres of excellence jointly with the private sector to a) create better practical linkages to business as a practical innovative solution to economic issues; b) develop VET policies and measures to provide the skills needed for all sectors of industry – both traditional and hi-tech – by focusing on technology or innovation-driven sectors in an effort to fill gaps in regional development.
SKILLS	<ul style="list-style-type: none"> • The Vocational Qualifications Authority is the competent authority for preparing national occupational standards and national qualifications and for authorising certification bodies. It is currently working on the implementation of a national vocational qualifications system.



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	<ul style="list-style-type: none">Higher education institutions also switched to distance learning, either by using their online platforms or by accessing systems that were already available.
AREAS FOR POSSIBLE POLICY INTERVENTION	<ul style="list-style-type: none">Skills development is key to adapting to a changing business models and labour market, to ensuring equality of opportunity and to promoting social cohesion, and this should apply across the education spectrum and not be solely related to TVET. In the longer term, skills development is also essential for meeting other challenges imposed by global drivers of change, such as climate change, globalization, and demographic changes.



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9. LIST OF ANNEXES

Annex Number	Contents
1	TURKEY: STATISTICAL ANNEX – (includes annual data from 2010, 2015, 2018 and 2019 or the last available year)



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Annex 1:

TURKEY: STATISTICAL ANNEX

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

	Indicator	2010	2015	2018	2019	
1	Total Population (,000) ⁽¹⁾	72,327	78,529.4	82,319.7	83,429.6	
2	Relative size of youth population (age group 15-24 and age in the denominator 15-64, %) ^{(1) c}	26.3	24.9	24.4	24.2	
3	GDP growth rate (%)	8.5	6.1	2.8	0.9	
4	GDP by sector (%)	Agriculture added value	9.0	6.9	5.8	6.4
		Industry added value	24.6	27.9	29.5	27.7
		Services added value	54.3	53.3	54.3	55.9
5	Public expenditure on education (as % of GDP) ⁽¹⁾	M.D.	M.D.	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure) ⁽¹⁾	M.D.	M.D.	M.D.	M.D.	
7	Adult literacy (%)	92.7	95.6	M.D.	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%) ⁽²⁾	Low ⁽³⁾	63.7	58.3	55.0	53.1
		Medium ⁽⁴⁾	20.4	20.4	21.2	21.6
		High ⁽⁵⁾	15.9	21.3	23.8	25.4
9	Early leavers from education and training (aged 18-24)(%)	Total	43.1	36.4	31.0	28.7
		Male	37.8	35.0	30.4	28.9
		Female	47.9	37.6	31.6	28.6
10	Gross enrolment rates in upper secondary education (ISCED level3) (%)	72.5	106.4	M.D.	M.D.	
11	Share of VET students in upper secondary education (ISCED level3) (%)	45.1	49.0	M.D.	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	15.5	23.6	28.8	31.4	
13	Participation in training/lifelong	Total	2.9	5.5	6.2	5.7
		Male	3.1	5.6	6.3	5.7



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	learning (age group25-64) by sex (%)	Female	2.8	5.3	6.0	5.7
	Participation in training/lifelong learning (age group25-64) by education(%)	Low (3)	1.3	2.7	3.0	2.8
		Medium (4)	6.9	8.6	8.6	7.6
		High (5)	7.4	12.9	14.1	12.4
	Participation in training/lifelong learning (age group25-64) by working status (%)	Inactive	2.0	3.5	4.0	3.6
		Employed	3.5	6.5	7.1	6.6
		Unemployed	5.4	9.0	10.7	9.7
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	21.6 ⁽⁶⁾	40.0	26.1	N.A.
		Mathematics	42.0 ⁽⁶⁾	51.4	36.7	N.A.
		Science	26.4 ⁽⁶⁾	44.5	25.2	N.A.
15	Activity rate (aged 15+) (%) ⁽⁷⁾	Total	49.8	53.4	55.4	55.2
		Male	71.9	73.9	75.0	74.3
		Female	28.3	33.0	35.9	36.1
16	Inactivity rate (aged 15+) (%) ^c	Total	51.9	48.8	46.8	47.1
		Male	30.1	28.4	27.4	28.0
		Female	72.9	68.6	65.9	65.7
17	Employment rate(aged 15+) (%) ⁽⁷⁾	Total	44.5	47.9	49.3	47.6
		Male	64.4	67.1	67.8	65.1
		Female	25.0	28.8	30.9	30.2
18	Employment rate by educational attainment (% aged 15+%) ⁽⁷⁾	Low (3)	39.6	41.6	42.8	40.7
		Medium (4)	49.4	52.8	53.3	50.3
		High (5)	70.6	71.5	70.0	69.0
19	Employment by sector (%) ^c	Agriculture	23.7	20.4	18.4	18.1
		Industry	26.2	27.2	26.7	25.3
		Services	50.1	52.4	54.9	56.6
20	Incidence of self-employment (%)		39.1 ^c	32.9 ^c	32.0 ^c	31.5 ^c
21	Incidence of vulnerable employment(%) ^c		33.8 ^c	28.4 ^c	27.6 ^c	27.1 ^c
22	Unemployment rate (aged 15+) (%) ⁽⁷⁾	Total	10.7	10.3	10.9	13.7
		Male	10.4	9.2	9.6	12.4
		Female	11.4	12.6	13.8	16.5



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

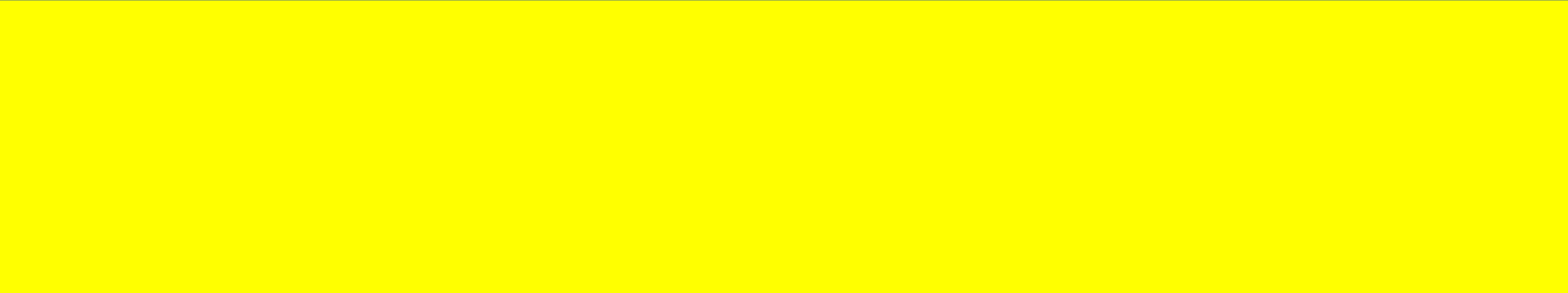
Source: European Training Foundation (2020) TURKEY. EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2020, European Training Foundation: Torino

Sources:

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

Notes:

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



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