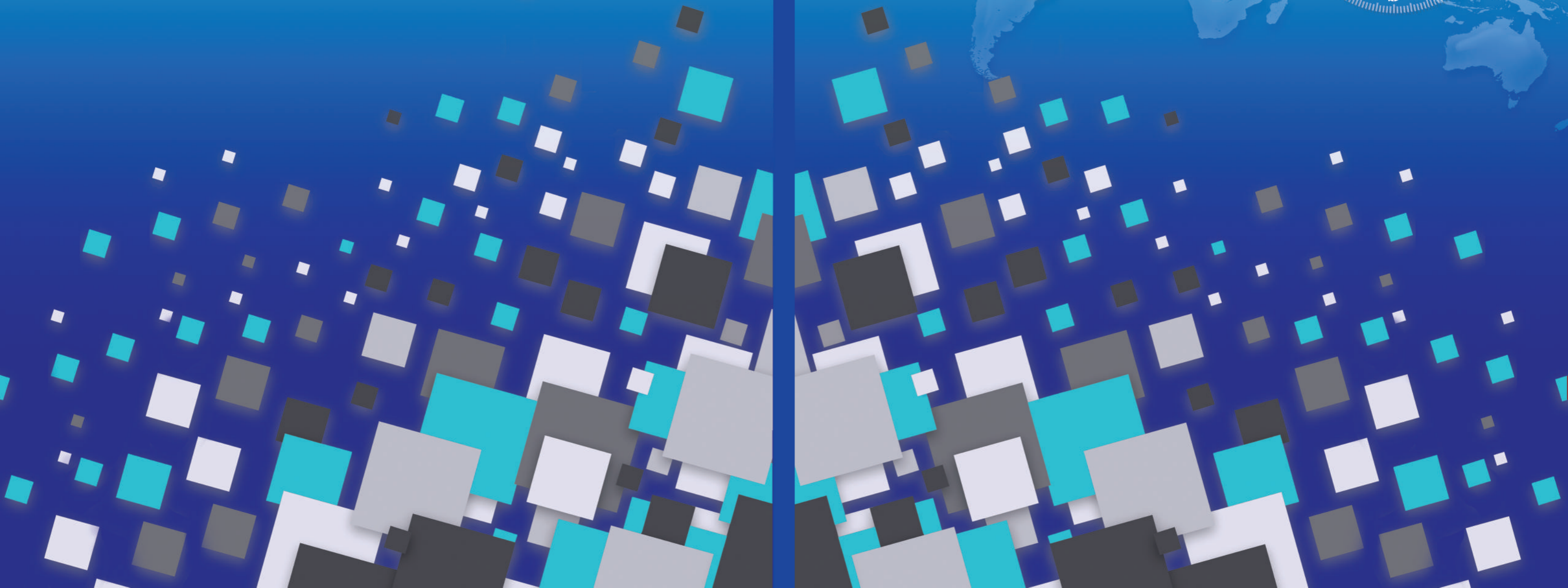


TURKEY'S | **2014**
Vocational and Technical Education
Strategy Paper and Action Plan | **2018**





Republic of Turkey
MINISTRY OF NATIONAL EDUCATION

VOCATIONAL AND TECHNICAL EDUCATION STRATEGY PAPER AND ACTION PLAN 2014-2018



 PRESENTATION

The basic premise of our country to provide sustainable economic and social development, to take place in the global competition, and to use the resources allocated to education more efficiently and effectively is to make all of the processes of education system based on quality. When Turkey's need for qualified manpower considered, strategies and policies to be developed in order to improve the quality of vocational education are of utmost importance.

Although the impacts of the dizzying developments in information and communication technologies are felt in all sectors and every area of life, the most affected area is education. And the importance of vocational and technical education that exhibits a dynamic structure in parallel with the rapidly changing technological information, production methods, and developments in business life has been increasing all over the world. This dynamic structure requires an education system constantly renewing itself, strengthening the technological infrastructure investments, close monitoring of the developments in the world, and a close co-operation with the private sector.

And our basic priority is to give the necessary knowledge, skills and competence to our young population by structuring vocational and technical education in accordance with the expectations of the local, national and international labour markets.

The Vocational and Technical Education Strategy Document and Action Plan (2014-2018), prepared in this context, has been prepared in a way to reflect the importance and priority given to vocational and technical education in the Development Plans, the Council Resolutions, and the Government Programs.

Various workshops carried out with the participation of public institutions and organizations, universities, professional chambers and our social stakeholders in order to ensure the preparation of the Vocational and Technical Education Strategy Document in consultation with the parties of vocational and technical education, to reveal an implementable and rational model of vocational education system in Turkey, and to determine the policies, measures, and action steps required for the implementation of this model, have been reflected on the document. The Draft Strategy Document and Action Plan have been shared with the public institutions and organizations, universities, professional chambers and social stakeholders.

I hope that the Vocational and Technical Education Strategy Document and Action Plan, which serve as a road map, will contribute to the development of access to vocational and technical education, the improvement of the quality of vocational and technical education, the development of the relations of the education sector with the society and business community, and the provision of employment of the skilled labour offered on request, and I want to thank all those who contributed.

Nabi AVCI
Minister of National Education




CONTENTS

CONTENTS	
LIST OF TABLES	
LIST OF GRAPHS	
LIST OF FIGURES	
ABBREVIATIONS	
INTRODUCTION	7
SECTION I	
1.1. GENERAL EVALUATION OF VOCATIONAL AND TECHNICAL EDUCATION	11
1.1.1. Economic and Social Trends In The Near Future	11
1.1.2. Basic Values In Knowledge-Based Economy	11
1.1.3. Vocational and Technical Education In Strengthening The Social and Economic Structure Of The Society	12
1.1.4. The Evaluations Of International Institutions and Organizations Regarding Vocational and Technical Education	13
1.2. EVALUATION OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM OF TURKEY	15
1.2.1. Demographic Structure	15
1.2.2. Education System In Turkey	16
1.2.2.1. Informal Learning	16
1.2.2.2. Non-Formal Education.....	17
1.2.2.3. Formal Education.....	17
1.2.2.4. Structure	17
1.2.3. Vocational and Technical Education In Turkey.....	18
1.2.3.1. Historical Development	19
1.2.3.2. Objective and Structure	19
1.2.3.3. Share of VTE in Secondary Education.	21
1.2.3.4. Vocational Education and Internship Applications in Enterprises.....	21
1.2.3.5. Vocational Guidance and Career Development	23
1.2.3.6. Academic Achievement	24
1.2.3.7. Turkish Qualifications Framework	25
1.2.3.8. Education Programs	26
1.2.3.9. Credit Transfer and Accumulation System for Vocational Education and Training (MKTS)	27
1.2.3.10. Evaluation, Certification, and Accreditation.....	27
1.2.3.11. Recognition and Crediting of Prior Learnings	28
1.2.3.12. Education of Teachers and Managers	28
1.2.3.13. Management System.....	29
1.2.3.14. Education Environment	32
1.2.3.15. Quality Assurance System.....	32
1.2.3.16. Relationship between Vocational and Technical Education and Employment	33
1.2.3.17. Entrepreneurship	34
1.2.3.18. Transition of the Graduates to Labour market	34
1.2.3.19. Skills and Occupations Required by the Labour market.....	37
1.2.3.20. Education of Groups Requiring Special Policy	38
1.2.3.21. Active Labor Force Activities	38
1.2.3.22. Occupational Health and Safety	39
1.2.3.23. National and International Mobility of the Vocational and Technical Education Students and Graduates	40

SECTION II	
2.1. ANALYSIS OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM (SWOT)	
2.1.1. Strengths.....	
2.1.2. Weaknesses	43
2.1.3. Opportunities	
2.1.4. Threats.....	46
2.2. BASIC PROBLEM AREAS OF VOCATIONAL AND TECHNICAL EDUCATION	48
2.2.1. Access To Vocational and Technical Education.....	48
2.2.2. Capacity In Vocational and Technical Education	48
2.2.3. Employment With Vocational and Technical Education	51
2.3. THE FRAMEWORK OF VOCATIONAL AND TECHNICAL EDUCATION STRATEGY PAPER	54
2.3.1. Purpose.....	55
2.3.2. Vision	55
2.3.3. Political Grids, Priorities and Measures.....	55
SECTION III	
3.1. MONITORING AND ASSESSMENT	
REFERENCES	
ACTION PLAN	

LIST OF TABLES

TABLE 1: Vocational and Technical Education School Types	21
TABLE 2: The Numbers Of Candidates Who Applied and Were Placed In Higher Education Programs According To The Spcc Type Of School and Educational Status In 2012	25
TABLE 3: Turkish Qualifications Framework (Draft) Types Of Qualifications and Responsible Institutions	26
TABLE 4: Distribution Of The Skills To Be Most Needed By Employees In 2013 According To The Company Scale (In-Scale Rate %)	37
TABLE 5: The Skills and Characteristics That The Companies Find Inadequate In Labor Force (In-Scale Rate%)	38

LIST OF GRAPHS

GRAPH 1: Population Projection Of Turkey (2013-2075).....	17
GRAPH 2: Sectoral Distribution Of Employment (%).....	18
GRAPH 3: Rate Of Vocational Technical Education The Secondary Education Level In OECD Countries (%).....	23
GRAPH 4: Distribution Of General and Vocational Technical High School Students In Secondary Education (%).....	24
GRAPH 5: Ratio Of The Budget Of The Ministry Of National Education To GDP (%).....	31
GRAPH 6: The Share Allocated To The General Directorate Of Vocational and Technical Education In The Budget Of The Ministry Of National Education (%).....	31
GRAPH 7: Employment Ratio Of The Vocational High School and General High School Graduates In The Agricultural, Industrial, and Service Sectors (%).....	35
GRAPH 8: Employment Status Of The Vocational High School and General High School Graduates In The Sectors(%)	36

LIST OF FIGURES

FIGURE 1: Education System In Turkey	19
FIGURE 2: Orientation and Vocational Education Process Of The Student.....	21


ABBREVIATIONS

EU	European Union
ETF	European Training Foundation
R&D	Research & Development
MoFSP	Ministry of Family and Social Policies
EQF	European Qualifications Framework
MoSIT	Ministry of Science, Industry and Technology
CEDEFOP	European Centre for the Development of Vocational Training
MoLSS	Ministry of Labour and Social Security
MoEU	Ministry of Environment and Urbanization
DISK	Confederation of Progressive Trade Unions of Turkey
ECVET	European Credit System for Vocational Education and Training
EQAVET	European Quality Assurance in Vocational Education and Training
FOET	Classification of Fields of Education and Training
SWOT	Strengths, Weaknesses, Opportunities and Threats
HAK-IS	Confederation of Turkish Real Trade Unions
LLL	Lifelong Learning
IBRD	World Bank
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
PEVTB	Provincial Employment and Vocational Training Board
PES	Turkish Public Employment Service
MoD	Ministry of Development
SME	Small and Medium-Sized Enterprises
SMEDO	Small and Medium Enterprises Development Organization
MoF	Ministry of Finance
NVIS	National Vocational Information System
MoNE	Ministry of National Education
MEK	Board of Vocational Education
IQVET	Improving the Quality of Vocational and Technical Education Project
MKTS	Credit Transfer and Accumulation System for Vocational Education and Training

TVET	Technical and Vocational Education and Training
MUSIAD	Independent Industrialists' and Businessmen's Association
VQA	Vocational Qualifications Authority
VSHS	Vocational Tertiary School
OECD	Organisation for Economic Co-operation and Development
RTUK	Radio and Television Supreme Council
SSI	Social Security Institution
NGOs	Non-Governmental Organizations
TEFBIS	Education Finance Information System of Turkey
TESK	Confederation of Turkish Tradesmen and Craftsmen
TIKA	Turkish Cooperation and Coordination Agency
TISK	Turkish Confederation of Employer Associations
TOBB	Union of Chambers and Commodity Exchanges of Turkey
TPI	Turkish Patent Institute
TSI	Turkish Standards Institute
TUSKON	Turkish Confederation of Businessmen and Industrialists
TURKSTAT	Turkish Statistical Institute
TURKAK	Turkish Accreditation Agency
TURK-IS	Confederation of Turkish Trade Unions
TURKONFED	Turkish Enterprise and Business Confederation
TUSIAD	Turkish Industry and Business Association
TQF	Turkish Qualifications Framework
CEP	Community Employment Program
TURNA	Turkish National Agency
SVTC	Specialized Vocational Training Centres Project
NOS	National Occupational Standards
NQS	National Qualification System
CoHE	Council of Higher Education
YTB	Presidency for Turks Abroad and Related Communities

INTRODUCTION

Individuals having appropriate knowledge, skills and competencies are the key basic requirement of today for sustainable social and economic development. Vocational and technical education is the most important factor to determine the social and economic development of the countries.

A vocational and technical education which is planned in line with the global developments play active role in achieving human oriented development.

For this reason vocational and technical education should be open to all the individuals who are in need, should provide the individuals with appropriate knowledge, skills and competencies of the era in line with their interests and abilities, should support entrepreneurship, team work, decision making and problem solving features of the individuals, should enable national and international recognition and mobility and should guide and develop individuals in a dynamic way to fit into the changing social and economic conditions.

Vocational and Technical Education Strategy Document and Action Plan has been prepared with the active participation of stakeholders within the priority framework emphasized in top policy documents and in line with the national and international developments to set a flexible and transparent vocational and technical education system which promotes social and economic development, in which all the segments have the opportunity to learn regarding their needs, innovative and employment based.

During the preparation of the Vocational and Technical Education Strategy Document and Action Plan (2014-2018), the Development Plans, Government Programs, the Vocational and Technical Education Action Plan 2008-2012, National Education Councils, EU Education Acquis, Vision 2023 Project, the Ministry of National Education Strategic Plan (2010-2014), the Lifelong Learning Strategy Document (2009-2013), the Industry Strategy Document (2010-2014), the Action Plan of Strengthening the Relationship between Employment and Vocational Education (2010-2014), National Youth Employment Action Plan and Information Society Action Plan have been considered.

During the preparation process of the Vocational and Technical Education Strategy Document, the views of the related public institutions and organizations, universities, professional associations, industry representatives, the confederations of workers' and employers' trade unions, non-governmental organizations, provincial and district administrators,

school administrators and teachers have been sought.

In the analysis of the current situation of vocational and technical education set out in this strategy document, the internal and external evaluation of the education system has been made, the expectations of the institutions and organizations related to vocational and technical education have been determined, and the system's strengths and weaknesses, opportunities and threats have been introduced.

The Vocational and Technical Education Strategy Document and Action Plan (2014-2018) has been created on the axis of three main policies creating the vocational and technical education system in Turkey.

Access to vocational and technical education includes, awareness on the importance of vocational and technical education and access, a flexible structure in horizontal and vertical transitions among different types and levels of VTE institutions, increasing the access of groups requiring special policy and developing the cooperation in R&D activities.

Capacity in vocational and technical education includes development of vocational and technical education qualification system, national vocational standards and education programs in line with the qualifications, educational environment, vocational guidance and career system, administration and finance management and quality development system.

Employment with vocational and technical education includes, providing VTE students, trainees, graduates including groups requiring special policy with key competencies, workplace based training, creativity, innovativeness, entrepreneurship, occupational health and safety, national and international mobility.

Cooperation and effective dialogue are of great importance in realizing vocational and technical education policies and strategies determined with the participation of all stakeholders in this document.

Vocational and Technical Education Strategy Document and Action Plan (2014-2018) entered into force with the decision no. 2014/5 dated 06/05/2014 of Higher Planning Council will be implemented, monitored and assessed in collaboration with relevant parties under the Vocational and Technical Education Directorate General Secretariat under the coordination of Ministry of National Education.

SECTION I

1.1. GENERAL EVALUATION OF VOCATIONAL AND TECHNICAL EDUCATION

1.1.1. Economic and Social Trends in the Near Future

1. Economic and social problems have emerged with the globalization's, which was seen at the beginning of the 21st century, acceleration of change. The public resources have been used to solve the economic problems arising, the financial system has been rescued through public intervention other than market conditions, and the policies to increase demand and confidence have weakened the resistance against crises in the medium and long run, although have avoided economic meltdown in the short run. The productions of new knowledge, innovation, and entrepreneurship have become the key inputs of getting out of crisis and the prosperity economy all over the world.
2. Crises have obligated the countries to re-evaluate their own resources. In this context, the re-evaluation, protection, and more efficient use of the human resources, energy, natural resources, and other economic values are seen as key priorities in terms of competitiveness.
3. The economies need a strengthened and competitive industrial production, a modern service sector, and a developing agricultural economy in order to turn into a rapidly growing and sustainable structure, to create high-level employment and provide social progress, and to become a knowledge-based, integrated, greener, and more inclusive economy. Making human capital skilled has become important to create a difference in international economic competition.
4. Developments in information, electronic and communication fields found social classes and became widespread and this resulted in the emergence of more dynamic and social structures. A society that understands and

estimates them and is tolerant for the change will be more peaceful, prosperous and strong. Our era is more dynamic compared to the past. As a result of this dynamism, social and economic structures are more active and unstable. Personal preferences might not be in line with the social and economic structure. Moreover economic choices might not correspond to social demands. This is requirement of a more dynamic and flexible education system that will eliminate the threat and regulate risk areas.

1.1.2. Basic Values in Knowledge-Based Economy

5. Developments in information and communication technologies decrease social problems based on cultural differences by setting appropriate conditions.
6. Knowledge and knowledge generation, innovativeness, individuals who make differences in products and processes are valued; all individuals including groups requiring special policy are enabled with access to knowledge.
7. An effective intellectual property rights system which enables innovative business for increasing creativity, knowledge generation and R&D capacities, offers a transparent management for idea and product owners, helps research organizations in forming capitals by commercialising ideas and inventions, enables productive and cost effective preservation should be developed.
8. With the incentives for the emergence and expansion of information based production, more inviting environments for innovativeness and creativity are provided. Establishment and development of innovative businesses

are promoted, bureaucratic operations are decreased and technical support is given.

9. Developments in information technologies give prominence to e-economy.

10. Up skilling basic skills gained importance for developing young employability and harmonizing with the business world after school.

1.1.3. Vocational and Technical Education in Strengthening the Social and Economic Structure of the Society

11. Acquisition of new skills, supporting creativity and innovation, development of entrepreneurship, providing transitions between occupations and giving the ability to adapt to a new profession are possible by a strong vocational and technical education system.

12. Vocational and technical education is seen as an important tool in reducing the impact of social crises that may occur as a result of the depression of economy and decrease in employment. The developments in information and technology affect the professions, and while some professions disappear, new professions emerge on the other hand. In this scope the key competencies to provide social integration and increasing productivity and competitiveness in economy have become important.

13. With the globalization of economies, the mobility of labour force has come into force. The planning and implementation of vocational and technical education within the framework of international standards and criteria will provide a significant contribution to the mobility of graduates. And another important element supporting mobility is the graduates' acquisition of foreign language skills

14. The coherence of supply and demand in qualitative and quantitative terms has become important in the labour market. The overlapping of knowledge and skills needed in the labour market and the knowledge and skills given at school would serve for the balance of supply and demand.

1.1.4. The Evaluations of International Institutions and Organizations regarding Vocational and Technical Education

15. The vocational and technical education system advances towards a structure that is open to global innovations and changes, based on the analyses of labour market, directing individual to employment, competency-based, and based on mobility.

16. Almost all of the international institutions such as the European Union (EU), the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank (IBRD) address vocational and technical education as a separate "area" in their studies related to education, and form common strategies and regional and global monitoring networks.

17. The following issues of vocational and technical education are included among the priorities of the international institutions and organizations regarding vocational and technical education;

- Performing them in line with the needs and demands of labour markets,
- Making it in a participatory approach in cooperation with the school, institution, and sector,
- Training the students in a way to allow their national and international employment,
- Making it within the framework of balance of supply and demand, removing all of the obstacles related to access,

- Taking into consideration the national qualifications as well as international standards and qualifications when preparing the programs,
- Continuous development and improving the quality.

18. The European Council has determined making the economies of member countries the most dynamic economies of the world based on knowledge as a strategic objective. In March, 2000, the European Council has emphasized that education, which is integral to the social and economic policies, is a guarantee in ensuring the coherence of societies and the full development of citizens, and its importance as a means to increase the competitiveness of Europe all over the world, with the Lisbon Strategy. The Lisbon Strategy regards high quality vocational education and training as an important and integral part of increasing social cohesion, mobility, employability and competitiveness

19. With the communiqué published by the European Commission in 2002, increasing mutual trust based on priorities, transparency, recognition of qualifications and competences, thereby increasing voluntary cooperation in vocational education and training in order to increase mobility and to facilitate access to lifelong learning have been aimed.

20. In the European Commission's decision dated 2006, the following eight key competencies that should be given to the individuals within the scope of lifelong learning have been identified;

- Communication in the mother tongue,
- Communication in another language,
- Mathematical competence and simple competencies of science and technology,
- Digital competence (core competencies in information and communication technologies),
- Learning how to learn,

- Competence of social and civic citizenship,
- Competencies of taking initiative and entrepreneurship,
- Cultural awareness and expression competence.

21. When the strategies and policies developed by EU are examined, common tools in order to facilitate the recognition and transfer of learning achievements and qualifications in vocational education and training have been determined: European Qualifications Framework (EQF), ECVET, the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and Europass.

22. The following objectives have been set with the Bruges Declaration for the period 2011-2020, and short and medium-term action plans for achieving these objectives have been prepared. These are as follows:

- Increasing the quality, efficiency, and attractiveness of vocational education and training especially at the initial level, improvement of the qualifications of the teachers and administrators, strengthening the links between vocational education and labour market,
- Promotion of the adults to continue vocational education and training, development of international mobility in vocational education and training,
- Increasing creativity, innovation and entrepreneurship at all stages of vocational education and training, promotion of the use of information technologies,
- The fact that vocational education and training increases the employability of the groups and individuals especially requiring specific policies.

23. After the Congress held by UNESCO on the trends and issues in the world within the scope of vocational education and training covering the years 2010-2015, recommendation

decisions that would shed light on the future of vocational and technical education in seven key areas have been taken. These are as follows:

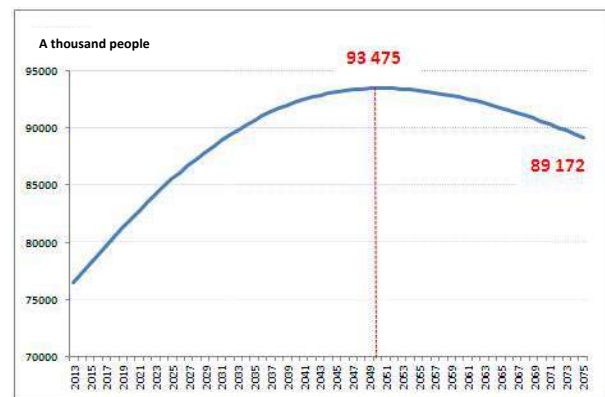
- Increasing the compatibility of vocational and technical education, making the vocational education programs compatible with the needs of the fast-changing labour markets, economies, and societies,
- Dissemination of access to vocational and technical education, increasing quality and equity,
- Facilitation of transfer and recognition of individual learning by clear and output-oriented systems,
- Promotion and development of strategies and policies based on data,
- Strengthening management and expansion of partnerships, adoption of approaches that involve the participation of all parties to the education processes,
- Increasing investment in vocational and technical education, and diversification of funding sources,
- Making good promotion of vocational and technical education in increasing contribution to economy and social cohesion, and creation of awareness.

1.2. EVALUATION OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM OF TURKEY

1.2.1. Demographic Structure

24. Turkey has a young population demographically. This situation also raises the importance of education of the young labour force. The determination of in which areas the young labour force needs vocational education, making educational plans according to the needs, and training labour force with a quality in accordance with the demands of the society, markets, and sectors are crucial.

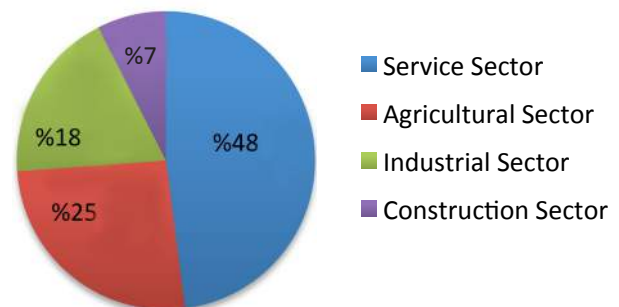
25. According to the data of TURKSTAT, Turkey's population has reached 75,627,384 as of December 31st, 2012. Looking at population projection in Graph 1, the population is expected to be 84,247,088 people in 2023. As such, Turkey is within the range of demographic window of opportunity. The population will have a slow increase until 2050, and will be its highest value in this year with 93,475,575 people. The population, which will start to decline from 2050, is expected to be 89,172,088



Graph 1: Population Projection of Turkey (2013-2075)
Resource: TURKSTAT Population Projections

26. The labour force participation rate is 50.7% in Turkey. By the end of 2012, the unemployment rate is 8.8%. During the same period, the labour force participation rate is 71.9% for men, and 30.1% for women.

27. Looking at Graph 2, during the period of December 2012, the rate of participation in employment is highest in the sector service, while lowest in the construction sector.



Graph 2: Sectorial Distribution of Employment (%)
Resource: TURKSTAT Household Labour Survey

1.2.2. Education System in Turkey

28. Education in Turkey consists of three main parts in integrity to meet the educational needs of individuals, namely informal learning, non-formal education, and formal education.

1.2.2.1. Informal Learning

29. It is all kinds of experience-based learning that is not obtained by the education given in the formal and non-formal educational institutions, from learning acquired freely without an objective or intent to self-conscious and intent learning.

1.2.2.2. Non-Formal Education

30. It is organized in integrity in a way to complement each other with formal education, to give the same qualifications, and to take advantage of all kinds of opportunities of each other, in order to educate the citizens who have not entered the formal education system, who have left it at any educational grade or who have completed its any educational level in the fields of general or vocational and technical education. Non-formal education is carried out in the form of courses that are available at the vocational and technical secondary education institutions, public education, apprenticeship training, distance learning, and theoretical and/or practical courses or in-service training carried out in the enterprises.

1.2.2.3. Formal Education

31. Formal education is a regular education made under the umbrella of school for the individuals of a certain age group or at the

same level with programs prepared according to the purpose. Formal education covers pre-school, elementary school, secondary school, high school and higher education institutions

32. Secondary education covers all of the general, vocational and technical education institutions based on secondary school, implementing a variety of programs, and which are at least for four years. Every student who has graduated from secondary school must attend secondary education.

33. The purpose of higher education is to enable the students receive education regarding their interests, abilities and tendencies in line with the science policy of the country and top manpower requirements of the society; to do researches in scientific areas, doing publishing based on research findings; to develop science and technology; to present an opinion on researches demanded by public organisations; to present scientific data that will increase the general knowledge of Turkish society and will help disclosure and to provide non formal training. The Higher Education Law no 2547 describes Higher Education as "Entire teaching and learning activities based on secondary education at every level that covers at least four years within the national education system."

1.2.2.4. Structure

34. The education system in Turkey basically consists of five stages, namely, pre-school, elementary school, secondary school, high school and higher education. The pre-school and higher education levels are not compulsory, and the 12-year compulsory staged education is arranged as the first-tier four-year primary school (1st, 2nd, 3rd and 4th grades), the second-tier four-year secondary school (5th, 6th, 7th and 8th grades) and the third-tier four-year high school (9th, 10th, 11th and 12th grades) (Figure 1).

The students who complete the first stage continue with the high school or religious high school. According to the new implementation started in 2013-2014 school year students will continue in secondary education upon weighed grades of year end average of 6th, 7th and 8th grades and the Transition from Primary

to Secondary Education (TEOG) exam of eighth graders on six subjects. The students who have graduated from the secondary education level can participate in the labour force, can make transition to the associate degree programs or continue with the next level of education according to the YGS and LYS exam results.

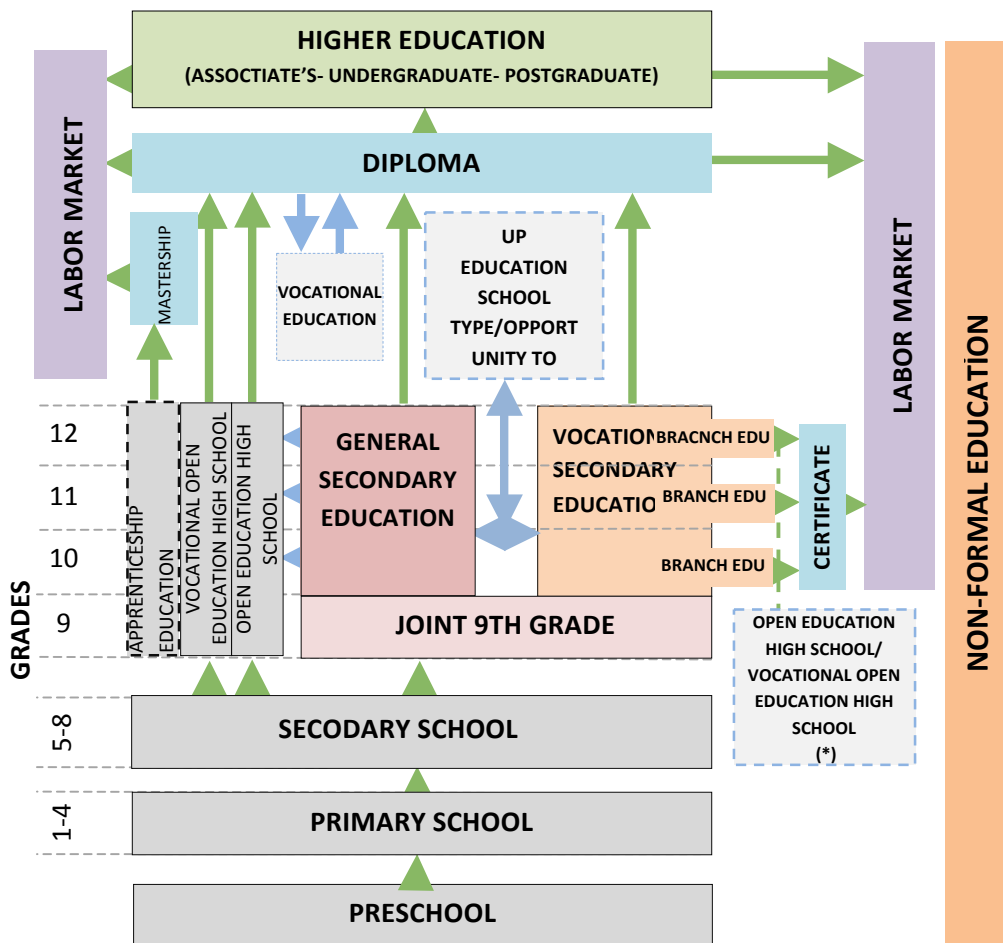


Figure 1: Education System in Turkey

(*): Individuals that left formal education for various reasons continue in open education high schools or vocational open education high schools as part of 12 year compulsory education.

1.2.3. Vocational and Technical Education in Turkey

1.2.3.1. Historical Development

35.In our country, vocational and technical education has been carried out with traditional methods, by the organizations of merchants and craftsmen from the 12th century to the end of the 18th century. The organization of merchants and craftsmen, which was established with the name of "Akhism" by the Seljuks, has continued for a while also in the Ottoman era, and has later turned into the organizations of "Guild" and "Salesclerk." The first initiatives in the field of vocational and technical education in the modern sense have been initiated in the 18th century to regulate the army. Vocational education was started to be given in the vocational and art schools considered as formal education institutions starting from the 1860s.

36.With the Republic, vocational and technical education was addressed as a state policy. In this context, vocational and technical education was included in the area of tasks and services of the Ministry of National Education in 1927, and was managed by the General Directorate of Unification of Vocational and Technical Education established within the Ministry in 1933. In 1941, Undersecretariat of Vocational and Technical Education was established instead of the General Directorate of Unification of Vocational and Technical Education. The Undersecretariat of Vocational and Technical Education was re-organized as the Boys Directorate General of Technical Training, the Girls Directorate General of Technical Training, and the Directorate General of Commerce Training in 1960.

37.With the Law on the Organization and Duties of Ministry of National Education No. 3797 released in 1992, the Boys Directorate General of Technical Training, the Girls Directorate General of Technical Training,

and the Directorate General of Commerce and Tourism Training, Department of Health, Apprenticeship, Vocational and Technical Education Development and Promotion Department, Education Research and Development Department were established.

38.With the Decree Law on the Organizations and Duty of Ministry of National Education No. 652 released in 2011, six separate units responsible for the implementation of vocational and technical education in the Ministry of National Education were combined under the name of General Directorate of Vocational and Technical Education. And the non-formal education and open learning institutions were put under the General Directorate of Lifelong Learning.

1.2.3.2. Objective and Structure

39.Vocational and technical education aims at educating students as good citizens as well as preparing them for the next education and/or business life by giving a common general culture in a flexible structure and in line with their interests and abilities.

40.Vocational and technical secondary education consists of vocational and technical high schools implementing various programs. (Table 1)

41.Student admissions to vocational high schools may vary according to the type of school, and the fields and branches to be chosen. The transports and transitions of the students among the types of schools and programs can be made under certain circumstances. Diplomas are arranged according to the type of school, programs, fields and branches the students have completed.

Technical and Industrial Vocational High School	Girls Vocational and Technical High School	Hotel Management and Tourism Vocational High School	Trade Vocational High School	Vocational High School of Health	Vocational and Technical Education Centre	Multi-Program High School
<ul style="list-style-type: none"> Anatolian Technical High School Anatolian Vocational High School Technical High School Industrial Vocational High School Maritime Vocational High School Maritime Anatolian Vocational High School Agricultural Vocational High School Agricultural Anatolian Vocational High School Land Registry and Cadastrate Vocational High School 	<ul style="list-style-type: none"> Anatolian Girls Technical High School Anatolian Girls Vocational High School Girls Technical High School Girls Vocational High School 	<ul style="list-style-type: none"> Anatolian Hotel Management and Tourism Vocational High School Hotel Management and Tourism Vocational High School 	<ul style="list-style-type: none"> Trade Vocational High School Anatolian Trade Vocational High School Vocational High School of Justice Anatolian Communications Vocational High School 	<ul style="list-style-type: none"> Anatolian Vocational High School of Health Vocational High School of Health 	<ul style="list-style-type: none"> Vocational and Technical Education Centre 	<ul style="list-style-type: none"> High School Vocational High School Religious High School

Table 1: Vocational and Technical Secondary Education School Types

42. In formal vocational and technical education, the 9th grade is common in all types of schools. The students who have completed the 9th grade make field choice. The 10th grade students of vocational high schools

and technical high schools continue their education in the vocational areas, and the 11th and 12th grade students in the branch, which they have chosen, of the field they are educated. (Figure 2).

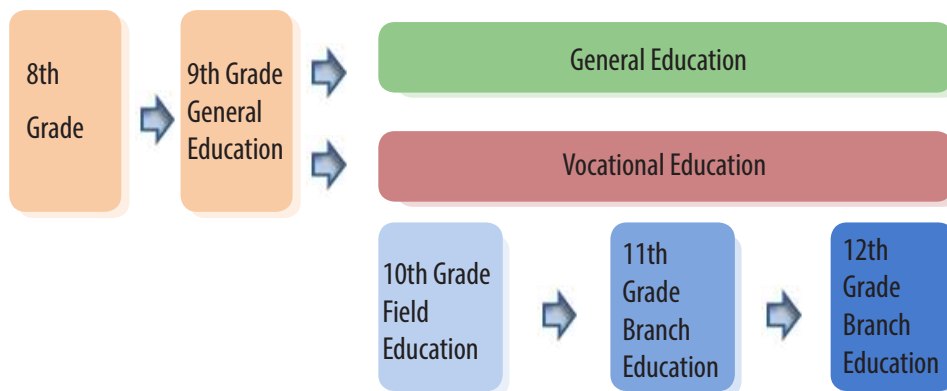


Figure 2: Orientation and Vocational Education Process of the Student

43.The duties and functioning of the vocational education centres responsible for the education of apprenticeship, journeyman and mastership in the non-formal education system are regulated by the Law on Vocational Education and Training No. 3308. The educations of the candidate apprentice students, apprentice students, and journeyman students are given in the vocational education centres. In addition, master training and vocational courses are organized in these centres, and the people's acquisition of professions with their own preferences is aimed according to the needs of the society.

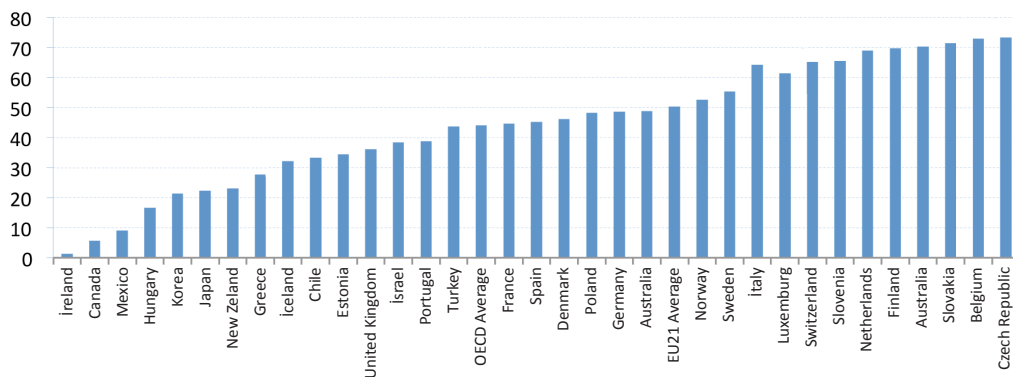
44.According to the Law on Vocational Education and Training No. 3308, those who are over the age of 14 and under the age of 19 are accepted to apprenticeship training. However, those who are over the age of 19 but have not received apprenticeship training before can be accepted to the apprenticeship training according to the vocational education programs to be organized in coherence with their ages and levels of education. With the transition to the 12-year compulsory education system in 2012, the students, who want to continue with the apprenticeship program, must register to the open education high school or vocational open education high school programs after completing the secondary school.

45.In line with the sector demands, modular programmes are used in the vocational education centres affiliated to the General

Directorate of Lifelong Learning. The apprentices do practical application at the workplaces five working days a week, and participate in theoretical trainings in the vocational education centres one working day a week. At the end of the apprenticeship education, those who pass the exam of journeyman receive journeyman's certificate. Mastership education courses are carried out by the Ministry in order to give those, who have acquired journeyman competence, the competencies required to provide for their vocational development and for opening their own independent workplaces. Those who have acquired the journeyman competence and have worked in their professions for at least five years can directly participate in examinations of mastership. Mastership certificate is given to those who have passed these exams.

1.2.3.3. Share of VTE in Secondary Education

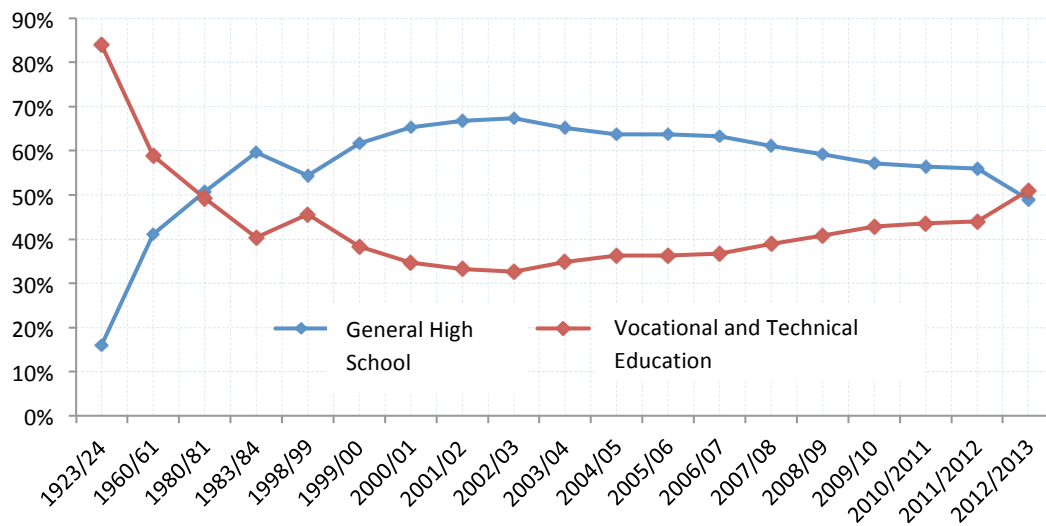
46.Regarding at the data of OECD 2011, differences are seen in the share of vocational and technical education in secondary education according to countries. According to the Graph 3, OECD average in vocational and technical education is 44,21% and the average of the 21 EU member states is at the level of 50,4%. Schooling at the secondary education level is close to the level of OECD.



Graph 3: Rate of Vocational Education in the Secondary Education Level in OECD Countries in 2010 (%)
Resource: Education At A Glance, 2013

47. In recent years, important steps have been taken to increase the rate and quality of vocational and technical education in secondary education. The provision of the opportunity of transition to post secondary schools without examination and the removal of inequality of coefficient in entry to

higher education can be given as examples. According to the Graph 4, while the rate of vocational and technical education in secondary education was 35.8% (excluding vocational open secondary school students) in the academic year 2002-2003, it increased to 51% in the academic year of 2012-2013.



Graph 4: Distribution of General and Vocational Technical High School Students in Secondary Education (%)
Resource : Ministry of National Education, 2013

1.2.3.4. Vocational Education and Internship Applications in Enterprises

48. The period of internship in Anatolian technical and technical high schools is 300 hours. The student can do a maximum of 1/3 of his/her internship study at the end of the 10th grade, and the rest starting from the 11th grade. The internship applications are made at the weekend, semester or summer vacation. The internship application can be made in schools with face to face education or in the enterprises.

49. Vocational education is given in the enterprises three days a week at the 12th grade in the Anatolian vocational and vocational high

schools. However, the students, who cannot attend vocational education in the enterprises for various reasons, have to do internship study for 300 hours starting from the end of the 10th grade. The vocational education and internship applications in the enterprises may vary according to the characteristics of the type of program implemented in schools.

50. Enterprises employing ten or more staff give occupational skill training to VTE students, not less than 5% of the number of its employees. Enterprises that will provide occupational skill training to 10 or more students, establish a training unit. In this unit qualified trainers having craftsmanship adequacy with pedagogical training are appointed.

51.The provinces and the professions that will be within the scope of vocational education in businesses are chosen by MoNE upon request of Vocational Education Board. The provinces and professions in this scope and the list of the businesses which are liable to do vocational education are submitted to Provincial Employment and Vocational Education Board within the month of February by MoLSS Regional Directorates.

52.Business recognition commissions in provinces and districts determine eligibility of the businesses that are liable to provide vocational and technical training by taking the criteria within the Regulation on Secondary Education Institutions into consideration.

53.With the law no 6111 enacted in 2011, vocational training in businesses of the students in higher education institutions are included in Vocational Education Law no. 3308.

1.2.3.5. Vocational Guidance and Career Development

54.Vocational guidance is the process to help the individual chose a profession suitable to himself/herself and advance in this field by informing him/her about his/her own interests and abilities and professions. This process covers individual's planning his future and making the right decision in finding a job.

55.In Turkey, vocational guidance services are given by MoNE and Turkish Employment Agency.

56.All of the guidance and psychological counselling (GPC) services within the Ministry are carried out through the school guidance services and Guidance and Research Centres within the scope of the Regulation of Guidance and Psychological Counselling Services of the Ministry of National Education. These services

are grouped under three main headings, namely personal and social guidance, educational guidance and vocational guidance.

57.The web-based National Vocational Information System (NVIS) has been developed within the scope of the Vocational Guidance and Counselling Component of the Secondary Education Project of MoNE in support of the vocational guidance services implemented in schools. NVIS, which is developed for the individuals aged 13 years and over, facilitates the individuals' access to the vocational guidance and counselling services. The system is composed of three main parts, namely "I am Discovering Myself," "Our Educational Opportunities," and "Our Job Opportunities."

1.2.3.6. Academic Achievement

58.While those of the students, who have completed secondary school and who have high academic achievement, mostly prefer general secondary education schools, those who have intermediate or low academic achievement prefer vocational and technical education schools and institutions.

59. When the SSPC data are analysed, it is seen that the vocational and technical high schools have the lowest success in the entrance examinations to higher education. In 2013, 6% of the 611,817 students who applied to the entrance examinations to higher education from the last grades of vocational high schools were placed in a 4-year degree program. And in general secondary education, 26% of the 1.312.733 students who applied to the entrance examinations to higher education from the last grades in the same year were placed in an undergraduate program. The rates of undergraduate and associate graduate placement among some types of vocational high schools are shown in Table 2.

School Type	Undergraduate (Placement rate %)	Associate (Placement Rate %)
Technical High Schools (ATHS, AVHS, THS)	15,3	27,7
Industrial Vocational High Schools	2,32	31,9
Vocational High Schools for Girls	7,11	23,4
Trade Vocational High Schools	5,8	34,7
Vocational High Schools of Health	5,37	25,8
Hotel Management and Tourism Vocational High Schools	12,8	29,9
General High Schools	19,1	10,4
Anatolian High Schools	55	2,31
Religious Vocational High Schools	14,5	5,1

Table 2: The placement rate according to the SSPC Type of School and Educational Status in 2013
Resource: SSPC Data, 2013

1.2.3.7. Turkish Qualifications Framework

60. The National Qualifications Framework (NQF) is a set of principles and rules consisting of levels used for defining the qualifications existing in a country, classifying according to the criteria set and comparing qualifications. NQF integrates the qualification systems existing in a country and provides coordination among the qualification systems. NQF facilitates the qualifications to be more transparent and identifiable within the framework of quality standards, and the learners' horizontal and vertical mobility among the qualifications.

61. Creation of a national qualifications framework that will improve the quality of the education and training system and that will strengthen

the relationship between employment and education is one of the priority needs of Turkey. Therefore, intensive efforts are being made to prepare a national qualifications framework that will support the education and training needs of all individuals in the society and that will ensure the development of the qualifications required by the labour market.

62. Turkish Qualifications Framework (TQF) is designed in conformity with the European Qualifications Framework (EQF) which identifies, on eight levels, all the qualifications standards achieved in primary, secondary and higher education programs and in other learning environments. Qualification types in TWF and levels are given in Table 3.

8	Higher Education Institutions	(Ph. D., Ph. D. in Art, and Medical Specialty)		Vocational Qualifications Authority	8th level Professional Competence Certificate
7		Master's Degree (With Thesis) Graduate Degree (Without Thesis) Graduate Certificate			7th level Professional Competence Certificate
6		Graduate Degree			6th level Professional Competence Certificate
5		Associate Degree(Academic) Associate Degree (Vocational)			5th level Professional Competence Certificate
4	Ministry of National Education	High School Diploma	Vocational and Technical Education High School Diploma	Mastership Certificate	4th level Professional Competence Certificate
3				Journeyman's Certificate	3rd level Professional Competence Certificate
		Secondary Education Certificate			
2		Primary Education Certificate			2nd level Professional Competence Certificate
1	Preschool certificate of Participation				

Table 3: Secondary education degree is required for Journeyman's certificate.
Resource: Draft TQF Document, VQA 2013

1.2.3.8. Education Programs

63.Implementation of vocational and technical education modular training programs based on qualification was started in the academic year of 2005-2006 in order to develop a vocational and technical education system that observes a balance between supply and demand in the labour market and that gives opportunity to the principles of lifelong learning, to ensure the participation of the stakeholders at the national and local levels

in the decision-making, implementation and monitoring processes of vocational and technical education system, and to educate individuals who have acquired knowledge, skills, and competencies related to a profession with validity in the business world.

64.The education programs belonging to the fields and branches educated in the vocational and technical education schools and institutions are jointly prepared and updated by the sectors, universities, and

experts in the field, by taking into account also the occupational standards and national qualifications. Vocational and technical education programmes are developed broad-based according to the international classifications such as ISCED, FOET in order to ensure the national and international comparability to ensure specializing in branch.

- 65.**At the end of the learning process, Skill maps are prepared for each training program implemented in vocational and technical education in which the skills acquired by the individual are classified. The skills identified in the training program are grouped according to the features of the necessary knowledge, complexity level of knowledge, the method and material used, and the expected product or service.
- 66.**As modular training programs based on qualification are implemented in the vocational and technical education schools and institutions, individual training materials that the students can use in self-learning activities are developed.
- 67.**Education and training is made in 62 fields and 226 branches in the vocational and technical secondary education schools and institutions. In vocational training centres, apprenticeship programs are implemented in 31 fields and 152 branches.

1.2.3.9. Credit Transfer and Accumulation System for Vocational Education and Training

- 68.**MKTS has started to be created in order that the knowledge, skills, and competencies acquired as a result of informal, non-formal, and formal learning are nationally and internationally recognizable and transferable. MKTS will act as a comparable agent of change that will ensure the evaluation of all kinds of learning acquired through informal, non-formal, and formal

ways in order to facilitate the national and international mobility of individuals. MKTS is envisaged to be an agent in coherence with EQF and TQF, which increases transparency, and which supports mutual trust in the field of qualifications. MKTS implementations have started to be made in 30 pilot schools determined within the scope of the Project of Development of Lifelong Learning in Turkey.

1.2.3.10. Evaluation, Certification, and Accreditation

- 69.**While diplomas and workplace opening certificates are given to the students who have completed vocational and technical education in formal education institutions, a certificate approved by the Ministry of National Education is given to those who have completed vocational education within the scope of nonformal education. Those who follow the mastership training in vocational education centres can open workplaces with their mastership certificates. Moreover the training of the individuals who follow vocational courses is evaluated for mastership certificates in line with the Regulation on secondary education institutions.
- 70.**According to the Law No. 5174 and 5362, the chambers can open courses in the professional branches that have not been included in the Vocational Education Law No. 3308, and issue certificates related to the implementation. In addition, within the scope of the Article 7 of the Metropolitan Municipality Law No. 5216, the metropolitan municipalities have the duties and authorities of opening, operating or having operated courses for acquiring profession and skills, and to make cooperation with universities, colleges, vocational high schools, government agencies, and non-governmental organizations in conducting these services. According to the Prime Ministry notice no 2007/17 for these courses cooperation with MoNE is a must.

- 71.**The certification of national qualifications has been legally given to VQA with Vocational Qualifications Authority Act No. 5544. The certificates issued by VQA are entitles to the candidates after the assessments of the authorized institutions.
- 72.**In this context, VQA has initiated the “Project of Strengthening the Vocational Qualifications Authority (VQA) and National Qualifications System in Turkey” which aims to develop occupational standards, to support the vocational qualifications certification centres (VOC-TEST Centres), and to establish and operate an efficient and sustainable National Qualifications System based on an appropriate measurement-assessment and certification system in line with EQF and accepted occupational standards.

1.2.3.11. Recognition and Crediting of Prior Learnings

- 73.**Prior learning refers to all of the acquisitions obtained through informal, non-formal, and formal learning within the scope of lifelong learning. Pilot studies for the recognition of prior learning in line with the Turkey Lifelong Learning Strategy Document (2009-2013) have been initiated within the scope of the “Project of Development of Lifelong Learning-1”; and in cooperation with the VQA it is planned to disseminate all of the outputs obtained as a result of these studies in Turkey overall.

1.2.3.12. Education of Teachers and Managers

- 74.**The issues of teacher education and teacher training are addressed in two sections in general, namely pre-service training and in-service training.

a) Pre-Service

- 75.**By the Higher Education Law No. 2547 enacted in 1981, the colleges, institutes, academies and faculties, which were training teachers and operating affiliated to the Ministry of National Education and universities previously, have been collected within the universities under the umbrella of the Council of Higher Education (CoHE) on July 20th, 1982. Starting from the academic year of 1989-1990, the education period of all of the institutions training teachers has been raised to the level of at least 4-year undergraduate degree.
- 76.**The vocational and technical education faculties have entered into the process of restructuring in 2009, and the technical education faculties, vocational education faculties, vocational and technical education faculties, trade and tourism education faculties, and Industrial Arts Education Faculty within some higher education institutions have been closed by law. The medium-and-long term need for teachers of the vocational and technical secondary education is expected to be met by the graduates of the closed faculties as well as the newly established technology faculties, art and design faculties, tourism faculties and other faculties in the field.

b) In-Service

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

1.2.3.13. Management System

77. Vocational and technical education is carried out affiliated to MoNE within the scope of non-formal and formal education; and to CoHE within the scope of post-secondary. The Basic Law of National Education No. 1739, the Vocational Education and Training Act No. 3308, the Higher Education Act No. 2547, the Vocational Qualifications Authority Act No. 5544 and the relevant regulatory actions make up the legal framework of vocational and technical education. With the Decree Law on the Organization and Duties of Ministry of National Education No. 652 enacted in 2011, the formal education part of vocational and technical education is carried out by the General Directorate of Vocational and Technical Education, and the non-formal part by the General Directorate of Lifelong Learning.

78. The existing vocational and technical education system is highly centralized. In view of the number of students, the number of schools, the number of branches, and the economic developments and technological changes, planning and management cannot be expected to be effective and efficient. It is a very well-known fact that there is a very different distribution of stakeholders in the employment market because of the complexity and diversity of vocational education in itself. This situation requires the stakeholders to be efficient in the processes of both education and employment.

a) Board of Vocational Education (MEK)

79. According to the Law on Vocational Education and Training No. 3308, Board of Vocational Education (MEK) has been created in order to take decisions on the planning, development and evaluation of vocational and technical education to be made in all types and degrees of formal, non-formal, and apprenticeship education, vocational and technical education schools and institutions, and enterprises in which the vocational and technical education

programs are implemented, and to give opinions to the Ministry. MEK consists of the representatives of the relevant ministries, Professional organizations, and trade unions headed by the Undersecretary of MoNE. The decisions of this Board, which gathers once a year, enter into force once being published in the Official Gazette and are carried out by the Ministry and relevant professional organizations.

b) Provincial Employment and Vocational Training Boards (PEVTB)

80. In 2008, the Provincial Employment and Vocational Training Boards (PEVTB) have been created by combining the Provincial Employment Board and the Provincial Vocational Employment Board. PEVTB fulfils the tasks such as creation of employment and vocational education policies, and the determination of measures protecting and developing employment and active labour force programs to be implemented, at the local level. The demands related to opening and closing fields and branches in schools are met by MoNE on the views of PEVTBs.

c) School and Institution Management

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

82. Management of post-secondary schools consists of post-secondary school principal, post secondary school board and post secondary school management board. Post secondary school board includes deputy principals and department heads under the presidency of the school principal. Main duties

of this board are to determine the teaching services, scientific research and publishing activities, basis of these activities, do planning and to determine the program and teaching calendar. Under the presidency of the post secondary school principal, post secondary school management board consists of deputy principals and 3 faculty members chosen for 3 years by the post secondary school board among 6 candidates chosen by the school principal. The purpose of this board is assisting to the school principal in administrative issues. Department head is responsible for the education and research of the department on every level and for the systematic and effective implementation of all departmental activities

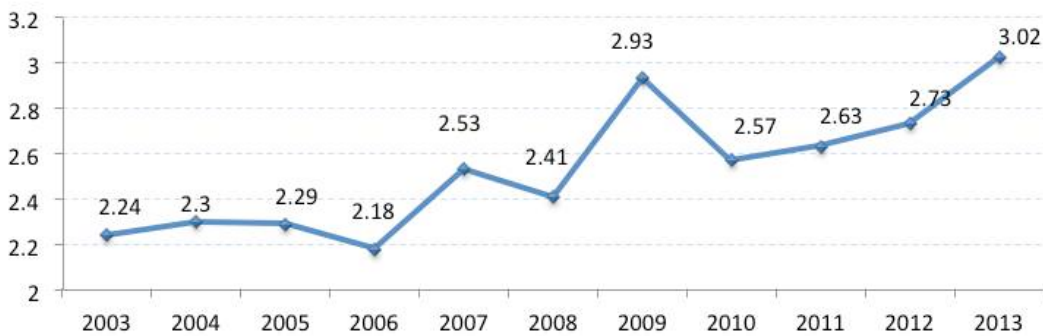
d) Financial Management

83. Vocational and technical education is largely

funded by the state. In addition, there are also other funding's provided for vocational and technical education outside the central government budget. These are as follows:

- Income provided by the law No. 3308,
- Shares transferred from international projects to education,
- Income obtained from public and the NGOs,
- Income provided from the revolving fund enterprises in schools.

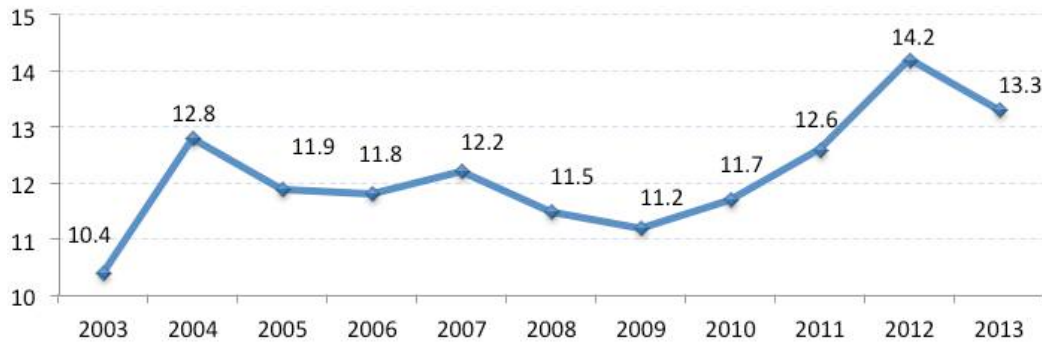
84. According to Graph 5; the lowest ratio of the budget allocated to MoNE to GDP is 2, 18% in 2006 and the highest is 3, 02% in 2013. The OECD average is 5.38% in 2009.



*Graph 5: Ratio of the Budget of the Ministry of National Education to GDP (%)
Resource: National Education Statistics*

85. The shares allocated to the General Directorate of Vocational and Technical Education by the Ministry of National Education are shown in

Graph 6 for the years. The lowest ratio is 10, 4% in 2003; the highest is 14, 2% in 2012.



Graph 6: The Share Allocated to the General Directorate of Vocational and Technical Education in the Budget of the Ministry of National Education (%)
Resource: Ministry of National Education Statistics

86. The provision “Education and training support can be made for each student attending the vocational and technical schools opened in the Organized Industrial Zones (OIZs) from the subsidy put to the budget of the Ministry for this purpose in an amount determined jointly by the Ministry of Finance and the Ministry for every academic year, starting from the academic year 2012-2013, and not to exceed the one and a half times of the cost of a student attending official schools to the State according to the type of school,” is included in the Article 12 of the Private Education Institutions Act No. 5580. In this way the legal background to provide the schools opened or will be opened in Organized Industrial Zones with financial support has been set and put into force for 10 professions in 2012-2013 school years.

87. Depending on the studies made in the field of education in recent years, there has been a significant increase in the number of buildings and classrooms. The number of students per classroom for the academic year 2012-2013 is 28 in general secondary education, and 34 in vocational and technical secondary education. As can be seen, the average number of students per classroom in vocational and technical secondary education is more than that of the general secondary education.

This situation reveals the necessity to make more physical investment in vocational and technical education.

88.61 Workplace standards for vocational and technical secondary education have been determined. Settlement, equipment and unit cost have been determined within the standards.

89. The infrastructure of many schools have been renovated, the teachers have been trained, and the efficiency of vocational education in enterprises has been enhanced within the scope of cooperation protocols made with the national and international projects (EU, Development Agencies, SODES, UMEM etc.) and the sector.

1.2.3.15. Quality Assurance System

90. Quality assurance is defined in general terms as monitoring and evaluating different aspects of a project, service or institution systematically in order to determine that quality standards are met. Quality assurance in vocational education is increasing employability by

promoting mutual trust, transparency of qualifications and competences, supporting the supply demand balance in education and encouraging access to lifelong learning.

91.In various projects within the scope of lifelong learning carried out and developed by MoNE, CoHE, and VQA, the issues of “provision of the participation of social partners in the decision-making mechanisms, preparation of learning outcomes at different levels with the help of sector, determination of the module-credit values of the formal and non-formal training programs, crediting of activities such as internship and job training, counselling and guidance, information systems, recognition, assessment and validation of prior learning, certification, quality assurance” are given priority.

92.Improving the Quality of Vocational and Technical Education in Turkey Project-1 (IQVET-1) and Improving the Quality of Vocational and Technical Education in Turkey Project-2 (IQVET-2) developed for the establishment of a quality assurance system in vocational and technical education, for multifaceted activities under top headings Quality, Education and Communication and to attain up-to-date, eligible, sustainable and measurable vocational and technical education responding students’ and businesses’ needs are implemented. For the internal monitoring of quality MoNE is working on the establishment of a VTE Quality Development Centre within the scope of the first component of IQVET-1. Related work on external monitoring of quality will be developed in IQVET-2.

1.2.3.16. Relationship between Vocational and Technical Education and Employment

93.New scientific and technical areas emerging with the rapid changes in technology increase the need for skilled labour force with each

passing day, and make a high quality vocational and technical education including modern technologies imperative. Depending on the scientific and technological developments in the world, the labour market changes constantly, and these changes also differentiate the professional qualifications required by the individual to be employed in a job. Changing the professional qualifications required for job also necessitates comprehensive changes in vocational and technical education.

94.“Basic and Vocational Skills Development Program” which is one of the priority programs within the 10th Development Plan for 2014-2018 is prepared within this framework. In the Development Program, the importance of having basic skills necessary for the business life as well as the vocational skills and the importance of strengthening the relation between the education system and business life for developing human resources is emphasized. Moreover with this program it is aimed that the individuals have basic skills as information and communication technologies, foreign language, financial literacy, problem solving, critical thinking, communication, leadership, career planning and job search as well as artistic and sportive skills.

95.In spite of the difficulty experienced in providing the qualified staff in the areas needed by the economy, the unemployment rate of the graduates of vocational and technical education is high. While this rate was 14% in 2002, it was 12% in 2007 and 10.1% in 2012.

96.With the purposes within Strengthening the Relationship between Vocational Education and Employment Action Plan; giving vocational and technical education regarding the needs of the labour market, strengthening the relation between education and employment, improving active use of active labour market policies, increasing the capacity of vocational and technical education schools and institutions in some OIZs for increasing the employability of the labour

force by solving the problem resulting from not having a profession or/and increasing rapid generalization of establishing new vocational schools, Strengthening Vocational and Technical Education in OIZs Protocol has been signed in October 6th, 2012 between the MoSIT and MoNE. Targets of this protocol are establishment of new vocational high schools in OIZs, meeting the need of qualified staff with the incentives per student and increasing employment rate.

- 97.** Within this protocol electric-electronic, industrial automation, food, chemistry, machine, metal, furniture, interior design, motor vehicles, plastic, textile, installation technology and climatization, renewable energy technologies fields and unit cost for 9th grade students allocated from the official budget is determined and the notice prepared jointly with the Ministry of Finance is updated and entered into force by being promulgated in official gazette, 28758 (07 September 2013).
- 98.** In order to increase the quality and employment of young, Specialised Employment Project (UMEM) Implementation Protocol prepared in cooperation with MoNE, MoLSS, ISKUR, TOBB and TOBB ETU came into force upon signature on June 23rd, 2010.

1.2.3.17. Entrepreneurship

- 99.** Entrepreneurship has an important role in increasing personal and social benefits of education. The entrepreneur plays a pioneer and catalyst role in transforming his/her own and environment's acquisitions into benefits.
- 100.** The students are equipped with knowledge and skills for the business life with the theoretical and practical vocational education in the vocational and technical education schools and institutions. The students are trained in an entrepreneurial spirit with these knowledge and skills that they can both work

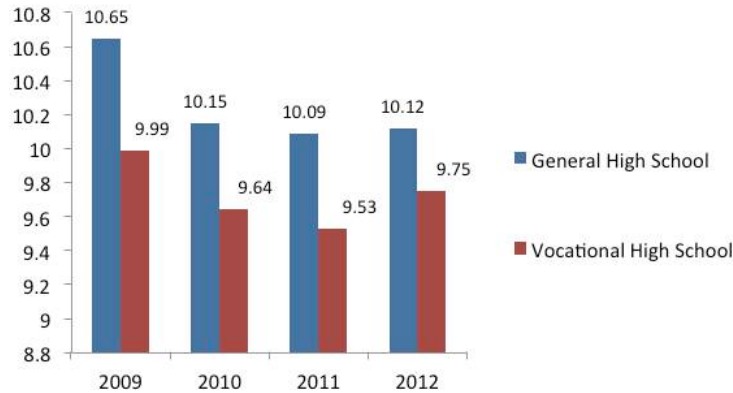
alongside someone else and build their own businesses. In this context, Entrepreneurship Manual Directory has been prepared by MoNE in order to give business building ideas, to put them forward, to tell the individuals what the legal procedures required to start a business are, to encourage the graduates, and to ensure their motivation.

- 101.** Policies are developed to disseminate the culture of entrepreneurship and to train new entrepreneurs in Turkey. In this context, entrepreneurship is supported by the programs of various institutions and organizations, mainly MoNE, MoSIT, TUBITAK, SMEDO, TOBB (Union of Chambers and Commodity Exchanges of Turkey) and ISKUR (Turkish Employment Agency). Applied entrepreneurship education and new entrepreneurship support are given by IGEM (Business Development Centre), ABIGEM (European Union Business Development Centre) and other institutions to give the prospective entrepreneurs the knowledge and experiences with which they can prepare the business plans regarding their own business ideas.
- 102.** "Entrepreneurship Development Protocol" was signed among the Ministry of National Education, the Ministry of Science, Industry and Technology, and the Scientific and Technological Research Council of Turkey. Within this scope, 15000 managers and teachers are given an education on teaching, leadership and entrepreneurship between 2013-2015.
- 103.** "Techno-Enterprise Capital Support," which is one of the support mechanisms of Law No. 5746, is designed to encourage the individuals, who are students that can graduate in one year from any undergraduate program of the universities that give formal education, master's or doctoral students, or who have received one of the degrees of undergraduate, graduate or doctoral at most five years before the date of pre-application,

to turn their technology and innovation-oriented business ideas into enterprises with high potential of creating added value and quality employment, within a framework of business plan deemed appropriate for support by the public authorities within the scope of supporting central administration.

104. Turkey's having a young population and the increase in working-age population continuously over the years necessitates diversification of employment opportunities in line with the increasing labour force. Policies to increase employment and improve education are priorities. Vocational education programmes that will develop education and increase employment are of priorities. Work on the determination of improvement areas needed in vocational and on technical education and educational planning in line with these areas continue.

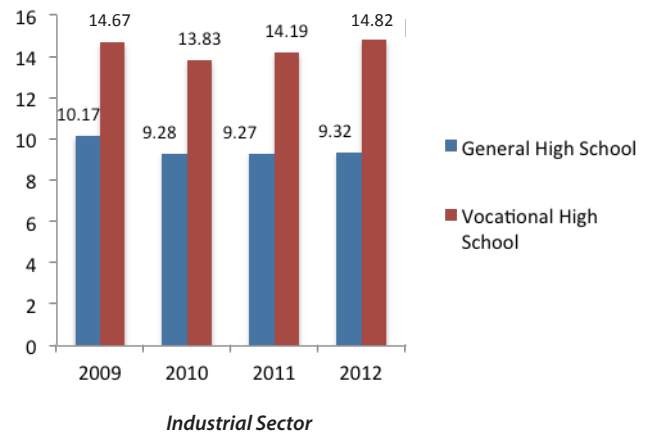
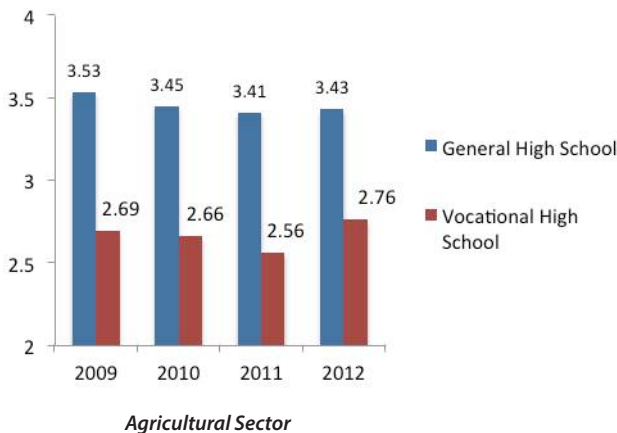
1.2.3.18. Transition of the Graduates to the Labour Market

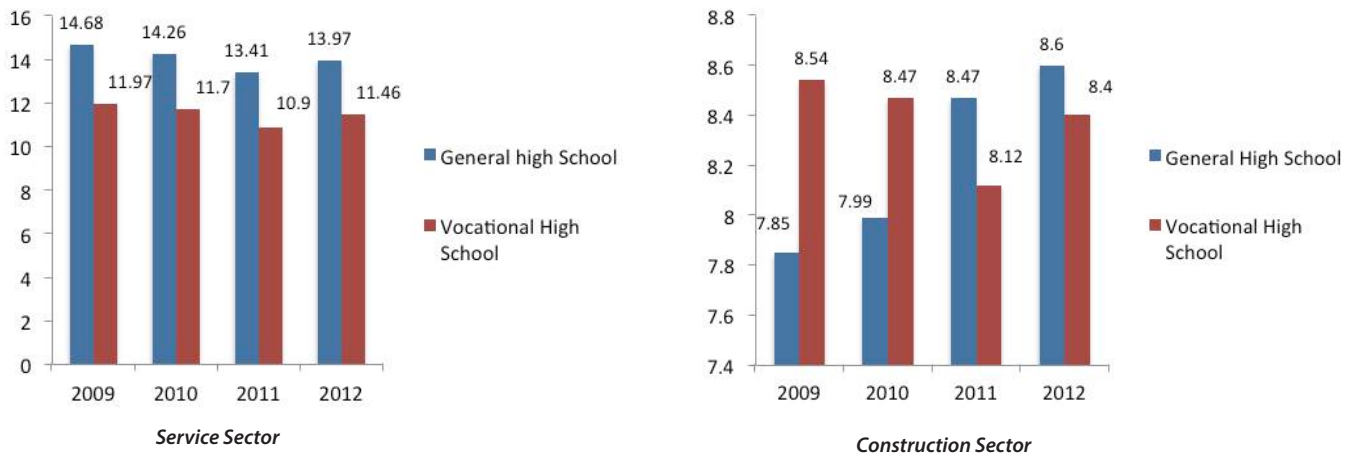


Graph 7: Employment Rate of the Vocational High School and General High School Graduates in the Agricultural, Industrial, and Service Sectors (%)

105. When Graph 7 showing the total employment in agriculture, industry, construction and service sectors is examined it is seen that

the employment rate of general high school graduates is higher.





Graph 8 : Employment rate of the Vocational High School and General High School Graduates in the Sectors (%) (2009-2012)
Resource: TURKSTAT, Household Labourforce Survey

1.2.3.19. Skills Required by the Labour Market

106. According to the results report of the research had made by MoSIT in 2012, the distribution of the skills the companies will need most in 2013 according to the company size is shown in Table 5. Vocational and technical skills are needed with a rate of 53, 4.8% in micro-scaled companies, 56.2% in small-scaled companies, 61, 8% in middle scaled companies and 56, 7% in large-scaled companies. As the

scales of companies grow, the need for skills such as communication skills, teamwork, management/leadership skills, problem solving, foreign languages, and innovation, which are defined as basic skills, also grows. However, while business ethics and business discipline are the skills needed more in micro and small-scaled companies (26.1% ; 30.2%), they are among the skills less needed in middle and large-scaled companies (18.1% ; 16.1%).

	COMPANY SCALE			
	MICRO	SMALL	MEDIUM	LARGE
Vocational and Technical Skills	53,4	56,2	61,8	56,7
Communication Skills	11,4	12,6	13,4	18,7
Teamwork	19,9	25,7	24,2	28,7
Management/Leadership Skills	4,0	6,4	5,3	12,3
Problem Solving	8,2	15,5	13,2	15,8
Foreign Languages	6,0	11,9	13,8	19,6
Business Ethics and Business Discipline	26,1	30,2	18,1	16,1
Innovation	9,9	15,4	15,7	18,1
Other	2,6	1,7	3,6	2,9
No Skills Needed	4,8	2,9	2,5	1,8

Table 4 : Distribution of the Skills to be most needed by Employees in 2013 according to the Company Scale (In-Scale Rate %)
Resource: MoSIT, Determination of Turkey's Human Resources, 2013

107. When Table 4 is examined, it is seen that as the company scale grows, the rate of the companies who find the foreign language skills of the applicants or employees inadequate increases. As the company scale decreases, the lack of business ethics and business discipline of the applicants or employees is denoted as an important problem. The differentiation of the inadequacies seen

in the skills of applicants or employees according to company scales is a result of the differentiation of the skills needed by the companies. While small or micro-scaled companies need foreign language skills less as they carry out studies at rather local and national level, large-scaled companies which make studies at the international level need foreign language skills more.

	COMPANY SCALE			
	MICRO	SMALL	MIDDLE	LARGE
I do not See any Inadequacy	27,0	24,4	24,8	27,8
Vocational and Technical Skills related to his/her Field	35,3	39,5	36,2	35,0
Basic Literacy	1,4	3,3	3,5	1,7
Foreign Language Skills	5,0	13,1	16,4	21,2
Supervision and Experience	17,4	25,2	25,7	22,6
Communication Skills	6,9	8,8	7,5	8,0
Bussiness Ethics and Bussiness Discipline	21,5	21,1	12,1	8,9
Motivation	11,3	15,6	12,1	11,7
Compliance with Workplace and Job	14,9	12,6	13,4	12,0
Other	2,8	1,2	1,1	2,3

Table 5: The Skills and Characteristics that the Companies Find Inadequate in Labour Force (In-Scale Rate %)
Resource: MoSIT, Determination of Turkey's Human Resources, 2013

108. Labour market needs analyses are made by the Turkish Public Employment Service and the Social Stakeholders across the country in order to determine the occupations that are needed in the labour market, to identify the skills required for these occupations, to estimate the occupations in which increase or decrease in employment is expected in the coming periods, to monitor the developments and changes occurring in the labour market, to reveal the impact of these developments and changes on the need for labour force, and to determine the measures to be taken. Moreover labour market needs analyses for multi faced planning of vocational and technical education within

the scope of OSANOR, METGE, MEGEP (SVET), MTEM, IKMEP, IQVET-1 projects are used in the preparation and updating of education curriculum.

1.2.3.20. Education of Groups Requiring Special Policy

109. Those who have difficulties in entering the labour force and employment as women, young people, the disabled, long term unemployed, prisoners, former condemned, people who have immigrated for security

reasons, children of migrants need protection and support and thus require special policy.

110. Vocational Skills Development Project (MESGEB) is continued by the General Directorate of Vocational and Technical Education within the 2011-2013 investment program for the groups requiring special policy within the scope of social inclusion. The objective of the project is to provide profession for the young unemployed people who have no profession for employment, the disadvantaged groups in general, and those who want to change their professions by taking into consideration their interests and abilities, to give vocational qualifications by moving these skills to high levels, and to enhance the quality standards of the managers and teachers in the vocational and technical education institutions.

111. With girls and women in priority, it is aimed to prepare all of the citizens for the economic and social life by enhancing their education levels and qualifications in line with the occupations of the future, to create the educational environments regarding their acquisition of occupations, and thus to ensure that they have a say in the economy and administration of the country. In this context, "Increasing Schooling Rates Especially for Girls Project 1" and "Increasing Schooling Rates Especially for Girls Project 2" are carried out.

112. Other institutions and organizations such as the Ministry of Justice, the Ministry of Family and Social Policies, and the Ministry of Youth and Sports organize courses for groups requiring special policy.

1.2.3.21. Active Labour Force Activities

113. Active labour force policies, described as harmonization of labour force supply and demand is a general description of policies

which aim at mapping job seekers to employers directly, providing labour force training (supply) that increase the quality of labour force, molding professions within the scope of employment and business establishment (demand) and working for the public interest. The services of Turkish Employment Agency within the scope of active labour force programs are vocational courses, on the job training programs, entrepreneurship training programs and utility programs.

114. While 211,627 people participated in about 11,821 programs opened in 81 provinces in 2010 within the scope of active labour market activities, 250,016 people participated in 16,594 programs opened in 2011, 464,645 people participated in 27,351 programs opened in 2012, 417,257 people participated in 36,107 courses/programs in 2013 (including TYP). As can be seen from the data, in 2011 there has been an increase in the total number of courses with a rate of 40%, and in the number of participants with a rate of 18% compared to 2010; in 2012 there has been an increase in total number of courses with a rate of 64%, and in the number of participants with a rate of 85% compared to 2011. In 2013 total number of courses increased 32%, number of participants decreased 11% compared to 2012.

115. The inception budget of the UMEM Project started in 2010 is 119,270,554TL. Within the scope of the project, in 19 provinces with developed industries Labour Market Analysis Research Work has been done and teachers were trained in cooperation with sector and university. A supplementary protocol has been signed in 2012 and agriculture and services sectors were taken into the scope of the project. Regarding the Labour Force Market Analysis Research results with the participation of new institutions into the project, 140 schools in industry sector and 63 in services sector were determined and the project school number was increased to 213 in 2013. As of late December 2012 4682 courses

were opened and 60,426 trainees attended the trainings. 18,752 of these trainees demanded on the job training and 31,125 of them were employed. In 2013 55,705 people attended 5,061 UMEM courses/programs.

1.2.3.22. Occupational Health and Safety

116.According to the Occupational Health and Safety Act No. 6331, the employer is obliged to provide his/her employers' work-related health and safety. The employer has to provide occupational safety specialists, workplace physicians, and other health professionals for the provision of occupational health and safety services to include also studies related to the prevention of occupational risks and protection of employees from these risks.

117.It is reported that 5500 people die, 75,000 people become constantly incapacitated, and a loss of 149 million working days and 20 billion Euro occurs per year as a result of accidents at work and occupational diseases in the member countries of the European Union. 50-60% of the loss of working days is due to work-related stress-induced diseases in the EU countries.

118.According to the statistics of the Social Security Institution (SSI), there has been 69,227 accidents at work, 697 occupational diseases have been identified and 1,710 (1700 deaths as a result of accidents at work; 10 as a result of occupational diseases) of these accidents have resulted in death in Turkey in 2011. 123 Of 2,216 people who have become constantly incapacitated have become so because of occupational diseases. In 2012, total number of accidents at work increased to 74,871; occupational diseases decreased to 395. 745 of accidents and diseases in subject resulted in death (744 deaths as a result of accidents at work, 1 as a result of occupational diseases) and 173 of

2,209 people who have become constantly incapacitated have become so because of occupational diseases.

1.2.3.23. National and International Mobility of the Vocational and Technical Education

119.In parallel to the rapid mobility of services and capital in the world, the mobility of also the human capital which is the ultimate aim of education systems has become inevitable. Therefore, it is necessary to form an educational system which is in accordance with the requirements of the mobility and speed, which are the basic characteristics of the era we live in, which can meet the national and global demands, which is on the basis of employment strategy, and which is skill-oriented, flexible and permeable.

120.Europass is a folder of documents which is open to the voluntary use of the European citizens who want to enter an education program at the level of the European Union or who are looking for job, and which provides the recognition of the competencies and qualifications they have. National Europass Centres in every EU and EEC member state coordinates all the activities related to Europass documents. VQA works as National Europass Centre in Turkey.

121.Planning education, making the skills and competencies adequately transparent, establishment of an objective measurement and evaluation system, provision of foreign language proficiency, and arrangement of graduation certificates in accordance with the Europass attachments in view of the national and international occupational standards will make an important contribution to the national and international mobility of the students and graduates.

SECTION II

2.1. ANALYSIS OF THE VOCATIONAL AND TECHNICAL EDUCATION SYSTEM (SWOT)

2.1.1. Strengths

ACCESS	CAPACITY	EMPLOYMENT
1. Registration of all the students who apply to the vocational high schools by getting the right to attend secondary education without any discrimination	1. Knowing the needs	1. Provision of training for employment and economic development
2. Widely organization of vocational and technical education institutions at the country level	2. Young people being open to innovation	2. The presence of national and international projects and cooperation protocols
3. The existence of vocational education courses all over the country	3. The presence of a developed and settled corporate culture	3. The presence of an incentive system for employment
4. The adequate number of programs types in vocational and technical education	4. The existence of the potential to prepare and implement project and cooperation protocol	4. The fact that the employers attribute value to vocational and technical education
5. Having strong ITC infrastructure and communication facilities in vocational and technical education	5. The existence of horizontal and vertical communication, solidarity and cooperation between the central and provincial organizations	5. The presence of the competitions organized by professional organizations in order to encourage
	6. The existence of modular education system	
	7. The existence of legal and administrative regulations	
	8. The presence of vocational qualifications system	
	9. The presence of a strong infrastructure of schools and institutions and an experienced teaching staff	
	10. The presence of equipment and physical capacity for vocational and technical education	
	11. The fact that the number of students per classroom and teacher is within standards	
	12. The existence of strong public support regarding planning, management, financing, and implementation	
	13. The presence of vocational educational culture in internship and enterprises	

2.1.2. Weaknesses

ACCESS	CAPACITY	EMPLOYMENT
1. The lack of an adequately flexible structure that will permit transitions between school types and programs	1. The fact that the relevant sectors are not included in the management and decision-making mechanisms of the process	1. The fact that the number of labour force with quality appropriate do not meet the sector needs
2. Inadequacy of the awareness studies regarding vocational and technical education	2. Lack of school-industry cooperation in the implementation of the vocational and technical education programs	2. The fact that key skills in vocational and technical training and basic vocational competencies cannot be adequately given
3. Lack of communication in the parties and the fact that the stakeholders do not provide active participation	3. The fact that the student's interests and abilities are disregarded in vocational orientation	3. The fact that the graduates cannot be monitored at an adequate level
4. The lack of adequate access of the individuals that need special training to vocational and technical education	4. Lack of quality assurance system in vocational and technical education	4. The fact that the graduates are not adequately informed regarding employment opportunities
5. Inadequacy of field preference criteria and process	5. Inadequacy of the in-service education activities	5. The fact that creativity, innovation, and entrepreneurship cannot be adequately given to the students and trainees of vocational and technical education
	6. The fact that the vocational education and internship do not have the adequate quality in enterprises	6. The fact that the social skills of the students of vocational and technical education cannot be adequately developed
	7. The fact that the students and new technologies cannot meet adequately	7. The fact that individuals in need of special training cannot be prepared for employment adequately
	8. Opening schools, fields, and branches without taking into account the labour force needs analyses	
	9. Inadequacy of financing	
	10. Lack of accreditation system for vocational and technical secondary education institutions	
	11. The fact that the sector experiences of the trainers are not adequately up-to-date	
	12. The fact that the number of students per classroom and teacher do not meet the standards	
	13. Lack of coordination among the stakeholders of vocational and technical education	
	14. The fact that measurement and evaluation are made according to grade passing system and the credit system is not used	
	15. Insufficiency of foreign language education in VTE schools and institutions	
	16. Lack of understanding of modular and student oriented training by the schools.	
	17. The fact that education modules are prepared centrally	
	18. The unconformity of the curricula of vocational and technical secondary education and the higher education curricula	

2.1.3. Opportunities

ACCESS	CAPACITY	EMPLOYMENT
1. Emphasis on the awareness of vocational and technical education in the higher policy documents	1. The existence of institutions and organizations such as VQA, ISKUR etc.	1. Stability in economic growth
2. Adoption of approaches of mainly vocational and technical education in the world	2. The existence of international financing resources in the funding of vocational and technical education	2. The fact that the sector needs qualified manpower
3. The fact that local authorities support vocational and technical education	3. The positive impact of EU harmonization process on vocational and technical education	3. The tendency of growth in the industrial sector
4. The fact that the social partners regard vocational and technical education positively and supply opportunities	4. The existence of trained manpower in the area of vocational and technical education	4. The existence of incentives for SMEs and their positive reflection on vocational and technical education
5. The existence of young population that can be active in vocational and technical education	5. The tendency of economic growth in Turkey	5. The mobility possibility of the entrepreneurs and labour force due to Turkey's geopolitical position
6. The fact that ICT technologies facilitate access to information in the area of vocational and technical education	6. The fact that the buildings and workshops of vocational and technical education are jointly used with the private sector	6. Emergence of new occupational areas
	7. The existence of charitable contributions	7. Active labour force programs for employment

2.1.4. Threats

ACCESS	CAPACITY	EMPLOYMENT
1. The fact that adequate economic and social value is not attributed to vocational and technical education	1. The fact that the strategies and policies for vocational and technical education are weak	1. The fact that unqualified and unskilled labour force is employed in the workplaces in order to reduce the cost of production
2. The presence of a lot of young people	2. The scarcity of the higher education programs as a continuation of vocational and technical secondary education	2. The fact that unregistered employment is high
3. The fact that vocational guidance and career development processes are inadequate	3. The fact that the cost of equipment appropriate to the changing and developing technology is high	3. The imbalance of supply and demand in the labour market
4. The fact that students with poor academic achievement attend vocational and technical education	4. The inadequacy of the cooperation with higher education institutions in the planning of teacher training and employment	4. The fact that labour market is not transparent enough
5. The fact that families and students do not have adequate information on professional and business life	5. The fact that the vocational field qualifications of managers and teachers are not determined, and the fact that the selection of teachers is made with theoretical knowledge in the fields of general culture, talent, and educational sciences, and in a limited way	5. The fact that the graduates are not adequately employed in the fields they have been trained
6. The presence of negative perception towards students enrolled in VTE schools and institutions	6. Central planning and management	6. The fact that the graduates do not want to work in their fields
	7. The fact that the sustainability of financing is weak in the medium and long term	7. The presence of inter-regional development disparities
	8. The fact that the buildings transferred to vocational and technical education with the closing of general high schools are not appropriate	8. The fact that vocational qualification certificates are not deemed obligatory for employment
	9. The presence of dual education in some vocational and technical education schools	9. The fact that the graduates of vocational and technical education prefer higher education rather than labour market
		10. The fact that enterprises are not active in workplace training and internship
		11. The fact that cheap workforce is extra territorium

2.2. BASIC PROBLEM AREAS OF VOCATIONAL AND TECHNICAL EDUCATION

2.2.1. Access to Vocational and Technical Education

- 122.**It cannot be said that there is adequate social awareness related to vocational and technical education. Vocational and technical education is regarded as minor education, and social and economic value is attributed rather to general secondary education and higher education. This perception hinders the adequately successful students' preference of vocational education.
- 123.**In our country, many activities and projects are carried out for the improvement and development of accessibility, applicability, adaptability and acceptability of education. These activities and projects are important in terms of the creation of the accumulation of data and knowledge required for the formulation and implementation of education policies that will safeguard the right of boys and girls to receive high quality education. It is necessary to provide and certify their participation in vocational and technical education and to make the certificates transferable with an approach based on lifelong learning in accordance with the individuals' interests and abilities of each age group.
- 124.**As the labour market is not transparent enough, the students and families do not have adequate information regarding the opportunities it offers to employees. There is not a common portal where the learners, labour market employees, and employers can get informed about and receive information regarding the Access opportunities to vocational and technical education.
- 125.**As all of the processes of vocational and technical education are carried out with central planning and management, bureaucratic obstacles make it difficult to access.
- 126.**As the horizontal and vertical mobility between education levels and school types is not adequately flexible and permeable, the

individuals cannot use their achievements as an opportunity in acquiring the skills of another profession.

- 127.**There are infrastructural problems regarding the access of groups that require special policy to formal and non-formal vocational education.
- 128.**The school is perceived as the space where only formal education and training is made, and the employers do not regard school as a service centre in product development, and the labour market employees in acquiring new skills and developing existing skills. The research and laboratory infrastructures of the vocational and technical education schools and institutions are not used for academic and industrial R & D activities, and adequate cooperation is not made with the sector in this respect.

2.2.2. Capacity in Vocational and Technical Education

- 129.**The globalized economy further increases the need for skilled and qualified workforce. The fact that the unemployment rate among the young people in Turkey, which has a young population, is high points to potential problems. One of the most important steps to be taken regarding solving these problems would be to enhance the quality of vocational and technical education, and to further strengthen the bonds between the business world and vocational and technical education, as seen in many cases in the world.
- 130.**Occupational maps should be created in order to allow the production of international occupational data and to help the countries, which develop or revise national occupational classifications, create a model. There are not adequate studies related to occupational maps in Turkey.
- 131.**The labour market needs analyses are carried out in the short term. The fact that the occupations needed in the market change

rapidly and the match of supply and demand cannot be obtained adequately makes it difficult to plan vocational and technical education correctly in the long term.

- 132.**It is continued to prepare and update the vocational and technical education programs according to the IOSs in a way to meet the existing and future needs of the labour markets, however a full integrity and continuity between the vocational and technical secondary education programs and higher education programs cannot be provided.
- 133.**When the occupational standards are taken into account, it can be seen that there is no need to give some occupations with degree programs and it is more appropriate to give these occupations through certifications. There is no clear distinction regarding which occupations should be given with degree programs and which through certifications.
- 134.**There is not a measurement and evaluation system based on adequately objective criteria based on learning outcomes and skills.
- 135.**Studies have been started for the preparation of skill maps, in which the skills that the individual has acquired at the end of the learning process for every education program implemented in vocational and technical education are classified and listed from simple to complex, but have not yet been completed.
- 136.**The differences between institutions and countries prevent access to vocational and technical education as well as effective use of the knowledge, skills and competencies acquired previously. There is no legal regulation for the initiation and dissemination of MKTS that is compatible with ECVET that provides the international mobility of the individuals and the evaluation of informal, non-formal, and formal learnings within the scope of lifelong learning.
- 137.**Although there is a system that the individuals can certify their knowledge, skills, and competencies they have acquired through informal, non-formal, and formal learning, there is not a system that they can use these certificates in transition to another non-formal and formal education program.
- 138.**Foreign language education, that will provide the international mobility of the students educated in vocational and technical education and their monitoring of the global developments related to their occupations, cannot be given.
- 139.**An effective vocational guidance and career counselling services cannot be given due to the wrong perception of the managers, teachers, students and parents in the vocational and technical education schools and institutions regarding guidance services. The managers and teachers do not have adequate up-to-date knowledge to provide vocational guidance for the students regarding the business world.
- 140.**Vocational and technical education orients the students to programs according to their academic achievements, and their abilities and interests are not taken into account. Therefore, a career development system cannot be applied effectively.
- 141.**The Board of Vocational Education and Provincial Employment and Vocational Education Boards do not constitute balance policies of supply and demand by observing the labour force needs of the economy and society in the medium and long term.
- 142.**The non-governmental organizations and the relevant sector cannot actively participate in the education and training processes, and they cannot contribute enough to the strengthening of the relationship between education and employment.
- 143.**There is not adequate cooperation among the institutions and organizations that are responsible in the field of vocational and technical education. Various studies are made related to vocational and technical education, but there are difficulties in producing a common policy. The need for a committee of experts on a voluntary basis in order to help the implementation of policies and strategies in line with the national and international

needs and objectives in the fields related to vocational and technical education and to resolve the lack of coordination is evident.

- 144.**When evaluated according to international standards, the vocational and educational system in Turkey has a centralized structure that has deficiencies in terms of adapting to the needs of the market, technological change, and local needs. There is not a management model in schools in which all of the stakeholders are included; the decisions are taken by joint participation, and which is based on governance.
- 145.**The vocational post secondary schools are not structured according to the local needs and in a way to adequately contribute to Turkey's competitiveness. There are deficiencies in the vocational tertiary schools in terms of institutional capacity. The programs implemented in these schools do not adequately contribute to the academic and vocational development of the vocational and technical education graduates.
- 146.**As the faculties of vocational and technical education have been closed during the restructuring process in 2009, there is not a higher education program training teachers directly for the field of vocational and technical education.
- 147.**While teacher placements are made according to the results of central examination, the teacher candidates take exams in the fields of general culture, general skills, and pedagogy. The teacher qualifications related to the fields and branches of vocational and technical education have not yet been determined. The vocational field knowledge is not measured in the central examinations.
- 148.**The candidacy and compliance education process of the teachers that affect their commitment to the profession and institution starting from the candidacy, the failure in establishing the relationship between the system of in-service education and career development and teacher qualifications, and the fact that the existing implementations cannot be correlated to each other within a framework of system integrity beyond
- the bureaucratic objectives have emerged as priority problem areas. There are not effective and efficient mechanisms in which the teachers of vocational and technical education will provide their personal and professional development in cooperation with the sector.
- 149.**Excluding the criteria mandated by law, there are not specific criteria regarding the distribution of the share allocated to vocational and technical education from the general budget to the schools and institutions. The fact that the advance tax burden taken from the revolving fund enterprises in the vocational and technical education schools and institutions and the income obtained are not distributed on equitable and fair principles prevents the operation of these enterprises in an effective way and in a manner suitable to the purpose. There is not a financial management in which the stakeholders of vocational and technical education are included.
- 150.**The share of private schools in vocational and technical education is very low. In addition, there is not a system which includes the impact analyses of the incentives given to the private vocational and technical education schools, and which monitors and evaluates the activities of education and training in these schools.
- 151.**There is not an effective planning that allows the vocational and technical education schools and institutions with adequate infrastructure to jointly use their facilities with the other vocational and technical education schools and institutions, the sector, and the environment.
- 152.**There is not a quality assurance system that will make the education system output controlled and based on quality criteria in order that Turkey can take place in the global competition that will provide its sustainable economic and social development, and that the economic resources spent on education can be used more efficiently and effectively.
- 153.**The studies of infrastructure related to the accreditation of the vocational and technical

education schools, institutions, and programs that will give education according to the national qualifications accepted by VQA have not been completed.

2.2.3. Employment with Vocational and Technical Education

- 154.**In parallel to the developments in science and technology, developments also occur in professions. The changing and newly emerging professions increase the need for qualified labour force with each passing day and make a qualified vocational and technical education with modern technologies an imperative. Depending on the scientific and technological developments in the world, the labour market constantly changes. The changes in the labour market differentiate also the vocational qualifications required for the employment of the individual in a job. The changes in the vocational qualifications required for the job should be reflected on vocational and technical education in a comprehensive manner.
- 155.**The activities such as administration, coordination, quality assessment etc. in the vocational training and internship applications in the enterprises are carried out by MoNE, and the sector representatives (occupational organizations etc.) do not take an active role in this processing operation. The periods of vocational education and internship are not determined in a flexible way according to the needs of the professions in the enterprises. In addition, the qualifications of the vocational education given in the enterprises are not at the desired level. Also, there are not workplaces in an amount to meet the number of students that will receive vocational education or do internship in the enterprises, and with the desired qualifications. There is need for more development and process improvement regarding what can be known, what can be done, and which competencies will be acquired in the workplace training.
- 156.**There are many structural problems in building the bond of education and employment of the groups requiring special policy, and in their transition to labour market. The employment opportunities for these groups could not have been created enough.
- 157.**The fact that the characteristics and spirit of innovation, creativity and entrepreneurship of the vocational and technical education students, trainees and graduates, employees and teachers cannot be developed undermines Turkey's power in global, technological, and economic competition. This situation hinders the creation of new sectors and business areas, and the development of employment opportunities in the context of macro-economics.
- 158.**The employability skills cannot adequately meet the conditions and needs of the changing labour market, and lose their validity. Especially, the global competitive environment is not satisfied with the employees' exhibiting performance only in certain conditions, and also demands their compliance with the changing situations. The emerging non-compliance creates a problem in the employability of the labour force and the continuity of employment.
- 159.**Adequate awareness could not have been created regarding the use of EUROPASS attachments which aim to facilitate the mobility of individuals in education and employment and which allow the individuals to demonstrate their competencies and qualifications in a transparent way.
- 160.**The student exchange programs arranged in order to enhance the students' knowledge, skills, and competencies cannot be adequately made use of and these programs cannot be utilized for their purpose.
- 161.**Adequate cooperation could not have been provided in the field of vocational and technical education with the countries which are the members of the organizations of economic cooperation that Turkey is a party of, and joint projects have not been developed.

2.3. THE FRAMEWORK OF VOCATIONAL AND TECHNICAL EDUCATION STRATEGY PAPER

PURPOSE

To create a flexible and permeable vocational and technical education system with the active participation of stakeholders which supports social and economic development, in which all of the segments of the society have the opportunity to learn in accordance with their needs, which is innovative, and which prepares for employment .

VISION

A leading vocational and technical education system which is recognized with its national and international vocational qualification in cooperation with the social and economic sectors, which has vocational values, which is creative, innovative, entrepreneurial, and productive, which trains competent workforce that adds value to the economy, and the quality values of which are formed.

ACCESS TO VOCATIONAL AND TECHNICAL EDUCATION

1- The Qualities of Access to Vocational and Technical Education Will Be Improved.

CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION

1- Vocational and Technical Education Programs Will Be Improved and the Qualification System Will Be Strengthened.

2- Vocational Guidance and Career Development in Vocational and Technical Education Will Be Strengthened.

3- An Efficient and Productive Management System Will Be Established in Vocational and Technical Education.

4- Education Environments of Schools and Institutions Will Be Improved by Providing An Efficient and Sustainable Financing System in Vocational and Technical Education.

5- A Quality Assurance System in Vocational and Technical Education Will Be Established.

EMPLOYMENT WITH VOCATIONAL AND TECHNICAL EDUCATION

1- The Students of Vocational and Technical Schools and Institutions and the Transitions of Alumni into Labour Market Will Be Supported.

2- The National and International Activities of VTE Students and Alumni Will Be Enabled.

2.3.3. POLITICAL GRIDS, PRIORITIES AND MEASURES

POLITICAL GRID: 1.ACCESS TO VOCATIONAL AND TECHNICAL EDUCATION

PRIORITY: 1.1. The Qualities of Access to Vocational and Technical Education Will Be Improved.

- 1.1.1.Public awareness regarding the importance and access possibilities of vocational and technical education will be raised.
- 1.1.2.A flexible and transparent structure will be established in lateral and vertical transfers between the types and stages of educational institutions.
- 1.1.3.Access possibilities of the groups which require a special policy will be improved.
- 1.1.4.The cooperation of VTE schools and institutions with SMEs within the scope of R&D activities will be enabled.

POLITICAL GRID:2.CAPACITY INVOCATIONAL AND TECHNICAL EDUCATION

PRIORITY: 2.1. Vocational and Technical Education Programs Will Be Improved and the Qualification System Will Be Strengthened.

- 2.1.1. Sector projections for short and long term will be established and vocational map will be created.
- 2.1.2.Learning programs will be developed in accordance with national vocational standards, national qualifications and needs of the labour market.
- 2.1.3.Vocational skill maps will be created and an evaluation and assessment system will be established based on gains and skills.
- 2.1.4.An infrastructure for the recognition of prior learning will be established and VTE Credit Transfer System will be activated.
- 2.1.5.Foreign language education in VTE will become functional.

PRIORITY: 2.2. Vocational Guidance and Career Development in Vocational and Technical Education Will Be Strengthened.

- 2.2.1.Competences of administrators and teachers regarding the vocational guidance and career development will be increased and students will be encouraged to continue their VTE education in a program that is fit for their interests and talents.

PRIORITY: 2.3. An Efficient and Productive Management System Will Be Established in Vocational and Technical Education.

- 2.3.1.The Vocational Education Board and provincial employment and vocational education boards will work more effectively and efficiently.
- 2.3.2.A voluntary VTE experts working group will be established.
- 2.3.3.VTE school types will be decreased and a VTE school and institution administration model will be developed and implemented.
- 2.3.4.Vocational post secondary schools will be restructured in accordance with the structure and speciality of vocational and technical education.
- 2.3.5.The qualities of VTE schools and institutions in terms of human resources will be improved.

PRIORITY: 2.4. Education Environments of Schools and Institutions Will Be Improved by Providing An Efficient and Sustainable Financing System in Vocational and Technical Education.

2.4.1. School based financement will be used and for VTE financing, the number of sources outside the general budget will be increased and made effective.

2.4.2. Incentive mechanisms for the opening of private VTE schools and institutions will be developed.

2.4.3. The workplaces of VTE schools and institutions will be improved and workplace models in line with sector will be developed.

PRIORITY: 2.5. A Quality Assurance System in Vocational and Technical Education Will Be Established.

2.5.1. An education quality framework, self-assessment and internal quality assurance system will be established.

2.5.2. VTE schools and institutions will be accredited.

POLITICAL GRID: 3. EMPLOYMENT WITH VOCATIONAL AND TECHNICAL EDUCATION

PRIORITY: 3.1. The Students of Vocational and Technical Schools and Institutions and the Transitions of Alumni into Labour Market Will Be Supported.

3.1.1. Efficiency and productivity of workplace based trainings will be increased.

3.1.2. Employment possibilities for the groups which require a special policy will be improved.

3.1.3. Students, trainees, alumni, employees and teachers will be encouraged in creativity, innovation and entrepreneurship and they will be encouraged to attend skill and project based competitions.

PRIORITY: 3.2. The National and International Activities of VTE Students and Alumni Will Be Enabled.

3.2.1. Application of student exchange programs will be enabled in order to increase the national and international activity of VTE students and trainees.

3.2.2. Cooperation with national and international institutions and/or countries will be strengthened.

SECTION III

3.1. MONITORING AND ASSESSMENT

A monitoring and assessment system will be established in order for the Vocational and Technical Education Strategy Paper to be implemented effectively, to create added value and reach pre-determined purposes and targets.

For this reason, a Board of Monitoring and Assessment will be established

The Board of Monitoring and Assessment consists of the following:

- 1.The Minister of National Education
- 2.Undersecretary of MoNE
- 3.Deputy Undersecretary of MoNE for Vocational and Technical Education
- 4.Undersecretary of Ministry of Justice
- 5.Undersecretary of Ministry of Family and Social Policies
- 6.Undersecretary of Ministry of Science, Industry and Technology
- 7.Undersecretary of Ministry of Labour and Social Security
- 8.Deputy Undersecretary of Ministry of Economy
- 9.Deputy Undersecretary of Ministry of Food, Agriculture and Livestock
- 10.Deputy Undersecretary of Ministry of Customs and Trade
- 11.Deputy Undersecretary of Ministry of Interior
- 12.Deputy Undersecretary of Ministry of Development
- 13.Deputy Undersecretary of Ministry of Culture and Tourism
- 14.Deputy Undersecretary of Ministry of Finance
- 15.Deputy Undersecretary of Ministry of Transportation, Maritime Affairs and Communications
- 16.Head of MoNE Strategy Development
- 17.General Director of MoNE Vocational and Technical Education and Training
- 18.General Director for MoNE Life-Long Learning
- 19.Ministry of Health General Director of Health Services
- 20.ISKUR (Turkish Employment Agency) General Director
- 21.Head of KOSGEB (Small and Medium Enterprises Development Organization)
- 22.Head of VQA (Vocational Qualifications Authority)
- 23.CoHE Deputy Chairman and General Assembly Member for Vocational Education
24. Head of National Agency
- 25.Assistant Secretary General of TESK(Confederation of Turkish Tradesmen and Craftsmen)
- 26.Assistant Secretary General of TOBB (Union of Chamber and Commodity Exchanges)
27. Head of TURKSTAT (Turkish Statistical Institute)
- 28.Assistant Secretary Generals of the three confederations of workers' unions with the highest number of members.
- 29.Assistant Secretary Generals of the three public employee unions with the highest number of members.
- 30.NGOs in Education
- 31.Deputy President of MUSIAD (Independent Industrialists and Businessmen's Association)
- 32.Assistant Secretary General of TISK (Confederation of Employer Associations)
- 33.Deputy President of TUSIAD (Turkish Industrialists' and Businessmen's Association)

Duties and Responsibilities of the Board of Monitoring and Assessment:

- a)Ensure the implementation of the activities in the action plan and evaluate the current situation within the implementation of the activities.
- b)Do the necessary changes in the action and determine new activities.
- c)Determine the problems regarding the

implementation of the activities in the action plan and make observations and suggestions to solve the problems.

d) Enable the cooperation and coordination among the institutions to realize the activities.

e) When necessary, establish sub committees, commissions and technical working groups to do necessary coordination for the active continuity of the work.

Board Secretariat and Functions

The secretariat of the board is MoNE Directorate General of Vocational and Technical Education. The functions of the Board Secretariat are:

a) Determining the agenda of the board meetings regarding the opinions and advices of board members.

b) Informing the Board by following the realization of the activities and aims determined in the strategy and the other import progress

c) Doing the preparations by doing necessary coordination before the board meetings.

d) Enabling the coordination of sub committees, commissions and technical working groups to realize the activities.

e) Reporting the board meeting results.

f) Doing all the other assignments allocated to the Secretariat as part of the Board work

The Board of Monitoring and Assessment gathers every 6 months. The first semi-annual meeting is chaired by the Undersecretary of MoNE and the second is by the Minister of National Education.


ACTION PLAN

POLITICAL GRID: 1. ACCESS TO VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 1.1. The Qualities of Access to Vocational and Technical Education Shall be Improved.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
1	1.1.1. Public awareness regarding the importance and access possibilities of vocational and technical education shall be raised.	<p>Campaigns (radio and television programs, public service announcements, contests etc.) will be organised for changing the perception of society in a positive way.</p> <p>Participation of the VTE students to employment fairs, career days will be supported.</p> <p>Awareness will be raised regarding employment, development, career move and adaptation courses and adults will be encouraged to participate in vocational education activities.</p> <p>Databases about VTE will be gathered to establish a WEB portal for decreasing bureaucracy and to establish a demand-supply balance.</p> <p>A VTE information line will be developed.</p>	MoNE	RTUK CoHE İSKUR Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	<p>PG 1. The registration rate of VTE in secondary education.</p> <p>PG 2. The number of trainees in professional development, employment and adaptation courses</p> <p>PG 3. Number of entries to web information page</p> <p>PG 4. Number of people who use phone help line</p>	Continuous
2	1.1.2. A flexible and transparent structure will be established in lateral and vertical transfers between the types and stages of educational institutions.	<p>The legislation for a flexible and transparent structure will be established in VTE to allow lateral and vertical transfers according to person's needs between formal and non-formal, non-formal and formal, associate and undergraduate education.</p> <p>Credit equivalents of the acquisitions will be determined and these acquisitions will be used in transfers between programs.</p>	MoNE COHE	VQA Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	<p>PG 1. The rate of those who continue their education for associate or undergraduate degrees after graduating from a VTE institution</p> <p>PG 2. Rate of transfers between formal and non-formal, non-formal and formal</p> <p>PG 3. Rate of students who transfer between school types and fields in formal education</p>	Continuous

POLITICAL GRID: 1. ACCESS TO VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 1.1. The Qualities of Access to Vocational and Technical Education Shall be Improved.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
3	1.1.3. Access possibilities of the groups which require a special policy will be improved.	<p>Vocational programs to prevent groups requiring special policies from leaving the educational system will be generalised; the professions will be determined regarding the interest, will, skills, abilities and educational status; access to vocational courses will be increased and achievements will be certificated.</p> <p>A guidance system will be established, which will allow determining the jobs of the individuals who need special education through keeping records starting with their pre-school education and they will be able to receive certificates according to their personalised educational programs which they had during their VTE.</p> <p>Access to the VTE institutions will be increased for girls</p> <p>Participation in labour force and vocational possibilities will be increased for women.</p> <p>Regulations to provide who have graduated from universities and are unemployed or those who want to change their jobs with a chance to do double major or sub branch studies in post secondary education will be made.</p>	MoNE	MoFSP MoLSS CoHE ISKUR KOSGEB Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG1. Rate of disabled students and trainees who are enrolled in VTE schools and institutions VTE PG2. Rate of girl students who just registered in vocational and technical education PG3. Rate of disabled individuals who complete VTE to all other disabled persons. PG 4. Rate of those who completed VTE while they were convicted or in prison	Continuous
4	1.1.4. The cooperation of VTE schools and institutions with sector within the scope of R&D activities will be enabled.	<p>In order to expand the scope of cooperation between VTE schools and institutions and sector, efficient use of research and laboratory infrastructures of VTE schools and institutions for both academic and industrial R&D by related parties will be enabled.</p>	MoNE COHE	MoSIT KOSGEB Universities Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Number of protocols for R&D services	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.1. Vocational and Technical Education Programs will be Improved and the Competence System will be Strengthened.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
5	2.1.1. Vocational maps and sector projections for long and short term will be established.	Vocational maps will be prepared within the scope of medium and long term economic and labour force sector projections of Turkey Economic development and employment tendencies in all sectors will be determined by assessing field research, sectorial plans and regional development priorities. Professions will be classified according to their job and task descriptions and their national and international equivalencies will be provided.	Ministry of Development MoLSS VQA	TUIK ISKUR Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. The number of vocational maps	2016
6	2.1.2. Learning programs will be developed in accordance with national vocational standards, national competences and needs of the labour market	National Vocational Standards will be reflected in educational programs. Compliance with international standards (ISCED, ISCO, FOET etc.) will be taken into account. The programs to be developed will be in accordance with eight key competences and these competences will be taken into account during evaluation and assessment processes. Program continuity and unity between secondary and higher education will be established. Schools will be encouraged to use and prepare all material, which will be used for providing determined acquisitions and skills on a national level. Diploma and certificate programs will be separated according to results of vocational analyses. Diploma and certificate supplements which show determined acquisitions. It will be ensured that job and profession ethics are adopted at every stage of VTE.	MoNE CoHE	VQA ISKUR Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Number of updated programs in accordance with national vocational standards and competences PG 2. The number of prepared level 3 and 4 programs	Continuous
7	2.1.3. Vocational skill maps will be created and an evaluation and assessment system will be established based on gains and skills.	Vocational skill maps based on gains will be created for each profession.	MoNE VQA CoHE	Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Number of maps created on skills	2016

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.1. Vocational and Technical Education Programs will be Improved and the Competence System will be Strengthened.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
8	2.1.4. Vocational credit transfer and accumulation system in VTE will become effective.	<p>Certification of skills and knowledge acquired outside educational institutions and assessing these documents in being transferred to non-formal and formal education will be accomplished.</p> <p>For using the skills and accomplishments gained within the scope of life-long learning within Vocational Credit Transfer and Accumulation System in VTE, legislations will be arranged and an information system will be created.</p> <p>Credit Transfer system will be in line with ECVET.</p>	MoNE	<p>CoHE</p> <p>VQA</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p>	<p>PG 1. Number of fields and branches working for the acknowledgement of previous learnings</p> <p>PG 2. Number of fields and branches whose credits are estimated within the scope of Vocational and Technical Education Credit Transfer System</p>	Continuous
9	2.1.5. Foreign language education in VTE will become functional.	<p>The language courses given will be generalised in accordance with the common European framework of reference for language.</p> <p>Vocational foreign language courses will be rolled out to all fields and branches.</p> <p>Awareness on European language certificate exams within European Language portfolio will be raised.</p>	MoNE CoHE	<p>National Agency</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>NGOs</p>	<p>PG 1. Number of programs developed for teaching vocational foreign languages</p> <p>PG 2. Certifications provided in accordance with common European framework of reference for language</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.2. Vocational Guidance and Career Development in Vocational and Technical Education will be Strengthened.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
10	2.2.1. Competences of administrators and teachers regarding the vocational guidance and career development will be increased and students will be encouraged to continue their VTE education in a program that is fit for their interests and talents.	<p>Administrators and teachers in VTE schools and institutions will receive in-service trainings about effective implementation of vocational guidance and career development program and therefore a teacher manual will be prepared.</p> <p>National Vocational Information System will be improved, introduced to all stakeholders and its effective use will be accomplished. Training activities for the families about the guidance and career development will be organized.</p> <p>Personal e-development vocational profile files based on basic guidance principles will be prepared.</p> <p>There will be cooperation with press and broadcasting organisations regarding the introduction of professions and operation of the sector.</p> <p>There will be cooperation with sector to allow the 9th graders to get to know the professions onsite.</p> <p>Inventory regarding guidance and career development activities and skill tests will be expanded and field and branch preferences will be made according to these tests.</p> <p>Legislation will be arranged to allow guidance counsellors and job and vocation consultants of ISKUR to work together effectively.</p> <p>Generalising voluntary vocational coaching in VTE schools and institutions will be encouraged.</p>	MEB	<p>MoFSP</p> <p>CoHE</p> <p>Universities</p> <p>ISKUR</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>NGOs</p> <p>Media Organisations</p>	<p>PG 1. Number of teachers and managers received in-service trainings on vocational guidance and career counselling</p> <p>PG 2. Number of individuals who use National Occupational Information System</p> <p>PG 3. The number of individuals who receive guidance and career development training</p> <p>PG 4. The number of students who complete interest inventory and ability test</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.3. An Efficient and Productive Management System will be Established in Vocational and Technical Education.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
11	2.3.1. The Vocational Education Board and provincial employment and vocational education boards will work more effectively and efficiently.	There will be research on the operations of the Vocational Education Board and provincial employment and vocational education boards. Work force and need analyses of these boards will be considered and they will work more effectively and their work will be monitored and assessed.	MoNE ISKUR	MoLLS CoHE Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Opening rate of fields and branches according to labour market analyses PG 2. Compliance rate of opened fields and branches to sectorial distribution in that province	Continuous
12	2.3.2. A volunteer VTE Experts working group will be established	Legislation will be arranged to establish an experts committee for the reasons such as conducting workplace training better, monitoring the practicability of vocational standards, keeping vocational moral and ethics, monitoring student workplace trainings, monitoring the suitability of educational and training programs, harmonising the school skills with the market.	MoNE CoHE	Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Creating to Working Group	2014
13	2.3.3. The number of VTE school types will be decreased; A VTE school and institution administration model will be developed and implemented.	A new structure based on program type instead of school type will be established in VTE. A new school administration model will be developed which includes VTE and related stakeholders and takes administration as a basis. Cooperation between local authorities, professional organizations and local sector will be strengthened. Legislation work will be done by VTE school and institution managements on appointment of provincial and sub provincial MoNE vice manager or/ and branch Office	MoNE CoHE	Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations NGOs	PG 1. Revision of the legislation regarding new school management model	2017
14	2.3.4. Vocational post secondary schools will be re-structured in accordance with the structure and speciality of vocational and technical education.	There will be research on the operation of vocational post secondary schools and according to the results; vocational post secondary schools will be re-structured in accordance with the VTE structure as different institutions providing general and vocational education. Trimester implementation for vocational post secondary school students will be implemented.	CoHE	MoNE Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	PG 1. Regulating the legislation regarding the operation of vocational post secondary schools	2017

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.3. An Efficient and Productive Management System will be Established in Vocational and Technical Education.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
15	2.3.5. The qualities of VTE schools and institutions in terms of human resources will be improved.	<p>Basic, field and special competences of workshop and laboratory teachers will be determined in co-operation with MoNE and CoHE.</p> <p>There will be a regulation to make trainers receive pedagogical formations in their fields.</p> <p>VTE candidate teachers will receive applied training in businesses for a period of time.</p> <p>In-service training model will be re-structured in VTE.</p> <p>In service training will be given in in accredited institutions, businesses, institutions of higher education and/or through distance learning in accordance with national and local need analyses. Encouragement mechanisms will be developed for businesses to provide laboratory and workplace teachers and teaching staff with versatile trainings.</p> <p>Procedures for public-private cooperation will be simplified and private sector will be enabled to establish workplaces and labs in schools.</p> <p>Teachers and administrators of VTE schools and institutions will learn technical foreign languages and improve their foreign languages.</p> <p>Branch changes will be enabled for teachers whose fields got narrower</p>	MoNE CoHE	<p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. Number of fields whose competences are determined</p> <p>PG 2. Number of administrators and teachers who participated in in-service trainings</p> <p>PG 3. Number of teachers who participated in in-service trainings</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.4. Education Environments of Schools and Institutions will be Improved by Providing An Efficient and Sustainable Financing System in Vocational and Technical Education.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
16	2.4.1. School based budgeting will be used in VTE and For VTE financing, the number of sources outside the general budget will be increased and made effective.	<p>There will be work carried out in order to distribute the VTE budget in cooperation with MoNE, Ministry of Development, and Ministry of Finance according to school type, field or branch specialities and number of students considering the data of Turkish Education Financing Information System (TEFBIS).</p> <p>Municipal Law No 5393 Article 14 paragraph (b) "Shall construct and shall do or maintenance and repair all school buildings of the government; shall meet all the equipment and tool needs" will be put into action.</p> <p>Necessary legislation will be prepared in order to have a share for VTE from other sources such as games of chance, traffic fines etc.</p> <p>There will be legislation arrangements for reducing the burden of advance tax from circulating capital enterprises, using the circulating capital and distributing shares.</p>	MoNE	Ministry of Finance Ministry of Development	PG 1. The increase rate of sources outside the budget	Continuous
17	2.4.2. Incentive mechanisms for the opening of private VTE schools and institutions will be developed and a system of monitoring and assessment will be established.	<p>The legislation work for encouraging the opening of private VTEs, especially those which will set good examples, in fields and branches with high employment rates will continue.</p> <p>There will be cooperation with private sector for opening sector focused schools by taking into account the sectorial intensities.</p> <p>In determining the student quota of future private schools and institutions, vocational education and internship opportunities in businesses around will be regarded.</p> <p>Quality indicators of private vocational and technical schools and institutions will be determined and necessary measures will be taken to monitor them.</p> <p>Per student teaching and learning aid given by the government to the students in private VTE institutions will continue.</p>	MoNE CoHE	Ministry of Finance Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	PG 1. Number of VTE schools and institutions opened by private sector PG 2. Employment rate of those who graduate from private VTE schools	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 2.4. Education Environments of Schools and Institutions will be Improved by Providing An Efficient and Sustainable Financing System in Vocational and Technical Education.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
18	2.4.3. Workplaces in vocational and technical education schools and institutions will be enhanced and workplace models will be developed in line with the sector.	<p>Working environments of vocational and technical education workplaces and labs will be enhanced and hard infrastructure will be made secure.</p> <p>New workplace models will be developed with practical and flexible structuring for fields and branches regarding the changes in production technologies and sectorial demands.</p> <p>Inventory of VTE schools' and institutions' infrastructures will be determined and there will be planning to use these commonly with other VTE schools and institutions.</p> <p>The effectiveness of full day- full year implementation in VTE schools and institutions will be increased.</p>	MoNE CoHE	<p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. Number of labs and workplaces developed and renovated</p> <p>PG 2. Number of fields and branches for which workplace models are developed</p> <p>PG 3. Number of schools and institutions with commonly used facilities</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY 2.5. A Quality Assurance System in Vocational and Technical Education will be Established.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
19	2.5.1. An education quality framework, self-assessment and internal quality assurance system will be established.	<p>A VTE quality assurance framework will be established in order to have an actual, qualified, measurable and sustainable VTE which meets the quality standards of business world and students.</p> <p>The developed framework will be in compliance with European Quality Assurance Reference Framework (EQUARF).</p>	MoNE CoHE	<p>VQA</p> <p>TURKAK</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. The prepared quality framework</p> <p>PG 2. The prepared quality assurance system</p>	2018
20	2.5.2. VTE schools and institutions will be accredited.	<p>There will be infrastructural work regarding the accreditation of schools, institutions and programs which will provide training in accordance with the national competences accepted by VQA.</p> <p>After the accreditation process of VTE schools and institutions, they will be authorised as exam and documentation centres.</p>	MoNE CoHE	<p>VQA</p> <p>TURKAK</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. Number of institutions and schools accredited</p> <p>PG 2. The number of institutions and schools authorized as examination and documentation centres</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION

PRIORITY 3.1. The Students of Vocational and Technical Schools and Institutions and the Transitions of Alumni into Labour Market will be Supported.

ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
21	3.1.1. Efficiency and productivity of workplace based trainings will be increased.	<p>Planning towards opening of VTE schools and institutions close to the areas in which students can receive applied training.</p> <p>In determining the knowledge, skills, attitude and behaviours which the students and trainees will acquire, efficient and productive work of student in cooperation with their coordinator and business training supervisor during the practice and assessment will be ensured.</p> <p>With the Vocational Training Law Number 3308, necessary arrangements will be made in other legislation regarding vocational training in businesses.</p> <p>Employers will be encouraged to provide in-service training and training during work for their employee to increase their competences.</p> <p>A workplace training manual describing the necessary qualification of the professions of every program for the VTE schools and institutions and the duration in which these qualifications can be obtained during the workplace training will be prepared.</p> <p>The legislation regarding the assurance of the VTE students in lab and workplace courses for the job accidents and occupational diseases will be regulated.</p> <p>The legislation change will be made to enable the Child Development and Education field students to receive workplace training in MoNE preschool institutions and businesses.</p> <p>Work regarding the monitoring of the graduates that are employed in the businesses where they received training will be done.</p>	MoNE CoHE	İSKUR Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	PG 1. The annual increase in the number of businesses which provide trainings	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY 3.1. The Students of Vocational and Technical Schools and Institutions and the Transitions of Alumni into Labour Market will be Supported.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
22	3.1.2. Employment possibilities for the groups which require a special policy will be improved.	<p>Employment possibilities will be increased though VTE in order to raise the participation of women in labour force and women entrepreneurship will be encouraged.</p> <p>Employment possibilities for individuals with disabilities according to their disabilities will be increased through vocational trainings.</p> <p>Employment possibilities for those who were discharged from prisons, broken families, those who immigrated for safety reasons and widows and orphans in need will be increased through vocational trainings.</p> <p>The functions of active labour force policies will be made effective in order to ensure the participation of the unemployed young people in the labour force.</p>	MoLSS ISKUR	<p>MoNE</p> <p>MoFSP</p> <p>Ministry of Justice</p> <p>KOSGEB</p> <p>Universities</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. Number of employed who received vocational education (groups requiring special policies)</p>	Continuous
23	3.1.3. ÖğStudents, trainees, alumni, employee and teachers will be encouraged in creativity, innovation and entrepreneurship and they will be encouraged to attend skill and project based competitions	<p>VTE students will be provided with informative educations on creativity, innovation, entrepreneurship and process of setting up a business.</p> <p>VTE alumni will be allowed to receive support credits for entrepreneurship to set up businesses.</p> <p>Students, trainees, employee and teachers who develop a new item, product, mechanism or practice will be encouraged to apply for patent and utility model and they will be supported.</p> <p>VTE schools and institutions will be supported in rewarding, encouraging and having patents for those who participate in national or international competitions and improvement of cooperation with businesses will be ensured.</p> <p>Activities to generalize and adopt creativity, innovation and entrepreneurship in VTE schools and institutions as culture will be organized.</p>	MoSIT MoNE	<p>TUBITAK</p> <p>TPE</p> <p>KOSGEB</p> <p>Related Ministries</p> <p>Related Public Agencies and Institutions</p> <p>Employee and Employer Organizations</p> <p>Professional Organizations</p> <p>Related NGOs</p>	<p>PG 1. Number of alumni who have participated in entrepreneurship education and set up their own businesses (in separation of secondary and post-secondary education)</p> <p>PG 2. Number of students and trainees who have participated in national and international skill and project competitions</p> <p>PG 3. Number of patents or utility models applications from vocational and technical education schools or institutions.</p>	Continuous

POLITICAL GRID: 2.CAPACITY IN VOCATIONAL AND TECHNICAL EDUCATION						
PRIORITY: 3.2. The National and International Activities of Vocational and Technical Schools' and Institutions' Students and Alumni will be Enabled.						
ITEM NUMBER	MEASURE	REMARKS	RESPONSIBLE INSTITUTION	RELATED INSTITUTION	PERFORMANCE INDICATOR	PERIOD
24	3.2.1. Application of student exchange programs will be enabled in order to increase the national and international activity of VTE students and trainees.	<p>Students will be supported to benefit from the national and international exchange programs for their internships, vocational trainings in businesses and other training activities.</p> <p>VTE students to receive training in a business abroad will have a document of approval.</p> <p>Periodical monitoring and assessment will be carried out with organisations which provide funds for national and international exchanges.</p> <p>In order to increase the individuals' activity in national and international labour markets, awareness will be raised among the parties on using EUROPASS supplements.</p>	MoNE CoHE National Agency	Ministry of EU Affairs VQA Related Ministries Related Public Agencies and Institutions Employee and Employer Organizations Professional Organizations Related NGOs	<p>PG 1. Rate of students who took part in national and international exchange programs</p> <p>PG 2. Rate of students who took part in exchange programs on associate and undergraduate degree</p> <p>PG 3. Number of activities to raise awareness regarding the use of EUROPASS supplements</p>	Continuous
25	3.2.2. Cooperation with national and international institutions and/or countries will be strengthened.	Cooperative work regarding the VTE will be strengthened and mutual projects will be developed with member states of economic and social cooperation organisations, primarily EU, which Turkey is also, part of.	MoNE	Ministry of EU Affairs Ministry of Foreign Affairs MoD TCCA COHE YTB	<p>PG 1. Number of cooperative protocols</p> <p>PG 2. Number of developed mutual projects</p>	Continuous

CONCEPTS

Key Competencies: All of the basic knowledge, skills and competencies which are required by the information society, which every individual need to possess, and which support the personal development of individuals and their social participation as active and responsible individuals and their employment.

Skill: It means the ability of applying knowledge, solving problems and completing tasks. Within the scope of TQF, "skill" is defined as "using knowledge", "solving problems" and "transferring knowledge and skills to others" which require using acquired logical, intuitional and creative thinking, manual skill, method, material, tools and equipment.

Certification Body: The bodies which are authorised by the responsible institutions and organisations and which carry out the evaluation and assessment of learned skills, and if they are successful, certificating the requested competencies.

Knowledge: All of the principles, theories, facts and practices regarding a working or study field.

Tendency: The definition of general and vocational qualities of learning processes, which competencies are related to.

Life-Long Learning: Life-long learning is defined as every learning activity an individual participates in during their lifetime in order to improve their knowledge, skills, interests and competencies within a scope of a personal, social and employment approach.

Quality Assurance: All activities regarding the planning, implementation, assessment and reporting which allow the neutral assurance of quality criteria and standard compliance of educational and training programs and presentations, and also the assessment and approval of learning acquisitions.

Credit: Numerical statements of workload based on learning acquisitions.

Learning Acquisitions: The knowledge, skills and competencies acquired by an individual after finishing a learning process.

Recognition of Prior Learning: The process of assessing the learning acquisitions and credits a student previously obtained through free learning, formal or non-formal learning, in order to allow the student the right to a competence or exemption from a part of program.

Formal Education: Formal Education is the regular education given in schools, which is planned for specific age groups and students of same levels and for a purpose. Formal education contains pre-school education, elementary school, secondary school, high school and higher education.

Free Learning: All kinds of learning from free learning outside the scope of formal and non-formal education, without a purpose or intention to a deliberate and intended learning based on experience.

Level: Each of the eight levels which are defined in knowledge, skills and competences.

Responsible Institution and Organisation (within the scope of TQF): The institutions and organisations which carry out the legal regulations, transactions and coordination regarding the determining, defining and presenting of competences in education and training system.

Responsible Institution and Organisation (within the scope of VTE Strategy Paper and Action Plan): The institution and organisation responsible for implementing the related article of measure and coordination.

Turkish Qualifications Framework (TQF): Name of the Qualifications Framework for Turkey.

National Vocational Standard: The minimum norms accepted by VQA to be able to work in a profession successfully and which shows the necessary knowledge, skills, attitude and behaviours.

National Qualifications Framework (NQF): All principles and rules, which consist of levels, used to define the existing competences in a country, classify them in predetermined standards and compare these competences.

Non-Formal Education: It is regulated coherently, in a way that it complements formal education, provides additional qualities and mutually benefits from its possibilities for the purpose of providing training in general or vocational and technical fields for those who could not participate in formal education system, left it at some point or acquired a certain degree from it. Non-formal education is provided as courses opened within vocational and technical secondary education institutions, public education, apprenticeship training, distance training and theoretical and/or practical courses in businesses or in-service businesses.

Competence: Means all knowledge, skills and competences for fulfilling a work or task.

Certificate of Competency: The official output of assessment and validation, given by a competent authority upon the determination that the person's acquisition of learning is above a certain level of standard.

Qualification: The qualification to carry out and complete a work fully. It is the acquisition gained through use of personal, social and procedural skills, which contain knowledge, skills and attitude in personal and professional development progress and/or research environment.

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