

Appendix 1

Country Name: **TURKEY**

Country team (names, positions, email addresses, telephone numbers):

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Section 1		A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)			
Geography					
<p>Turkey is situated in the continents of Asia and Europe, bordering the Black Sea, between Bulgaria and Georgia, and bordering the Aegean Sea and the Mediterranean Sea, Between Greece and Syria. The area of Turkey is 783,562 km²; land: 770,760 km², water: 9,820 km². Turkey extends more than 1,600 km from west to east but generally less than 800 km from north to south. Total land area is about 783, 562 mk² of which 756,816 km² are in Asia and 23,764 km² in Europe</p>					
Demography					
<p>At the 2010 census, the population of Turkey was 73.7 million. It is the second largest country in Europe in terms of population. More than 70% of the population resides in cities and towns. The rate of population growth is approximately 1.5 %. 70% of the population is below 35 years of age.</p>					
<p>Table 1 shows the number of students in private and public institutions from preschool to higher education. Students constitute 25.3% of the population. The number of teachers in preschools, basic and secondary education schools is 596,086.</p>					
Table 1: Number of students and enrollment rates					
Education levels		1997-98	2000-01	2005-06	2010-11
Pre-primary education (age 3-5)	<i>Number of students</i>	182,533	258,706	550,146	1,115,818
	Schooling ratio (%)	6.8	10.7	25.0	43.10
Primary education	<i>Number of students</i>	9,084,635	10,460,219	10,673,935	10,981,100
	Schooling ratio (%)	84.74	95.28	89.77	98.41
Secondary education	<i>Number of students</i>	2,129,969	2,606,994	3,333,866	4,748,610

(total)	Schooling ratio (%)	37.87	43.95	56.63	69.33
Higher education (total)	<i>Number of students</i>	1,315,809	1,607,388	2,002,000	3.817.086
	Schooling ratio (%)	10.25	12.27	18.85	
Open higher education	<i>Number of students</i>	463,195	515,583	483,000	
	Schooling ratio (%)	8.0	9.2	9.0	

Sources: TÜİK, MEB İstatistikleri, Örgün Eğitim 2010-11, Yüksek Öğretim İstatistikleri, 2010-11

Labour market

The target group of ISKUR is composed of: students who are at the point of choosing a career, namely primary school students who are about to graduate and secondary school students (general and vocational); young people who want to participate in working life after basic education and who can be oriented to apprenticeship training; as well as adults who have difficulty in finding a job, who cannot adjust to work life, who want to enter a job/career, who want to change their job/career and who want to progress in their career. Job and career counseling services provided by ISKUR aim at systematically helping individuals to utilize educational opportunities, to relate their qualifications to the requirements of jobs, to choose the job or career that is appropriate for their inclinations and talents, to find employment and to adjust to the job. Thus ISKUR operates to enable young people to choose the right career and to work in environments conducive to their career development. Conferences and sessions are organized to provide guidance on how to develop necessary skills for finding a job. These activities are also targeted to senior students of vocational high schools and universities, and to soldiers who are about to complete their military service (all males are expected to serve in the military for 18 months or, in the case of university graduates, 8 months). Moreover, application of many projects (EU, World Bank and ILO..ext.) give an important opportunity to the target groups for attending to a vocational and/or entrepreneurship training and getting career guidance services.

Education

Children enter basic education at the age of 6 and usually remain there until the age of 14. The average class size is 42. General guidance services in the 1st-5th grades are provided by guidance services in cooperation with the class teacher within the framework of the curriculum and the “school guidance services operational program”. From the 6th grade, there is some curricular differentiation for different groups of students. Most teachers in the 6th, 7th and 8th grades are assigned at the beginning of the academic year to act as class guidance teachers. The school guidance counselor in basic education works in a School Guidance Services Unit. This unit provides information to students in the second term of the 8th grade on which careers can be pursued after which secondary education programs and what standard of life can be expected from these careers. In recent years there have been some changes in the content of guidance lessons of grades 6-12. According to these changes Ts are expected to help their students with their career choice. Vocational secondary school students in grades 11 and 12 go to work 3 days of the week. They increase their knowledge and develop their vocational skills in this way. Ss naturally gain self-confidence, begin to set their own objectives and create some methods and techniques to reach them during their internship. There is also web-based career information system being developed.

Main national career guidance services

MoNE and ISKUR provide most of the current services. The National Education Summits that submit recommendations for the development of the Turkish national education system first addressed the topic of guidance in 1961; guidance has been a topic of interest at all subsequent summits.

Furthermore, National Development Plans have articles and items in guidance services in lifelong guidance for all age levels. The guidance and psychological counselling services in MoNE integrate educational, career and personal/social guidance services. Career guidance services at schools are thus mainly provided by the school's guidance and psychological counselling service. Guidance and Research Centres in cities undertake coordination responsibilities with respect to guidance services, including career guidance services. The Provincial Directorate for National Education Special Education and Guidance Services Branch, the Provincial Directorate for National Education, and MoNE's DG for Special Education Guidance and Counselling Services are the structures that ensure provision of these services. MoNE is currently the main career guidance service provider. ISKUR applies active labour market policies. One of the main aims of it to give services for matching the qualifications of individual and requirements of vocation or job; to support the individual to select the most appropriate vocation or profession according to conditions and desires of his/her; to support individuals adjustment of job; and solution of problems related with placement. İŞKUR has 61 Vocational Counselling Services and 64 Vocation Information Centres in ISKUR Province Directorates. ISKUR psychologist, job and vocation counsellors make individual or group interviews, visit secondary schools, give seminars about job seeking skills, apply General Aptitude Test. Individuals would get an appointment via internet from them. There are vocation information files and education institution's information files in Vocation Information Centres. These are also given in CD's and also via internet.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
There is a great understanding and some innovative practices on the role of career guidance for combating unemployment	The development of the national forum needs to be on the agenda due to the changing demands of the stakeholders.	

<p>and supporting the large number of young population. In the 5-year Development Plans the importance of career education is emphasized. There is a young population potential workforce for the development of the career management and employability skills. Guidance and orientation courses are provided for children from a young age.</p>	<p>Although Memorandum of Understanding about Vocational Knowledge, Guidance and Counselling Services was signed in 2009 the concept of the lifelong guidance still needs to be very well communicated among the stakeholders..)</p> <p>Having no questions about vocational education in university exams is a disadvantage for vocational school students. We need to credit the knowledge, skills and experiences of the vocational education students. We also need to develop the educational, social, cultural and economic conditions of some of the universities founded recently.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>The development of the web-based career information system for all target groups (youth, adults, employed, unemployed, disadvantaged groups to support the career guidance as an ICT tool is a significant strength.</p>	<p>The insufficient level of coordination and collaboration among the related stakeholders is a weakness. We need to activate the Memorandum of Understanding in career guidance being developed last year.</p>

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

<p>Strength 1</p>	<p>Weakness 1</p>
<p>The need for lifelong guidance policies and practices has been very clearly defined and mentioned as a priority in the Lifelong Learning Strategy Paper and Action Plan being developed as a joint venture of all the related stakeholders.</p> <p>In school-industry collaboration applications teachers have a role of coordination and guidance which support their personal and professional development.</p> <p>İŞKUR helps the people looking for a job in different ways such as guidance, information giving, training, bringing people together and matching. Province</p>	<p>Policy wise, we have legislation in relation to the role of lifelong guidance as part of integrated human resource development thus the implications and practices need to be better developed and implemented.</p> <p>Lack of industrial areas in some parts of the country sometimes affect the school-industry relationship negatively.</p>

<p>Employment and Vocational Counselling Boards in provinces also support the career guidance related activities every year.</p> <p>In school-industry collaboration applications teachers have a role of coordination and guidance which support their personal and professional development.</p>	
<p>Strength 2</p>	<p>Weakness 2</p>
<p>There are many undergraduate programs to train specialists for the field. Moreover, there are some graduate programs and certificate programs in the field of Human Resources development such as entrepreneurship and ICT</p>	<p>The quantity of the guidance practitioners in the education and public employment sector is scarce. Furthermore, the quality of the practitioners need to be improved due to the increasing and diversified demands. ISKUR is going to hire 2000 staff, they will begin to serve with the title of “job and vocational counsellors” after a training. ISKUR will also hire 2000 staff in the next year with same title.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>As part of a World Bank Project, career guidance component, a competence framework for the guidance practitioners in the field of education and employment has been developed and still is in the process of finalisation.</p> <p>In the changing world new jobs are emerging and new skills and experiences are needed. Some people are even losing their jobs. However those who have some qualifications will have a chance to find a better job. There will be a competition among the people. The Turkish context is suitable for such a business mobility.</p> <p>The number of the projects developed in Turkey focused on these issues has greatly increased in the last decade. For example, Support to the Youth Employment and Support to the Women Employment Projects by ISKUR have important outputs.</p>	<p>The undergraduate programs and the graduate programs need to be revised according to the competence framework being developed.</p> <p>There is not enough access to all people who need new qualifications</p> <p>Lack of language proficiency seems to be a big hindrance to develop more projects.</p>
Strength 2	Weakness 2
<p>There is a significant level of communication, coordination and collaboration between the two strategic leaders of the lifelong career guidance in Turkey, the Ministry of National Education and the Ministry of Labour and Social Security.</p>	<p>Initial and continuous in service training programs need to be improved, specifically for the better development of the information, guidance and advice. There is a need to develop web portals for the training of the professionals. Euroguidance Network and Euroguidance Turkey Unit have to be more promoted to the guidance practitioners in the future.</p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
<p>In Turkey's 5-year development plans the importance of evidence-based practice is emphasised and all the Ministries, other institutions, companies, etc prepare their plans and programs accordingly. There are data bases of different organisations which could be the infrastructure. Furthermore, the Turkish Statistics Institute has databases and collects evidence on different areas of development for all segments of the population.</p>	<p>It is not always the case to achieve the targets planned. Therefore this approach should be used more effectively in applications.</p>
Strength 2	Weakness 2
<p>There are some good initiatives like conferences on "good practices" get lots of attention in the country and creates a good evidence base for further work.</p>	<p>The quality assurance mechanisms for the development of lifelong learning and lifelong guidance are in the process of development thus still there is a long way to proceed.</p>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)			
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority ①	2	3	4
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority ①	2	3	4
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority ①	2	3	4
Evidence-based practice; evidence-based policies	Priority ①	2	3	4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	
<p>The development of the web-based career information system is a great step forward in lifelong guidance by developing an ICT tool to widen access with an integrated approach. Moreover, getting appointment from job and vocational counsellors via ISKUR’s web page leads more awareness than in the past.</p>	
Linked most closely to Theme 1	

High-level key public policy/practice initiative 2

The lifelong learning Strategic Paper and the Action plan being developed with significant priorities and lifelong guidance as a priority is an important initiative.

Linked most closely to Theme 2...

High-level key public policy/practice initiative 3

The development of the Memorandum of Understanding for the lifelong guidance services in the country is a product of intense and long lasting efforts of all the related stakeholders specifying different roles and different responsibilities for the development of lifelong guidance services in the country.

Linked most closely to Theme 1...

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).

Creation of new jobs, development of new skills and as it is foreseen in EUROPASS the evaluation and certification of diplomas and certificates obtained at the completion of vocational education in Turkey.

The face-to-face and ICT tools with a lifelong perspective need to be improved with a quality assurance perspective. The services should aim all the target groups. A National Forum also will have to be established in the very near future.