



How to connect VET & HE for Competitive and Sustainable Economy in Turkey?

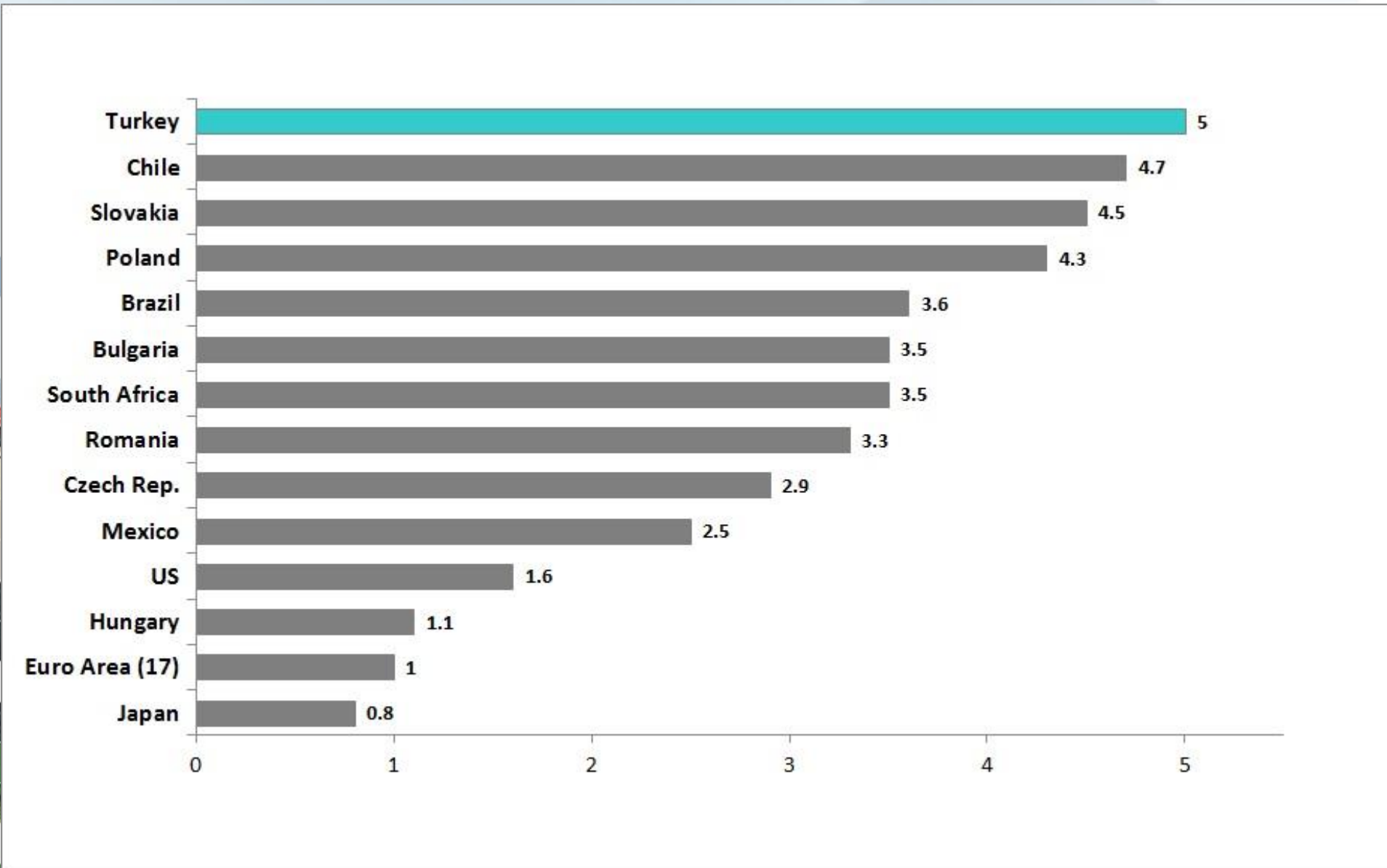
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Socio-economic Background of Turkey

- After the economical crises in 2001, the Turkish economy recovered became less volatile, more private sector-led and with productivity driven growth.
- Although the recent global financial crises of 2009 has negatively affected economical indicators and slowed down the economic growth, the country is continuously initiating new measures to overcome these negative results.



Average Annual Real GDP Growth (%) 2002-2012



Source: OECD, Eurostat and national sources

Socio-economic Background of Turkey

- With its young population, Turkey has a **“demographic window of opportunities”**.
- The population will grow from 77 million today to 84 million in 2020.
- The ratio of working age population in the 15-64 age group in Turkey is 67.8 per cent (almost 53 million)
- Nearly 17 per cent of its population is in the age of 15-24.

Socio-economic Background of Turkey

- Unemployment rate is % 11 now.
- The labour participation rate is over 50%.
- Nevertheless, substantial gender disparities in labour markets persist and female employment remains particularly low, at about 20%, compared with over 60% for men.

Socio-economic Background of Turkey

- The overall educational attainment levels of the working population are low compared to the EU25 countries.
- Net enrolment in higher education has been growing at an annual rate of about 10 % in the last 5 years.

Lifelong Learning in Turkey

- The legal foundation for LLL in Turkey is found in the constitution and in several laws and decrees on the basic principles of education and on vocational and non-formal education.
- Apart from the Turkish government, many other stakeholders are involved in LLL, such as NGOs, universities, and employers' and Trade Union organizations.



Lifelong Learning in Turkey

- The recent LLL policy of Turkey considers population, educational attainment and labour market properties.
- As for the population, it is expected that by 2020 almost 70% of Turkey's population will be of working age.
- This could be a unique opportunity for Turkey in terms of **economic and social development** through adequate investment in education and training.

Lifelong Learning in Turkey

- The school attainments in Turkey are below the levels desired and planned targets.
- As far as initial education and training for literacy, employment and average educational attainments are concerned, all figures show that there is significant room for LLL interventions at all levels.

Lifelong Learning in Turkey

- Characteristic for Turkey's **labour market** is the relatively low **labour force** participation rate (compared to the OECD and European Area countries), but it's growing.
- Participation to LLP 4% in TR, whereas 9% avg in EU.

Lifelong Learning in Turkey

- 5 priorities in the **National LLL Strategy**
 - Promote the culture & awareness for LLL
 - Increase the opportunities & provision of LLL
 - Increase the accessibility to LLL opportunities
 - Development of Guidance & Counsellorship system for LLL
 - Development of RPL system

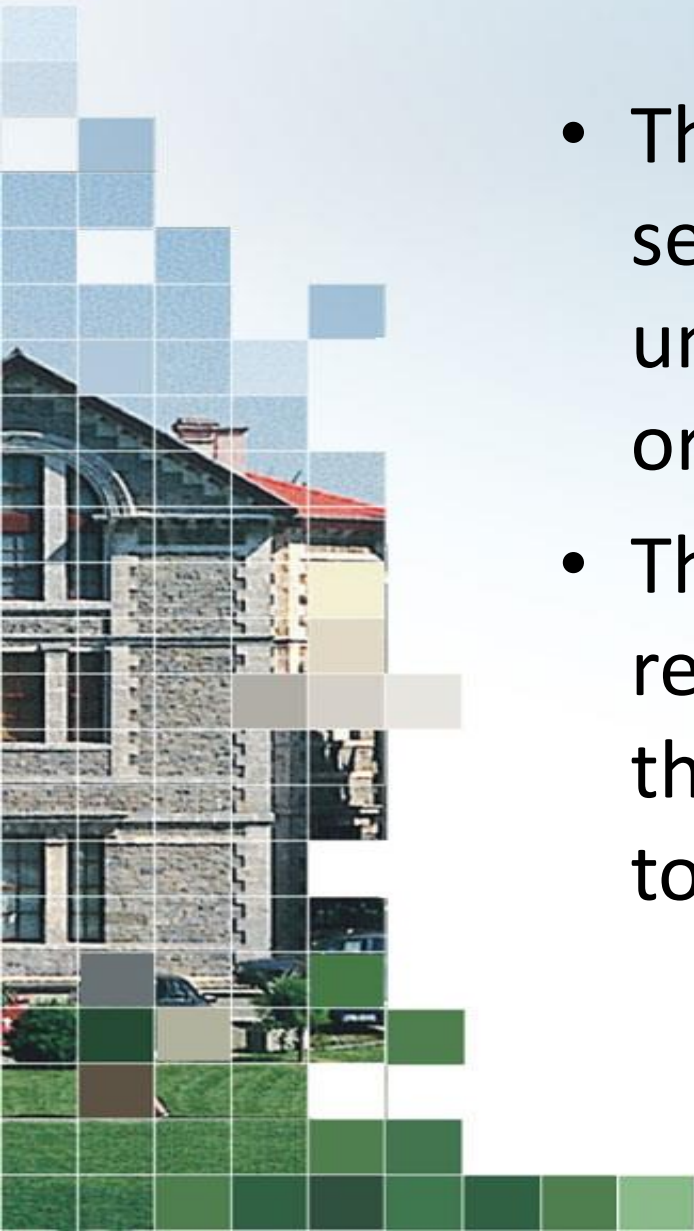
University LLL in Turkey

- Universities are major players in lifelong learning (LLL) which has been a policy line in the Bologna Process since Prague in 2001.
- In this context, Turkish universities may play a significant role in the fulfilment of the national LLL priorities.



University LLL in Turkey

- They have to plan and offer courses, seminars and training programs not only for university students, but public and private organizations and NGOs as well.
- The Tertiary Education Strategy of Turkey report includes that the universities under the roof of lifelong learning are envisioned to serve under the following **five themes**:



University LLL in Turkey

- i. Education service is also offered in return for some monetary investment.
- ii. Both training and provision of health services for the society, so that R&D is supported and sustained.
- iii. Public services for innovation for the industry and security research.



University LLL in Turkey

- iv. Universities as a **service provider** in the less developed regions of Turkey for **human capital development and economic development** and enable opportunities for entrepreneurship.
- v. The university as a place that holds a role as that of an advocacy. This mission aims at gaining the essential knowledge, skills, and competencies to **alleviate the disadvantaged individuals**.



CONCLUSION

- In order to reach a competitive and sustainable economy and create an inclusive society towards the 2023 goals of Turkey, connecting VET and HE through more flexible learning pathways gains importance.
- Due to the rapid globalization process, the world economy has become increasingly dependent on each other.
- The quality and cost effectiveness have become more critical; therefore, the well educated and skilled workforce is among the prior competitive factors.

CONCLUSION

- VET and Lifelong Learning (LLL) processes are the most critical issues in preparing Turkey on the way to the transition to a **knowledge-based society**.
- Turkey is at an advanced stage of implementation of the **Bologna process** reforms in higher education.
- A **vocational qualifications authority** was set up. Its task is to establish a national qualifications system, including licensing, accreditation, assessment and certification procedures, and to link this national system to the European qualifications framework.

EU2020 & candidate countries

- *...Europe 2020 strategy is not only relevant inside the EU, it can also offer considerable potential to candidate countries and our neighbourhood and better help anchor their own reform efforts. Expanding the area where EU rules are applied will create new opportunities for both the EU and its neighbours” (European Commission, 2010)*

CONCLUSION

- Regarding the **Europe 2020 Strategy**:-Smart, sustainable, inclusive growth; Turkey struggles to:
 - Improve its performance on early school leavers and on completion of tertiary education,
 - Promote mobility,
 - Modernise labour markets,
 - Reduce unemployment
 - Increase qualified workforce
 - Implementing lifelong learning

CONCLUSION

- The **effective collaboration** between different actors may cause to realise current needs and anticipation of future skills and competences, and to increase the employability **by bridging the VET and HE programs** with a better transitions to labour market.

Thank you ...

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