



General Directorate of Vocational and Technical Education

**Effective Vocational Education and Training Strategies
to Reduce Youth Unemployment**

May, 2023



- Vocational and technical education aims to train a competent workforce with national and international professional competence, professional ethics and professional values, who are innovative, entrepreneurial, productive and add value to the economy in cooperation with social and economic sectors.
- In vocational and technical education, which plays an important role in the economic and social development of countries, it is highly strategic to provide individuals with the knowledge, skills, attitudes, behaviors and professional ethics required by the profession in line with their interests, abilities and temperaments.
- With vocational and technical education, it is aimed to establish a structure that has the qualifications to meet the workforce needs of the sector, that can adapt to developing technology, and in which stakeholders participate effectively in planning and decision-making processes.
- Vocational and technical education in our country has been developed mainly based on the German model.



- Train qualified labor force in line with the needs,
- Managing vocational and technical education with a participatory approach,
- Ensuring that graduates are trained to participate in production,
- Continuously develop the vocational and technical education system and improve its quality.
- Prepare modular education programs according to the needs of the labor market,
- Ensuring social and sectoral integration of education to increase productivity and competitiveness in the economy,
- Provide individuals with the knowledge and skills required by a profession as well as the competencies needed to adapt to change,
- Provide individuals with basic competencies in information and communication technologies as well as high-level skills in certain fields with the digitalization process,
- Educate students with the understanding of ethics, which is the basis of our national culture, and with the values of business ethics specific to this understanding,
- Take an active role in ensuring human-oriented development through vocational and technical education,
- Create new business areas within the framework of the digital transformation of the sector and to gain an understanding of entrepreneurship that plays a role in increasing employment.

– Vocational and Technical Anatolian High School

- Anatolian Vocational Program
- Anatolian Technical Program
- Vocational Training Center Program

– Multi-Program Anatolian High School

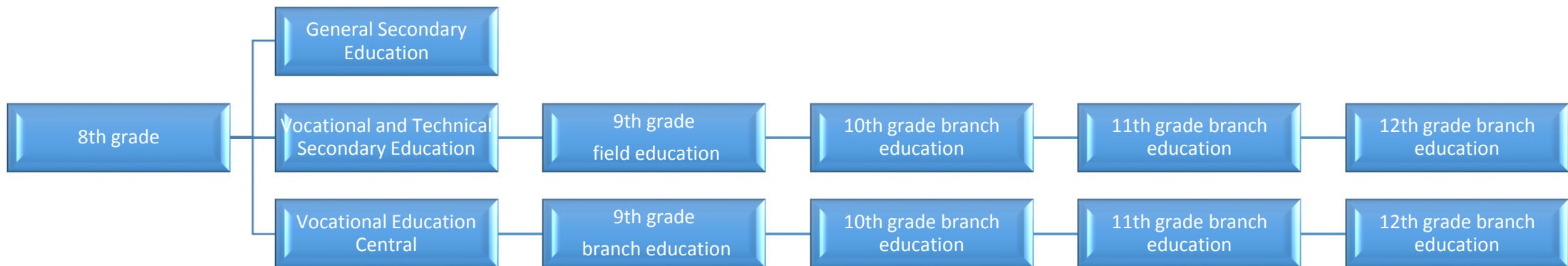
- Vocational and Technical Anatolian High School
- High School
- Anatolian Imam Hatip High School
- Vocational Training Center Program

– Vocational Training Center (MEM)

- Vocational Training Center Program



- In Turkish education system, VET programs are available for students in secondary education and higher education levels. In secondary education level, VET is structured as a four-year education and training program.



Number of students (Total)	2.514.736
• Vocational and Technical Anatolian High School (MTAL)	1.028.649
• Vocational Training Center (MEM)	1.321.230
• Multi-Program Anatolian High School	164.907
Number of teachers	125.582
Number of schools	3.439
Number of boarding schools	703
Number of Schools in Organized Industrial Zones	38 MTAL, 51 MEM
Number of Protocols	254 stakeholders 242 protocols
Number of Students per Classroom	41
Number of Students per Teacher	20
Share of Vocational and Technical Education in Secondary Education (Except Open /Distance Education)	% 38,44

- In vocational and technical Anatolian high schools, education programs are implemented in **52 fields** (Metal Technology, Motor Vehicle Technology, Plastic Technology, Rail Systems Technology, Textile Technology, Transportation Services etc.) and **111 branches** within the scope of these fields.
- In Vocational Education Centers, education and training are carried out in **38 fields and 192 branches** within the scope of these fields.
- This field and branch structure is updated based on the contributions and participation of relevant field experts, sector, professional organization, university and other stakeholder representatives and achievements, taking into account national and international occupational standards, demands of the sector, scientific and technological developments.

For detailed information;

<http://meslek.eba.gov.tr/dokumanlar/alan-dal-listesi-2023.pdf>

- Preparation and updates on vocational and technical education programs programs European and Turkish Qualifications Frameworks, international trends and developments, changes in business world and job definitions, national and international occupational standards, national qualifications, labor market requirements, national and international classifications are made accordingly.
- This process is carried out with the support and contributions of relevant institutions and organizations, higher education and related sector stakeholders.

- For detailed information;

<http://meslek.eba.gov.tr/?p=Ogretim-Programi>

T.C. MİLLÎ EĞİTİM BAKANLIĞI
Mesleki ve Teknik Eğitim Genel Müdürlüğü
Programlar ve Öğretim Materyalleri Daire Başkanlığı

Ana Sayfa Duyurular Dokümanlar Bağlantılar İletişim

Çerçeve Öğretim Programları

Alan/böümlere ait çerçeve öğretim programlarına buradan erişebilirsiniz.

Okul/Kurum Türü Seçiniz

Mesleki ve Teknik Anadolu Lisesi	Mesleki Eğitim Merkezi	Güzel Sanatlar Lisesi	Spor Lisesi
Seç	Seç	Seç	Seç

- Diploma in the relevant field and branch of the Anadolu Technical or Anatolian Vocational program they graduated from
- Business opening certificate
- EUROPASS certificate
- Document showing modules, courses and credits taken and achieved
- Master teaching certificate



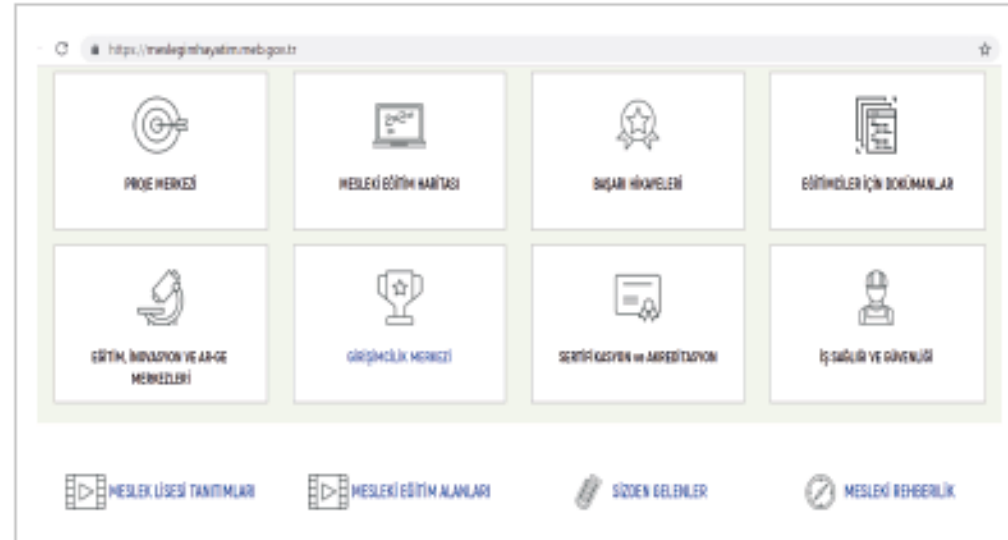
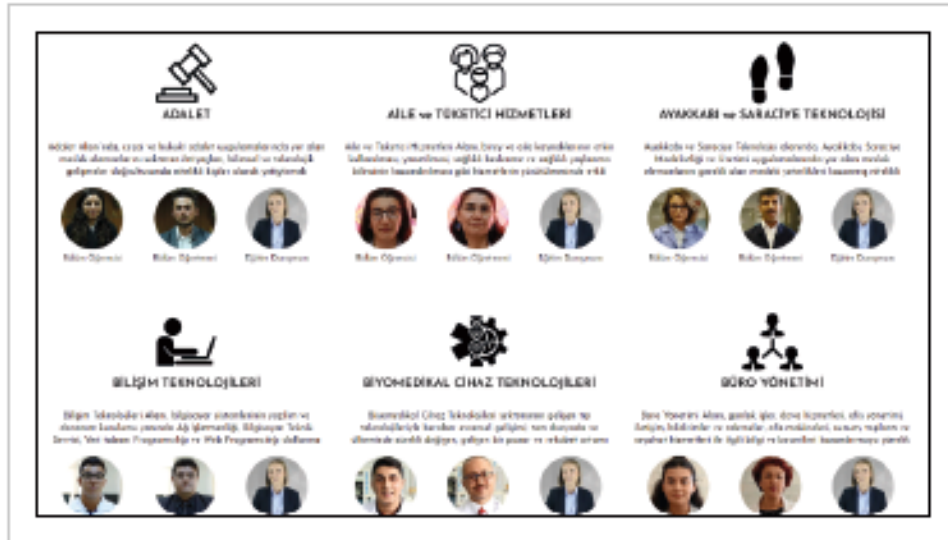
- Journeyman certificate (11th grade)
- Certificate of mastery
- EUROPASS certificate
- Master teaching certificate
- Diploma holders who have completed the difference courses



- Vocational Education in Businesses is the education practices in which the students of vocational and technical education schools and institutions receive their skills training in enterprises and their theoretical education in vocational and technical education schools and institutions or in education units established by enterprises or institutions. In the Anatolian vocational program, application-oriented vocational and technical education is offered. Students receive skills training in businesses three days a week in the 12th grade.
- It is a **vocational training internship** in which Anatolian technical program students receive practical training in enterprises for 40 working days in order to improve their professional knowledge, skills, attitudes and behaviors, adapt to business life, grow in a real production and service environment, and familiarize them with facilities and equipment that are not available at school.
- It is an application where students enrolled in vocational education center programs receive 4 or 5 days of skill training in business starting from the 9th grade.



- You can access a lot of information about vocational guidance, career planning, occupational fields, characteristics of the profession, job opportunities, higher education programs that can be placed, and occupational fields on the portal prepared by our Ministry under the name of "My Profession is My Life" and published at <https://meslegimhayatim.meb.gov.tr/>.
- To have more information about professional fields, <http://www.alantercihleri.com/> page is located.





*Beauty Services Field, Skin Care Workshop



*Child Development and Education Field, Drama Workshop



*Information Technologies Field, Software Development Branch

- Strengthening **the links** between vocational education and the business world
- Developing **curricula** with the industry
- **Training** workshop and laboratory teachers at home and abroad
- To **expand** the vocational training of students in enterprises, to increase the employment of graduates
- **Equipping** the workshops and laboratories of schools according to new technologies
- **Updating** the knowledge and skills of industry workers
- **Transferring** knowledge, skills and technology to friendly and brotherly countries



National and international projects and protocol studies are carried out related to the mentioned purposes .

In addition to many Asian and African continent countries, there are various cooperation studies with European Union countries.

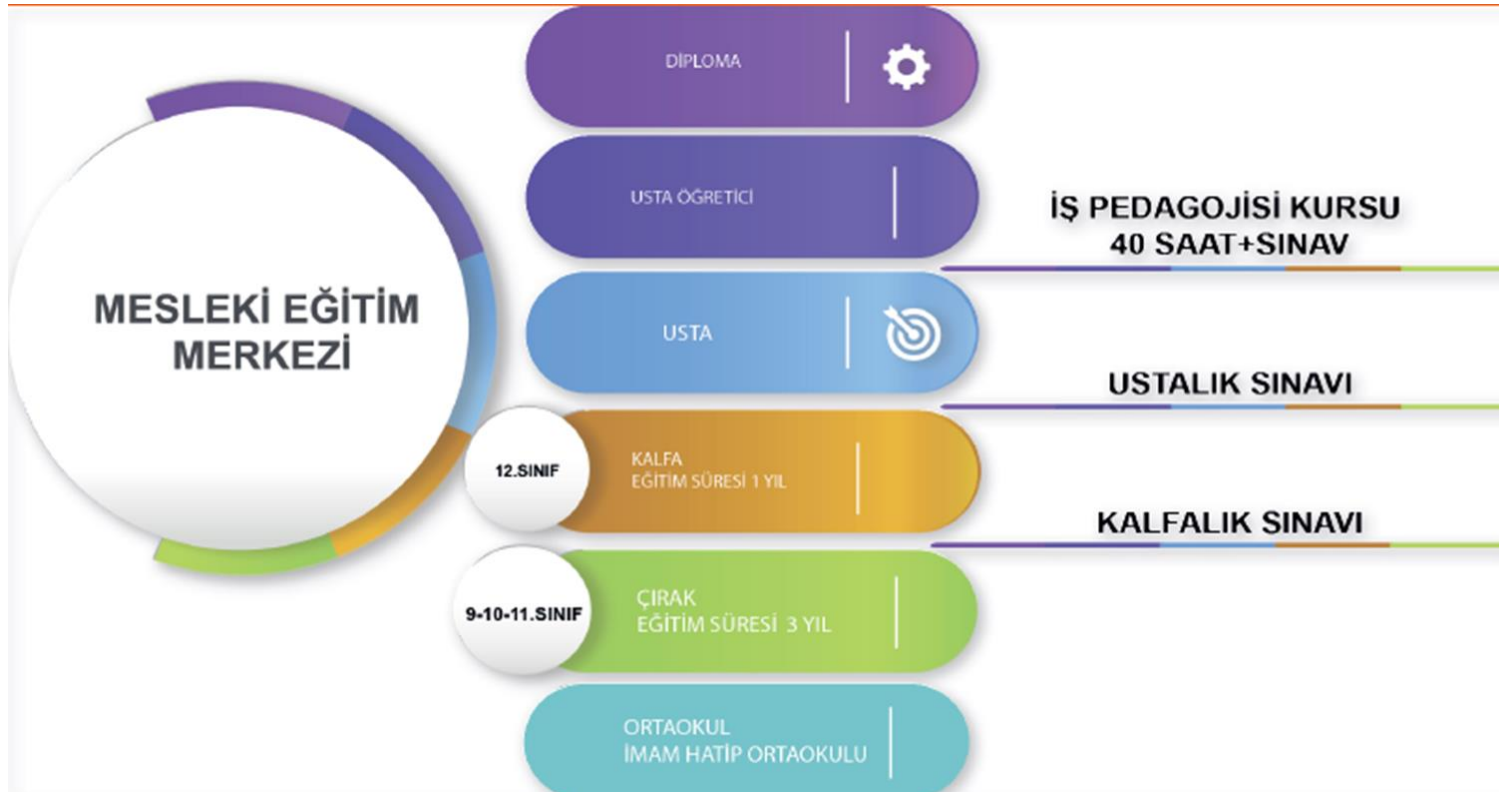


- According to the International Labor Organization (ILO), unemployment of individuals between the ages of 15-24 is considered youth unemployment.
- **The main reasons for the low participation of young people in the labor force are;**
 - Barriers to transition from education to the labor market,
 - High unemployment rates in the country,
 - Finding deficiencies of young unemployed for qualified jobs,
 - Despite the long-term job search, young people cannot find a job and fall into inertia,
 - Work experience deficiencies
 - Especially young people who have just graduated or have just completed their military service do not have the qualifications required by the labor market,
 - The scarcity of intermediary institutions assisting the young unemployed,
 - Although the young unemployed work temporarily in low-paying jobs when they prefer part-time jobs, high-paid job demands are demanded in their permanent job search.



- Studies on vocational training centers (MEM) are important for reducing youth unemployment.
- Vocational training center program; It is the type of program in which the theoretical education given at the school and the practical education in the enterprises are applied in an integrity, preparing individuals for a profession, enabling them to develop in their profession, and leading them to a journeyman/mastership certificate and diploma.
- In MEMs, where traditional apprenticeship, journeyman-master training is carried out, students receive theoretical training at school 1 or 2 days a week, and practical training in enterprises for 3 or 4 days for four years. Those who are successful in the skill exam at the end of the 11th grade are given a "Traveller's Certificate", those who are successful in the skills exam at the end of the 12th grade are given a "Certificate of Mastery" and a "diploma" upon completion of the difference courses.
- 9th, 10th and 11th grade students of the Vocational Education Center Program are paid 30% of the minimum wage, and the 12th grade students of the Vocational Education Center program are paid no less than 50% of the minimum wage.
- During the education period, the student's Social Security Institution (work accident and occupational disease and general health insurance) premiums are covered by the state.

- Conditions for Registration in Vocational Training Centers
 1. To have completed at least secondary school or imam hatip secondary school
 2. Health status to be suitable for the education of the relevant profession. This situation should be documented with a health/health board report when necessary.
 3. Signing a contract with a workplace related to the profession to be registered (There must be a master with a "Master Teaching Certificate" in the workplace where the contract will be signed).
 4. There is no age limit for registration. Student registrations continue throughout the year.





- In 2021, with the mastership compensation program that started to be implemented in 2021, mastership certificates are given to graduates of at least secondary education institution (any high school) without age requirement. For this, it is necessary to successfully complete the Vocational Education Center Compensatory Framework Education Program determined by the Ministry.
- The program is implemented for an average of 27 weeks (depending on the total course hours of the field / branch in question).
- All of the training content of the program is carried out in enterprises.
- During the training period, enterprises are paid a state contribution of half of the minimum wage each month for each employee participating in the program.
- Those who are successful in the skills exam at the end of the training are issued **a certificate of mastery**.

Vocational and Technical Education in the Context of the Relationship between Industrial Zones and Vocational Education Centers



- Organized Industrial Zones (OIZ) are areas that are formed by gathering institutions that provide production and services in certain regions and have an important role in the economy of the region. In our country, there has been a rapid increase in the number of OIZs established with the rapid increase in the share of the private sector in many areas.
- Organized industrial zones bring together sector representatives from many production areas and in this respect, they have an important potential in terms of increasing the quality of vocational and technical education. The opportunities it provides in terms of on-the-job training and the fact that vocational and technical education institutions, whose quality increases as the interaction with the private sector increases, provide many opportunities for students in terms of self-development.
- It is thought that the expansion of vocational training centers in organized industrial zones will enrich the employment opportunities of graduates and increase the rate of graduates employed in the business where they receive on-the-job training.



Vocational and Technical Education in the Context of the Relationship between Industrial Zones and Vocational Education Centers



- “Vocational and Technical Education Cooperation Protocol” was signed between the Ministry of National Education and the Ministry of Industry and Technology. Within the scope of the said protocol, steps are being taken to establish OIZ MEMs within the Organized Industrial Zone Directorate.
- With the location of vocational training centers in industrial zones within the scope of the protocol, the coordination between education and industry is further strengthened.
- With the "Vocational Training Center Liaison Offices" opened in Industrial Zones, it will contribute to meeting the qualified personnel needs of the enterprises, thereby increasing the employment rate. Established between industrial zones and educational institutions, this bridge is one of the building blocks of a strong Turkey.



- Turkey's vocational and technical education map was prepared in 2019 to reveal the full picture of the supply-demand relationship in vocational and technical education. The map includes in detail the levels of relations with sectors in all provinces and districts where vocational and technical secondary education institutions are located.



<https://meslekiegitimharitasi.meb.gov.tr/index.php>

- Comprehensive cooperation activities such as program studies, scholarships, internships, skills training in business, teacher training and joint management are carried out with the relevant sector in the field of education and training process. As of 2022, there are approximately 250 vocational training cooperation protocols being carried out with 242 institutions and organizations. Studies carried out within the scope of these protocols; providing scholarships to students, opening schools, opening fields and branches, workshop and equipment support, training material support, skills training and internship practices in enterprises, on-the-job and in-service training to teachers and employment of students in related sectors.
- These protocols, which also include employment-related articles, can be at local, district and provincial levels on a school basis, but they can also be covering the whole of Turkey.
- Our protocol stakeholders generally include institutions and organizations related to vocational and technical education and training processes. In this context; other (non-MEB) ministries, municipalities, non-governmental organizations (foundations and associations), National Agency, regional development agencies, TUBITAK, small-scale enterprises, medium-sized enterprises, large-scale enterprises (companies and holdings), Chambers of Industry and Commerce, abroad consists of institutions and organizations.



STM Defense Technologies Engineering and Trade Inc. Vocational Education Cooperation Protocol



Turkish Seed Association Vocational Education Cooperation Protocol

Examples of Sector and MoNE Cooperation in Categories of Vocational Fields



Accommodation and Travel Services	Supporting Foreign Language Education On-the-job and Internship Training in Real Working Environment Curriculum Updating Employment Priority of Graduates Professional Development of Trainers and Administrators
Electric-Electronic Technologies	Professional Development of Trainers and Administrators Supporting via Opportunities of Technoparks (inc. Artificial Intelligence Laboratories) On-the-job and Internship Training in Real Working Environment Scholarship for High Performing Students
Entertainment Services	Supporting Foreign Language Education On-the-job and Internship Training In Real Working Environment Curriculum Updating Employment Priority of Graduates Professional Development of Trainers and Administrators
Fashion Design Technology	Update of Laboratories and Ateliers On-the-job and Internship Training in Real Working Environment Employment Priority of Graduates
Food Technology	"Meat and Meat Products Production" is Structured as Branch Curriculum Developing and Updating On-the-job and Internship Training in Real Working Environment Professional Development of Trainers and Administrators Geographical indication of products
Food and Beverage Services	Geographical indication of products On-the-job and Internship Training in Real Working Environment Professional Development of Trainers and Administrators Employment Priority of Graduates Curriculum Updating Supporting Foreign Language Education
Information Technologies	Professional Development of Trainers and Administrators Supporting via Opportunities of Technoparks (inc. Artificial Intelligence Laboratories)
Industrial Automation Technology	Professional Development of Trainers and Administrators Supporting via Opportunities of Technoparks (inc. Artificial Intelligence Laboratories)
Installation Technology and Air Conditioning	Update of Laboratories and Ateliers Professional Development of Trainers and Administrators Employment Priority of Graduates
Machinery Technologies	Professional Development of Trainers and Administrators Supporting via Opportunities of Technoparks (inc. Artificial Intelligence Laboratories) "Milling" is Structured as a Branch "Micromechanics" is Structured as a Branch Establishment and Update of Laboratories and Ateliers Elevator Academy is established

- It was launched in 2023 in cooperation with the Union of Chambers and Commodity Exchanges of Turkey (TOBB), the Ministry of National Education (MoNE) and the United Nations Children's Aid Fund (UNICEF) in order to support the professional skill development of young people.
- The purpose of the protocol; Within the scope of the Vocational Skills Mobilization, the Ministry of National Education, TOBB and UNICEF in collaboration with companies to support the vocational training and employment opportunities of the students in the enterprise by including the companies in the portal of my profession, my life.
- With the campaign, UNICEF Business Advisory Board member, Turkey's leading business world institutions and companies are committed to recruiting trainees from vocational training and providing employment.



- **Vocational Training Program for Employment (İMEP)** – Funded by the European Union Facility for Refugees in Turkey, İMEP aims to facilitate access to sustainable livelihoods and formal employment by supporting the vocational skills of host communities and Syrians through apprenticeship and vocational training in line with labor market needs.
- ***With the Social and Economic Cohesion through Vocational and Technical Education Project (SEUP)***, it is aimed to provide high quality and accessible vocational and technical education to young people, to improve the educational environment, to provide support to increase attendance, and to raise awareness about the opportunities offered by vocational and technical education. The specific aim of the project is to increase access to inclusive, quality vocational and technical education for Syrian Under Temporary Protection (SUTP) and Turkish students (14-17 years old) in jobs that are in high demand in the labor market.
- According to the MEB-UNICEF Cooperation Program under the Ministry of National Education General Directorate of Vocational and Technical Education, after completing their basic education between the ages of 14 and 17 with the **Vocational Education Program (MEK)**, they had to immigrate to Turkey with Turkish children who could not continue their education for different reasons. Efforts are being made to direct the children of Syrian citizens of other countries under protection to the Vocational Education Centers, so that the citizens can continue their education through the Vocational Education Centers, access the journeyman/master certificate at the end of their education, and obtain a high school diploma by giving difference courses.



- Considering the employment status of those who graduated from vocational and technical education, it is seen that they are advantageous compared to other types of high schools.
- When we look at the data of the Turkish Statistical Institute, it is seen that the labor force participation and employment rates of vocational and technical secondary education graduates are quite high compared to other types of high schools.
- On the other hand, it is seen that the unemployment rate of vocational and technical secondary education graduates is lower than the unemployment rate of higher education graduates, especially in recent years. These data indicate that the job market as a whole is advantageous for vocational and technical secondary education graduates.





Key labor indicators								
[15-24 age]								(Thousand person)
Years	Population of young people age between 15 and 24	Labour force	Employment	Unemployment	Not in labour force	Labour force participation rate (%)	Employment rate (%)	Unemployment rate (%)
Toplam - Total								
2005	11 506	4 126	3 423	704	7 380	35,9	29,7	17,1
2006	11 480	4 095	3 440	655	7 385	35,7	30,0	16,0
2007	11 431	4 104	3 411	692	7 327	35,9	29,8	16,9
2008	11 353	4 155	3 403	752	7 197	36,6	30,0	18,1
2009	11 350	4 244	3 277	967	7 106	37,4	28,9	22,8
2010	11 410	4 267	3 421	846	7 143	37,4	30,0	19,8
2011	11 435	4 347	3 629	717	7 088	38,0	31,7	16,5
2012	11 468	4 215	3 561	654	7 254	36,8	31,1	15,5
2013	11 585	4 431	3 696	736	7 154	38,2	31,9	16,6
2014	11 724	4 757	3 910	847	6 967	40,6	33,4	17,8
2015	11 808	4 946	4 036	910	6 862	41,9	34,2	18,4
2016	11 861	5 025	4 048	977	6 836	42,4	34,1	19,4
2017	11 875	5 144	4 086	1 058	6 731	43,3	34,4	20,6
2018	11 785	5 186	4 147	1 039	6 599	44,0	35,2	20,0
2019	11 667	5 193	3 887	1 307	6 473	44,5	33,3	25,2
2020	11 711	4 597	3 451	1 145	7 114	39,2	29,5	24,9
2021	11 956	4 983	3 855	1 128	6 973	41,7	32,2	22,6
2022	12 005	5 264	4 240	1 024	6 742	43,8	35,3	19,4

Main labour force indicators by educational level															
[15+ age]															(Thousand person)
Labour force						Employment					Unemployment				
Years	Illiterate	Less than high school	High school	Vocational high school	Higher education	Illiterate	Less than high school	High school	Vocational high school	Higher education	Illiterate	Less than high school	High school	Vocational high school	Higher education
Toplam - Total															
2020	783	14 791	3 293	3 470	8 399	711	12 910	2 782	2 972	7 320	72	1 881	512	497	1 078
2021	799	15 209	3 869	3 696	9 143	733	13 515	3 325	3 219	8 004	66	1 694	544	477	1 138
2022	864	15 357	4 579	3 963	9 571	810	13 939	3 997	3 515	8 492	54	1 418	582	448	1 079



Thank you.

