



**General Directorate of Vocational and Technical Education**

**Preventing Skills Mismatch in Labour Markets through  
Vocational and Technical Education in Türkiye**

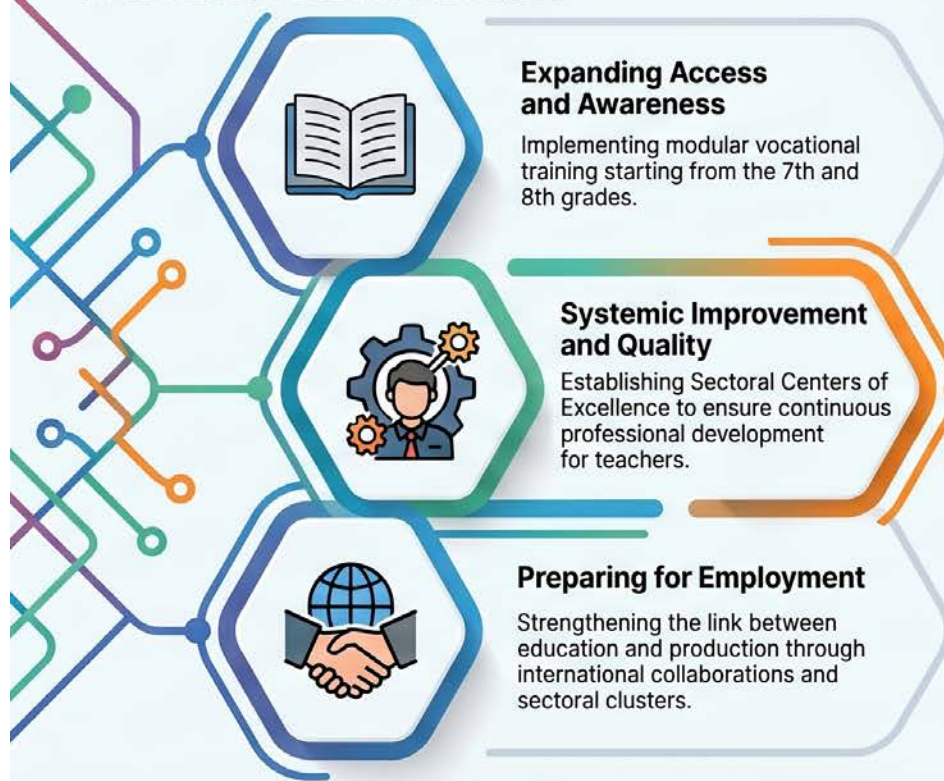
**April, 2026**

## Empowering the Future: Turkey's 2024 Vocational & Technical Education Vision

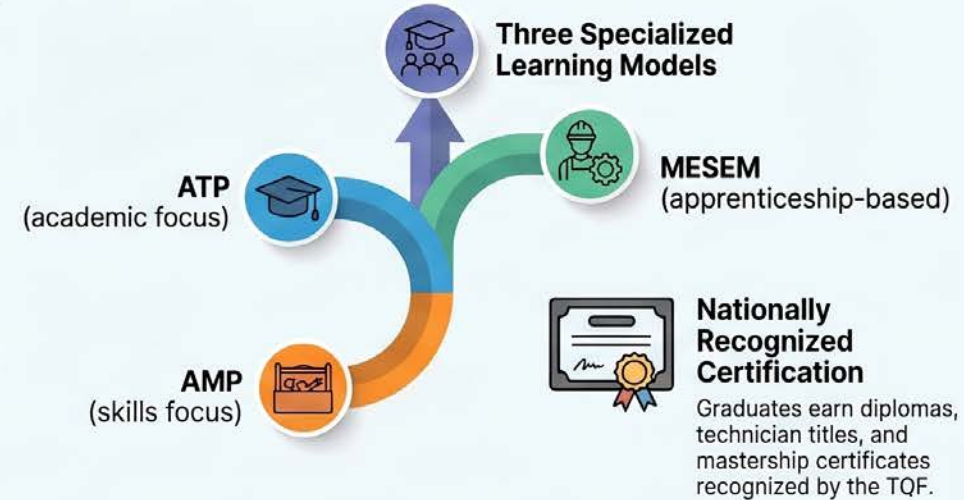
Strategic roadmap and structural benefits to enhance workforce quality and economic development.

The 2024 Policy Document by MEB outlines a comprehensive strategy aligning vocational training with a digital and green economy, focusing on 'Everyone should have a profession' for sustainable growth.

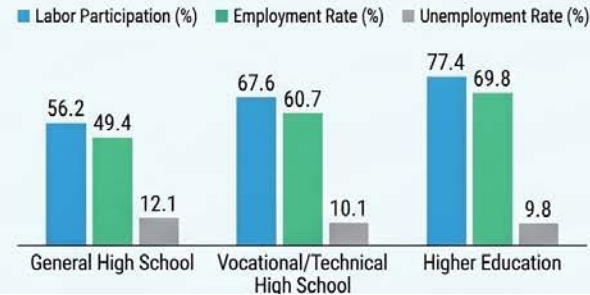
### STRATEGIC PILLARS FOR 2024



### EDUCATION PATHWAYS AND EMPLOYMENT SUCCESS



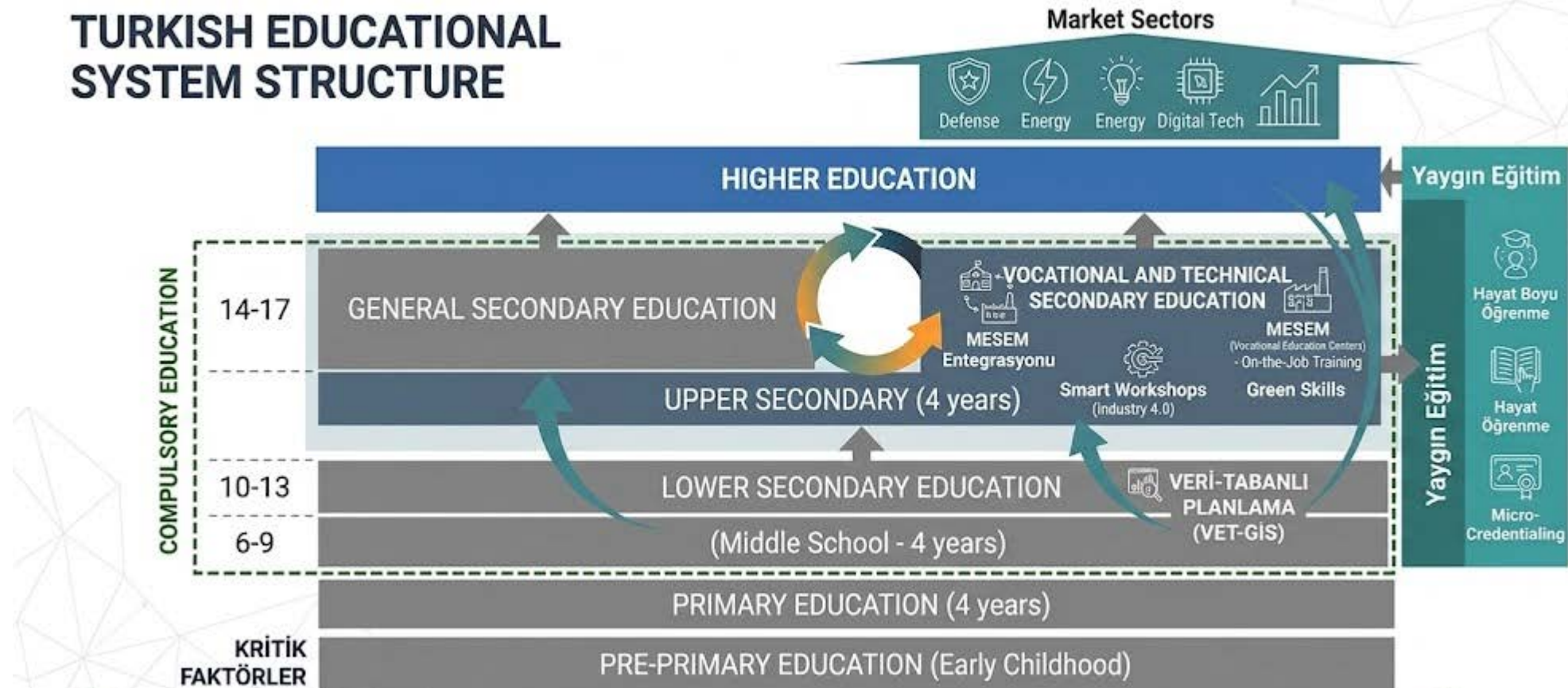
### Labor Force Participation & Employment Rates by Education Level (2023)



You can access the document at this address

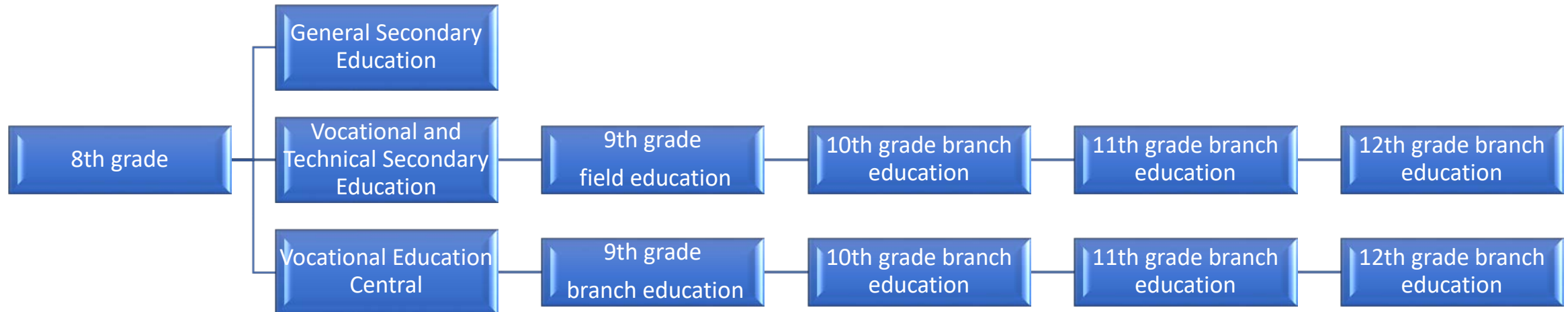
[https://mtegm.meb.gov.tr/meb\\_iys\\_dosyalar/2024\\_09/18170207\\_16\\_09\\_2024\\_mtgmpolitikabelgesi.pdf](https://mtegm.meb.gov.tr/meb_iys_dosyalar/2024_09/18170207_16_09_2024_mtgmpolitikabelgesi.pdf)

## TURKISH EDUCATIONAL SYSTEM STRUCTURE





- In Türkiye 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.



- Diploma in the relevant field and branch of the Anatolian 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





- In vocational and technical Anatolian high schools, education programs are implemented in **56 fields** and **119 branches** within the scope of these fields.
- In Vocational Education Centers, education and training are carried out in **39 fields** and **193 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;

[https://meslek.meb.gov.tr/dokumanlar/alan\\_dal\\_listesi\\_08092025.pdf](https://meslek.meb.gov.tr/dokumanlar/alan_dal_listesi_08092025.pdf)

- Preparation and updates on vocational and technical education programs are depend on:
  - 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,

For detailed information; <https://meslek.meb.gov.tr/>





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

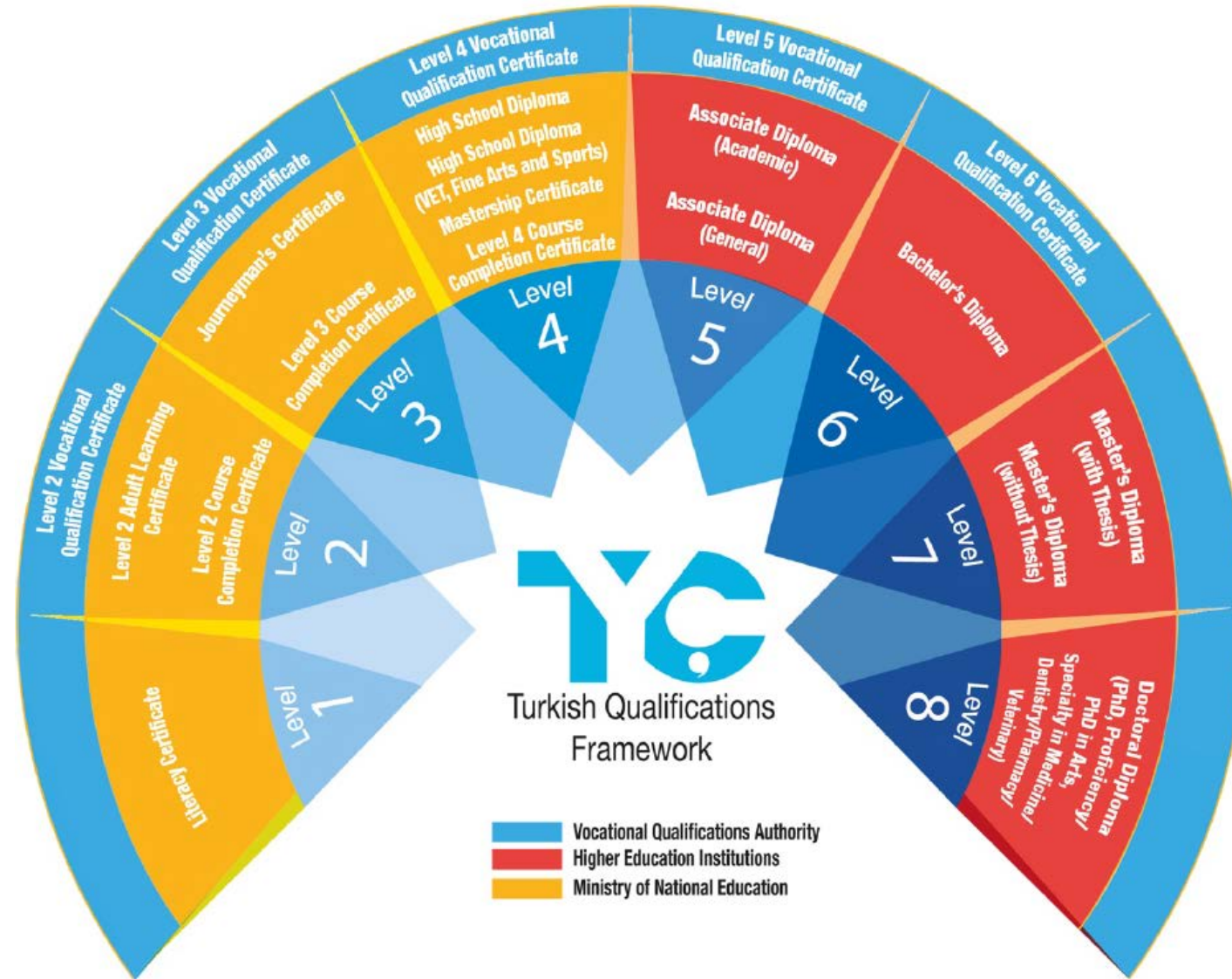
Alan/bölgümlere ait çerçeve öğretim programlarına buradan erişebilirsiniz.

### Okul/Kurum Türü Seçiniz

 Mesleki ve Teknik Anadolu Lisesi Seç	 Mesleki Eğitim Merkezi Seç	 Güzel Sanatlar Lisesi Seç	 Spor Lisesi Seç
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- 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** with 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 also carried out related to the mentioned purposes .







- The mismatch in labor markets is no longer just about "not finding a job"; it is a multidimensional misalignment between human capital supply and industrial demand.
- **Quantitative Mismatch (The Gap in Numbers):** This refers to an absolute shortage or surplus of workers. In Türkiye, this often manifests as a "labour shortage" in technical sectors (e.g., welding, CNC machining) despite high youth unemployment—a classic low-equilibrium skill trap.
- **Qualitative Mismatch (The Gap in Content):** This is more insidious. It occurs when the number of graduates is sufficient, but their competencies (digital literacy, green skills, or specific technical mastery) do not align with the industrial standard.
  - **Vertical Mismatch:** Over-education (e.g., a PhD holder working as a clerk).
  - **Horizontal Mismatch:** Field-of-study mismatch (e.g., a textile graduate working in retail).

# Summary Table: Mismatch Types



Mismatch Type	Definition	Example	Primary Preventive Strategy
Vertical Mismatch (Over/Under qualification)	Education level $\neq$ job requirement	University graduate in low-skill job	Vocational Training Centers (MESEM) and Apprenticeships
Horizontal Mismatch (Wrong field of study)	Field of study $\neq$ occupation	Engineering graduate in sales	VET-Industry Collaborations
Skill Obsolescence	Skills $\neq$ job tasks	Lack of digital skills	Modular Curriculum & Smart Workshop Digitalization



## **Policy Reforms in Vocational Education**

- The government has prioritized vocational education as part of national development strategies.
- Legal and regulatory frameworks have been updated to better align education with labor market needs.

## **Role of the Ministry of National Education**

- The Ministry of National Education (MoNE) has taken the lead in restructuring vocational and technical education.
- Central coordination ensures standardization and quality across schools.



- Türkiye has transitioned from a centralized, school-based model to a **Work-Based Learning (WBL)** dominant model.
- To ensure that the skills taught in classrooms match the requirements of the industry, Türkiye has moved toward a "**Sector-Integrated**" approach.
- **Vocational Training Centers (MESEM):** These centers prioritize apprenticeship. Students spend one day at school and four days in a real-work environment. This ensures that the technology they learn on is exactly what is being used in the current market.
- **Specialized Centers of Excellence:** By focusing specific schools on high-tech sectors (such as defense, renewable energy, or aerospace), the curriculum is designed in direct collaboration with leading industry players like ASELSAN or BAYKAR.
- «Zero Distance, Zero Mismatch»





- Additionally, the following types of schools, which began to be established in 2024, are available:
  - **Specialized School:** A vocational and technical secondary education institution designated with specialized characteristics.
  - **In-Sector School:** A vocational and technical secondary education institution designated with in-sector characteristics.
  - **In-Sector Integrated School:** A vocational and technical secondary education institution designated with integrated characteristics within a sector.
- In these models, we aim to "**eliminate skill mismatch**" in the following ways:
  - **Shared Management:** The curriculum is updated annually in collaboration with industry professionals. The focus is not on «What does the textbook say?» but on «Which machine are we using in the factory today?»
  - **State-of-the-Art Technology:** School workshops are updated in parallel with the technological advancements of the factory. The financial burden on the public budget is shared through collaboration with the private sector.
  - **Mentorship System:** The master-apprentice relationship is modernized. Senior technicians in the factory become direct trainers/mentors for the students.



- A static curriculum is the primary cause of skills mismatch. Türkiye's current VET strategy focuses on:
  - **Modular Training:** Breaking down qualifications into smaller, stackable modules that can be updated quickly as technology evolves.
  - **Smart Workshops:** Moving beyond traditional machinery to include CNC, robotic coding, and IoT-integrated systems. This bridges the gap between manual labor and "Industry 4.0" requirements.
- **Digitalization:** It's no longer just about "IT classes." It's about integrating AI, IoT, and Big Data into traditional trades (e.g., Smart Agriculture, CNC Programming).
- **Green Skills:** Integrating sustainability and "green transition" competencies into technical training to prepare students for the emerging circular economy.
- **Curriculum Alignment with Industry:** Regular updates to curricula based on sector needs (e.g., manufacturing, IT, renewable energy)
- Collaboration with industry stakeholders ensures relevance.

## 4-Focusing on Regional and Sectoral Differences

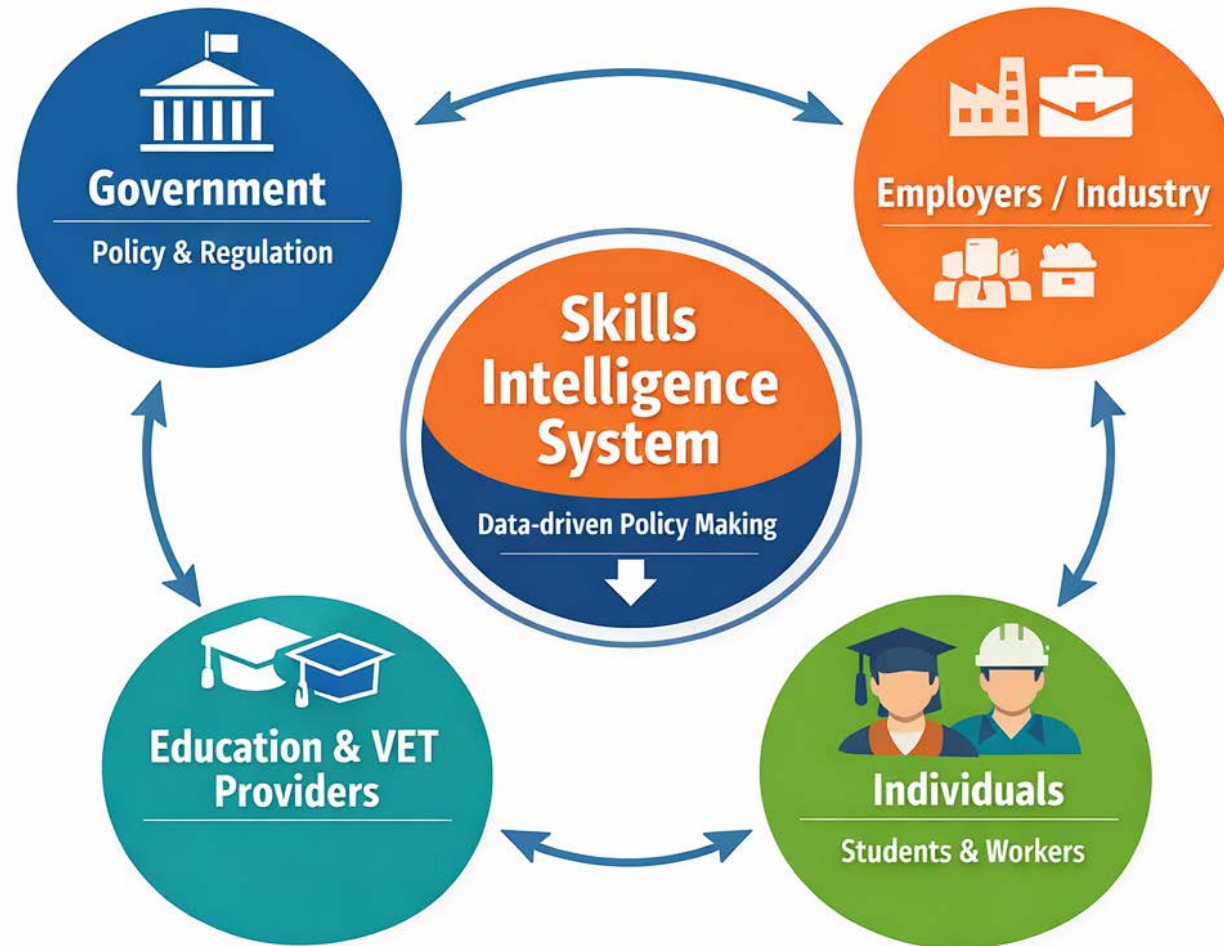


- The field and branch structure of schools in a region is determined according to the needs of that particular sector in that province.
- **How Does the Process Work?**
  - **Proposal:** The school administration prepares a proposal to open a new field/branch by analyzing the needs of the region.
  - **Review:** Committees within the Provincial Directorate of National Education evaluate the proposal in terms of physical conditions and the labor market.
  - **Approval:** Proposals deemed suitable are sent to the General Directorate of Vocational and Technical Education and become official with the approval of the Ministry.



- A system is only as good as its trainers. Current reforms focus on the "**pedagogical-technical**" balance.
- **On-the-Job Training for Teachers:** Vocational teachers are now required to undergo periodic training within partner industrial enterprises to ensure their technical knowledge remains current.
- **Incentivizing High-Achievers:** To combat the "prestige mismatch," scholarships and employment guarantees are offered to students who rank in the top 5% of the High School Entrance Exam (LGS) and choose VET.
- **Vocational Middle Schools:** Introduced for the 2025–2026 academic year, these schools aim to foster vocational awareness at an earlier age (starting at grade 5), helping students make more informed career choices.

# 6-Inter-institutional Coordination





- **Social Perception:** Many families still view vocational education as a "second-best" option, leading to a prestige mismatch.
- **Rapid Technological Pace:** The cost of keeping school workshops as "Smart Workshops" is high, requiring constant investment to avoid equipment obsolescence.
- **Soft Skills Gap:** While technical skills are improving, there is an increasing demand from employers for "transversal skills" like problem-solving, teamwork, and English proficiency in a globalized market.



Best Regards

Q&A

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