



LIFELONG LEARNING STRATEGY PAPER
MINISTRY OF NATIONAL EDUCATION
ANKARA-TURKEY

PREFACE

Living, learning and working forms are rapidly changing in the twenty first century. Unique conditions of information age in which we are requires the education of individuals who are able to think critically and who have acquired the skill to develop different approaches for problem solving. Within this context, traditional definition of an educated person is required to be altered. Educated person in traditional aspect means a person who is literate and has arithmetical information. However, an educated person in information society means a person who may follow developments and changes related with him / her, who applies the same to life, who questions, who is an explorer, open to improvement, who can use information and communication technologies actively.

In a world where all such changes are experienced, it is not possible for education systems, which assume the duty to prepare individuals to life, to stay unchanged and to execute their duties, which they have assumed in this manner. Individuals need to acquire the qualities of “employability” and to continuously enhance and renew such qualities in order to compete and protect their economical levels in labour market, which is extremely dynamic and changeable labour market. Such needs of individuals, which continue throughout their lives and gain importance day by day caused the emergence and spread of “lifelong learning” approach.

Lifelong learning is not today’s subject but a product of a long experience. Lifelong learning in Turkey is defined by using the “education from cradle to the grave” aphorism and reading constitutes an important part of our learning culture.

It is not possible to perform works effectively and productively without a labour force that has knowledge, skills and is able to adapt to new situations. Since, the information age necessitates changes at the levels of qualities that are sought in the labour force producing goods and services.

It is decided by our Council of Ministers with the policies and priorities stated in the 60th Government that the regulations in the EU Acquis Harmonization Programme will be converted to an action plan and the actions, which could be finalized in 2007, will be implemented as short-term action plans. Within this scope, it is foreseen by our Ministry to prepare Lifelong learning Strategy Document.

I wish that Turkish Lifelong learning Strategy Document prepared by valuable bureaucrats and experts serving within the Ministry departments on the basis of studies performed with social partners under the scope of Project to Strengthen Vocational Education and Training System in Turkey (SVET) which had been executed by the Project Coordination Center of our Ministry and which brings new expansions Turkish Vocational Education System, to be beneficial for our country.

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ABBREVIATIONS

EU	European Union
EES	European Employment Strategy
GDFSR	General Directorate of Family and Social Researches
SPD	State Personnel Directorate
SPI	State Planning Institution
LSSERS	Labour and Social Security Education and Research Centre
MLSS	Ministry of Labour and Social Security
LTE	Lifelong learning
ISCED-97	International Standard Classification of Education
İŞKUR	Turkish Labour Institution
KOSGEB	Directorate of Development and Support of Small and Medium Sized Enterprises Administration
GDWS	General Directorate of Women's Status
MoNE	Ministry of National Education
PSVETS	Project for Strengthening Vocational Education and Training System
IVA	Institution of Vocational Adequacy
OECD	Organisation of Economical Cooperation and Development
RTSC	Radio and Television Supreme Council
SHÇEK	Social Services and Child Protection Institution
MIT	Ministry of Industry and Trade
NGO	Non – Governmental Organisations
TGNA	Turkish Grand National Assembly
TCAC	Turkish Craftsmen and Artisans Confederation
TOBB	The Union of Chambers and Commodity Exchanges of Turkey
TRT	Turkish Radio and Television Institution
TAF	Turkish Armed Forces
TSI	Turkish Statistics Institution
TÜRKAK	Turkish Accreditation Institution
YOK	Turkish Council of High Education

I. INTRODUCTION

Learning is one of the qualities brought by birth and maintained during the life time of a human being. Human being improves himself / herself through education, gains qualities and a respected place amongst the society.

Learning may take place anywhere and anytime. It may take place in class at school as well as at home, outside, in the workplace, while travelling, in the garden, in a sports facility or in a recreational facility. However, some types of learning take place as planned, programmed, organised and by the student in a voluntary manner within pre – regulated environments. Some may occur by seeing, hearing, touching and also feeling and experiencing the events or objects and gaining a point of view or knowledge at any environment, without the relevant person even being aware of it.

Lifelong learning concept, which European Union (EU) Lisbon Strategy and European Union itself put emphasis on, is an extension of instruments and frameworks developed for the purpose of efficiently implementing the European Employment Strategy (EES), which had emerged before. Many changes are emerging in connection with the employment problem along with the changes and developments in the world. Due to instability experienced at the labour market, concentration of labour mobility at national and international levels and most important of all, in order to benefit from and to cope with the problems caused by developments and changes from technological revolution stirred up by new computer technologies, lifelong learning approach is gaining more importance day by day for establishing economical and social policies.

In recent years, just like other countries undertaking efforts to become an information society, Turkey has also understood the importance of information and issues like who shall obtain which information from where and how and where and for what purposes such obtained information may be used are under discussion. Under these circumstances, it is obvious that a more systematic and organised structure shall be needed.

Ninth Development Plan covering the 2007 – 2013 period has been prepared with a vision of “Turkey which grows in stability, shares its income fairly, which has competitive power at global scale, which transforms itself into an information society, which has completed alignment process for EU membership” and under Long Term Strategy (2001 – 2023) framework, is a basic policy document which presents the transformations to be performed in economical, social and cultural fields with a monolith approach by Turkey in a period when changes are being experienced in a multi – dimensioned and rapid manner, competition is dense and ambiguities are increasing, globalisation is effective in all fields, opportunities and risks for individuals, institutions and nations increase. The Plan with its current status has been designed as a basic strategy document in which Turkey has determined its transformation targets under EU. The Plan constitutes of the following development axes; “Increasing Competitiveness”, “Increasing Employment”, “Strengthening Human Development and Social Solidarity”, “Ensuring Regional Development”, “Increasing Quality and Effectiveness in Public Services”. By achieving the goals set out in the Plan, EU averages may be attained as of social and economical indicators as well as ensuring legal and

institutional alignment with the EU. 570th and 571st paragraphs under “Increasing Employment” development axis “Increasing the Sensitivity of Education to Labour Demand” heading and 583rd and 594th paragraphs under “Strengthening Human Development and Social Solidarity” development axis “Enhancing Education System” heading are related to lifelong learning.

- ◆ 570. A lifelong education strategy will be developed towards increasing the employment skills of individuals in line with the requirements of a changing and developing economy and labour market. Such strategy shall comprise mechanisms which shall support increasing formal and non – formal education for the persons to increase their skills and talents, strengthening horizontal and vertical relation between aforementioned education types, structuring apprenticeship and public education according to the same and operation of private sector and NGOs in this field.
- ◆ 571. In order to develop the information systems related to the labor market, to provide the education and labour market with a more flexible structure, and to increase employment and labour productivity, work force will be trained in the areas demanded by the economy taking the life-long education strategy into consideration.
- ◆ 583. The education system will be handled with the integrated approach by taking lifelong education into consideration to support the development of human resources. The structure of the system, which is based on efficiency, accessibility and equal opportunities, will be strengthened.
- ◆ 594. With the aim of ensuring the lifelong education approach to be adopted by the society, opportunities in non-formal education, including e-learning, will be developed, individuals beyond the education age will be encouraged to benefit from open education programs, and activities related to acquiring skills and a profession will be increased.

17th National Education Council’s “Turkish Education System in Globalisation and European Union Process” heading is constituted of three chapters as “Lifelong Learning”, “Mobility in Education”, “Quality in Education”. Turkish Education System has been assessed during the Council meeting in terms of its dimensions regarding transition amongst levels, referral and examination system and Turkish education system in globalisation and EU process. 26 resolutions related with lifelong learning have been taken. As a systematic and organised structure:

The purpose towards the preparation of “Lifelong Learning Strategy Paper” is to establish a lifelong learning system that can respond to the needs and expectations of the society in Turkey and to bring this system to a functional and sustainable status.

Preparation process of the said document has been launched under the scope of SVET project which had been executed within the body of Directorate of Projects Coordination Centre. The topic has been discussed on various platforms where related sectors had been present, the expectations have been identified, a draft has been composed by taking into consideration the opinions in Policy Paper, which had been prepared before. Then, a special commission to develop and conclude the draft has been established in the Ministry of National Education. The draft has been developed by the commission. The document has been

brought to its current status following the process of obtaining the opinions and recommendations of all public agencies / institutions, private sector and Non – Governmental Organisations on the final draft.

In the concept section, Lifelong Learning concept (LL) in which primarily the individual is considered to be the main actor, is being emphasised in order to eliminate misperceptions and considerations and for developing a common understanding. However, the topic is also being associated with social, economic, cultural and even politic values and facts in which the individual lives.

In the document, there are sixteen priorities, all falling under the general goal of *Facilitating Access to Quality Learning through Strengthening Lifelong Learning Infrastructure* as well as the introduction of the concept. In addition to identification of the current situation, recommendations in the direction of Turkish policies regarding each priority have been provided.

This document shall primarily contribute to the development of a common LLL understanding within the society. Other features of the document are that it adopts participation as a principle, aims to meet the expectations of the country and that it considers international practices as a guide. A systematic structure containing sub-headings has been developed when designing the content. It is estimated that the document with its current structure shall on one hand develop a common LLL system in the society and on the other hand contribute to the achievement of successful results in practice.

The Paper also foresees preparation of multi-purpose learning environments for the individual. It is certain that the individual shall achieve a status where he /she plans and manages his/her own learning activities and be materially and spiritually happy by individual's access to such environments for the purpose of learning, increase in his/her knowledge, skills and experiences under the direction of his/her interests and needs, assessment of his/her acquisitions and awarding the individual in any manner.

While preparing “Turkish Lifelong Learning Strategy Action Plan”, the intention has been to provide a harmony between various documents by taking the priorities and measures of similar sectoral and thematic strategy documents that had been published into account such as the Status of Elders in Turkey and National Action Plan on Aging, National Rural Development Strategy, Information Society Strategy. It is intended to make strategy plan active, functional and possible to monitor by monitoring attached Action Plan and the realisation of measures in the strategy document.

II. CONCEPT of LIFELONG LEARNING

Lifelong learning is defined as any learning activity to which an individual attends during his / her whole life with a personal, social and employment related approach for the purposes of developing his / her knowledge, skills, interests and qualifications. The aim of lifelong learning is to grant opportunity to individuals to participate actively in all stages of economical and social life in order to let individuals adapt to information society and better control their lives in this society.

Lifelong learning also includes learning, which lead the individual to gain knowledge and skills through of education, and training institutions besides general and vocational education given under formal and non – formal education system. Within this context, lifelong learning may take place at work, home or anywhere else in addition to schools and universities. It is not subject to any restriction with respect to age, gender, socio – economical status and educational level. Lifelong learning should be seen as a continuous and planned activity which supports acquisition of knowledge, understanding and skills in a manner that leads to professional and social achievements of individuals, communities and the society as a whole.

Rapid and comprehensive developments in science and technology create a continuous change in every field and reveal new demands. Since adaptation to such developments and changes is not possible only by using the knowledge gained during school period, continuous renewal and improvement of one's self may only be possible through lifelong learning. In this respect, the education system will reach beyond the limits of traditional approach to education and handle the needs of society under a lifelong learning approach. The education system shall educate qualified labour which shall cover the expectations of economical market and strengthen the relation between employment and education with the execution of such system.

Lifelong learning, with its current meaning, has entered into the agenda of developing and underdeveloped countries in recent years while such concept used to be perceived as only an issue concerning developed countries. Within this context, lifelong learning has gained a wider meaning, which contains the transformation to information society besides economical and social development, for countries like Turkey progressing on the way to complete its industrialisation process rapidly. At the same time, the meaning of such concept has been expanded from social and human development up to gaining skills necessary for business life. The concepts, values and principles related with education which is formed in accordance with the values of industrial society necessitates a re-definition in line with lifelong learning approach and the needs of information society which is under the effect of globalisation.

Lifelong learning in Turkey has a very long past. The arguments that no limitation may be brought for learning with respect to time and place, that learning may take place at any moment of human life, at any place where the human being lives or communicates, that a never-ending respect should be shown even to one who teaches a single letter, that what has been learned is the most important guide has existed, been accepted as valuable and applied in some manner in Turkish culture for many years and even centuries. However, lifelong concept is recently being regarded in Turkey as well as in other countries as an approach model within education and training.

Many changes emerge with relation to employment problem along with changes and developments in the world. For instance, in today's world, the frequency of changing jobs is increasing, short term jobs instead of continuous employment are becoming widespread, some occupations are losing their importance, new professions are emerging and job continuity is decreasing. For such reasons, due to instability experienced at labour market, concentration of labour mobility at national and international levels and most important of all, in order to benefit from and to cope with the problems caused by developments and changes from technological revolution being stirred up by new computer technologies, lifelong learning approach is gaining more importance day by day for establishing economical and social policies.

Lifelong learning comprises domestic learning in early childhood period, preschool learning and all stages of formal education, non – formal education, and learning acquired in business life, knowledge and skills gained in any period of life. Within this context, lifelong learning policies should cover all stages of life. Learning at early childhood and formal education program should be designed and applied by taking into consideration business life and subsequent stages of life. Learning to learn and acquiring all daily life skills are as important as three basic skills (reading, writing, numeracy) of modern primary education. Lifelong learning contains formal education and individual learning besides non – formal education, updating education and second chance education for adults.

It is a common tendency to consider life in three periods as (1) early childhood and formal education period, (2) business life period and (3) retirement or old age period. However, the idea that life is divided into three periods as school, business and retirement has started to change in the twenty first century. Changing demographic structure (longer life and more elder population) and work systems in today's world has brought advanced age life period into the agenda. Turkey should consider its own demographic and economic features in the light of such new tendencies.

In order to develop lifelong learning, there is a need for flexible systems that take into account all previous acquisitions of the individual, regardless of where and how, and which facilitate two-way transitions between school and business life. Within this context, establishing National Vocational Qualifications System in Turkey will be one of the most important tools to respond to such need.

Every individual in today's world faces continuous learning in order to adapt to developments and changes; to improve his / her personal talents, job-related skills and qualifications. Efforts in this direction in competitive societies where globalisation has accelerated are gaining more importance; lifelong learning is becoming the most important tool for enhancing quality of life.

Implementation of lifelong learning policies necessitates multi – dimensional cooperation and coordination. Rearrangement of particularly business life rules which constitute a burden to learn for the individual as well as measures and arrangements to be adopted for the education system are of great importance. For instance, while ensuring that educational opportunities are easily accessible by individuals, the cost of waiver for the individual to pass from business

life to school should be made bearable. Lifelong learning policies should be executed not only with point of view of the Ministry of National Education but at the same time along with the joint perspectives of other public agencies and institutions and also employee and employer professional organisations and non-governmental organisations. Such cooperation is also indispensable to receive a high level of return from the investment on lifelong learning by establishing a practical and mobile balance between supply and demand. Of course, gaining positive results from lifelong learning policies first necessitates maintaining a long and decisive perspective as well as determination of priorities by considering feasibility.

III. OVERALL AIM

FACILITATION OF ACCESS TO QUALITY EDUCATION THROUGH STRENGTHENING LIFELONG LEARNING INFRASTRUCTURE

Learning should become a part of our daily lives in order to adapt quickly to changing conditions. In this sense, motivating adults to continuously learn and facilitating their utilization of educational opportunities is of a great importance. Continuous learning opportunities should be offered to persons who have missed formal education as much as it is offered to persons who have benefited sufficiently from such opportunities. Particularly, facilitating access to education for individuals who have been defined as disadvantaged (unqualified young persons, elders, unemployed persons, disabled persons etc.) is important.

An individual's continuation to education is closely related with reaping social and individual benefit of the education taken. Within this context, education has to also deal with the acquisitions which it has provided to the individual and also with the transformation of these acquisitions to benefits.

One can list three basic variations for the individual to obtain the highest benefit from education:

- ◆ Conformity between the education received and individual's interests, wishes, talents and qualifications
- ◆ Potential of acquisitions provided through education to be transformed into social and individual benefit
- ◆ Comparison of expenses made for the education of the individual and waiver cost with the benefit provided

“2010 Lisbon Joint Education – Training Targets” which have been formed within the framework of the resolutions taken at Lisbon Summit held by the EU has a great importance for Turkey which is a candidate country.

Within this scope, EU Ministers of Education have agreed upon “three basic strategic targets” below

- ◆ Increasing the Quality and Efficiency of EU Education and Training Systems
- ◆ Providing Accessibility to Education and Training Systems for Everyone
- ◆ Opening Education and Training Systems to a Wider World

and following sub targets which are expected to be achieved in 2010

- ◆ To develop education and training for teachers and trainers
- ◆ To develop skills for the information society
- ◆ To provide accessibility for everyone to information and communication technologies
- ◆ To increase the rate of tendency to scientific and technical studies
- ◆ To provide most productive way of use from resources
- ◆ To strengthen ties between business life, researchers and the society
- ◆ To improve “Spirit of Entrepreneurship”
- ◆ To improve foreign language training

- ◆ To increase mobility and information exchange
- ◆ To strengthen cooperation throughout Europe

European Benchmarks determined within the scope of these strategies and sub targets are as follows; by 2010

- ◆ The percentage of low-achieving 15-year-olds in reading, mathematics and science should be 20% lower in each Member State compared with the rate in 2000
- ◆ At least 85% of age group of 22 will have completed upper secondary education
- ◆ The number of students who have graduated from mathematics, science and technology branches should have increased at the rate of 15% (at the same time gender imbalance between female / male students have been removed)
- ◆ “Rate of participation to lifelong learning” (European Average) will have arrived to a level to cover at least 12.5% of working adult population (between 25 – 64 ages)
- ◆ Rate of students who are leaving without completing school education will have arrived to a level which shall be no more than 10%

European Commission is giving importance to the countries’ developing lifelong learning strategies in order to facilitate transition process to information society under the scope of Lisbon Strategy. Within this scope, the Commission defined important components of lifelong learning strategies in its COM (2001) 678 reference numbered communication dated 21.11.2001 as follows:

- ◆ Improving cooperation between institutions and enterprises which render education services, social parties, local associations and non – governmental organisations at all levels of public management nationally, regionally and locally
- ◆ Determination of the needs of potential beneficiaries of labour market and lifelong learning activities in compliance with the needs of information society
- ◆ To determine the amount of increase in public and private sector investments which shall be incurred by learning opportunities to be developed and established under the scope of lifelong learning and to establish mechanisms which shall encourage new resource models
- ◆ To make learning opportunities more accessible by facilitating learning at work and increasing learning centres at workplaces
- ◆ Developing learning opportunities which are appropriate with the needs of rural population, disadvantaged individuals and persons who have faced the risk to be excluded
- ◆ Developing a learning culture for determining learning needs at all ages and increasing the numbers of beneficiaries of such opportunities and motivating potential beneficiaries
- ◆ Establishing an efficient monitoring, evaluation and quality control mechanism
- ◆ Encouraging public and private agencies / institutions which support the development of lifelong learning opportunities.

In Turkey, there is a need for strengthening education infrastructure and increasing quality in parallel to the developments towards perception of lifelong learning in a manner to cover the

totality of education. Below mentioned issues are coming into prominence when specific needs of Turkey and EU criteria and as well as the components aforementioned are considered.

Priority 1: Issuing a Legal Regulation in Which Duties and Responsibilities of the Parties are Expressly Specified for the Coordination of Lifelong Learning

Turkish National Education System has been regulated under the Basic Law on National Education numbered 1739 which entered into force on June 24, 1973 (Official Gazette) on the basis of the provisions of Article 42 of Constitution of Republic of Turkey and Law numbered 3308 related with vocational education and Vocational Education Law numbered 4702 which stipulated amendments. Regulations in above-mentioned pieces of legislation regarding participation dimension fall insufficient concerning the roles and responsibilities of educational parties and the coordination of education as parallel to the changing needs of the society.

There are several public, private and non – governmental organisations carrying out direct or indirect activities under the scope of lifelong learning in Turkey as the Ministry of National Education (MONE) at first. However, restructuring education system will lead to re-determination of roles of the below-listed parties in education:

1. INDIVIDUAL
2. FAMILY
3. BUSINESS LIFE
 - ◆ Enterprises
 - ◆ Employee and Employer Trade Unions and Confederations
 - ◆ Professional Organisations in the nature of public bodies (TESK, TOBB, Chambers...)
4. NON – GOVERNMENTAL ORGANISATIONS
 - ◆ Foundations
 - ◆ Associations
5. PUBLIC AGENCIES AND INSTITUTIONS
 - ◆ Ministries and affiliates
 - ◆ Agencies, Boards and Supreme Boards established by law
 - ◆ Local Governments
 - ◆ Universities
 - ◆ Turkish Armed Forces
6. MEDIA

Determination of these roles through social consensus is of great importance. Lifelong Learning Coordination Law and relevant legislation in which roles and responsibilities of the parties shall be determined and which aims efficient operation of Lifelong Learning system for covering the needs which grow parallel to today's conditions and new meanings affixed to education and training by lifelong learning concept should come into force. Within this scope, an inter-ministerial study group including non-governmental organisations should be established to review the existing legal system and a lifelong learning law should be issued which harmonises legal regulations regarding employment, social policy, enterprise, education and administration.

Priority 2: Establishing a Lifelong Learning Culture by Increasing Social Awareness

A need has emerged in Turkey to develop a lifelong learning culture where learning will be a normal life style and right for every human being. The State, media and social partners are the main actors. A comprehensive and efficient promotion and lifelong learning awareness raising campaign should be developed in order to establish a lifelong learning culture with the help of the media and via non-governmental organisations in Turkey. Within this scope, all kinds of policies and activities, which aim to establish a learning culture in media, non – governmental organisations and enterprises, should be supported and contributed to for the purpose of ensuring a better understanding of education and training by the society.

Chambers of professional associations, employers' and employees' professional sector organisations and all agencies and institutions should more closely monitor and evaluate technological developments in their sectors, determine educational needs, inform their members and establish units which can provide training or restructure existing training units. They should benefit from the capacities of other enterprises and organisations if they are not self-sufficient to provide training.

The importance of non-governmental organisations in presentation and representation of lifelong learning cannot be ignored. For LLL to spread to the public in general, there is a need for strong and broad non – governmental organisations to provide, support and strengthen formal education particularly to groups which are hard to reach. Non – governmental organisations should strengthen their training units and experts who shall provide institutional sufficiency of LLL so that non – governmental organisations achieve the institutional power necessary to cover such need. Non – governmental organisations should take more responsibilities at increasing social awareness, motivating participation to learning and education processes other than applying various education activities.

Priority 3: Strengthening Data Collection System for Efficient Monitoring, Evaluation and Decision Making

Providing the participation of at least 12.5% of adults (25 – 64 ages) in EU countries to lifelong learning is amongst Lisbon 2010 Education and Training Targets. Data for 2001 – 2005 related with lifelong learning in EU countries and Turkey are in the following table. However, such data only reflect the studies carried out within the body of MONE General Directorate of Apprenticeship and Formal Education but do not include Lifelong Learning activities carried out within the bodies of other ministries, associations, chambers, unions, municipalities and private institutions. Activities to establish a wider database in the country are ongoing. When an updated and reliable database has been established, the ratio related with Turkey will be revealed to be higher. However, these ratios are still behind the needs in general.

Table 1. Participation to Lifelong Learning in EU Countries and Turkey (%)

	MALE					FEMALE				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
EU-25	7,2	7,2	8,5	9,4	10,1	8,4	8,5	10,0	11,1	11,9
EU-15	7,7	7,8	9,1	10,3	11,1	8,9	9,1	10,8	12,0	13,0
Turkey	0,7	0,6	0,7	0,9	1,4	1,3	1,2	1,6	1,6	2,6

Source: Statistical Portrait of the European Union–2007, European Commission

Updated and reliable data to assist efficient management and decision making is of great importance. Shortage of regularly collected and internationally compatible data is making difficult to determine critical areas and weaknesses. For that reason, there is a need to strengthen research and information database at national and international levels. Organising national and international lifelong learning fairs and events will be important with respect to updating data flow and following implementations related with the matter.

Eliminating data shortage is a precondition for the implementation of lifelong learning system and determination of comparison criteria. A scanning at national and international level is needed for the selection of appropriate data and databases. Turkey should participate to all international surveys and researches in which access to education and quality of education is measured.

Priority 4: Increasing Literacy Rate Through Ensuring Acquisition Of Literacy Skills By All Individuals

Literacy and basic numeracy knowledge is a precondition for lifelong learning, for reading skills are needed for access to most learning materials.

Rate of literacy is still a problem in Turkey and it is a problem that should be solved with respect to necessary basic skills for lifelong learning opportunities. This situation is particularly prominent as regards women. According to Turkish Statistics Institute (TSI) in 2006, the ratio of illiterate people in Turkey is 11.9%. This ratio is 4% for men and 19.6% for women.

Turkey is 84th amongst 177 countries within Human Development Index. The reason for Turkey to be such a lower level is that the ratio of literacy and ratio of participation to education up to university level as well as life expectancy and gross income per capita is low.

Table 2. Human Development Index

Rank of Human Development	Life Expectancy (Year)	Literacy Ratio (%)	Attendants of Education up to University	Gross Income per Capita (\$-SGP)
1 Iceland	81,5	99	95,4	36.510
2 Norway	79,8	99	99,2	41.420
3 Australia	80,9	99	100	31.794
4 Canada	80,3	99	99,2	33.375
70 Brazil	71,7	88,6	87,5	8.402
73 Kazakhstan	65,9	99,5	93,8	7.857
83 Armenia	71,7	99,4	70,8	4.945
84 Turkey	71,4	87,4	68,7	8.407
94 Iran	70,2	82,4	72,8	7.968
98 Azerbaijan	67,1	98,8	67,1	5.016
177 Sierra Leone	41,8	34,8	44,6	806

Source: United Nations Human Development Report 2007 – 2008

The table below contains data related with the literate population of some countries. Turkey ranks 52nd in this table. Particularly, low literacy ratio of women population necessitates serious measures to be taken. Within this scope, there is a need for programs to remove illiteracy amongst adults particularly in regions where literacy ratio is low.

Table 3. Literacy Ratio of Some Countries

Rank	Country	%	Rank	Country	%
1	Austria	99,9	20	Argentina	97,2
1	Belgium	99,9	20	Maldives	97,2
1	England	99,9	21	USA	97,0
2	Estonia	99,8	49	Qatar	89,2
3	Barbados	99,7	50	Malaysia	88,7
3	Poland	99,7	51	Brazil	88,4
5	Kazakhstan	99,5	52	Turkey	88,1

Source: United Nations 2005 Development Program Report

Priority 5: Increasing Schooling Ratios at All levels of Education, Starting With Basic Education

Educating qualified labour force towards the needs of the economy requires an education process which starts with primary school even with preschool education and continues up to higher education. Furthermore, this process should be supported with a lifelong education perspective at every stage. While in formal education, in the first stage that covers preschool education and primary school education, the target is to ensure that the individual gains the qualities of being good person and a good citizen; at the second stage that covers secondary and higher education, the target is to prepare the individual to employment and to equip the individual with information and skills required for business life.

Table 4. Net Schooling Ratios as of Years in accordance with Levels of Education

Years	Primary Education	Secondary Education	Higher Education
2003–2004	90,2	53,4	15,3
2004–2005	89,7	54,9	16,6
2005–2006	89,8	56,6	18,9
2006–2007	90,1	56,5	20,1
2007–2008	97,4	58,6	21,0
2008–2009	96,5	58,5	---

Source: MONE, National Education Statistics, 2008 – 2009

In the light of the data presented in the table, it is seen that highest schooling rate in terms of levels of education is at primary school level. However, since schooling cannot be fully ensured in especially rural areas in Turkey despite compulsory education, schooling rate in primary schools could not reach 100%. Late registration to primary schools and leaving before graduation (drop-outs) are the main factors which hinder the increase of schooling ratios at desired levels. Number of students who dropped out from school at secondary school education in 2007 – 2008 education and training year is 211,598 (6% of all secondary school education students) while 60,329 students (0.5% of all primary school students) dropped out from school.

It is known that the large part of an individual's development is completed at preschool age. Compensation of losses, which have been experienced by children who have lacked education at these ages, is too difficult to take place in future years. Studies to increase preschool education participation rate are ongoing and the target is to reach 50% (schooling rate for 4-year-olds in European Union is 86.8%) until 2013. Current schooling rate (4 – 5 years old) is 33.9% and activities should gain momentum to reach this target.

It would not be wrong to say that most of the population at the age of secondary school education are out of school, in business life or unemployed since net schooling rate in 2008 – 2009 education period is 58.5%.

Transported education, regional boarding schools etc. methods are implemented in order to increase access to formal education. Total number of students in regional boarding primary schools in 2008 – 2009 educational period is 263 thousand. Transported education ensures the access of a total number of 683 thousand students to school.

There are difficulties in access to education for the children of families with low income living in rural regions, for disabled children and particularly for girls. There are efforts to increase accessibility to education, such as “Come On Girls Let’s to School Campaign”, “Daddy Send Me To School”, “Conditional Cash Transfer Program”, “100% Support to Education Program”. According to 2008 Address Based Population Record System, there are approximately 276 thousand children in 6 – 13 years age group who could not attend school, who are still at compulsory education age, despite that there is an important increase at schooling rates particularly in primary school education.

Ratio of schooling of girls to the schooling of boys in primary school education (gender ratio) is 97.9%. Such ratio is still not at an ideal level even though an increase in schooling rates at secondary school education has been ensured in recent years. It is interesting that gender ratio in secondary school education which is 89% is at relatively low level compared with the level in primary school education.

Ratio of female population to male population in literate category is 83%. Accordingly, one of the most important problems of Turkey with respect to socio – economical development is to provide access to education for women who are half of the population.

Ratio of transition from primary school education to secondary school education is 85%. The rate of students who do not continue school after graduating from primary school is 15% throughout Turkey. Furthermore, share of vocational education within secondary education is low. Share of vocational and technical secondary school education within secondary school education in 2008 – 2009 education and training period is 40.8%. Failure to sufficiently consider the interests, skills and abilities of the students in the transition from primary school education to secondary education system, inefficient operation of guidance system in primary school education, disadvantaged status of vocational education students and insufficient establishment of education and employment relation is hindering the increase the share of vocational education in secondary school education.

Approximately 33% of women and 28% of men between 25 – 34 years old in OECD countries are graduates of higher education. These rates in Turkey are 7.1% for women and 10.7% for men. Turkey ranks last for women and ranks second before last after Portugal for men amongst OECD countries.

There are important differences between OECD countries such as Turkey, Czech Republic, Italy and Slovakia Republic which their higher education graduates rate is under 12% and OECD countries such as Canada, USA, Sweden and Japan whose rates of higher education graduates is above 35% amongst the population who are at working age. On the basis of genders, the number of female higher education graduates in Canada, Finland, Sweden and

New Zealand is above the rate of male population at same category. On the contrary, ratio of male higher education graduates in Korea and Switzerland is very high when compared to female population.

Priority 6: Ensuring that Education Institutions' Physical Infrastructure and Trainer Personnel Number and Quality are Sufficient for Needs

There is a need for sufficient education-training personnel and physical venues prepared in compliance with the learning outcomes for “positive learning environment” towards continuous and safe learning.

Despite the increase at schooling rates, physical capacities of schools are insufficient as of quality and quantity. Continuous resource flow to compensate these insufficiencies is yet impossible. As a requirement of country's conditions, discontinuity of resource transfer causes failure to meet current demand. More measures should be taken by taking into account these needs.

Diversification of means and methods of learning supports lifelong learning. Within this context, activation and development of distance learning by utilizing information and communication technologies is considered to be beneficial.

Table 5. School, Classroom, Student, Teacher Numbers and Student and Teacher Numbers Per Classroom

	School / Unit	Number of Students ⁽¹⁾	Number of Teachers ⁽²⁾	Number of Classrooms	Student per Classroom ⁽³⁾	Student per Teacher
Preschool Education	23 653	804 765	47 633	39 481	20	17
Primary Education	33 769	10 709 920	453 318	320 393	32	23
General Secondary Education	4 053	2 271 900	107 789	65 859	29	18
Vocational Secondary Education	4 622	1 565 264	88 924	43 183	33	16
Formal Education⁽⁴⁾	13 013	5 765 168	94 693	83 870	-	-

(1) Also comprises open primary education and open high school students.

(2) Permanent and contracted teachers and temporarily employed expert trainers.

(3) Open primary education and open high school students are not included.

(4) Formal education information has been given as of the end of 2007 – 2008 education year-end.

Source: MONE; National Education Statistics, 2008 – 2009

Well-educated and highly motivated teachers are the most important elements of quality education. Within this context, there is a need to support teachers' career improvements as well as improvement of teacher training. This support should reach beyond in- service training courses. Teachers should be granted the opportunity to take training towards advancing in profession. Furthermore, teachers should be supported for participating to the trainings organised by private institutions. Especially, vocational lesson teachers should earn workplace experience. Online communities should be established and measures to bring teachers face to face with respect to field training as well as to gather teachers who may not be present at the same time and same place through benefiting from internet technology

within the scope of strengthening teachers' capacities. Within this scope, support should be given to convene teachers in order to provide professional improvement of teachers at regional or national level.

Priority 7: Updating Training Programs Continuously in the Direction of Changing Needs

Restructuring education system as a “learner centred” system for lifelong learning is important. In the period before the acceptance of learner centred approach, the individual used to acquire the qualifications determined by competent authorities under the methods determined again by the same authorities. In learner centred structure, the individual is expected to have the freedom and responsibility to choose how he / she shall acquire which qualifications under the new programs developed at primary and secondary education level. Thus, a healthy balance between freedom and responsibility will be established. Increasing the ratio of lessons that can be chosen by the students according to their own interests, wishes, abilities and qualifications, within whole education program will support this. The first steps to such an approach necessitates the improvement of affairs between institutions training teachers and other education institutions.

Restructuring education system as learner centred will also naturally cause redetermination of the roles of the parties in education (individual, state, non – governmental organisations). Determination of such roles through social consensus is highly important. Of course, the roles of local governments and universities in such practices cannot be disregarded. For that reason, local governments’ should provide settlement or implementation models which integrates all inhabitants into a system under titles such as “learning city”, “learning town”.

Teaching at least two foreign languages during formal education process is considered as necessary. Thus, the individuals will utilize learning opportunities better and their opportunities to establish healthy communication with the citizens of other countries will improve. Studies to build a quality, functional and target-focused foreign language learning curriculum are continuing. It is considered that such curriculum shall help individuals to improve their foreign language skills through benefiting from different learning environments.

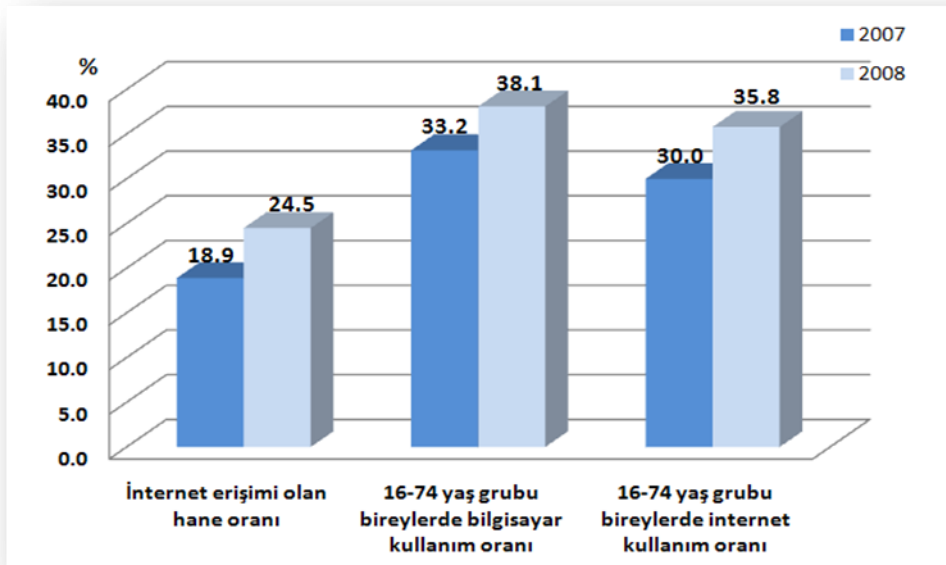
Priority 8: Activating Information and Communication Technologies for Individuals to Accomodate with the Changing Needs of the Age

In our today's world, it makes no sense to have a diploma without having skills like critical thinking, efficient problem solving and computer literacy. Today's economies are more service oriented, more based on information technologies, for that reason, it necessitates having computer skills. To be computer literate is now one of the preconditions of success in business life. A quality education should equip young people with such skills.

The developments among citizens of Turkey regarding use of communication technologies and information technologies are following a different course. Computer ownership and internet use rates are still at low levels even though fixed line subscriber density has matured at 26% and mobile phone subscriber density has reached some 60%.

While 24.5% of households in Turkey have internet access; 38.1% of household members are using computer and 35.8% use internet.

Graph 1. Ratios of Internet Access, Internet and Computer Use



Source: TURKSTAT; Survey on Use of Household Information Technologies, 2008

The age group where use of computers and internet is highest is the age group 16 – 24. Ratio of computer and internet use is higher among men in all age groups. Highest internet use as per educational status is respectively 87.9% and 87.2% among individuals who are at college, those who are university graduates or higher. Internet use ratios for employees on wages and those on salaries among all those that are employed are respectively 61.4% and 58.6%. Same ratios for the unemployed are 49.9% and 47.8%

Table 6. Computer and Internet Use Ratios in accordance with Gender in Urban – Rural Division

		Computer Use Rate (%)			Internet Use Rate (%)		
		Total	Woman	Man	Total	Woman	Man
Within last three months (January – March 2008)	Turkey	34,3	25,6	43,2	32,2	24,0	40,6
	Urban	42,6	33,0	52,3	40,6	31,4	50,0
	Rural	19,1	12,0	26,4	16,8	10,4	23,3
Between three months – one year	Turkey	1,8	1,4	2,2	2,2	1,7	2,8
	Urban	2,1	1,7	2,4	2,5	2,2	2,7
	Rural	1,2	0,8	1,7	1,8	0,7	2,9
More than one year	Turkey	2,0	2,1	2,0	1,4	1,4	1,5
	Urban	2,2	2,3	2,0	1,6	1,5	1,6
	Rural	1,8	1,7	1,9	1,1	1,0	1,2
Never used	Turkey	61,9	70,9	52,7	64,2	73,0	55,2
	Urban	53,2	63,0	43,3	55,4	64,9	45,7
	Rural	77,9	85,6	70,0	80,3	87,9	72,6

Source: TURKSTAT; Household Information Technologies Use Inquiry, 2008

The rate of Internet users to total population as of 2005 is 13.9%; rate of broadband subscribers to total population is 2%. When such rates are compared with EU – 25 which is 47% and 6.5% respectively as of 2004, it may be observed that there is a huge progress to be made with respect to increasing computer and internet use.

Furthermore, use of information and communication technologies in our country is presenting important differences as of employees, unemployed persons, students, housewives, retired persons etc. labour status and income level, education level, gender, age group and geographical region. In other words, our country is faced with quantitative gap in national and international context.

Priority 9: Attaching Particular Importance to Disadvantaged Individuals in the Process of Participation to Lifelong Learning

Lifelong Learning policies are particularly designed for the benefit of groups which are more vulnerable. The children, the elderly, disabled persons, domestic immigrants, the unemployed, persons with low income level, low-skilled employees, persons who live far from a learning centre, disadvantaged groups and individuals such as the handicapped are the priority target groups. Despite the fact that everyone needs to continue learning, these persons are the basic focus of lifelong learning and the resources. In this sense, particular attention should be paid to these people who are vulnerable.

The disabled constitute a significant part of the disadvantaged population which require special education. The disabled are mostly located in Marmara region and within the urban population. It is seen that the number of disabled persons who are under the age of 30 is gradually decreasing compared to the other age groups.

Table 7. Disabled Persons in Turkey

	Total Disabled Population			Orthopaedic, Sight, Hearing, Speech and Language and Mentally Disabled Population			Population with Chronic Disease		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Turkey	12,3	1,1	13,5	2,6	3,0	2,1	9,7	8,1	11,3
AGE GROUP									
0-9	4,2	4,7	3,6	1,5	1,7	1,4	2,6	3,0	2,2
10-19	4,6	5,0	4,3	2,0	2,3	1,7	2,7	2,7	2,6
20-29	7,3	7,6	7,1	2,5	3,3	1,7	4,8	4,2	5,3
30-39	11,4	10,4	12,4	2,6	3,2	2,0	8,9	7,3	10,5
40-49	18,1	15,2	21,1	2,7	3,3	2,0	15,4	11,9	19,1
50-59	27,7	22,6	32,7	3,2	3,7	2,7	24,4	18,8	29,9
60-69	37,0	31,6	42,1	5,1	5,6	4,7	31,8	26,0	37,4
70+	44,0	39,8	47,8	7,9	8,4	7,4	36,1	31,3	40,4
Unknown	11,7	6,3	14,2	0,3	0,5	0,3	11,3	5,8	14,1
SETTLEMENT									
City	12,7	11,4	14,0	2,2	2,6	1,8	10,5	8,8	12,2
Rural	11,7	10,7	12,6	3,2	3,7	2,6	8,5	7,0	10,0
REGION									
Marmara	13,1	11,7	14,6	2,2	2,6	1,9	10,9	9,1	12,7
Aegean	11,9	10,7	13,0	2,6	3,1	2,1	9,3	7,6	11,0
Mediterranean	12,2	11,2	13,2	2,6	3,0	2,2	9,6	8,2	10,9
Middle Anatolia	12,5	10,8	14,2	2,6	3,0	2,2	9,9	7,8	12,1
Black Sea	13,1	11,6	14,3	3,2	3,7	2,8	9,8	8,0	11,5
Eastern Anatolia	11,8	11,3	12,3	2,5	3,2	1,9	9,3	8,1	10,4
Southern Anatolia	9,9	9,9	10,0	2,7	3,4	2,0	7,2	6,4	7,9

Source: TURKSTAT, 2002

In Turkey, 39% of the children who are receiving help due to learning difficulty and 38% of the children who are receiving help due to disability are girls. Although there are no available data regarding almost half of the OECD countries, statistics present that 50% more male students than the girls are receiving help due to learning disability; likewise, male students twice as much as the girls are receiving help due to learning difficulty.

Curriculum under open education system carried out by MONE is being taught through TV broadcasting, examination is being held at central level and diplomas are presented to graduates. In 2008 – 2009 education period 346 thousand students obtain education in open primary education and 508 thousand students in open high school education. However, considering that there are 6 million illiterate people in Turkey over the age of 15, it is important to make distance learning system more effective in order to create new opportunities particularly for disadvantaged young people.

Necessary measures should be taken for students who need special education, who are not provided with sufficient service and who learn slowly, to continue with their education and also necessary measures should be taken for the improvement and active involvement of special and high skilled students in the society, who learn quickly and fast and who may have the ability to specialise in various areas.

Priority 10: Strengthening Career Guidance Services Under the Scope of Lifelong Learning

Insufficiency of the services which would help individuals to choose appropriate fields and programs related with their interests, wishes, talents and qualifications is hindering lifelong learning. When this insufficiency is considered together with the education system's structure which makes horizontal transitions extremely difficult, the extent of negativities to occur is better perceived. When a 14-year old child is registered to a secondary school under the influence of family or friend group without receiving almost any guidance service which would provide awareness about his / her abilities, he/ she may be excluded from a part of well-accepted professions in the labour market. When the student would like to choose another field after a couple years, he/ she may not be sufficiently informed about the opportunities presented to him/ her by the system in order to realize this. On the other hand, although some services are being provided, failure to have access to such services also hinders benefiting from the opportunities of the system. For that and similar reasons, importance should be given in Turkey on supporting individuals to obtain education in the fields which are in accordance with their interest, wishes, abilities and qualifications.

OECD and European Commission defines career guidance as “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”. Guidance and consultancy services which support basic principles of lifelong learning ensures the individual to be aware of his/ her abilities and insufficiencies, to plan and manage his/ her own education activities, and to be informed about risks and opportunities which he/ she may experience. Considering the relations of the individual with the business life and other variables, there is a clear necessity that different career guidance and counselling services are provided for the students and adults.

Career guidance for young people requires a different approach than the career guidance for adults. Most of the young people are in full time education and have very limited work experience and may move to another profession field which is partly easier. On the other hand, most of the adults already have a career and they have drifted away from education. For that reason, a career guidance system should be prepared so as to address to two separate groups.

For career guidance and counselling services to meet lifelong learning requirements, it is necessary to restructure the services provided by schools on this matter. Other than being a personal service focused on urgent decisions related with profession and education, career guidance and counselling services should help individuals to improve their skills to manage the choices they make regarding education and professions which they would have to perform all their lives long. It would be beneficial if school based career guidance and counselling services are performed primarily by İŞKUR Vocational Counselling Centres and with the contribution of the institutions which are a party to the protocol. On the other hand, development of the Internet-based career guidance and counselling and education services

would contribute to the activities. Within this context, it would be helpful if vocational institutions and private sector provide services on this matter.

Acquisitions provided by education would not be a valid investment unless they are transformed to social and personal benefits. The personal benefit of education is to reach a more qualified life standard. The individual attends education activities which he / she considers to improve himself / herself, and contributes to the costs of such education. Within this context, it is natural that interest moves to fields which provide employment to the individual, which maintains employment and which creates job opportunities with better conditions.

Entrepreneurship has a critical importance in increasing personal and social benefits of education. Acquisitions of persons who are employed turn into benefits through an entrepreneur. The entrepreneur plays catalyst role which transforms the acquisitions of his / her own and others into benefits. For that reason, development of entrepreneurialism is important for the extension of lifelong learning.

Priority 11: Establishing a Quality Assurance System by Activating the Vocational Qualification System

In order to develop and operate the national qualifications system necessary to determine the principles of national qualifications in technical and vocational areas, to execute activities related with supervision, measuring, evaluation, documentation and certification based on national and international vocation standards, a new structuring is envisaged in the “Law on Vocational Qualifications Authority” numbered 5544 which was adopted by TGNA and published in the Official Gazette dated October 7, 2006 and numbered 26312. The creation of such a structuring constitutes an important step for regulating vocational qualifications in Turkey, which was a deficiency recognized for a long period of time.

Main target of European Qualifications Framework is to develop a joint reference point for different national or sectoral qualifications and to facilitate communication between educators and students in education and training. Thus, transfer and recognition of qualifications of citizens will be facilitated by ensuring interrelation between qualification frames and systems at national and sectoral level. In other words, it will facilitate the transfer, transparency and recognition of qualifications evaluated and approved by a competent authority at national or sectoral level.

It is advised under the European Qualifications Framework for each country to develop a National Qualifications Framework and to associate this National Framework with European Qualifications Framework. Definition of National Qualifications Framework in the Vocational Qualifications Law is as follows: National Qualifications Framework shall mean qualification principles which are designed in a manner to be in compliance with qualification principles adopted by EU and qualification principles acquired with programs based on the permission of all technical and vocational education / training programs including primary, secondary and higher education and formal, non – formal and relevant institutions. Qualification principles shall be clear after the development of National Qualifications Framework with joint studies of YOK, MONE, VAI and other stakeholders in Turkey.

Main purposes of vocational qualifications system;

- ◆ Strengthening the relation between education and employment,
- ◆ Developing national standards for learning outcomes,
- ◆ Encouraging quality assurance in education and training,
- ◆ Associating Qualifications for horizontal and vertical transitions, developing national and international comparability infrastructure,
- ◆ Ensuring access to learning, progress in learning, recognition of learning and comparability of learning,
- ◆ Supporting lifelong learning.

The principles taken as basis in national qualifications system;

- ◆ Compliance with national development plans,
- ◆ Expression of recognition and value in the national and international arena,

- ◆ Developing a certification infrastructure based on principles,
- ◆ Developing a flexible system which allows horizontal and vertical transitions,
- ◆ Ensuring a consensus among the relevant parties through national and international occupational standards,
- ◆ Providing full participation of the relevant parties,
- ◆ To be open for the benefit and access of all relevant persons without any restrictive obstacles other than the limitations set forth in the law,
- ◆ Providing mobility and certification of personal education outcomes gained with education and experience irrespective of the place of education and workplace,

It is the recognition of the knowledge and skills previously acquired by the individuals through different ways. National Qualifications Framework, which is still being developed by VAI, is an expression of a change particularly in vocational and technical education system. The Framework, which is closely related with lifelong learning, is important since it will allow the certification of knowledge – skills – attitudes and behaviours of individuals who are undergoing various ways of learning. The Framework will also contribute greatly to ensuring transparency in education. Transparency in education will ensure increasing vocational education and training level and ensure a healthier execution of education – labour – employment relation through the activities of accreditation, supervision, measuring and evaluation, documentation and certification, by providing mutual recognition in diplomas and certificates, identifying national qualification principles in technical and vocational areas based on national and international qualification principles, accreditation of education institutions and programs which will provide such qualifications.

With the Framework, people who apply for jobs will be able to document their talents and skills in the labour market and employers will employ the right people in accordance with such documents. Furthermore, a large proportion of the people who have gained skills by working, but not having any education, will find an opportunity to document their skills, thus, their employment opportunities shall increase.

Priority 12: Facilitating Transitions Between Training Programs and from School to Work and from Work to School

School – industry cooperation concept has been replaced by school – business life and business life – school transitions with the Lifelong Learning approach. The meaning of this approach is the individual's continuous need of learning. Rapid changes experienced in business life push the individual to follow novelties, to learn continuously and to renew himself / herself. This obligation requires the individual to return to school / education institution and to learn new things with certain intervals. A similar need and obligation is also valid for persons who are in education life. Education cannot be provided disconnected from the business life. For that reason, a continuous transition from business life to school and from school to business life is a necessity for everyone. Today, staying employed has become a serious problem just as being employed.

Continuation of learning throughout life is closely related with the facilitation of qualification-based horizontal and vertical transitions between types and stages of education. Legislation, program development and evaluation studies, which will help facilitating horizontal and vertical transitions between types and stages of education in a manner to support lifelong learning, are continuing. Acceleration of transition to modular programs especially in vocational and technical education with EU supported projects and the establishment of VAI are deemed as important steps to this end. VAI is simultaneously continuing its necessary institutional infrastructure works and institutional activities.

Demands and expectations of the business life are continuously changing. Employees should be allowed to continuously renew their knowledge and skills they have gained in school according to changing conditions and to improve themselves in order to be able to stay employed. In the framework of the new approach and concept change introduced by Lifelong Learning, school – business life and business life – school transitions should be continuous, transitions from school to business life and from business life to school should be organised and encouraged.

Qualifications should be used as a reference in transition from school to business life. Acceptance of previously obtained knowledge, skills and experiences, and evaluation and documentation of the ones learned afterwards should be ensured for transition from business life to school. As parallel to EUROPASS and ECVET implementations, a computer-supported system should be developed from which individuals may follow their lifelong education and work experiences (education obtained, places of work, languages learned etc.). Previous projects and experience gained should be evaluated in this study.

It is not possible to achieve lifelong learning targets only with regulations and improvements in the education field. Especially, the rules and understanding of the business life should be facilitating the individuals' access to learning. Parallel to this fact, school life should also provide skills (entrepreneurship, team work ability, the sense of responsibility, ability to use experiences, creativity, ability of long-term think etc.) needed in business life.

School – business cooperation is important with respect to creating learning motivation by shortening the process of transforming knowledge into benefits. However, such cooperation should not be thought as limited only with vocational and technical education institutions. The individuals will eventually be included in business life regardless of type and stage of education. For that reason, school – business cooperation is deemed beneficial for learners to be acquainted with the business life as soon as possible and to transform their knowledge to production. Furthermore, Lifelong Learning is necessary and important with respect to adapting to the developments in business life and to the new developments and regulations.

Priority 13: Reaching Labour Quality to Internationally Competitive Level

Employment structure and unemployment rate in the countries are important indicators of the level of economical development and social development. High unemployment rates existed in most countries in the beginning of the twenty-first century is still a significant economical and social problem. In accordance with the World Employment Report 2001 which was published by the International Labour Organisation, one third of the world's workforce is either "openly unemployed or underemployed and searching for additional work or working for an income insufficient for supporting their family".

European Employment Strategy has been regulated with detailed policies under the four pillars of "employability, entrepreneurship, adoptability and equal opportunities". Strategic target of the European Union within the process ahead is "to recreate full employment conditions".

There are four important policy targets which constitute the European Employment Strategy:

Employability: It means improving the skills and qualifications of the ones who search for jobs through training, advanced education, re-education counselling services. Opportunities should be provided for every unemployed young person before reaching six months of unemployment and 12 months for every unemployed adult, which will enable them to stay in the labour market in accordance with their needs.

Entrepreneurship: In order to increase new job and employment opportunities which is the most efficient way to combat high unemployment rates in the economy, it should be targeted to put forth incentive measures such as supporting the ones who will start their own businesses and identifying the obstacles in front of Small and Medium Sized Enterprises and reducing tax and employer burdens.

Adoptability: Companies and employees should adopt themselves to the continuously changing and growing labour market conditions. For that reason, flexible working models and new work contract types should be developed with the participation of social parties.

Equal Opportunities: By increasing the participation of women and the disabled to the labour market, it is the primary target to ensure the integration of the disadvantaged, mainly the mentioned groups, in the labour market. It is important to take urgent measures which will help achieving this target – such as extending child and elder care services, efforts to increase the employment level of the disabled with incentives instead of punishments.

Developments in the European Employment Strategy, the policy targets of which have been summarised above, are being recognized with the decisions taken in Lisbon, Stockholm and Barcelona summits. The target "to make the Union the most competitive and dynamic, information based economy of the world, to achieve full employment, to ensure a sustainable

economic growth and social integration within next ten years” has been agreed in the Lisbon Summit where important steps were taken regarding the European Employment Strategy.

Targets such as general employment rate of the Union should be 70% and women employment rate should be 60% towards 2010 have been determined and it has been stated that annual 3% growth of the Union would be sufficient to achieve such targets. Two interim targets and one new target have been determined as an addition to such targets in the Stockholm Summit. While one of the interim targets is to increase average employment rate to 67% until 2005, the other target is to increase women employment rate to 57% in the Union. Ensuring to raise the employment rate to 50% until 2010 is the new target determined at the Summit.

Table 8. Labour Force Status of Turkey

	TURKEY		URBAN		RURAL	
	2007	2008	2007	2008	2007	2008
Non-institutional civil population (thousand)	69 246	70 005	43 892	44 805	25 353	25 199
Population at the age of 15 and above (thousand)	49 575	50 339	31 856	32 628	17 719	17 711
Labour force (thousand)	22 879	24 009	14 157	15 000	8 722	9 009
Employment (thousand)	20 443	20 736	12 431	12 694	8 012	8 042
Unemployed (thousand)	2 436	3 274	1 726	2 306	710	967
Rate of participation to labour force (%)	46,2	47,7	44,4	46,0	49,2	50,9
Rate of employment (%)	41,2	41,2	39,0	38,9	45,2	45,4
Rate of unemployment (%)	10,6	13,6	12,2	15,4	8,1	10,7
Rate of non-agricultural unemployment (%)	13,0	17,3	12,4	16,0	15,2	21,5
Rate of unemployment in young population ⁽¹⁾(%)	20,6	25,7	21,3	27,1	19,3	23,3
The ones not included in labour force (thousand)	26 696	26 330	17 699	17 628	8 997	8 702

(1) Population in 15 – 24 age group

Source: TURKSTAT, Household Labour Force Statistics, December, 2008

Generally, men’s participation rate in the labour force is higher compared to the women and also higher in rural areas compared with urban areas. Women – men differentiation with respect to rate of participation to labour force is more in urban areas than in rural areas.

Another unique feature of the labour market in Turkey is that the participation rates in the labour force have a decreasing trend despite the increase in the working-age population. Although the working-age population, which was 43 million as of 1997 has approached to 50 million in 2008, the rate of participation in labour force has decreased from 52.5% to 47.7%. In this case, it cannot not be said that the decrease in participation in the labour force is caused by the working-age population.

Rural to urban migration and rapid urbanisation changes the nature of the employment problem. Manpower surplus in rural areas and disguised as employed within agricultural activities have moved to the cities and become openly unemployed and formed a new disguised unemployed mass which moved to marginal works in the services sector. Failure to give priority to investments which will develop employment opportunities; to allocate sufficient resources for education and deficiencies in the labour legislation have caused unemployment problem to be chronic. 26 million people who are at working age do not want to participate in the labour force. Decrease in the participation rate in the labour force means that the trend of “not to be included in labour” gradually gains strengths.

Main indicator of the quality and potential efficiency of the labour force is the level of education. Current structure of labour force in Turkey with respect to education levels shows a negative picture with respect to the efficiency of the labour force and economical growth opportunities depending on it. It can be said that the labour force in Turkey have an education level below high school, followed by high school and equivalent vocational school graduates, and higher education graduates.

Education and age distribution of the labour force in Turkey;

- ◆ 17.6% of the total labour force is in the 15 – 24 age group.
- ◆ While participation rate in the labour for people below high school level is 45.7% (70% for men, 20.6% for women), this rate is 79.3% for higher education graduates (84.4% for men, 71.9% for women).
- ◆ While the participation rate of men who are high school and equivalent school graduates in the labour force is 74.6%, it is 33.5% for women.

These data present in a concrete way that an important part of the employed in Turkey are unqualified or low qualified individuals. However, the fact that there is a general improvement at the education level of the employed population should not be overseen.

There is a positive relation between the education level and participation in the labour force. Highest rates of participation in labour force are observed among the university graduates. While participation rate in the labour force is 19.4% for the illiterate, 46.4% for those with an education level below high school and 56.7% for high school or equivalent school graduates; it reaches to approximately 78.6% in higher education graduates.

While Turkey presents some similarities with the developed countries with respect to problems like long-term unemployment, the fact that women and young people are the groups most affected by unemployment, differences between regional unemployment rates etc.; it also has other unique problems. Above all, the unemployment problem in Turkey, which has a young and dynamic population structure, is not only restricted to the openly unemployed. High unemployment rates in educated young population point out the obstacles in front of this population group in their participation in the labour force and the fact that there is an inconsistency between the qualifications they acquire as a result of education and the ones demanded by the labour force market.

Table 9. Participation rates of the Disabled in the Labour force

	Participation rate in the Labour force	Rate of Unemployment	Population not included in Labour
Turkey	21,7	15,5	78,3
Urban	25,6	17,4	74,4
Rural	17,7	12,6	82,2
Men	32,2	14,6	67,8
Women	6,7	21,5	93,3

Source: TURKSTAT – 2002

Low participation rate of the disabled in the labour force is caused by their low level qualities due to education and work, barriers which limit their mobility, insufficient employment opportunities and employers' unwillingness to employ them. Such kinds of problems which are faced by the disabled while participating in the labour force result in the risks of social exclusion and poverty.

Diversification of general vocational education opportunities for people with different level and types of disability and development of new education programs and creation of employment and in parallel to this, the diversification of these programmes are needed in order to increase the employment rate of the disabled. It is necessary that certain programs are developed which provide connection between school and initial work status, certain vocational education and rehabilitation transition programs for reemployment are developed and measures are taken which will encourage the implementation of certain education programs for living by one's own income, reinstitutionalisation and society based alternatives.

Priority 14: Ensuring that the Financing of Lifelong Learning be Shared by the Parties

Lifelong Learning is a process in which employer and the state are the direct beneficiaries. Accordingly, in this process, beneficiaries' contribution to financing is essential. It is natural for the state, which is directly responsible for meeting the education need of the individual and for including him/ her as a productive citizen in the society, to provide the biggest share in financing. However, taking into consideration that the individual who improves himself / herself within the framework of Lifelong Learning and the employer who employs him / her are the direct beneficiaries, it is important that they should be willing and contribute to mitigating the load of the state for the financing of Lifelong Learning.

In Turkey, the share allocated for education in the national income stayed at low levels in the past years. Efforts to allocate more public resources to education in order to rectify the situation are being increased in Turkey in recent years. Within this context, it is important to use resources in a correct and efficient way.

Table 8. Distribution of Budget Allocations for Education as of Years

Year	Budget Allocations (million TL)			Total Education Budget's (%)	
	MONE Budget Allocation	YOK + University Budgets	Total	Consolidated / Central Administration Budget Share	GDP Share
2003	10 180	3 347	13 527	9,2	3,0
2004	12 855	3 690	16 544	11,0	3,0
2005	14 882	5 218	20 101	12,9	3,1
2006	16 568	5 847	22 415	12,8	3,0
2007	21 356	6 587	27 942	13,6	3,3
2008	22 916	7 318	30 234	13,6	3,0
2009	27 884	8 773	36 656	14,0	3,3

Source: MONE; National Education Statistics, 2008 – 2009

Education is an activity which provides income to both the society and the individual. Distribution of the provided income to the society and the individual changes in accordance with the features of the country and types and stages of education. Data related with this matter are important for the development of policies related with funding of education. Some countries cover all expenses of education, personal benefits of which are high, from public resources. Some countries, taking into consideration the personal benefits, embrace the view that the individuals should contribute to education expenses. However, the well-known fact is that compulsory education is under the assurance of the state and its expenses should be covered from public resources.

It does not seem possible for any country to cover all expenses of lifelong learning from public resources. The countries which have relatively low level of education acquisition shall have to invest in lifelong learning more than the countries which have high level education

acquisition. However, even this obligation does not remove the necessity for the beneficiaries which benefit from lifelong learning opportunities personal benefit of which is high, to cover at least some part of the cost of the service. Nevertheless, state financing is required in order to attract disadvantaged groups to education and lifelong learning.

Financing of lifelong learning is a political issue as well as it is an economical issue. Moving only from economical necessities may cause social problems which may be impossible to be compensated. Lifelong Learning may become the priority of individuals whose economical status is not bad. Furthermore, it is necessary to attract attention to the fact that contribution of individuals and enterprises to the financing of education is an indicator with respect to the quality of service provided and consistency with the needs.

Those who participated in lifelong learning activities may have one or more of the benefits below:

- ◆ Increased employability / career flexibility
- ◆ Higher earnings
- ◆ Increased skills
- ◆ Personal satisfaction

Social and personal outcomes of these four benefits are very different from each other. Furthermore, it is possible to detail these amongst themselves. For instance, personal and social outcomes of education which will be taken by a young person who is looking for a job which would increase his / her employability and the training which will be taken by a well educated person in order to get prepared for a better position are very different. The education to be provided for the unemployed young person may be fully financed with the concept of public service. However, it would not be correct to cover all expenses of education provided for the individual who is preparing for a better position, from public resources.

The ones who will benefit from the outputs of education are not only the public and the individual. The enterprises where the individual works are also benefiting from such services. Accordingly, it is necessary that they also contribute to the financing. Increase in the productivity of the employees who have participated in lifelong learning, facilitation to accommodate with the developments and increase in the quantity of works which they are able to perform are benefits provided to the employer. In fact, the employer may have to pay a higher salary to the employee however; the possibility for him to gain higher benefit from this is also high. The support to be given by the employer to training activities has greater importance particularly for the employees who are not required to “provide financing immediately”.

Another actor that benefits from lifelong learning is the state which represents the interests of the society. Highly educated labour force is a basic input for the economic development of the country. Most obvious benefits for the state are financial returns such as more tax incomes obtained from higher income and decrease in the demands for unemployment supports as a result of decrease in economical addiction.

It is required to look for an answer to the question “who will provide immediate financing?” along with the question “who will finally pay?”. It is possible for the individuals to have

problems with respect to paying for education while having it. However, it is expected that their income will also increase after the completion of the education programme. For that reason, in the case that the payment is necessary when education is being acquired, it would mean that only the ones who have the resources would be able to participate in education.

Turkey has faced an important experience with respect to contribution of professional institutions to financing of education. A fund has been developed to which employee and employer unions provide resources, with Vocational Education Law numbered 3308 enacted in 1986. However, this fund could not be made a tool for an integrated financing model in vocational and technical education and transformed almost to a tax due to reasons such as failure to give efficient role to social parties for using it. At the beginning of 2000s a process which resulted with the cancellation of almost all funds has been experienced within the framework of general economical measures. Within this context, it is important to put forth a holistic financing model for lifelong learning first and then to concentrate on the tools of such model.

With the amendment made in the Vocational Education Law numbered 3308, an obligation for enterprises of a certain size to establish a training unit in order to provide skills training to the students of vocational high schools was put forward. Such an implementation means that some part of skills training costs of vocational high school students will be covered by the employers. However, it is necessary to emphasize that the development expected in this matter could not be achieved.

One of the methods to provide additional financing to the education is to encourage private sector and non – governmental organisations to make more investments into education. Even though there are such incentives, failure to obtain expected results is a point to be considered. No matter what the reason is, current incentives could not encourage private sector and non – governmental organisations to make investments into the education. In this case, it is necessary to revise incentive mechanisms and to rearrange them if necessary.

Priority 15: Increasing International Cooperation and Mobility Under the Scope of Lifelong Learning

The education is an issue that the European Union left to the authority of Member States instead of providing central regulations however; education and training mobility programs are being implemented for over twenty years as a support to existing education systems and policies. These programs which allow the target population in this field as beneficiaries to make information and experience exchange by achieving international mobility under projects and individual activities are being implemented within the framework of seven-year periods.

Lifelong Learning Program which covers 2007 – 2013 period was founded by the Resolution of European Parliament and Council dated November 15, 2006 and numbered 1720 / 2006 / EC which entered into force on January 1, 2007. LLP whose general aim is “to ensure the development of Union as an advanced information society, to contribute to sustainable economical development, more and better job opportunities and social integration and the protection of environment for future generations” through lifelong learning process, is based on supporting interaction, cooperation and mobility between education and training systems of participating countries through project and individual activity grants which it provided. The objective of the program directly coincides with Lisbon Strategy and the target of information society. Turkey’s participation to 2007 – 2013 Lifelong Learning Program was realized with the Memorandum of Understanding signed on May 30, 2007.

Comenius (School Education), Erasmus (Higher Education), Leonardo da Vinci (Vocational Education) and Grundtvig (Adult Education) Programs and the Study Visits which intersect with all of these programs and from which decision makers of general and vocational education benefit, embrace lifelong learning approach. Education and training institutions at any level, students, teachers and training personnel, learners at every level of lifelong learning, directors, enterprises, governmental and private agencies and institutions, non – governmental organisations, social parties and the ones in labour market constitute the beneficiaries of Lifelong Learning Program.

490 million Euros of resources is foreseen for the participation of Turkey to Lifelong Learning Program to be provided from the contribution of European Commission and Turkey’s national budget within the scope of pre-accession funds under the relevant Memorandum of Understanding. Providing contribution to such resources from national budget at the rate of approximately 40% should be considered as an investment on human resources. It is foreseen that approximately 250 thousand beneficiaries will realise international mobility with education and training purposes and information and experience exchange until the end of 2013.

Turkey’s continuation to participate such programs shall be in harmony with the understanding of lifelong learning. Directorate of European Union Education and Youth Programs aims to provide regulations that allow such activities to be made with countries

other than EU, as many European countries have done, under the new organisational law for which the preparations are still ongoing.

Priority 16: Supporting Lifelong Learning Activities in order to Increase the Participation of Elders into Social and Economical Life

The policies which comprise training, education and renewal of education and availing from lifelong equal opportunity related with vocational guidance and placement services for elders in order to provide their contribution to country's development within the scope of lifelong learning activities still cannot be provided at the desired level.

Formal education activities which are being carried out by public and private sector under the supervision of Ministry of National Education are being performed through public education, apprenticeship education, distance education, open primary school, open high school, vocational and technical open high school, private training institutions, private courses, private vocational and technical courses, private motor vehicle drivers courses throughout the country but the activities for elders or the activities which elders benefit are not at sufficient levels with respect to subject and duration.

Increasing access to educational opportunities at young ages would be of assistance for individuals including the ability to cope with technological changes at older ages. Measures which provide benefiting from technological changes for elders, participation to such changes and setting their own situation according to such changes should be taken.

Continuous education is necessary in order to ensure the productivity of individuals and nations. Lifelong education and training is a precondition in all countries in order to ensure the participation of elders into employment.

Education, training and renewal of education are important determinants of an employee's adaptation to changes taking place at the workplace. Technological and institutional changes may render an employee's skills to be unnecessary and devalue employee's work. For that reason, more importance should be attached to inform elder employees about new developments in their branches and areas of interest and to ensure their access to new education and training possibilities. It is observed that elders are having more difficulty in adapting to technological and institutional changes than youngsters when one considers the gradually increasing use of, particularly, communication technologies.

Turkey is a country with younger population than European Union Member States. However, life expectancy exceeding retirement age, birth rate decrease, age discrimination, inclusion of fewer youngsters to labour market in many EU countries which are developed and in transition economy have necessitated elder labour market and rising of early retirement tendency.

It will be inevitable in future years that needs such as provision of active participation of elders to society and development process, benefiting from elder labour in labour market, covering elders' information access, education and training requests, improving solidarity amongst elder and youngster generations, removing poverty at elder ages and providing income security shall come forth when it is foreseen that life time in our country's population

shall become longer in future years as it is in developed countries and accordingly number of elders who are retired shall increase.

New policies in Turkey for flexible retirement, new working arrangements, preparation of appropriate working environments, benefiting from experience, capacities and consultations of individuals in all age groups acquired through age, extension of employability period of elders such as vocational rehabilitation for disabled elders, giving more importance to access to information, education and development possibilities for employed elders and in order elders not to face bigger difficulties than of youngsters while they were adopting new technologies particularly information technologies which are spreading more and more day by day.

IV. CONCLUSION

With this strategy paper, it has been stated at the introduction of the paper that the aim is to establish a LLL system in Turkey, to make the established system functional and sustainable. The paper draws a general framework, which shall contribute to the formation of lifelong learning system. It has been emphasized that in order for establishment of the system, there has to be a common understanding in the community in terms of LLL. Subsequently other issues have been addressed, which are preparation of learning environments for realization of learning, development of methods, which shall render learning effective, evaluation of experiences of students, certification in this regard, and validity in national and international level. Within the scope of the model, proposed in the paper, it is expected that all authorities will fulfil their tasks on the basis of concept of responsibility for the environment to be arranged in order for almost every individual, residing in the country, to take place in the system, development to be ensured in parallel with their interests and needs, development to be rendered sustainable, and the knowledge, skills and experiences, obtained, to be used at a national and international level.

In preparation of the document, the primary principle adopted was that needs and interests of the community are determined, a policy is established, legal substructure is prepared, operation legislation is developed, programmes are renewed, and that they are included in the whole process from the provision of labour force and financial support through various means until the implementation stage. Furthermore, in the document it is foreseen that the system to be established will be consistent at a level to cover expectations of the society, has the content to include all segments of the society, transparent and reliable function and conforms with implementations in European countries. It is expected that this understanding will be carried on within the course of implementation process as well. In the event that the document is put into operation and LLL system is established, it shall put forth various benefits to individuals; besides it shall make contributions to development of the country economically, socially, culturally and politically. Some contributions believed to be important may be listed as follows in sequence: first of all, subsequent to placement of the individual in the programme of lifelong learning system, it is expected that he captures learning habit, he obtains new acquisitions in terms of knowledge, skill, and experience through learning, and he uses the said acquisitions at circles to be encountered, and at times when deemed necessary. Thereby the background of the individual shall be enriched, he shall be able to work in different sectors, and employers shall be able to find persons, they look for, much more easily. The paper in this regard shall be helpful in terms of a new but a much more effective employment organization in the country in this regard.

Within the scope of the document, it is foreseen that various learning environments are prepared, and enriching their background in various fields in terms of knowledge, skill and experience. This fact shall contribute to the fact that they know themselves better, they compensate their insufficient aspects, and gain self-confidence. Therefore, the person shall be able to benefit from the opportunities to be encountered much more easily, and it shall be ensured that he takes much more reasonable decisions regarding actions to be taken in life and how he shall manage them. Besides, individuals shall be much more eager in terms of

research, evaluation, exploration and development of new sectors. In the event that we establish LLL system, it is no doubt that some differences shall arise in the individual in terms of knowledge, skill, attitude and behaviour. The said differences primarily comprise making an effort for issues such as knowing oneself better, being aware of strengths and weaknesses, compensating weaknesses, and formation of reasonable life standards. As a result of the effort to be made, the individual shall obtain sufficiency not only in a single field; but in many fields. This fact shall lead to the result of opening new employment opportunities for the individual. Especially, unemployed, unqualified or less qualified individuals benefit from such an environment.

ANNEX: TURKISH LIFELONG LEARNING STRATEGY ACTION PLAN

“Strategy Paper for Lifelong Learning in Turkey”, prepared on the basis of the vision, foreseeing dissemination of access to learning opportunities in Turkey to every segment of society, and development of a learning culture, and upgrading of human resources in Turkey and competitive power in the world, is primarily the beginning of a social transformation project, aiming at turning into an information society. Within the scope of the paper, perceptions of the concept in Turkey and in the world have been touched upon, and 16 priorities, which conform with the needs of Turkey, have been given placed under the title of “Strengthening Substructure of Lifelong Learning, and Facilitating Access to Quality Learning”. With a view to coordinating, monitoring and evaluating implementations regarding these priorities, an action plan has been prepared for decision makers and implementers.

Within the scope of the action plan, it has been planned that activities shall commence in the year 2009. Besides actions, lasting until the year 2013 in general, actions, which cannot be limited with a specific time, and which have a distinct character, take place in the plan as well. Under such circumstances, both the action plan and the strategy plan have to be revised in the year 2013.

It is highly critical that measures to be taken for realization of priorities are duly taken and with right steps. There is a need for establishment of an effective implementation, monitoring and evaluation mechanism in this regard. Functionality of this mechanism shall be primarily possible with establishment of an executive committee, and a secretariat to support this committee. Secretariat of the committee shall comprise the Ministry of National Education, and the General Directorate of Apprenticeship and Non-Formal Education.

Vocational Education Committee, established within the scope of Vocational and Technical Education Regulation, put into force by being published in the Official Gazette dated 03.07.2002 and numbered 24804 as well as on the Notices Journal, numbered 2002/2539, has been determined as the committee in charge of Coordination and Monitoring of Lifelong Learning Strategies in Turkey prior to establishment of necessary legal arrangements. Regulation amendment in this regard is made by the Ministry of National Education. It is ensured that apart from other agenda items, the issue of Coordination and Monitoring of Lifelong Learning Strategy Implementations are negotiated. The Committee convenes semi-annually. The first meeting to be held by the committee by taking the issue into regard as an agenda is the first week of the seventh month subsequent to publication of Lifelong Learning Strategy Paper of Turkey, and Action Plan. On the basis of the result of legislation amendment to be made within the scope of the action plan, the relevant task shall be conducted by the authorized institution.

Units in charge of the action plan are responsible for preparation for activity plans for each measure under each activity in line with strategy papers and action plans, assumed with relevant institutions previously in the meantime. The said activity plans are prepared on the basis of a participative understanding and comprise costs in line with policies of Turkey within five months as of official adoption of Lifelong Learning Strategy Paper of Turkey and

Action Plan. Prepared activity plans are submitted to the Secretariat so as to ensure that they are negotiated at the Committee. Activity plans shall be presented for approval of the committee by the Secretariat. For activity plans, which have not been approved, grounds for disapproval shall be clearly expressed, a correction term of one month shall be granted, and a commission, comprising 5 people of Committee members, shall be granted the authority of approval for the corrected action plans. The Commission negotiates the relevant activity plan at the end of the term of one month, and shall take a decision in this regard.

Relevant unit/institutions are responsible for making quarterly notifications to “monitoring” unit, established within the structure of the Secretariat with regard to the conducted transactions in line with activity plans, approved at the Committee. The Secretariat compares quarterly notices, presented to the monitoring unit with activity plans, prepares semi-annually general evaluation reports, and submits to the Committee. Decisions, taken by the Committee, shall be announced by the secretariat to relevant units/institutions. In the event that it is deemed necessary, the Secretariat shall have the authority to invite representatives from units/institutions in order for them to render information at the committee.

Effective implementation of Lifelong Learning strategies in Turkey shall facilitate integration of Turkey with the world; especially with EU, and shall provide an advantage in terms of attainment of purposes, determined in Lisbon Strategy, foreseeing that Turkey becomes the most competitive, dynamic and information-based economy in the world as of the year 2010.

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
1. Making a Legal Arrangement within the Scope of which Tasks and Responsibilities of Parties are Clearly Indicated for Coordination of Lifelong Learning	1.1 “Lifelong Learning Committee” shall be established with participation of relevant ministries, institutions, senior managers under chairmanship and in the secretariat of MoNE so as to conduct tasks and responsibilities, taking place in HBO strategy paper.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, MYK, İŞKUR, Universities, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO’s.	2010
	1.2 The law and legislation, which is in line with conditions of Turkey, on Lifelong learning, and tasks and responsibilities of relevant parties shall be defined within the scope of LLL.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, VQA, İŞKUR, Universities, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO’s.	2010
	1.3 It shall be ensured that private and public agencies establish lifelong learning policies, and that their implementations are evaluated and supported.	MoNE	Ministry of Labour and Social Security TOBB, TESK, Local Administrations, NGO’s.	2013
2. Increasing the Level of Social Awareness and Establishment of a Lifelong Learning Culture	2.1 Family training studies will be expanded.	MoNE	Ministry of Health, SHÇEK, KSGM, ASAGM, TRT, Local Administrations, NGO’s.	2013
	2.2 Programmes and broadcasts shall be available in media, which shall increase Lifelong learning awareness.	RTÜK	TRT, Media	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	2.3 It shall be promoted that non-governmental organizations, professional unions, and local administrations participate in Lifelong learning activities with labour power and financial sources much more effectively.	MoNE	Ministry of Interior Affairs, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2013
	2.4 In order to promote LLL, it shall be ensured that knowledge-skill and experiences of individuals are awarded and evaluated.	MoNE	STB, Ministry of Health, CoHE, VQA	2013
3. Strengthening Data Collection System for Effective Monitoring, Evaluation, and Decision-Making.	3.1 Scanning shall be made for selection of appropriate data and data sources at national and international level.	TURKSTAT	MoNE, Ministry of Labour and Social Security, State Planning Organization, YÖK, İŞKUR, SHÇEK	2010
	3.2 Statistics developed for helping making decisions in terms of LLL activities will be presented to use of the parties concerned.	TURKSTAT	Ministry of Finance, MoNE, Ministry of Labour and Social Security, State Planning Organization CoHE, İŞKUR, SHÇEK	2012
	3.3 Benefit and satisfaction level of people, participating in LLL activities, shall be determined.	TURKSTAT	MoNE, Ministry of Labour and Social Security, CoHE, İŞKUR, SHÇEK, Trade Unions and Confederations	2012

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
4. It shall be ensured that all individuals gain literacy, and there is an increase in the level of literacy.	3.4 LLL Committee shall convene at regular intervals and evaluate activities.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, VQA, İŞKUR, Universities, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2010
	3.5 "LLL Basic Indicators" book shall be published.	MoNE	TÜİK	2011
	4.1 The illiterate, primarily residing in rural areas and who are disadvantaged (the old, women, and handicapped etc.) shall be determined, their participation in literacy courses shall be promoted, and it shall be ensured that they gain literacy.	MoNE	Chairmanship for Handicapped Affairs, Chairmanship of Religious Affairs, TSK, KSGM, ASAGM, Local Administrations, Trade Unions, Media, TRT, NGO's.	2013
	4.2 Minimum education opportunities shall be ensured for segments of the society, who were not able to benefit from corporate education, and who were devoid of the right to basic education in line with the needs of time.	MoNE	Ministry of Health, TSK, Security General Directorate, Local Administrations, NGO's.	2012
	4.3 It shall be ensured that individuals, who have recently gained competence of literacy, and those, who already possess the said competence, develop their literacy practices.	MoNE	Ministry of Culture and Tourism, Ministry of Interior Affairs, Local Administrations Media, Trade Unions, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	4.4 In order for literacy not to be minimized to solely alphabet knowledge, literacy concept shall be handled under EU and OECD standards and shall be defined in this context.	MoNE	TURKSTAT	2010
5. Ensuring Increase in the Level of Education Facilities in All Stages of Education, Primarily Basic Education	5.1 In order for children, who are disadvantageous socio-economically, to benefit from compulsory education, financial support shall be sustained and services rendered shall be diversified.	MoNE	Ministry of Finance, SYDGM, KSGM, Local Administrations, NGO's.	2013
	5.2 In order to increase the level of educational facilities in secondary education, the level of financial opportunities shall be increased starting from girls, those, residing in rural areas and children of low income families.	MoNE	Ministry of Finance, State Planning Organization, SYDGM, Local Administrations, NGO's.	2013
	5.3 Mechanisms aiming at determining children, who can quit school at an early age shall be expanded to include the secondary education, problems shall be examined, and necessary measures shall be taken.	MoNE	SHÇEK, SYDGM, Local Administrations, NGO's.	2011
	5.4 Special importance shall be attached to development of distance education, and a special education channel shall be established.	MoNE	MoNE, TRT	2010
	5.5 Preschool education, shall be expanded by prioritizing the disadvantaged segments.	MoNE	Local Administrations, NGO's.	2013
6. Ensuring Alignment of Education Institutions' Physical	6.1 .In order to establish “a positive learning medium”, physical capacity of education facilities shall be increased and they shall equipped with modern materials.	MoNE	Ministry of Finance, State Planning Organization, SYDGM, Local Administrations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
Substructure and the Number and Quality of Education Personnel.	6.2 Quality of in-service and pre-service education activities shall be increased.	MoNE	MoNE, DPB, TRT, Universities	2013
	6.3 Capacities of professional bodies and nongovernmental organizations shall be strengthened.	MoNE	KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	6.4 It shall be ensured that private and public organizations establish Lifelong learning policies, and that they are evaluated and supported.	MoNE	ÇSGB, TOBB, TESK, Local Administrations, NGO's.	2013
7. Constant Updating Education Programme in line with Changing Needs	7.1 Individual needs shall be taken into consideration at every level of formal and informal education, and educational programs shall be constantly updated.	MoNE	CoHE, Universities, Local Administrations, NGO's.	2013
	7.2 Development of foreign language programmes, where practical implementations are dominant, shall be sustained.	MoNE	CoHE, Universities, Trade Unions and Confederations,	2013
	7.3 The curriculum, which shall ensure information technology literacy, shall be updated, and access to individuals to service shall be facilitated.	MoNE	TRT, RTÜK, Media	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
8. In order to Ensure that Individuals Comply with Changing Needs of Time, Making Information and Communication Technologies Much More Effective	8.1 Internet access substructure of schools and Public Internet Access Sectors (KİEM) shall be completed and competent trainers shall be authorized.	MoNE	Ministry of Communications, Ministry of Culture and Tourism, CoHE, SHÇEK, TSK	2012
	8.2 It shall be ensured that open access sources are increased within the scope of e-learning implementations.	MoNE	CoHE, TRT, Universities	2013
	8.3 Awareness and demand shall be established in LLL in terms of information technologies.	MoNE	TRT, Universities, NGO's.	2013
	8.4 In order for individuals to comply with changing needs of the age, legal arrangements shall be made with a view to making use of information and communication technologies much more effective.	MoNE	Ministry of Interior Affairs, Ministry of Communications, State Planning Organization, CoHE	2012
	8.5 Arrangement of broadcasts in line with the issue, demand and needs in visual and audio media with regard to information and communication technologies.	RTÜK	TRT, Media	2012
	8.6 A national and international information network, supporting Lifelong learning, shall be established.	MoNE	Ministry of Communications, Chairmanship of EU Education and Youth Programmes Center	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	8.7 It shall be ensured that experiences of academicians in universities are transferred to formal and informal educational facilities.	CoHE	MoNE, Universities	
9. Attaching Importance to Disadvantaged Persons in the Course of Participation to Lifelong Learning	9.1 The scope of the supporting education, given to individuals, needing private education, shall be extended.	MoNE	CoHE, Universities, NGO's.	2013
	9.2 It shall be ensured that formal education, given for the handicapped, is supported by informal education.	MoNE	Chairmanship for Handicapped Affairs, Local Administrations, NGO's.	2013
	9.3 Promotion mechanisms shall be developed in order for inclusion of working children in education.	Ministry of Labour and Social Affairs	MoNE, TRT, İŞKUR, Local Administrations, NGO's.	2013
	9.4 Skills, obtained by housewives, and young girls, who have not completed their education, shall be supported by vocational informal education programmes, entrepreneurship and marketing competences shall be given, and their economic capacities shall be upgraded.	MoNE	İŞKUR, KSGM, Local Administrations, NGO's.	2013
	9.5 Families, migrating from rural areas to cities, and whose socio-economic level is low, shall be strengthened with alignment, citizenship education and family trainings.	MoNE	Ministry of Labour and Social Affairs, Local Administrations, NGO's.	2013
	9.6 Through “family trainings” for disadvantaged families (mother-child, my family, father support etc) expansion of trainings shall be ensured.	MoNE	Ministry of Health, SHÇEK, ASAGM, Local Administrations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
10. Strengthening Vocational Guidance Services within the Scope of Lifelong Learning	9.7 Cooperation mechanism shall be developed for removal of accommodation problems of family members of the sentenced, and street boys, and directing them towards vocational and informal education.	SHÇEK	MoNE, Ministry of Labour and Social Affairs, Security General Directorate, Local Administrations, NGO's.	2013
	9.8 It shall be ensured that family training programmes for groups with special needs are prepared.	MoNE	SHÇEK, ASAGM, Chairmanship for Handicapped Affairs, Local Administrations	2013
	10.1 Journals, manuals and programmes shall be prepared for promotion of professions and awareness of students in terms of professions shall be ensured.	MoNE	STB, İŞKUR, VQA, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	10.2 It shall be ensured that guidance and consultancy services capacity is increased in educational institutions and in the business world.	MoNE	ÇSGB, STB, İŞKUR, TESK, TOBB, Trade Unions and Conferedarations	2013
	10.3 Vocational awareness of students shall be increased through activities such as career days, business tours, internships, courses etc. in post secondary schools and secondary schools.	MoNE	ÇSGB, STB, YÖK, İŞKUR, GSGM, Universities, Local Administrations, Trade Unions and Conferedarations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	10.4 It shall be ensured that MoNE guidance and research centers and İŞKY vocational guidance and consultancy services have a structure and functionality, sufficient for career development plans preparation and implementation of students and adults.	MoNE	ÇSGB, İŞKUR	2011
	10.5 Extension of “updating and development” programmes, supporting constant education in post secondary schools shall towards specialty field shall be ensured.	CoHE	MONE, TESK, TOBB, Trade Unions and Confederations	2013
	10.6 Necessary trainings shall be given to individuals in the field of “Entrepreneurship”.	MoNE	CoHE, KOSGEB, İŞKUR	2013
11. Activation of Vocational Competency System and Establishment of Quality Assurance System	11.1 “National Competency Strategy Paper” shall be prepared with participation of relevant parties.	VQA	State Planning Organization, CoHE, MoNE, TESK, TOBB, Trade Unions and Confederations, NGO’s.	2010
	11.2 Evaluation of knowledge and skills (informal education), obtained apart from educational organizations, in transition to formal and informal education and certification, shall be ensured.	VQA	MoNE, CoHE	2013
	11.3 Corporate capacity of VQA shall be strengthened, and vocational competency system shall be activated.	VQA	MoNE, STB, CoHE, Local Administrations, TESK, TOBB, Trade Unions and Confederations, NGO’s.	2010

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	11.4 Quality system to be established shall be structured in alignment of international standards shall be ensured.	VQA	MoNE, CoHE, TÜRKAK	2011
	11.5 Comparableness and validity of documents, given at a national level shall be ensured.	VQA	MoNE, STB, CoHE, TÜRKAK	2013
	11.6 It shall be ensured that quality assurance system to be established for education is adopted at a national and international level.	MoNE	VQA, CoHE, Media, NGO's.	2013
	11.7 Establishment of education standards on the basis of national vocational standards shall be sustained by the Ministry of National Education.	MoNE	VQA, CoHE, NGO's.	2013
	11.8 Private and public agencies, which aim at participating in quality assurance system and to be accredited in education shall be promoted.	MoNE	VQA, İŞKUR	2013
	11.9 .Quality monitoring mechanism shall be developed on the basis of system integration.	VQA	TÜRKAK,organizations, authorized by VQA.	2013
12. Facilitation of Transition between Educational Institutions, and between	12.1 Establishment of mechanisms, which shall ensure that people receive education in the fields in terms of which they are insufficient, and current structures shall be strengthened.	MoNE	İŞKUR, ÇASGEM, CoHE, TOBB, Trade Unions and Conferedations	2013
	12.2 Lateral and vertical transfer between types and levels of educational institutions shall be facilitated.	MoNE	CoHE	2011

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
School&Work-Work&School.	12.3 Informing beneficiaries of education on transfer, and ensuring awareness in this regard.	MoNE	Ministry of Labour and Social Affairs, İŞKUR, VQA, TOBB, Trade Unions and Confederations, NGO's.	2010
	12.4 It shall be ensured that modules, which are currently used in vocational education, are revised in line with current needs, and an updating mechanism aiming at new professions is established.	MoNE	ÇSGB, İŞKUR, VQA, CoHE, Trade Unions and Confederations, NGO's.	2013
13. To Ensure that Labour Force Obtain a Competitive Quality	13.1 In order to increase quality of labour force, effective in-service education activities shall be conducted for permanent and temporary employees.	Ministry of Labour and Social Affairs	MoNE, STB, İŞKUR, DPB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	13.2 In order to ensure compatibility of labour force quality with market needs, participation of business world in vocational and technical education shall be ensured.	MoNE	ÇSGB, STB, İŞKUR, Local Administrations, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
14. Ensuring Finance of Sharing of Lifelong Learning by Parties	14.1 An integrated Lifelong learning finance model shall be established with active participation of relevant parties.	MoNE	Ministry of Finance, ÇSGB, STB, State Planning Organization, İŞKUR, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2010

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	14.2 Responsibility and authority shall be given to social parties in finance of Lifelong learning, and contribution of individuals and families to Lifelong learning finance shall be promoted.	MoNE	Ministry of Finance, Ministry of Labour and Social Affairs, STB, State Planning Organization CoHE, TOBB, TESK, Trade Unions and Confederations, NGO's.	2013
	14.3 Mechanisms, which shall promote higher investments of private sector in education shall be promoted.	MoNE	Prime Ministry, Ministry of Finance, Ministry of Labour and Social Affairs, STB, State Planning Organization, Undersecretariat of Treasury, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	14.4 Sources, allocated from the general budget for supporting Lifelong learning, shall be increased.	Ministry of Finance	State Planning Organization, MoNE	2013
	14.5 Monitoring mechanisms, which shall ensure effective use of resources, shall be established.		Prime Ministry, Ministry of Finance, ÇSGB, STB, State Planning Organization, CoHE, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2011

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	14.6 Within the framework of skill training of enterprises and establishment of education bodies, personnel trainings shall be supported.	İŞKUR	Ministry of Finance, MoNE, STB, KOSGEB, ÇASGEM, SGK, DPB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
15. Increasing International Cooperation and Mobility within the Scope of Lifelong Learning	15.1 Full alignment of high education institutions with Bologna process shall be ensured.	CoHE	MoNE, Universities, Chairmanship of EU Education and Youth Programmes Center	2013
	15.2 An effort shall be made for increasing budget means in the course of execution of memorandum of understanding to comprise the period after 2013 with regard to “Lifelong learning programmes”, conducted by Chairmanship of EU Education and Youth Programmes Center.	Chairmanship of EU Education and Youth Programmes Center	Ministry of Finance, State Planning Organization, Secretariat General for EU Affairs	2013
	15.3 Arrangements shall be made in order to ensure that programmes similar to EU education and youth programmes are rendered in countries, taking place out of EU.	Chairmanship of EU Education and Youth Programmes Center	Prime Ministry	2010
	15.4 In order to establish an international cooperation with regard to Lifelong learning, effective participation of stakeholders in the activities to be conducted.	MoNE	CoHE, Chairmanship of EU Education and Youth Programmes Center, Universities	2013

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	15.5 In order to promote international mobility of individuals, crediting shall be ensured by using international credit transfer systems of formal and non-formal learning within the scope of Lifelong learning.	MoNE	Ministry of Labour and Social Affairs, CoHE, MYK, Universities	2012
16. Supporting Lifelong Learning Activities so as to Increase Effective Participation of the Old to Social and Economic Life	16.1 It shall be ensured that education opportunities for old employees are developed and the competences, gained, are used in the course of pension period.	MoNE	ÇSGB, İŞKUR, SHÇEK, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's.	2013
	16.2 Opportunities shall be ensured for information and experience sharing including use of new technologies between generations.	MoNE	SHÇEK, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's.	2013
	16.3 It shall be ensured that the old individuals capture developing technological services and benefit from these services.	MoNE	SHÇEK, TRT, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's, Media.	2013