

THE REPUBLIC OF TURKEY  
THE MINISTRY OF NATIONAL EDUCATION  
General Directorate of Technical & Vocational Education



**GENERAL AND  
INDUSTRIAL  
TECHNICAL EDUCATION  
SYSTEM IN TURKEY**

**ANKARA-1998**

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## INTRODUCTION

In our increasingly complex world, the most important factor contributing to the development of a country is its human resources. Education provides the means to develop human resources.

With the establishment of the Republic, Turkey set out the basic rules for the Turkish National Education system. "**The Alphabet Reform**" served to highlight the special emphasis on our educational system.

Technical and vocational education administered in support of general objectives have been adopted for the educational process as well as for national, regional social and economic requirements, and appropriate legislative and financial frameworks in Turkey.

Particular attention has been given to planning the development and expansion of technical and vocational education. High priority is placed on technical and vocational education in development plans, government programs as well as in plans for educational reform. Planning is based upon a thorough evaluation of both short-term and long-term needs taking into consideration any variation in needs which may exist within Turkey.

This booklet was prepared for English speaking foreigners to acquaint them with the Turkish educational system, with special emphasis on vocational and technical education. The booklet reviews the existing formal and non-formal educational system with the most recent figures.

## TRAINING OF MANPOWER

### Population, Population Growth and Projections

Turkey has a population of about 62 million. Population will reach to about 68 million in 2000 according to projections made by the State Institute of Statistics and the State Planning Organisation. Development plans which are prepared every five years, determine the manpower needs of the country, manpower and employment relations, resources allocated to formal and non-formal education, distribution of these resources, and measures to improve the quality of training and education. The projections for the period of 1996-2000 (VII. Five Year Development Plan Period ) indicate that the annual population increase will be 1.5 percent.

### Country's Need for Trained Manpower

As a result of the importance and the priority given to industrialisation just after setting up the new Republic demand for qualified and trained man power increased. Since labour supply increases as a result of high population, there is a continuous interaction between social and economic development and population growth. Although it has been estimated that the growth rate of the population will continue to decrease during the seventh five year plan period, today's rapidly changing and developing technology needs trained manpower in the various industrial, manufacturing and service areas. Therefore, training qualified manpower, to meet such need, becomes more important day by day. In addition to the imperative facts stated here, another important event took place in the recent years. The Government of Turkey has joined the Customs Union and applied to enter the European Community. The nature of such movement and development, with emphasise on the manufacturing and exporting industries, has placed a premium on manpower capable of working to international and especially European standards with modern machines and equipment, and on skills required by international markets.

### Planning and Training Targets in the Seventh Five-Year Plan

The creation and development of industry was the first step in the direction of a healthy and balanced economy after the Ottoman Empire from which the Turkish Republic inherited not only a bankrupt country, but also centuries-old traditions of economic instability. Economic planing was initiated by a Five-Year Industrialisation Plan in 1934. The success of this plan in creating new industries based on local reserves of raw materials encouraged a second and more ambitious plan in 1938.

Turkey is now implementing the Seventh Five-Year Development Plan which covers 1996-2000.

The Seventh Five-Year Development Plan has the following targets for various levels and types of education and training:

**EXPECTED NUMERICAL DEVELOPMENT IN EDUCATION  
IN THE SEVENTH FIVE-YEAR DEVELOPMENT PLAN**

	1994-1995		2000-2001	
	Student Number (Thousand)	Schooling Rate Percent (%)	Student Number (Thousand)	Schooling Rate Percent (%)
Pre-school Educ. (4-6 Age)	202	5,1	627	16,0
Basic Education	9 651	89,8	10 562	100,0
Pre-Schools	6 985	104,4		
Junior High Schools	2 666	65,6		
Secondary Educa.	2 125	53,0	3 037	75,0
General High Schools	1 227	30,6	1 640	40,5
<b>Vocational &amp; Technical High Schools</b>	<b>898</b>	<b>22,4</b>	<b>1 397</b>	<b>34,5</b>
Higher Education	1 339	26,7	1 677	31,0
Formal Education	628	12,5	1 028	19,0
Non-Formal Educ.	711	14,2	649	12,0

**A. Basic Education**

- At the end of the VII. Plan period, pre-primary education and kindergartens will be expanded. Schooling rate for pre-primary education will be increased to 16 %.
- Since almost all age groups for primary education are attending schools, activities to increase the quality of primary education will continue. The number of students in 1994-1995 school year was 6,985,059. At the end of the VII. Plan period there will be 8 years of compulsory schooling in Basic Education Schools. The number of students will increase to 10,562,000 at the end of the Plan period.

*NOT: Compulsory education was raised to eight years at the beginning of the 1996-1997 school year by the law (Act Number 4306).*

**B. Secondary Education**

- The schooling rate during the VII. Plan period will be 75 %. The schooling rate for general (academic) secondary education will be 40.5%, and for vocational-technical education 34.5%. Weight will be given to industrial vocational high schools, hotel and tourism vocational high schools and Girls' vocational high schools in terms of resources.
- The basic principle is to give priority to vocational and technical training for training of qualified middle level manpower demanded by industry.

- Encouraging regulations will be prepared for the graduates of vocational technical high schools to enter into higher education in their respective specialisation.
- Vocational and technical schools and establishments will work in effective co-operation with agricultural, industrial and service sectors within the framework of training- employment relations. In order to increase training quality, training programs will be developed harmonious with economic, social and cultural development. In addition to these measures, arrangements will be made for these schools to pursue developing technology.

### **C. Non-Formal Education**

- Non-formal education will gain more importance during the plan period because of improvement of international economic relations, development of science and technology, increasing communications, trends to enter into the "information community", rapid changes in trades, structure and sudden demands of the manpower market. Within these frameworks, resources allocated for non-formal education will be increased; apprenticeship and non-formal education activities will continue in co-operation with the private sector.
- Priority in non-formal education will be given to skills training towards employment. The scope and facilities for skill and vocational training will be expanded in co-operation with Employment Bureaux.

### **D. Higher Education**

- At the end of the current Five-Year Plan period it is anticipated that participation in higher education will be 31%, which includes open/distance learning. In order to train faculty members for the universities, it is expected that 20 thousand students will complete doctoral studies.

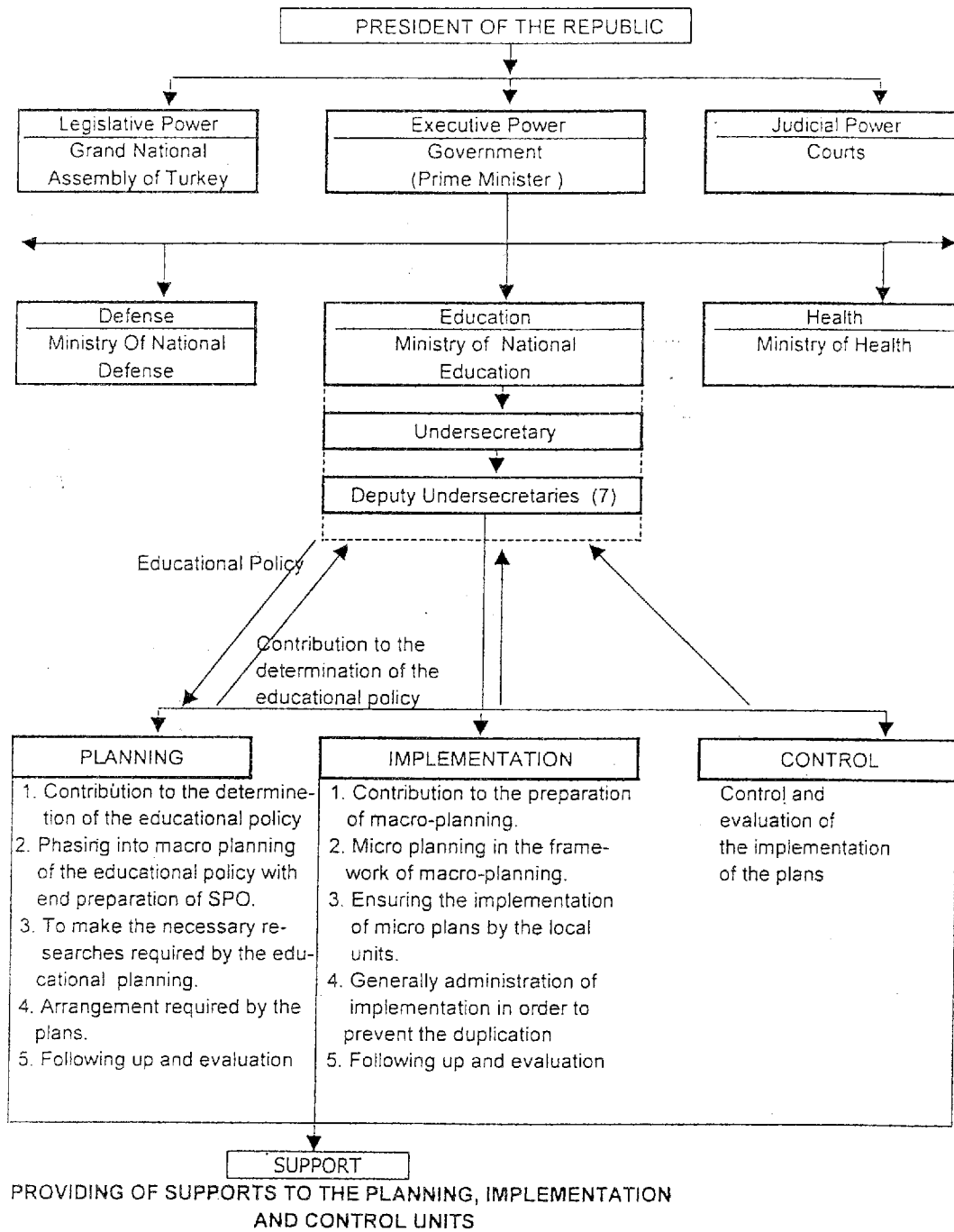
## **EDUCATION SYSTEM IN TURKEY**

### **Organisation**

Education in Turkey is planned, operated, managed, controlled and financed by the State. The Ministry of National Education is responsible for the entire educational system (see Tab.1-2 for organisation chart of the Ministry). However, the supervision and day-to-day management of pre-primary, primary education schools is delegated to Provincial Education Directorates. The Minister is assisted by one Under-secretary and seven Assistant Under-secretaries who control the main service units and general directorates. In addition, several bodies reporting directly to the Minister advise on policy and implementation. The Council for Higher Education, which was set up in 1981, provides guidelines for policy and planning in higher education and allocates resources to institutions.

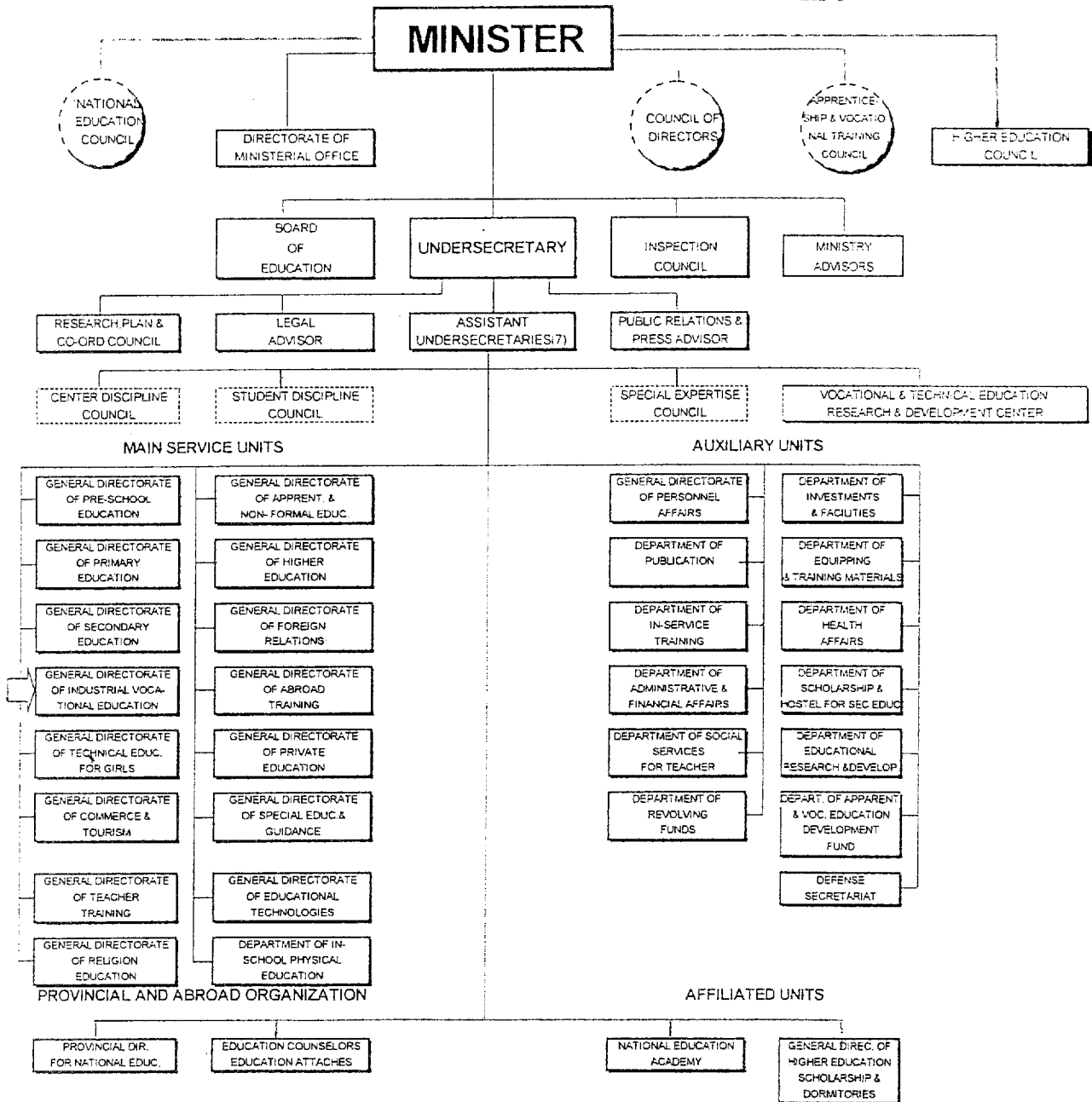
PLACE OF MINISTRY OF EDUCATION  
IN THE STATE ORGANIZATION

Table 1



# MINISTRY OF NATIONAL EDUCATION ORGANISATION CHART

TABLE 2





## Legal Framework

The legal framework, basic philosophy and principles of the education-training process are stated in the "Constitution", in the "Basic Law of National Education (Act No.1739)" and in "Apprenticeship and Vocational Training ( Act No.3308 )"

**The Constitution** makes the following provisions for education and training:

Article: 24.

Everyone has the right to freedom of conscience, religious belief and conviction...

Article: 27.

Everyone has the right to study and teach freely, explain, disseminate science and arts and to carry out research in these fields...

Article: 42.

No one shall be deprived of the right of learning and education.

The scope of the right to education shall be defined and regulated by law.

Training and education shall be conducted along the lines of the principles and reforms of ATATÜRK, on the basis of contemporary science and education methods, under the supervision and control of the State...

Primary education is compulsory for all citizens of both sexes and is free of charge in State schools.

The principles governing the functioning of private primary and secondary schools shall be regulated by law in keeping with the standards set for State schools. The state shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education...

Some principles of "**Basic Law of National Education**" may be summarised as follows:

1. Educational institutions are open to every individual, regardless of language, race, sex and religion...
2. The structure of the educational system will be organised in such a way that Turkish citizens in formal and non-formal educational institutions will be trained

in accordance with the needs of society, individual interests and ability based on the principle of equality of educational opportunity to further their education

3. All citizens, male and female are assured equal educational opportunity. Necessary assistance in the form of free boarding facilities, scholarships, loans, etc. is given to successful students who lack the financial resources to enable them to pursue their education to the highest level. Special measures are taken to train those children who are in need of special education and protection.

4. It is essential that general and vocational education of individuals should continue throughout life. In addition to the education of younger generations, necessary measures will be taken to provide adults continuing education to help them achieve constructive and productive adjustment to life and to their work environment:

5. The curriculum for each level and type of school, as well as sound educational methods and training aids and materials, are continually developed and updated in line with recent scientific and technological developments and adapted to the needs of the environment and country...

6. Education will be planned in order to meet socio-economic and cultural needs of the individuals and society...

7. Educational objectives will be pursued not only at educational institutions, but also at home, in the community, on-the-job and at every opportunity.

## **Education System**

The education system in Turkey may be seen at Table 4. The following explanation summarises the formal education system, emphasis on vocational and technical education.

### **Basic Education System**

#### 1. Pre-School Education

Primary education may be preceded by an optional pre-school establishment which serves 3-6 year-old-children. "Pre-primary classes", "Kindergartens" and "Lab-kindergartens" operate under the control of the Ministry of National Education. "Day-care centres" and "Homes for Children" operate under the control of the Ministry of Health.

## 2. Primary Education Schools

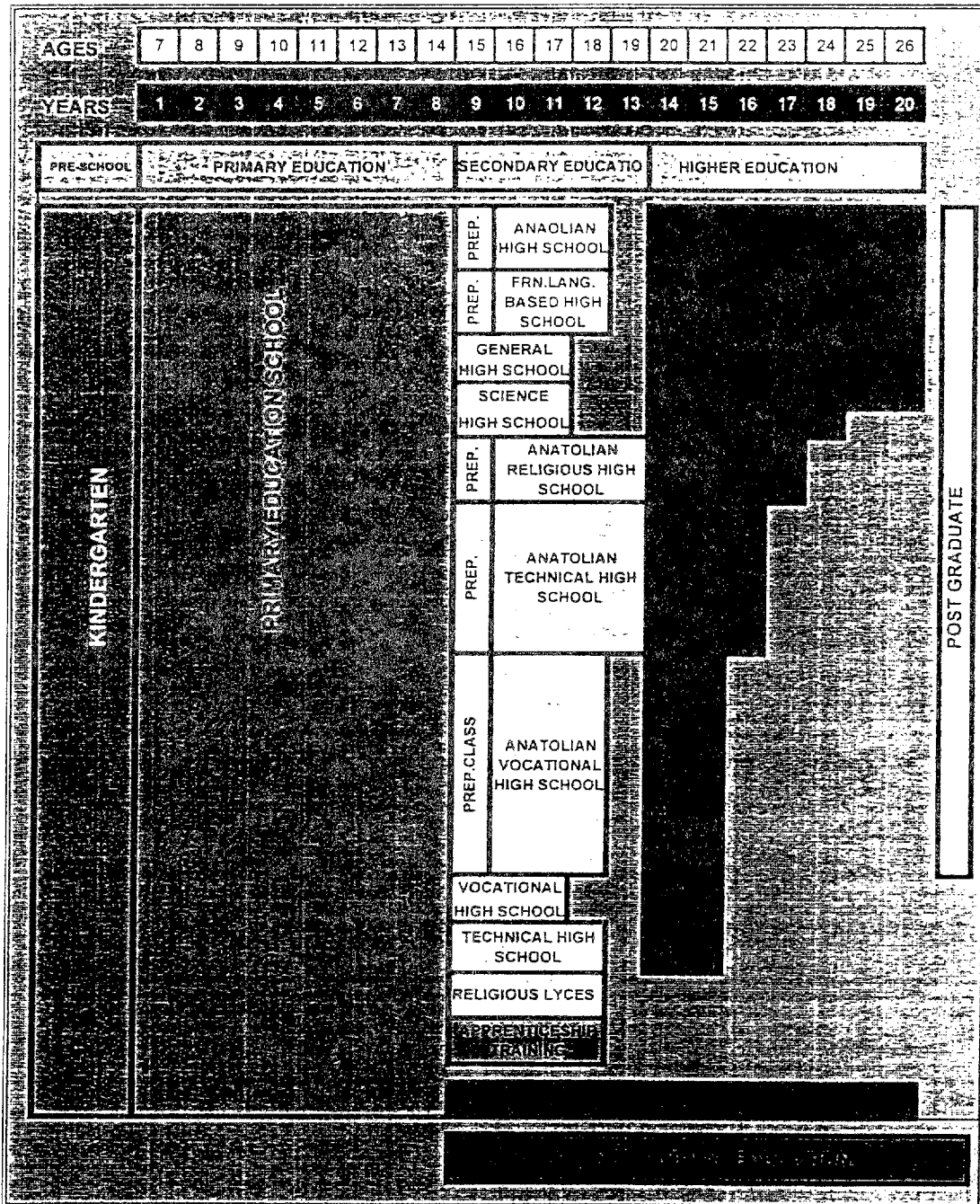
Primary education which is compulsory, eight years duration; it is co-educational and in the case of State schools, free.

## 3. Secondary Education

Secondary education in Turkey is based upon basic education providing general education in general high schools and vocational technical education in industrial vocational and technical high schools. .

# EDUCATION SYSTEM IN TURKEY

Table :3



## General High Schools

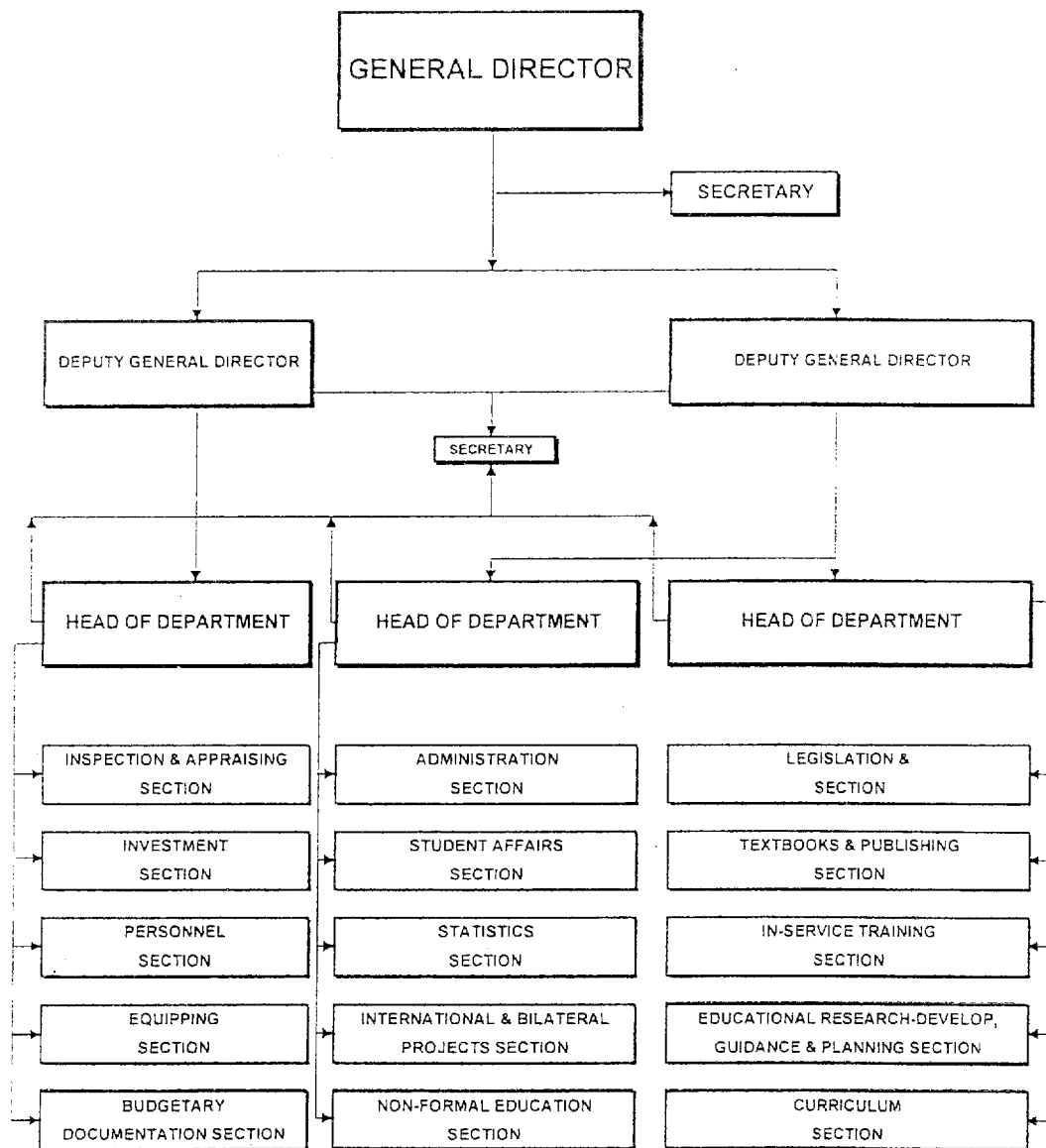
General high schools are the three-year educational institutions to train students mainly for higher education. In their second year, students in general high schools have a choice of selecting "science", or "literature" classes. Students in science classes have also another choice in their third year for selecting "mathematics" or "natural sciences" classes.

There are some other types of general high schools such as "anatolian high schools", "science high schools", "teacher training high schools", "anatolian evening high schools" and "anatolian arts high schools".

## **GENERAL DIRECTORATE OF TECHNICAL AND VOCATIONAL EDUCATION AND INDUSTRIAL TECHNICAL SCHOOLS**

The General Directorate of Technical and Vocational Education together with other three general directorates is practically the sole industrial training entity at the skilled manpower and junior technician levels (see Tab.4 for organisation chart of the General Directorate). Others are General Directorate of Apprenticeship and Non-Formal Education, General Directorate of Girls' Technical Education and General Directorate of Commercial and Tourism Education (See internal organisation of the General Directorate of Technical and Vocational Education at Tab.4).

TABLE : 4



This section will cover schools operating under the control of General Directorate of Technical and Vocational Education:

Under the General Directorate, there are a number of various types of industrial technical schools (formal or non-formal) to train skilled manpower and lower level technicians to meet the needs of industry. Industrial technical training schools , their numbers, duration's and the programs are shown at table 5.

## FUNCTIONS OF THE GENERAL DIRECTORATE OF TECHNICAL AND VOCATIONAL EDUCATION

1. The followings are some of the functions of the General Directorate of Technical and Vocational Education:
2. Being parallel to the technological developments, take measures to meet the needs of middle-level manpower both quantitatively and qualitatively demanded by industry and co-operate with other related institutions to reach at this end.
3. Prepare training programs, curricula and regulations suitable to objectives of industrial vocational and technical education, and evaluate the implementation results.
4. Provide general and vocational education for youths and adults who are directed towards industrial vocational and technical education.
5. Take the measures to realise requisites related to industrial and technical education expressed in development plans
6. Implement the decisions of advisory Council of National Education, Higher Advisory Council for Vocational and Technical Education and Apprenticeship and Vocational Training Council after the decisions are approved by the Minister's Office.
7. Provide new schools and departments by taking into account of the country's demands, and implement new programs for local requirements.
8. Take measures to prepare and improve basic text books, auxiliary books, and job, operation, information sheets required by secondary level industrial technical schools and institutions.
9. Prepare plans, investment programs, and carry out financial studies to expand industrial schools and institutions.
10. Prepare yearly budgets of General Directorate and its local organisations; allocate and disburse expenditures; and transfer allocations among the programs and budget lines as and when required.
11. Make surveys and researches about job opportunities of school graduates entering into working life.

Table 5

TYPE OF SCHOOL	DURATION (YEAR)	NUMBER OF SCHOOLS	NUMBER OF PROGRAMMES	COMMENTS
ANATOLIAN TECHNICAL HIGH SCHOOL	1 + 4	157	28	1 <sup>st</sup> year is preparatory
TECHNICAL HIGH SCHOOL	4	268	27	1 <sup>st</sup> grade is common with industrial Voc. HIGH SCHOOL
ANATOLIAN VOCATIONAL HIGH SCHOOL	1 + 3	134	36	1 <sup>st</sup> year is preparatory
INDUSTRIAL VOCATIONAL HIGH SCHOOL	3	425	63	97 of them have boarding facilities 22 of them have middle school
MULTI-PROGRAMMED VOCATIONAL HIGH SCHOOL	3	151	33	* Various vocational programmes are in Commerce, Engineering, Garments e.t.c. for boys and girls
INDUSTRIAL PRACTICAL TRADE SCHOOL	3	1	36	
ADULT TECHNICAL TRAINING CENTRE	1	12	36	Have boarding facilities
VOCATIONAL TRAINING CENTRE	3	13	3	TURKISH-GERMAN TECHNICAL COOP.

### 1. Anatolian Technical High Schools

These are five-year (1+4) duration high schools to train lower level technicians for industry. The main difference between Anatolian Technical High Schools and Technical High Schools is the medium of instruction and a preparatory class which is added to the beginning of the four-year education program to teach a foreign language (English, French, German and Japanese).

Primary education school graduates who apply and show high performance in the centrally organised entrance examination are accepted to these schools.

The program structure of these schools are the same as technical high schools. The various programs offered at these schools are shown at Table 6.

PROGRAMMES IN THE ANATOLIAN TECHNICAL HIGH SCHOOLS

Table : 6

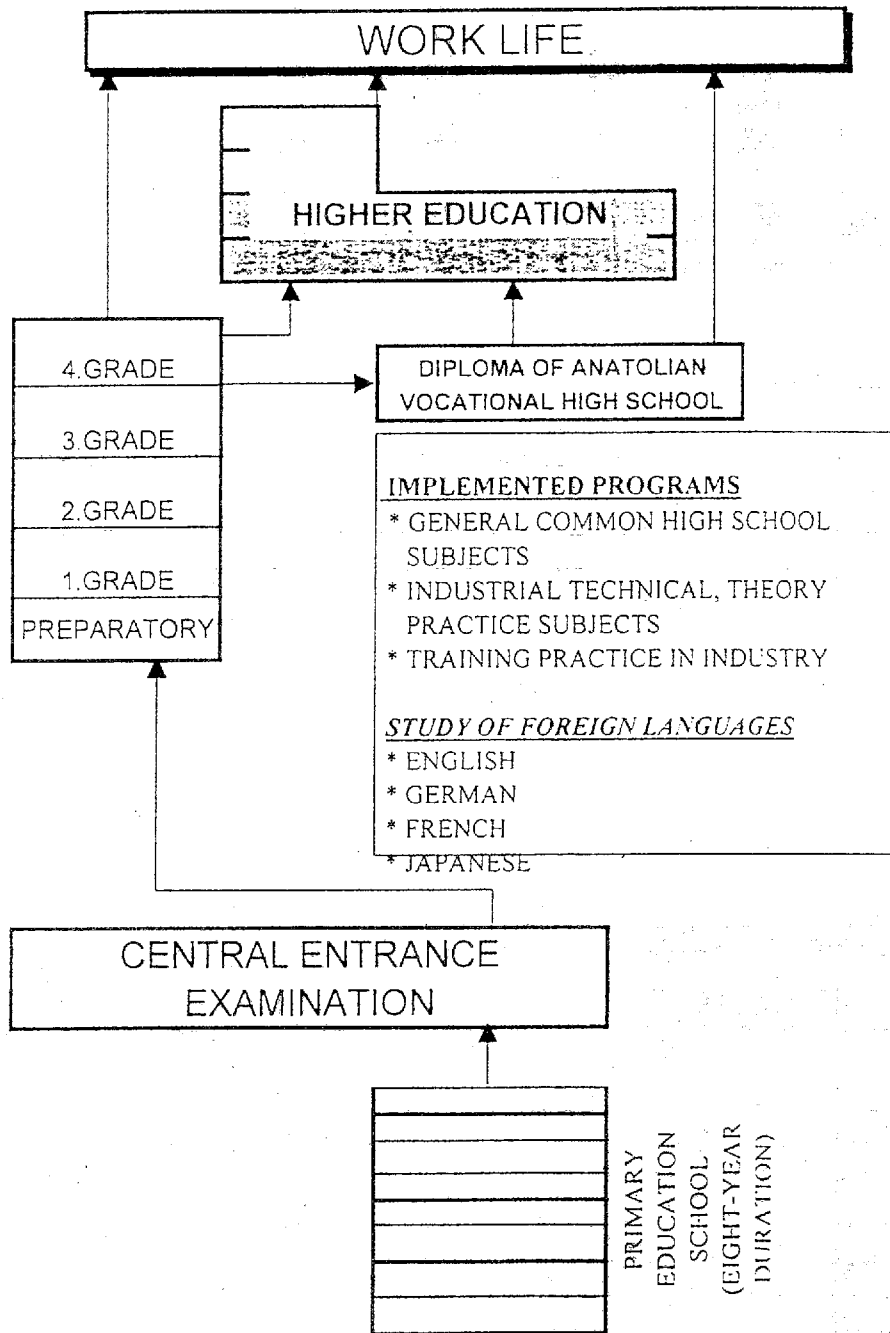
1-AIRCRAFT MAINTENANCE ELECTRONICS	15-INDUSTRIAL ELECTRONICS
2-AIRCRAFT ENGINES	16-INFRASTRUCTURE-UTILITIES
3-AUTOMOBILE ENGINEERING	17-JOURNALISM
4-AUTOMATIC CONTROL	18-MECHANICAL ENGINEERING
5-BUILDING CONSTRUCTION	19-MEDICAL ELECTRONICS
6-BUILDING DRAUGHTSMAN	20-MICRO-TECHNOLOGY
7-CNC MACHINES	21-RADIO & TELEVISION
8-COMPUTER SCIENCE (HARDWARE)	22-TELECOMMUNICATIONS
9- COMPUTER SCIENCE (SOFTWARE)	23-TEXTILE - DYEING & FULLING
10-CONTROL AND INSTRUMENTATION TECH.	24-TEXTILE-SPINNING
11-CHEMISTRY	25-TEXTILE-READY MADE CLOTHES
12-ELECTRICAL	26-TEXTILE MANUFACTURE
13-ELECTRONICS	27-KNITTING TECH.
14-HYDRAULIC AND PNEUMATIC TECH.	28-TOOL & DIE MAKING

Accepting student and training stages in these schools is shown at table 7

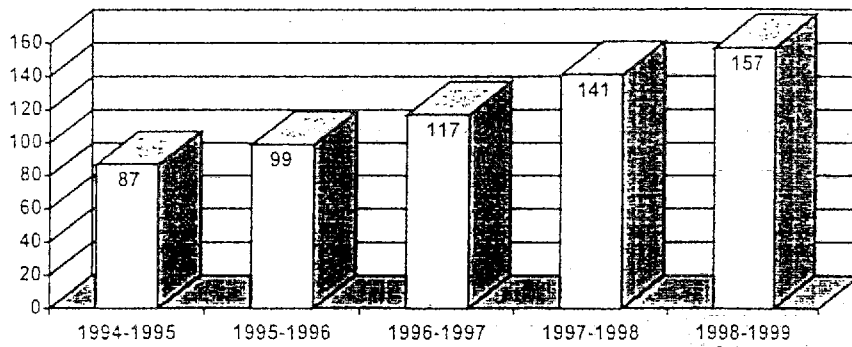


TABLE-7

ACCEPTING STUDENT AND TRAINING STAGES  
IN ANATOLIAN TECHNICAL HIGH SCHOOL



DEVELOPMENT OF ANATOLIAN TECHNICAL HIGH SCHOOLS NUMBER IN LAST 5 YEARS



2. Technical High Schools

These schools, based on primary education schools, have four-year education to train lower level technicians demanded by industry. First year, the subjects are common with Industrial Vocational High Schools. Students who are successful and show accepted performance in such subjects like Mathematics, Physics, Chemistry and Technical Drawing may apply to enter into Technical High Schools at the end of the first year.

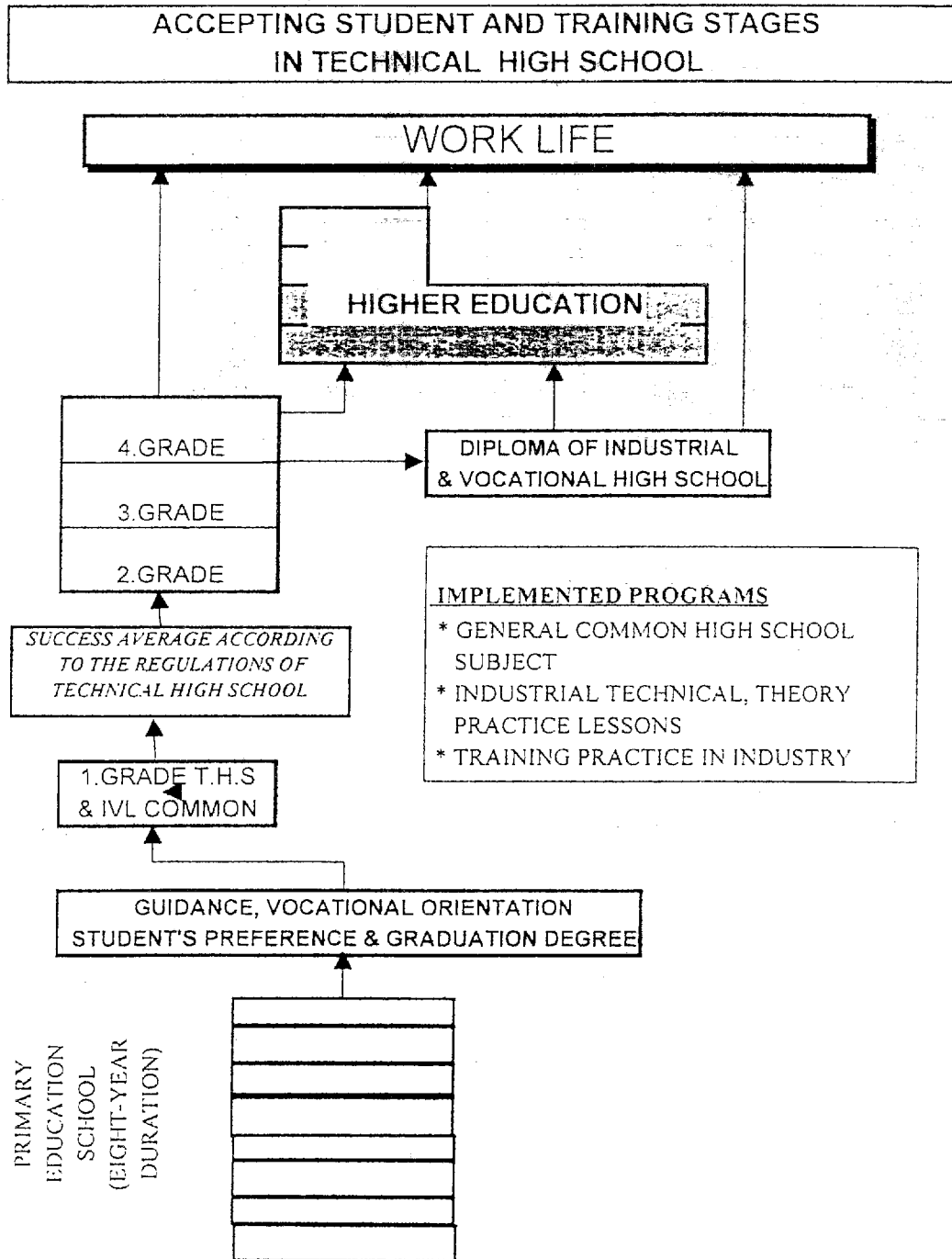
There are 20 different programs offered at these schools. The list of these programs is given at Table 8

These programs are supposed to be terminal programs. But graduates of these schools may enter into higher education if they are successful at the University Entrance Examination.

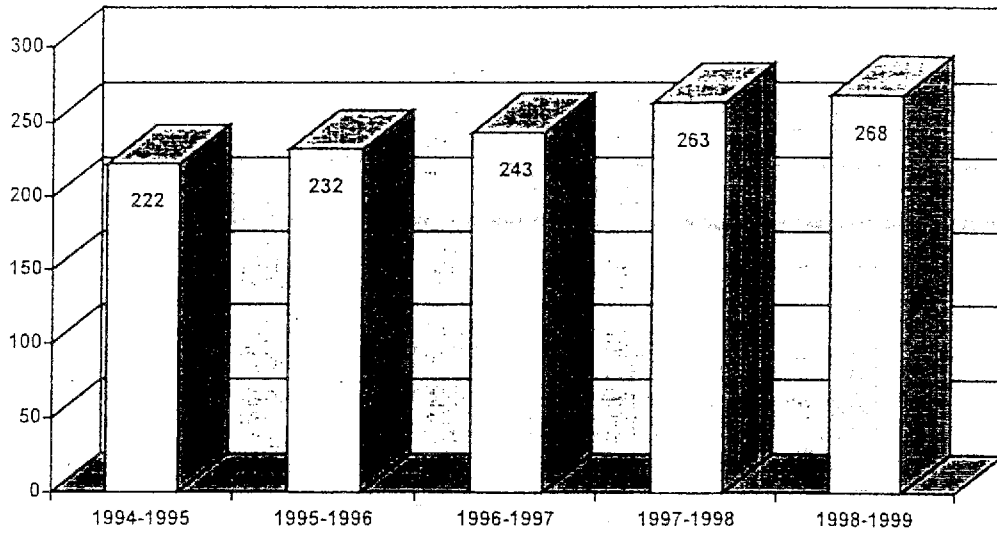
PROGRAMMES IN THE TECHNICAL HIGH SCHOOLS		Table : 8
1-AUTOMOBILE ENGINEERING	15-INFRASTRUCTURE-UTILITIES	
2-CHEMISTRY	16-INDUSTRIAL ELECTRONICS	
3-CNC MACHINES	17-MACHINE DRAUGHTSMAN	
4-CONTROL & INSTRUMENTATION	18-MACHINING	
5-CONSTRUCTION	19-MACHINE PATTERN MAKING	
6-COMPUTER SCIENCE (HARDWARE)	20-MAPPING & SURVEYING	
7-COMPUTER SCIENCE (SOFTWARE)	21-MEDICAL ELECTRONICS	
8-CONSTRUCTION DRAUGHTSMAN	22-MICRO-TECHNOLOGY	
9-DECORATION & FURNISHING	23-READY MADE CLOTHES	
10-DYEING & FULLING	24-SPINNING	
11-ELECTRICAL	25-TOOL & DIE MAKING	
12-ELECTRONICS	26-WEAVING	
13-FOOD TECHNOLOGY	27-KNITTING TECHNOLOGY	
14-HYDRAULICS & PNEUMATICS		

Accepting student and training stages in these schools is shown at table 9

TABLE : 9



DEVELOPMENT OF TECHNICAL HIGH SCHOOLS NUMBER IN LAST 5 YEARS



### 3. Anatolian Vocational High Schools

This type of schools are four-year duration vocational schools which supply skilled workers required by industry.

The main difference between industrial vocational high school and Anatolian vocational high school is the medium of instruction. Some of the courses are taught in foreign languages (such as English, German and French) at these schools. So, the first year is language preparation year.

Primary education school graduates who apply and take central entrance examination and show a high performance are accepted to these schools.

The program structure of this type of school is similar to industrial vocational high schools.

Programmes in Anatolian Vocational High School is shown at Table :10

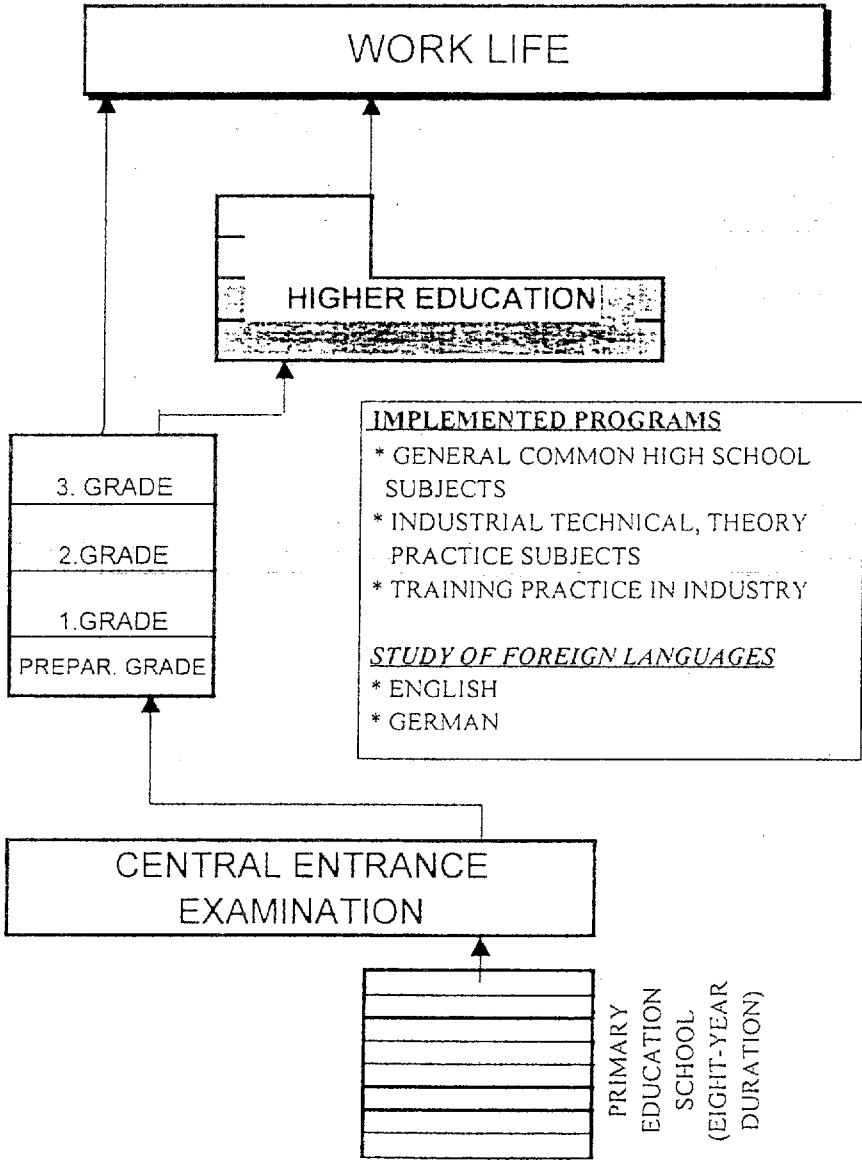
## PROGRAMMES IN ANATOLIAN VOCATIONAL HIGH SCHOOLS

Table : 10

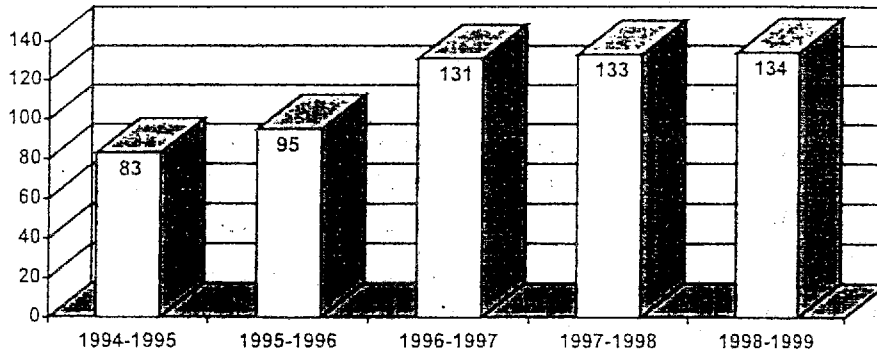
1-AIRCRAFT ENGINES	20-HYDRAULICS & PNEUMATICS
2-AIRCRAFT MAINTENANCE ELECTRONICS	21-JEWELLERY
3-AUTOMOBILE ENGINEERING	22-JOURNALISM
4-AUTOMATIC CONTROL	23-MACHINING
5-BUILDING CONSTRUCTION	24-MARINE ELECTRONICS & COMM.
6-BUILDING DRAUGHTSMAN	25-MEDICAL ELECTRONICS
7- CHEMISTRY	26-MICRO-TECHNOLOGY
8-CNC MACHINES	27-PLASTIC ARTS (SCULPTURE)
9-CONTROL & INSTRUMENTATION	28-READY MADE CLOTHES
10-COMPUTER SCIENCE (HARDWARE)	29-RADIO & TELEVISION
11-COMPUTER SCIENCE (SOFTWARE)	30-SHIP BUILDING
12-MARINE TECHNOLOGY & LAW	31-SHIP MACHINERY
13-FISHING AT SEA	32-SPINNING
14-DYEING & FULLING	33-TELECOMMUNICATIONS
15-DYEING-PRINTING-DRAWING	34-TEXTILES
16-ELECTRICAL	35-TOOL & DIE MAKING
17-ELECTRONICS	36-KNITTING TECHNOLOGY
18-INFRASTRUCTURE-UTILITIES	37-WEAVING
19-INDUSTRIAL ELECTRONICS	38-WOODEN YATCH CONSTRUCTION

Accepting student and training stages in these schools is shown at table 11

ACCEPTING STUDENT AND TRAINING STAGES  
IN ANATOLIAN VOCATIONAL HIGH SCHOOLS



DEVELOPMENT OF ANATOLIAN VOCATIONAL HIGH SCHOOLS NUMBER IN  
LAST 5 YEARS



#### 4. Industrial Vocational High Schools

These are three-year vocational high schools with specially designed programmes to train young people in an industrial vocation.

Since the capacity for each subject and school is limited, graduates of primary schools are admitted according to prior educational achievement and their preferences. The first year is common with technical high schools. Those students who want to transfer to technical high schools, must show satisfactory performance at a high level in certain subjects, for example, Mathematics, Physics, Chemistry and Technical Drawing.

The list of programs are given at Table.12

PROGRAMMES IN INDUSTRIAL VOCATIONAL HIGH SCHOOLS

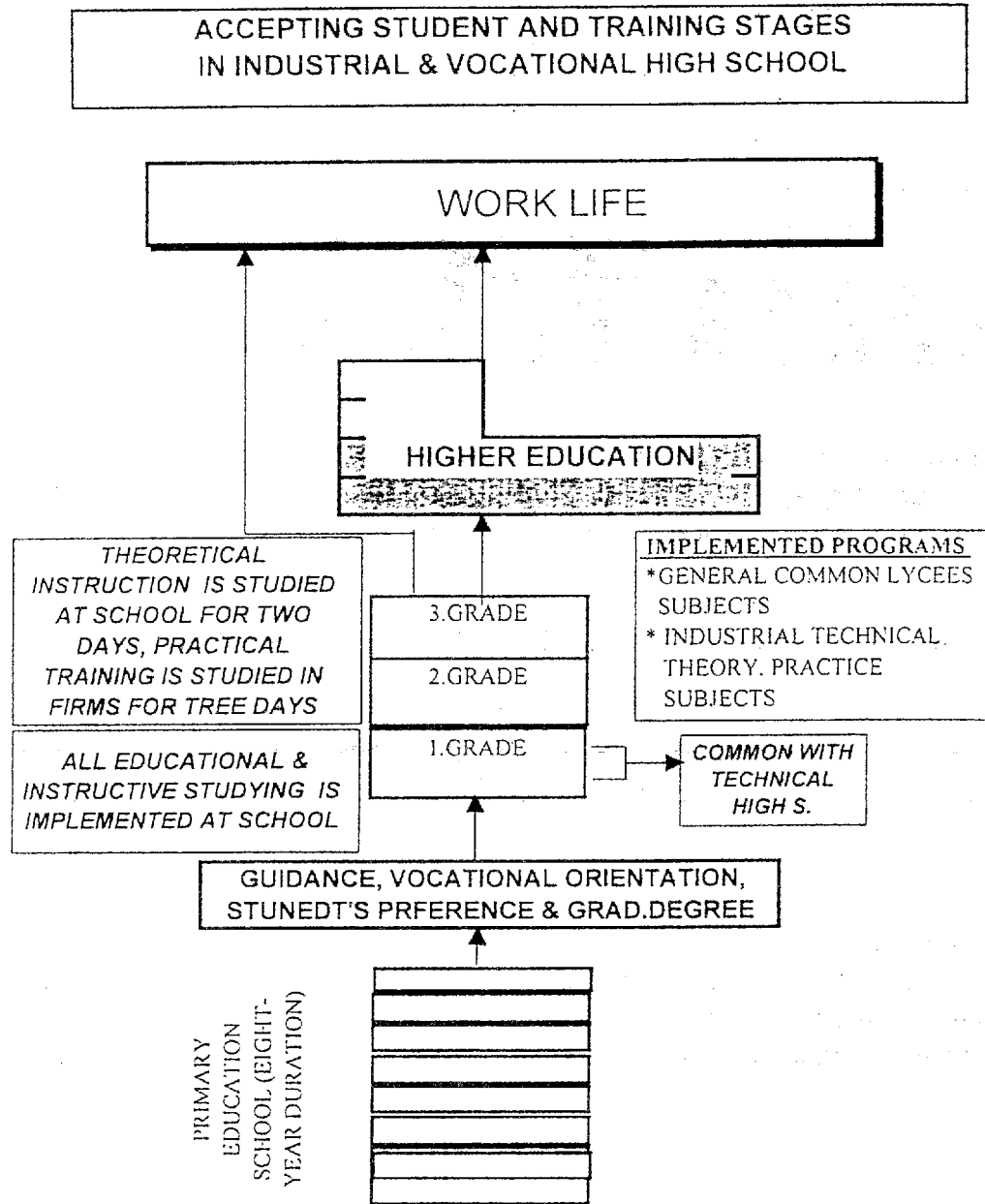
Table :12

1-AUTOMOBILE ENGINEERING	33-MACHINE SHOP PRACTICE
2-BOOK BINDING & SILK SCREEN PRINTING	34-METALLURGY
3-BUILDING CONSTRUCTION	35-METAL WORKING
4-BUILDING DRAWING	36-MOULDING
5-CERAMICS & TILE DECORATION	37-MACHINE DRAUGHTSMAN
6-CERAMICS & TILE PRODUCTION	38-MARBLE TECHNOLOGY
7-CHEMISTRY	39-MAPPING & SURVEYING
8-COMPUTER SCIENCE (HARDWARE)	40-MICRO TECHNOLOGY
9-COMPUTER SCIENCE (SOFTWARE)	41-PRINTING
10-CNC MACHINES	42-PRINTING (OFFSET & TYPO)
11-CONTROL & INSTRUMENTATION	43-PATTERN MAKING
12-CONSTRUCTION (INFRASTRUCTURE)	44-PLASTIC PROCESSING
13-CONSTRUCTION (UPPER STRUCTURE)	45-PETRO-CHEMISTRY
14-COOLING & VENTILATION	46-PLUMBING TCH. (HEAT. NATURAL GAS)
15-DECORATIVE ARTS	47-PLUMBING TCH.(HEAT. SANITARY EQP.)
16-DYEING FULLING	48-INDUSTRIAL PROCESSES
17-DYEING TECHNOLOGY	49-READY MADE CLOTHES
18-ELECTRICAL	50-CLOTHING MACHINE MAINTENANCE
19-ELECTRONICS	51-REPRODUCTION TECHNIQUES
20-ELECTRO-MECHANICS (CONVEYORS)	52-RESTORATION TECHNIQUES
21-FOOD TECHNOLOGY	53-RUBBER TECHNOLOGY
22-FOUNDRY TECHNOLOGY	54-SEAFOOD
23-FURNITURE MAKING & DECORATION	55-SPINNING
24-GRAPHICS	56-SHOE MAKING
25-HEAVY DUTY MACHINES (MAINT. & REP.)	57-TEA TECHNOLOGY
26-HEAVY DUTY MACHINES (OPERATION)	58-TELECOMMUNICATIONS
27-HYDRAULICS & PNEUMATICS	59-TOOL & DIE MAKING
28-JEWELLERY	60-TYPESETTING
29-LEATHER - READY MADE CLOTHES	61-UPHOLSTERY
30-LEATHER TECHNOLOGY	62-WEAVING
31-LIBRARIANSHIP	63-KNITTING TECHNOLOGY
32-MACHINING	

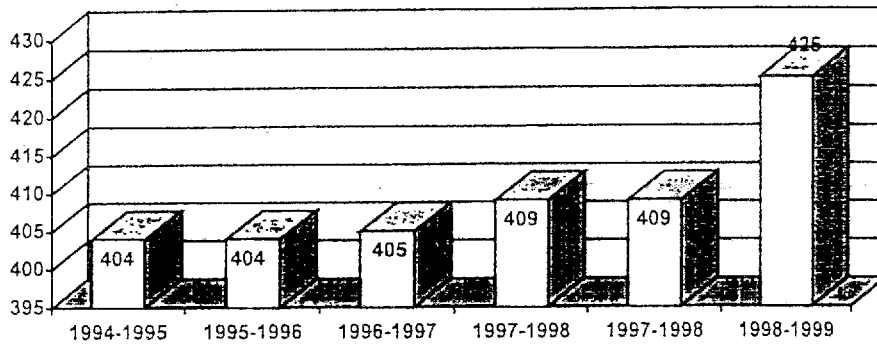
These programmes are designed to be terminal programmes and graduates of these schools enter industry to be skilled workers. Graduates of these schools may also apply to the higher education and enter into universities if they are successful in the University Entrance Examinations.

Accepting student and training stages in these schools is shown at table 13





### DEVELOPMENT OF INDUSTRIAL VOCATIONAL LYCEES NUMBER IN LAST 5 YEARS



Generally speaking, the above mentioned schools and programmes are considered as **formal education institutions**. **Non-Formal Education Institutions**, on the other hand, provides training for out-of-school children, youths and adults.

### VOCATIONAL TRAINING AT SCHOOLS AND ENTERPRISES

"**Apprenticeship and Vocational Training Act ( No. 3308 )**" is a law which organises entire apprenticeship and vocational technical education. Some of the important articles are as follows:

Article: 4.

An "Apprenticeship and Vocational Training Council" shall be established to adopt recommendations and to state opinions concerning the planning, development and evaluation of vocational training to be carried out at schools and firms...

Article: 6.

A "Provincial Apprenticeship and Vocational Training Council" shall be established to state opinions and to make recommendations to the Governors' office on subjects regarding the planning, development and evaluation of apprenticeship, journeymanship and mastership training and vocational training organised at schools and in firms in provinces...

Article: 10.

In order to be an apprentice, it is necessary ( a ) to have completed 13 years of age and not to be older than 18 years of age; ( b ) to be at least a primary school graduate; ( c ) to have a physical condition and to be in a state of health enabling the performance of work required by the given occupation...

Article: 12.

Candidate apprentices and apprentices shall undergo general and vocational training not less than 8 hours and the most 10 hours a week...

Article: 19.

Theoretical instruction for students undergoing skill acquisition training in firms shall be conducted in vocational and technical training institutions attached to the Ministry or in the training centres of firms...

Theoretical instruction within working hours can not be less than 12 and more than 16 hours a week...

Article: 24.

Firms employing 50 or more workers and which are included by the Ministry within the scope of firms to provide vocational training but which do not give skill acquisition, are obliged to deposit with the fund every month an amount equal to 2/3 of the minimum wage paid to those who are over 18 years old...

Article: 25.

...Wages to be paid to students undergoing occupational training in firms... may not be less than 30% of the minimum wages that applies for their age...

Article: 32.

( 1 ) " Apprenticeship, Vocational and Technical Training Development and Extension Fund" has been established...

Article: 42.

"Vocational and Technical Training Research and Development Centre" is established as a provincial institution attached directly to the central organisation, with the purpose of undertaking planning, research, development and production services...

The "Apprenticeship and Vocational Training Act", which was explained at the beginning was enacted for the purpose of improving the vocational and technical training system of the Country. The Act brought tremendous changes to vocational-technical training system and has been considered as "reforms".

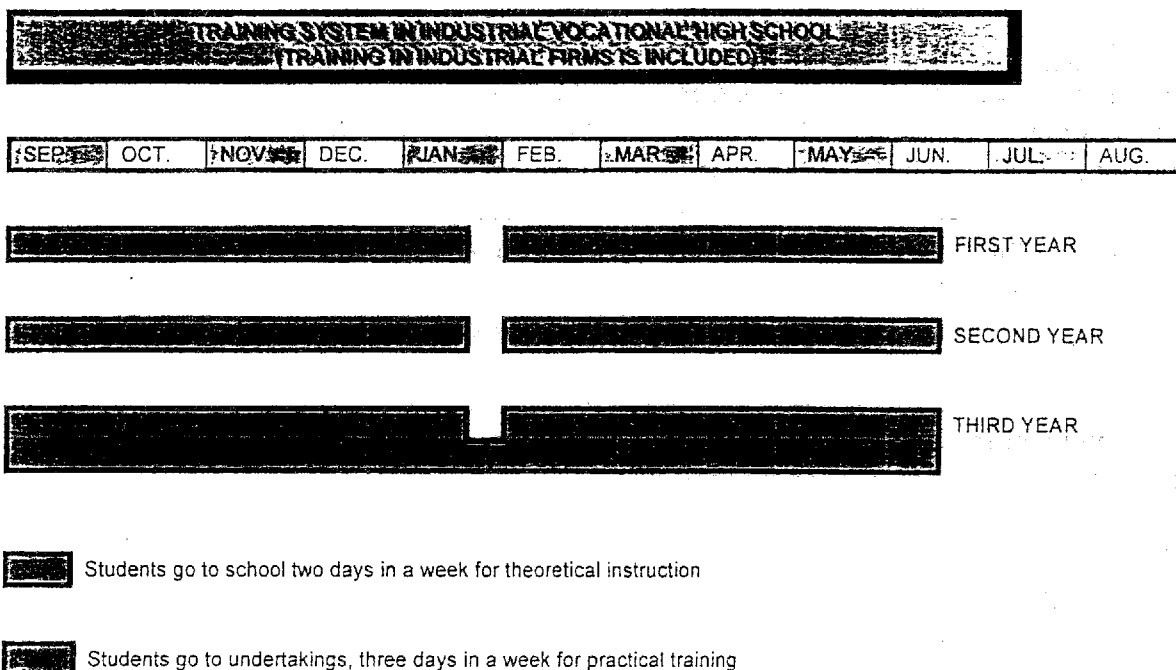
Implementation of the Act has started at the beginning of 1986-1987 school year. While 9<sup>Th</sup> grade students of Industrial Vocational High Schools were spending their entire time in school using classrooms, laboratories and shops, the 10<sup>Th</sup> and 11<sup>Th</sup> grade students were attending theoretical courses at school for two days a week and having practical at the premises of firms and enterprises for three days a week (see Table. 14). Practical training, therefore, was being done in real job atmosphere using the real tools, machines and equipment.

Vocational training at enterprises is carried out according to the training program developed by industrial supervisors, managers, trainers, engineers etc. and program developed by experts of the school. Qualified trainers are appointed by enterprises after completing specially designed "Master Trainer Course" organised by the Ministry.

Teachers from industrial Vocational High Schools have been appointed as "co-ordinators" by the school directorates to follow-up students' progress.

The number of students receiving practical training in enterprises is 56.195 in the beginning of 1997-1998 school year.

TABLE: 14



## 6. Industrial Practical Trade Schools

These schools accept out-of-school youth who completed primary education but are not able to continue their further normal education. The minimum requirement for entering into these schools is, therefore, having a primary school diploma.

Adults who completed primary school may also apply to these schools either to be trained for a vocation or to upgrade their skills and knowledge in their areas.

Training in industrial practical trade schools are provided during the day or evening depending upon desires of the students and the availability of the school promises. According to the needs of industry and applicants any program may be launched if there are enough people to start.

Duration of programs offered in these schools varies according to the nature of particular trade. Each program lasts 1200 hours for major industrial trades, some programs may last shorter than 1200 hours. there are 30 programs offered at these schools. The list of the programs is shown at Table. 15. (NOTE: There are two types of industrial practical trade schools which are Independent and Integrated schools. What so called "independent" means a school which has building, teacher, etc. its own. "Integrated School" means a school but has no independent building, etc. Integrated schools use the same physical facilities and teaching staff.)

**PROGRAMS OFFERED AT INDUSTRIAL PRACTICAL TRAINING CENTRES** Table : 15

1-ARC WELDING	16-MECHANICS
2-AUTOMOTIVE	17-MILLING
3-AUTO-ELECTRICAL	18-MOTOR WINDING
4-BUILDING	19-OXY-GAS WELDING
5-COLD METAL WORKING	20-PLASTERING & PAINTING
6-COMPOSITION & PRINTING	21-PRINTING
7-CONCRETE BUILDING	22-RADIO REPAIRING
8-CONSTRUCTION DRAFTING	23-SHIPPING
9-CONCRETE BLACKSMITHING	24-SHOE MAKING
10-ELECTRICAL INSTALLATION	25-SANITARY FITTING
11-FURNITURE MAKING	26-STONE MASONRY
12-HEATING & AIR-CONDITIONING	27-TOOL & DIE MAKING
13-JOINERY	28-TURNING
14-MASONRY	29-WOODEN BUILDING
15-MECHANICAL DRAFTING	30-WOOD WORKING

### 7. Adults Technical Training Centres

These centres which are non-formal type of institutions in nature are designed to train adults who are not able to continue their further formal education but have a primary education school diploma. Adults technical training centres either prepare adults for a vocation or upgrade their knowledge and skills in a specialised area. All of these centres have boarding facilities and provide training free of charge.

There are 36 programs at the moment offered by the centres. The list of programs are shown at Table 16.

Table:16

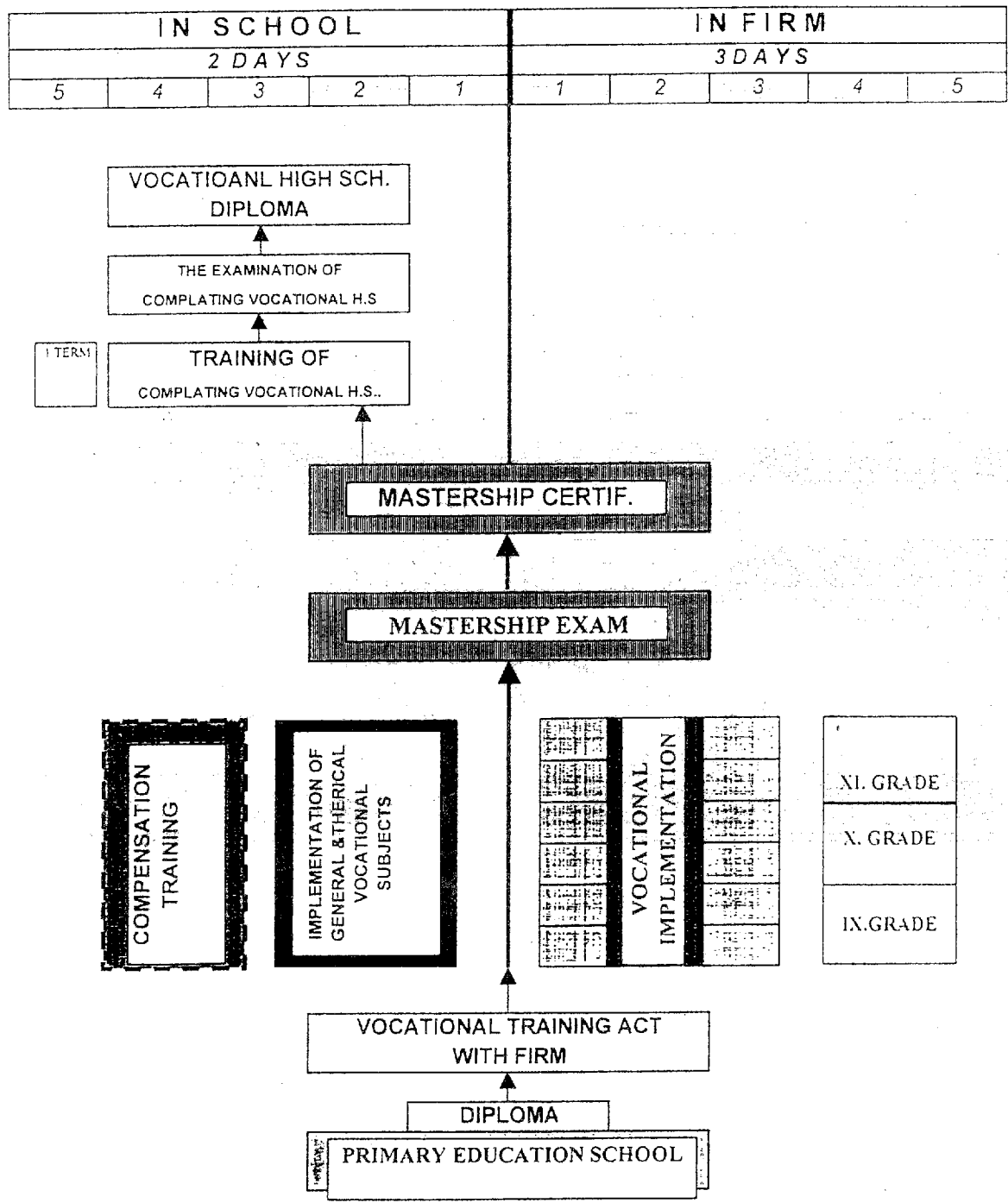
**PROGRAMMES OFFERED AT ADULT TECHNICAL TRAINING CENTRES**

1-ARC WELDING	19-MACHINE SHOP
2-AUTOMOTIVE	20-MASONRY
3-AUTO-ELECTRICAL	21-MECHANICAL DRAFTING
4-BRICK LAYING	22-MECHANICS
5-BUILDING	23-MILLING
6-COLD METAL WORKING	24-MOTOR WINDING
7-COMPOSITION & PRINTING	25-OXY-GAS WELDING
8-COMPUTER	26-PLASTERING & PAINTING
9-CONCRETE BUILDING	27-PRINTING
10-CONSTRUCTION DRAFTING	28-PRINTING ( GENERAL )
11-CONCRETE BLACKSMITHING	29-RADIO REPAIRING
12-ELECTRICAL	30-REFRIGERATION & AIR-CONDITIONING
13-ELECTRONICS	31-SANITARY FITTING
14-ELECTRICAL INSTALLATION	32-STONE MASONRY
15-ELECTRICAL WELDING	33-TOOL & DIE MAKING
16-FURNITURE MAKING	34-TURNING
17-HEATING AIR-CONDITIONING	35-WOODEN BUILDING
18-JOINERY	36-WOOD WORKING

### 8. Vocational Training Centre

The Centre has been established in accordance with bilateral Technical Co-operation Agreement between the Turkish Government and the Republic of Germany. The purpose of the centre is to train adults and masters in their specific vocations or upgrade-their knowledge and skills though dual system. The centre is a non-formal type of institution and training duration is three years after graduation from middle school. In 1995-1996 academic year 13 Vocational Training Centres are carrying out the dual training in Industrial Electronics, Industrial Mechanics and Automotive areas. Training stages in these schools is shown at table 17

# TRAINING STAGES IN VOCATIONAL TRAINING CENTRES



## INTERNATIONAL AND BILATERAL PROJECT ACTIVITIES

General Directorate of Technical and Vocational Education has had certain difficulties during its history especially those difficulties pertaining to financial resources to develop curricula, to train vocational and technical teachers within and outside of the country to renew its machines and equipment's, and trying to find out additional resources outside the regular budget, improve cost control and eliminate unnecessary expenditures.

General Directorate, together with other Government agencies such as Treasury, State Planning Organisation, has proposed certain projects. Table. 18 shows summary of these projects.

Table. 18

**INTERNATIONAL AND BILATERAL PROJECTS OF  
THE GENERAL DIRECTORATE OF  
TECHNICAL AND VOCATIONAL EDUCATION**

No.	TITLE OF THE PROJECT	PROJECT LOCATION	OTHER SIDE
1	INDUSTRIAL SCHOOLS PROJECT	64 SCHOOLS IN TURKEY	INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD) (LOAN)
2	NON-FORMAL VOCATIONAL TRAINING PROJECT	9 TECHNICAL TRAINING CENTRES FOR ADULT IN TURKEY	INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD) (LOAN)
3	TURKISH-GERMAN VOCATIONAL TRAINING CENTRE PROJECT	ANKARA-DIKMEN VOCATIONAL HIGH SCHOOL	THE FEDERAL REPUBLIC OF GERMAN (DONATION)
4	ANATOLIAN TECHNICAL HIGH SCHOOL PROJECT (AUTOMATIC CONTROL)	ISTANBUL-HAYDARPA A VOCATIONAL HIGH SCHOOL	THE FEDERAL REPUBLIC GERMAN (DONATION)
5	ISTANBUL TUZLA TECHNICAL AND VOCATIONAL HIGH SCHOOL PROJECT	ISTANBUL TUZLA VOCATIONAL HIGH SCHOOL	JAPAN INTERNATIONAL CO-OPERATION AGENCY (DONATION)
6	ISTANBUL-KA ITHANE PROFILO ANATOLIAN TECHNICAL HIGH SCHOOL	ISTANBUL-KA ITHANE ANATOLIAN TECHNICAL HIGH SCHOOL	PROFILO HOLDING A. (DONATION) FRANCE GOVERNMENT (LOAD) + (DONATION)
7	ANKARA POLATLI VOCATIONAL HIGH SCHOOL PROJECT	ANKARA POLATLI VOCATIONAL HIGH SCHOOL PROJECT	ORS A (BUILDING CONSTRUCTION) CNC-ZENTRUM-HAMBURG THE FEDERAL REPUBLIC OF GERMAN (DONATION)