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EUROPEAN SOCIAL CHARTER

14th report on the implementation of
the European Social Charter

submitted by

THE GOVERNMENT OF TURKEY

(for the period 01/06/04 to 31/05/06:
Articles 1, 9, 10 and 18)

Report registered at the Secretariat on 29 February 2008

CYCLE 2008

EUROPEAN SOCIAL CHARTER

14th National Report on the Implementation of
The European Social Charter

submitted by

**THE GOVERNMENT OF
THE REPUBLIC OF TURKEY**

For the period between
June 1, 2004 to May 31, 2006

on Articles 1, 9, 10 & 18

Article 1 THE RIGHT TO WORK

With a view to ensuring the effective exercise of the right to work, the Contracting Parties undertake:

1. Article 1, paragraph 1 to accept as one of their primary aims and responsibilities the achievement and maintenance of as high and stable a level of employment as possible, with a view to the attainment of full employment;

Question "A":

Please indicate the policy followed by your government in attempting to reach and maintain full employment. Please supplement with details of the measures and programmes implemented to achieve as high and stable a level of employment as possible.

Answer "A":

1. Main Actors of Employment Policy In Turkey

- Ministry of Labour and Social Security
- Turkish Employment Organization (İŞKUR)
- State Planning Organization
- Social Partners
 - TURK-IS (The Confederation of Turkish Trade Unions)
 - TISK (Confederation of Turkish Employers)
 - DISK (The Confederation of Progressive Trade Unions of Turkey)
 - HAK-IS (The Confederation of Turkish Real Trade Unions)
 - TOBB (The Union of Chambers and Commodity Exchanges of Turkey)
 - TESK (Confederation of Tradesmen and Artisans of Turkey)
 - Confederations of Other Public Employees' Trade Unions

A. İŞKUR

2. İŞKUR is the main institution responsible for contributing to determination and implementation of employment policy in Turkey. İŞKUR is an autonomous public organization in terms of administration and finance and managed by a tripartite administrative board and, is subject to the provisions of private law.

3. İŞKUR is organized throughout the country level and provides services through its provincial offices. Main activities of İŞKUR are to protect, develop and expand employment, to help activities for preventing unemployment and to execute unemployment insurance services.

- Contributing to the formation of national employment policy, prevention of unemployment and Protection of employment
- Implementing active and passive labour market programmes.
- Making arrangements concerning establishment and functioning of the Private Employment Agencies.
- Coordinating activities of Labour Market Information Counseling Board.

4. Within the context of active labour market measures, ISKUR has been carrying out various projects with the help of its own resources along with international loans and donations to be able to increase employability of the labour force. Projects implemented so far;

- Active Labour Market Programmes Project.
- Privatization Social Support Project.
- Informatics Apprentices Project.
- Developing Regional Human Resources Project.
- Functioning and Monitoring of Private Employment Agencies.
- Projects designed for increasing the employability of disabled and exconvicts.

B. 9TH DEVELOPMENT PLAN (for the period between 2007-2013) Prepared by State Planning Organization

• Growth and Employment

5. Turkish economy grew at a rate of 7.4 per cent in 2000, which was the base year of the 8th Plan, however, it contracted at a rate of 9.5 per cent as a result of the 2001 crisis. During the period following the crisis, as a result of the tight fiscal and monetary policies that were implemented decisively, important steps were taken towards ensuring macroeconomic stability and a high growth performance was achieved. Consequently, during the 2002-2005 period, GDP grew at an annual average rate of 7.5 per cent. As a result of this, per capita income, which was 2,879 dollars in 2000, increased to 5,042 dollars in 2005.

6. By carrying out structural reforms and privatizations, the regulatory and supervisory role of the state in the economy was strengthened, while the share of private sector in the economy was increased. As a result of this and with the help of the confidence restored in the economy, economic growth was driven by the private sector, private consumption increased at an annual average rate of 6.8 per cent and the annual average increase of private investments reached 19.7 per cent during the 2002-2005 period. Increases in productivity played an important role in this high growth performance.

7. The contribution of the total factor productivity (TFP) to growth, which was 24.5 per cent annually on average during the 1996-2000 period, reached 42 per cent during the 2001-2005 period. During the same period, while the contribution of capital accumulation to growth was 51.7 per cent, the contribution of employment increase was realized as 6.3 per cent. When the sectoral structure of growth is examined, it is observed that the greatest contribution came from industry. While the annual average growth rate of the agricultural sector was 1.1 per cent during the 2001-2005 period, industry and services sectors grew by 5.1 per cent and 4.3 per cent, respectively. As a result of these developments, the share of the agricultural sector in the total value-added continued to decrease and it fell from 14.1 per cent in 2000 to 10.3 per cent in 2005. On the other hand, the share of the services sector increased from 62.6 per cent to 64.4 per cent and the share of the industry sector rose from 23.3 per cent to 25.4 per cent.

8. The annual average increase in employment during the 2001-2005 period was 0.4 per cent and the unemployment rate reached 10.3 per cent as of 2005. The crisis of 2001 and the dissolution in agricultural employment were the determining factors in this development. As a matter of fact; while the agricultural employment decreased at an annual average rate of 3.3 per cent in the 2001-2005 period, non-agricultural employment increased by 2.5 percent.

• **Economic And Social Developments In Turkey In The Pre-Plan Period**

9. Main Economic Indicators

	Turkey			EU-15	
	2000	2005	Average of Eighth Plan	2005	Average of 2001-2005
Growth and Employment					
GDP (At Current Prices, Billion YTL)	124.6	487.2	-	-	-
GDP (At Current Prices, Billion Dollars)	200.0	363.4	-	12,757	-
Per capita GDP (At Current Prices, Dollars)	2,879	5,042	-	33,517	-
Per capita GDP (PPP, Dollars)	6,820	8,145	-	31,503	-
GDP Growth ⁽¹⁾	7.4	7.4	4.4	1.5	1.6
Total Consumption ⁽¹⁾	6.3	8.1	3.0	1.5	1.7
Public	7.1	2.4	-0.6	1.6	2.0
Private	6.2	8.8	3.4	1.5	1.7
Total Fixed Capital Formation ⁽¹⁾	16.9	24.0	4.1	2.7	1.2
Public	19.6	25.9	-2.1	-	-
Private	16.0	23.6	5.9	-	-
Population (Million Persons)	67.4	72.1	-	380.6	-
Labor Force Participation Rate (%)	49.9	48.3	48.9	71.3	70.8
Employment Level (Million Persons)	21.6	22.1	-	165.0	-
Unemployment Rate (%)	6.5	10.3	9.9	7.9	7.8
Non-Agricultural Unemployment Rate (%)	9.4	13.6	14.2	-	-
Total Factor Productivity Increase (%)	1.8	1.6	2.0	0.3	0.4
Foreign Trade					
Exports (FOB) (Billion Dollars)	27.8	73.4	-	-	-
Imports (CIF) (Billion Dollars)	54.5	116.5	-	-	-
Trade Balance (Billion Dollars)	-22.0	-32.8	-	-	-
Tourism Revenues (Billion Dollars) ⁽²⁾	7.6	18.2	-	-	-
Current Account Balance / GDP (%)	-4.9	-6.4	-2.7	-0.1	0.2
Trade Volume / GDP (%)	41.2	52.9	-	-	-
Public Finance (Per cent)					
General Government Revenues ⁽³⁾ / GDP	40.4	44.1	41.8	45.3	45.0
General Government Expenditures ⁽³⁾ /GDP	50.2	44.3	50.8	47.6	47.2
General Government Borrowing Requirement ⁽³⁾ / GDP	9.8	0.2	9.0	2.3	2.2
General Government Interest Expenditures ⁽³⁾ /GDP	17.0	9.6	16.6	2.8	3.1
Public Sector Borrowing Requirement ⁽⁴⁾ / GDP	11.9	-0.1	8.5	-	-
Public Net Debt Stock/ GDP	57.5	55.7	71.2	-	-
Public Gross Debt Stock/ GDP	68.8	71.5	86.1	64.6	63.1
Tax Burden ⁽⁵⁾ / GDP	30.6	31.7	30.5	40.8	40.5 ⁽⁶⁾
Prices (Percentage Change)					
CPI (End Year)	39.0	7.7	28.8	2.2	2.0
CPI (Average Annual Percentage Change)	54.9	8.2	32.4	2.1	2.1

(1) Real percentage change.

(2) Definition of Tourism Revenues was changed as of 2003.

(3) Includes public institutions under general budget, institutions under special budget, regulatory and supervisory agencies, social security institutions, local administrations, revolving funds and funds.

(4) Includes General Government and SEEs.

(5) Includes social security premiums, excludes tax rebates and rejections.

(6) 2001-2004 average.

- **Increasing Employment**

10. While the rate of population growth was 1.41 per cent in 2000, it dropped to 1.26 per cent in 2005. During the same period, working age population, covering the age group 15-64, and senior population consisting of people older than 65 years, increased and their shares in total population increased from 64.7 per cent to 65.7 per cent and from 5.4 per cent to 5.9 per cent, respectively.

11. The employment created in Turkey during the 8th Plan period has remained less than the increase in working age population and the labor force. During this period, the working age population, labor force and employment rose by an annual average rate of 1.9 per cent, 1.3 per cent and 0.4 per cent, respectively. The employment figures, which declined following the 2001 crisis, displayed increases in 2004 and 2005. Even though the GDP grew at an annual average rate of 4.4 per cent during the Plan period, the total employment increase was realized as 0.4 per cent. The most important reason for the rate of increase of employment being lower than the growth rate is the decrease in agricultural employment.

12. The share of the agricultural sector in total employment receded from 36 per cent to 29.5 per cent and employment in this sector was reduced by 1 million 276 thousand persons during the Plan period. Employment increased substantially in non-agricultural sectors, especially following the year 2003, creating 1 million 742 thousand persons of employment during the Plan period. Creation of employment for 1 million 162 thousand persons in 2005 suggests that this increase accelerated at the end of the period. Another reason for the low rate of total employment increase was that after the crises enterprises that used the labor force more efficiently needed additional employment at lower levels.

13. During this period, progress was not made in labor force participation and employment rates, which were lower than EU averages. Such low rates are caused by insufficient participation of women to the labor force and employment. The female labor force participation and employment rates are around one third of the rate for men. As a result of the decrease in employment in the agricultural sector and with the impact of the 2001 crisis, the unemployment rate, which was 6.5 per cent in 2000 increased to 10.3 per cent in 2005. Non-agricultural unemployment rate, on the other hand, rose from 9.4 per cent in 2000 to 15 per cent in 2002 and declined to 13.6 per cent in 2005. The unemployment rate among young people, which is approximately twice as much as total unemployment rate, continues to be significant.

14. In the framework of an employment-focused sustainable growth, creating skilled human resources required by a competitive economy and information society, improving employment opportunities, reducing unemployment and making the labor market more efficient will be ensured. The employment dimension will be taken into consideration in the regulations to be undertaken in the economic and social areas.

15. In preparing the National Employment Strategy, the issue of directing the labor force coming from agricultural sector due to the dissolution in this sector to non-agricultural sectors, will be emphasized. Development and encouragement of entrepreneurship, which is important for increasing employment, will be addressed with an integrated approach.

16. The labor market will be made to acquire a structure where a balance is held between flexibility and job security, burdens on employment are gradually reduced, all individuals are given equal employment opportunities and social dialogue is strengthened. By establishing a balance between flexibility and job security in the labor market, adaptation capacities of enterprises and employees to change will be enhanced. A wage system, which is based on basic wages, will take into account competitiveness of the economy, strengthen the relation between

wages and productivity, contribute to flexibility of labor markets and support productive employment, will be created. Social dialogue mechanisms will be strengthened and spread at all fields ranging from country level to enterprise level.

- **Improving the Labor Market**

17. Besides the non-wage labor costs, employers in Turkey also have obligations to employ a certain number of people and to establish units, depending on the number of workers they employ. In order for employment to be increased and unemployment to be reduced, the need to revise the obligations of employers regarding employment and make new arrangements in this regard still continues.

18. In the labor market there still is the requirement for the assessment of the applicability of flexibility provisions in the legislation, elimination of problems and the establishment of the relation with the social security. During the 8th Plan Period, significant legal and institutional regulations regarding the labor market were made. The Labor Law No. 4857, which aimed to ensure the harmonization of the working life regulation with the changing and developing conditions of Turkey, the International Labor Organization (ILO) contracts and the EU legislation, came into effect in 2003. With the Turkish Employment Agency Law No. 4904, the Agency was restructured as an employment organization in line with today's needs and conditions. Approval was given to opening of private employment offices. The Labor Market Information Advisory Board was established with the aim of setting up the information system concerning the labor market. The Law No. 5084, which aimed to increase employment and investments, was put into effect.

19. The Employment Status Report was prepared in 2003 within the scope of the activities towards harmonization with the European Employment Strategy in the EU accession process. The Joint Assessment Document, which sets priorities and policies to be followed for employment, has also been studied to be ready in near future. As for the next stage, the National Reform Program on employment will be prepared.

20. By evaluating flexibility and job security together, the labor market will be provided with a more flexible and active structure. The burden on employment will be gradually reduced by taking actuarial balances into consideration as well, in such a way as to encourage the development of new employment opportunities, to increase the number of proper jobs and to reduce informal employment.

21. Wage policy based on basic wages, which will strengthen the wage-productivity relation, contribute to the flexibility of labor markets and support productive employment, will be followed.

22. Ability of enterprises and employers to manage the transformation in the labor market in a positive manner will be improved. Capacities of enterprises to adapt to this transformation will be enhanced through modernizing labor organizations and supporting harmonization in enterprises, for the employees this adaptation will be ensured through providing them with the information and skills required by the new conditions.

23. The existing social dialogue mechanisms in Turkey will be strengthened. The social dialogue culture will be spread from enterprise to country level, and with this aim new mechanisms will be created. Equal opportunities will be provided for the women, the young, and the long term unemployed, the disabled and former convicts, who encounter difficulties in the labor market. With the aim of increasing the participation of women in the labor force and employment, their

access to childcare and other similar services will be facilitated. Programs will be developed to provide the young with experience in the labor market.

24. In order for employment agencies to adapt to the changes in the labor market caused by globalization and technological advances, their capacities will be enhanced, service areas will be diversified, and target groups to which services are provided will be expanded considering the requirements at local level. In addition, communication with relevant organizations will be strengthened to ensure that the decisions taken at central level can also be efficiently implemented at local level.

- **Increasing the Sensitivity of Education to Labor Demand**

25. In the framework of reviewing education programs, activities towards transition to a modular system have been started with the participation of the social parties to provide vocational education with the flexibility to respond to the developments in the labor market.

26. A National Professional Qualifications Agency for spreading, developing and maintaining a system of professional standards, examination and certification in collaboration with the state, employee's and employer's organizations has been established.

27. 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 labor market. In order to develop the skills and abilities of people, this strategy will cover mechanisms that will support increasing formal and non-formal education opportunities, strengthen the horizontal and vertical relationship between the types of education, structure apprenticeship and public education towards these types of education as well as support the involvement of the private sector and NGOs in this area.

28. In order to develop the information systems related to the labor market, to provide the education and labor market with a more flexible structure, and to increase employment and labor productivity, work force will be trained in the areas demanded by the economy taking the life-long education strategy into consideration.

29. The necessary data including the education, employment and professions of households will be produced and compiled, and labor market requirement analyses will be conducted in order to determine the labor force supply and demand tendencies.

30. Transformation to a modular and flexible system in vocational and technical education will be realized. The vocational training at higher and secondary education will be transformed into a single structure that will take integration of programs as basis, and applied training techniques, which play an important role in educating a qualified labor force in vocational education, will be emphasized.

31. The vocational education system will bring up students, who possess the basic skills to work in groups, to take decisions, to solve problems, and to undertake responsibilities as required by the labor market.

32. In order to meet the intermediary personnel requirement of the economy, mechanisms that will ensure the broadening of vocational education activities in organized industrial zones, which creates an environment for clustering, will be strengthened through effective collaboration with the relevant service institutions and the private sector.

33. Activities of enterprises and non-governmental organizations towards training skilled labor force will be supported. Activities concerning the National Professional Qualification System, which covers such fundamental functions as the development and certification of qualifications based on professional standards and accreditation of organizations providing certificates and training, will be completed and a vocational education structure that is sensitive to this system will be developed.

34. Interaction between education and labor market will be strengthened to raise the qualified labor force required by the market. Existing education programmes in vocational education and higher education will be revised and new education programmes will be determined according to manpower requirements.

35. Transformation to a modular and flexible system in vocational and technical education will be realized. A professional qualification system will be established based on professional standards, examination and certification and a vocational education structure will be developed based on this system.

36. Division of work and cooperation will be ensured based on programme integrity between vocational colleges and vocational and technical secondary schools. Applied training held by these institutions with the industry will be strengthened and spread.

- **Developing Active Labor Policies**

37. The importance given to active labor policies as an effective instrument in increasing employment increased during the 8th Plan period. Active labor policies, which aim to increase employability by improving the skills and qualifications of the labor force, cover programs such as training the labor force, vocational education, and labor force harmonization programs, provision of vocational directing, vocational consultancy and counseling services, development of job searching strategies, providing disadvantaged groups such as the unemployed, the disabled, women and the young with opportunities to find jobs, entrepreneurship training and employment-guaranteed education programs.

38. Activities for disseminating the programs developed by the Turkish Employment Agency (İŞKUR), which is the main implementing agency for active labor policies in Turkey, are continuing. In this context, the Active Labor Market Programs Project jointly financed by the EU and Turkey was carried out by İŞKUR. 50,059 persons were trained within the scope of this program and 7,463 persons of the total were employed. In spite of this, the ratio of the expenditures within the scope of active labor policies to GDP is well below the EU average, which is 0.7 per cent.

39. Qualifications and skill levels of the unemployed, disadvantaged groups visà- vis the labor market and labor force leaving the agricultural sector will be improved through active labor programs based on the needs of the labor market and resources appropriated to these programs will be increased.

40. Employment services will be provided for a larger number of people and their quality will be raised. Active labor market policies will be spread through labor force training and vocational training courses, primarily entrepreneurship and employment guaranteed programs, professional consultancy and guidance services, and training seminars in the industry. Active labor programs will be organized in line with the analyses of labor market requirements.

41. Micro scaled projects aimed at creating employment will be provided with financial support.

42. Qualities and skill levels of the unemployed, disadvantaged groups vis-à-vis the labor market and labor force leaving the agricultural sector will be improved through active labor programmes according to the needs of the labor market.

43. The quality of employment services will be improved and resources allocated to active labor programmes will be increased. Active labor policies will be spread thorough entrepreneurship training, employment guaranteed programmes, professional consultancy and guidance services, labor training and vocational training courses and industrial training seminars.

• **Employment Indicators (Per cent)**

	2000	2002	2005
Distribution of Employment by Sectors			
Agriculture	36.0	34.9	29.5
Industry	17.7	18.5	19.4
Services	46.3	46.6	51.1
Unemployment			
Unemployment Rate	6.5	10.3	10.3
Non-agricultural Unemployment Rate	9.4	15.0	13.6
Unemployment Rate Among the Young People	13.1	19.2	19.3
Unemployment Rate Among the Young People Who Completed Tertiary Education	28.2	38.0	30.9
Labor Force Participation Rate	49.9	49.6	48.3
Female	26.6	27.9	24.8
Male	73.7	71.6	72.2
Employment Rate	46.7	44.4	43.4

Source: TURKSTAT

Employment Indicators (Per cent)

	2006	2013	Average of 2007-2013
Labor Force Participation Rate	48.6	50.7	49.8
Female	25.4	29.6	27.8
Male	72.2	72.2	72.2
Growth Rate of Employment	2.3	3.3	2.7
Agriculture	-2.9	-2.9	-2.9
Non-Agriculture	4.4	4.9	4.5
Industry	3.6	2.0	2.5
Services	4.7	5.9	5.2
Sectoral Composition of Employment			
Agriculture	28.0	18.9	22.7
Non-Agriculture	72.0	81.1	77.3
Industry	19.7	19.4	19.8
Services	52.4	61.7	57.5
Employment Rate	43.6	46.8	45.1
Unemployment Rate	10.4	7.7	9.6

Demographic Indicators and Age Distribution of Population 2006

	2006	2013
Total Population, Mid Year, Million	73.0	79.0
Annual Natural Increase, In Thousands(1)	12.4	10.1
Total Fertility Rate, Number of Children	2.18	2.07
Infant Mortality Rate, In Thousands	22.6	18.5
Life Expectancy at Birth, Year		
Female	74.0	74.8
Male	69.1	69.9
Total	71.5	72.3
Distribution of Population by Three Main Age Groups		
0-14	28.1	25.3
15-64	66.0	68.2
65+	6.0	6.5

(1) Not including migrations.

44. Due to the improvements observed in demographic indicators and the expectation that the improvements will continue during the Plan period as well as in the long-term, it is possible to suggest that the population structure of Turkey is becoming relatively similar to those of the developed countries. Important changes are also expected in the age structure of the population. The downward trend both proportionally and in numerical terms in the 0-14 age group since 2005, will continue in the long run and the working age population and the elderly population will consistently increase both proportionally and in numerical terms.

45. The structural transformation observed in the labor market is expected to continue during the Plan period as well and the labor force leaving agriculture is estimated to shift to the other sectors. The transformation in the structure of employment is expected to be basically in favor of the services sector.

46. Employment is estimated to increase at an annual average rate of 2.7 per cent during the Plan period as a result of new employment opportunities to be created in non-agricultural sectors by achieving employment focused sustainable growth, improving the business environment, enabling efficient functioning of the labor market, raising the level of quality and skills of the labor force and developing active labor market policies.

47. On the other hand, labor force participation rate is expected to increase by 2.1 percentage points during the Plan period through raising the level of education, increasing employability by active labor market policies, and facilitating and encouraging entrance into the labor market. The main determinant of this increase is expected to be the increase in female force participation rate. Based on these developments, it is expected that the employment rate will increase by 3.2 percentage points, whereas the unemployment rate will decrease by 2.7 percentage points during the Plan period.

C. GOVERNMENT PROGRAMME

48. Government's biggest target is to place the social dialogue to the highest level and solve problems through mutual agreements, within a triple structure consisting of the worker, employer and the government, for the purpose of attaining peace for workers and for the maintenance of labor activities in a healthy and balanced manner.

49. For the strengthening and stabilization of the labor environment, legislation pertaining to labor shall be revised to ensure democratic participation in conformity with contemporary standards, and measures shall be taken to develop healthy relations between the parties.

50. Efforts shall be made to strengthen the agreement between the government, workers and employers, and relations in the industrial area, within the ILO from work of conventions and principles.

51. The structure of the Economic and Social Council shall be extended and reinforced to be more functional. Legal arrangements to decrease the cost of labor and to promote employment shall be rapidly completed. The present social security premium rates encouraging the employment of unregistered workers shall be brought to a rational level.

52. The level of the minimum wage shall be revised in accordance with cost of living standards and taxes deducted from minimum wages shall be gradually reduced. The freedom of organizing shall be allowed, unionization shall be promoted, and necessary amendment changes shall be made in the legislation for public employees to benefit from union rights and freedoms of collective bargaining and strikes.

53. Discrimination based on sex in the working environment shall be avoided; the principle of equal wages for equal work and merit shall prevail in the field of labor. Gaps in the legislation regarding the exploitation of child labor shall be filled. ILO standards regarding child labor shall be implemented and misuse of child labor shall be prevented.

54. Job security shall be affected without harming workers and employees and the application of unemployment insurance shall be improved.

55. Emergency Action Plans in Employment are planned by the Government. These are:

- 1- Action plan for improving the labour market
- 2- Action plan for improving active labour policies

56. By the way, Ministry of Labour and Social Security is preparing an "Employment Package" to fight with the unemployment.

57. Studies related with the adaptation to European Employment Strategy have been implemented by İŞKUR. Employment Background Report was prepared and Joint Assessment Paper is studied.

Please indicate, if possible, the trend in total employment policy expenditure over the past five years, including the relative shares of "active" (job creation, training, etc.) and "passive" (financial compensation, etc.) measures.

Answer:

58. All public spending on employment is met from the General Budget. But some information about the budget of İŞKUR is given below.

Budget Studies (2005-2006)

YTL

	2005	2006
I- Income Budget	152.065.800	77.623.000
1- Treasury Aid	61.425.000	38.781.000
2- Support from the World Bank	7.311.000	5.320.000
3- Support from European Commission	52.750.000	-----
4- Support from Unemployment Insurance Fund	11.488.575	13.776.333
5- Own Resources	8.190.725	9.492.667
6- Cash Penalties taken from Enterprises not employed Disables and Ex-Offenders	10.900.500	10.253.000
II- Expenditure Budget	152.065.800	77.623.000
1- Personnel Expenditures	45.160.000	37.781.000
2- Current Expenditures	16.318.300	19.921.000
3- Investment Expenditures	79.687.000	9.668.000
4- General Administrative expenditures for disables and ex-offenders	10.900.500	10.253.000

2005 Investments

YTL

Sector	Subject of Expenditures	Allowance amount
General Administration		4.102.000
	Yalova Service Building Construction	10.000
	Sakarya Service Building Construction	20.000
	Bolu Service Building Construction	140.000
	Pendik Service Building Construction	378.000
	Düzce Service Building Construction	286.000
	General Directorate Service Building Construction	242.000
	<u>Automation Development Project*</u>	<u>2.690.000</u>
<u>Replace and Renovation*</u>	<u>336.000</u>	
Education-Training		22.500.000
	Privatization Social Support Project	11.750.000
	Active Labour Programme project	10.750.000
General Total		26.602.000

**will be met by unemployment project*

2006 Investments

YTL

Sector	Subject Investment	Allowance Amount
General Administration		3.888.000
	Bolu Service Building Construction	45.000
	Pendik Service Building Construction	520.000
	Düzce Service Building Construction	35.000
	General Directorate Service Building Construction	400.000
	<u>Automation Development Project*</u>	<u>1.888.000</u>
	<u>Replace and Renovation*</u>	<u>1.000.000</u>
Education-training		5.320.000
	Privatization Social Support Project(2)	5.320.000
General Total		9.208.000

**will be met by unemployment project*

2006 Fiscal Year Budget

59. The consolidated budget of 2006 Fiscal Year was determined as 174 billion 339 million 990 thousand and 202 new Turkish Liras. 46 billion 260 million and 25 thousand new Turkish Liras to interest expenses item, whereas 36 billion 9 million 944 thousand and 918 new Turkish Liras were allocated in the budget.

60. According to 2006 Fiscal Year Budgetary Draft, the resource allocated to intuitions with a general budget was realized as 170 billion 148 million 105 thousand and 52 new Turkish Liras, whereas this amount for the intuitions with a specific budget was realized as 11 billion 302 million 981 thousand and 361 new Turkish Liras, and for the regulatory and supervisory institutions it was realized as 541 billion 141 thousand and 341 new Turkish Liras.

61. State Personnel Presidency took 8 million 947 thousand new Turkish Liras, Republic of Turkey Prime Ministry of State Planning Organization took 264 million 68 thousand new Turkish Liras, State Institute of Statistics took 55 million 935 thousand new Turkish Liras share.

62. In the budget where 3 million 507 thousand and 100 new Turkish Liras allocation was granted to Prime Minister Administration for Disabled People and 3 million 781 thousand new Turkish Liras to General Directorate of Family and Social Research, 1 million 606 thousand and 750 new Turkish Liras to General Directorate of Woman’s Status, General Directorate of Social Solidarity took 1 million 947 thousand new Turkish Liras, General Directorate of Social Services and Child Protection took 512 million 84 thousand new Turkish Liras, whereas Secretariat General for EU Affairs took 9 million 362 thousand new Turkish Liras share.

63. The share of Ministry of National Education was realized as 16 billion 568 million 145 thousand and 500 new Turkish Liras, whereas this amount was 76 million 81 thousand and 750 new Turkish Liras for the Ministry of labour and Social Security. The share of Presidency of Social Security Institution was 13 billion 505 million 231 thousand and 250 new Turkish Liras.

64. Among the institutions of specific budgetary the maximum share was allocated to General

Directorate of Higher Education Credit and Hostels Institution with 1 billion and 577 million new Turkish Liras.

65. In the budget where 965 million and 158 thousand new Turkish Liras allocation was granted to The Scientific and Technological Research Council of Turkey, and 926 million and 320 thousand new Turkish Liras to Republic of Turkey Ministry of Justice General Directorate of Prisons and Detention Houses, TODAİE took the minimum share with 4 million 250 new Turkish Liras.

66. In the budget where 23 million 11 thousand new Turkish Liras allocation was granted to Higher Education Institution, allocations that were granted to the universities took place separately.

Budget for Some Projects:

67. "Privatization Social Support Project" : According to the agreement signed with the World Bank, 250 million USD of the Project amounted total 355,3 million USD was implemented by the World Bank Loan and the rest 105,3 million USD of the Project was implemented with the contribution of Turkish Republic Government.

68. A Pilot Active Employment Project for Strengthening Social Participation and Integration focusing on Gender Problems” is financed by European Training Fund. It is amounted total 89 thousand Euro.

69. EU Active Labour Programme Project: This Project is implemented together with European Training Fund with an amount of 50 million Euros.

70. Improving Human Resources at the Regional Level Project: This Project is amounted 70 million Euros, 48, 5 million Euros of the amount is taken from EU and 21, 5 million Euros is taken from the Turkish Government.

71. Project for Improving Vocational Training (MEGEP): This Project is amounted 4 million Euro.

Budgets of Some Community Programmes which Turkey attended:

72. Programmes:

- Leonardo da Vinci Programmes: Strengthening Vocational Training and Cooperation in Vocational Training. Budget for this programme is 1.2 Million Euros.

- Employment and Encouragement Measures Programmes: (Developing European Employment Strategy) Budget for this programme is 55 million Euros.

- Gender Equality Programmes: Budget for this programme is 50 million Euros.

- Fighting with Discrimination Programmes: Budget for this programme is 98,4 million Euros.

Please indicate the active policy measures taken in order to favors access to employment of groups most exposed to or affected by unemployment (eg. women, the young, older workers, the long-term unemployed, the people with disabilities, immigrants and/or ethnic minorities).

Please give indications on the number of beneficiaries from these measures and information, if possible, on their impact on employment.

Answer:

73. Measures taken for the employment of the most vulnerable groups:

- For Women

74. Turkey is giving special attention to the women employment subject. While the employment rate of women was 34.1% in 1990, it decreased to 26.9 in 2002 and to 25.4 in 2005.

76. Although the equal status on the legislations in Turkey, if they were able to enter to the labour market or to give fully effort for getting higher positions, there are still some obstacles for the women. The main reason lying under these problems is to combine the family and working life.

77. It is very important sharing the responsibilities such as child, sick and old care between the partners which are occasionally dedicated to women according to the traditional social life and ensuring social support service by the state.

78. When observing the women employment issue, it can be reached to some conclusions. Higher education level gives women more opportunities to enter the labour market.

79. Both entering to working life as well as maintaining the career, there are no discrimination related with the gender equality on the legislations.

80. Some of the occupations and jobs are accepted as “women type of work” and some others “man type of work” in traditional social life. Therefore women are choosing the traditional women jobs and also pleased with the lower levels and salaries in their working life. By the way these type of jobs cause them to work in fixed term and temporally jobs without social security.

81. Women, working in the agricultural sector are mostly unpaid family worker and due to none or little payment they can't involve the social security system although there are no legal obstacles.

82. Turkish Republic Prime Ministry Directorate General on The Status of Women gives priority to the activities aiming at eliminating barriers to women employment and suggesting solutions to relevant problems.

83. There have been many improvements in the field of social policies and gender equality in employment. Regarding New Labour Law, Regulations about Working Conditions of Pregnant and Lactation Women and Lactation Rooms, Child Care Centers and Working Conditions of Women Workers on Night Shifts entered into force.

84. Prime Ministry Circular with the number of 2004/7 related to prevention of gender discrimination in employment of the public employees entered into force on 15 January 2004 by publishing in the official gazette with the number of 25347. It is obligatory that all public establishments and institutions obey the circular mentioned above.

85. Turkey has been participating in EU Gender Equality Programme in 2003-2006 period, in this respect, Turkey has also been held seminars for increasing sensitivity.

86. “The Project About Active Labour Force Programs” which aims the increasing of the employment of women in Turkey has been carried out by the coordination of the General Directorate of the Turkish Employment Agency and the EU Commission. One of the target groups of the Project in which the General Directorate on the Status of Women takes part in the executive Commission is the women. The projects regarding women which were accepted in this framework have been supported and they have contributed to the development of the employment of the women.

87. General Directorate on the Status of Women takes part in and contributes to the various studies and projects carried out by the Turkish Confederation of the Tradesmen and Craftsmen (TESK), Small and Medium Industry Development Organization (KOSGEB), and women’s NGOs for the increase of the participation of the women to the labour market.

- For ex-offenders

88. 30th article of the Labour Law No.4857 was amended for ensuring easy access to employment for formerly convicted individuals. In this Article "In work places where more than 50 workers are employed, employers are required to employ disabled persons, ex-offenders and terror sufferers in their workplaces whose terms of employment are determined by their professional capacity, physical and psychological condition. The quota of such employees is fixed as 6%, no less than one half of which should be disabled persons. The distribution of such employees is determined by the Council of Ministers each year in January. Employees employed under contracts for an indefinite or definite period are taken as a base for the determination of the number of employees to be employed in this context.

89. In the regulation of “The Employment of disabled, ex-offenders and terror victims” published on the Official Gazette dated 24 March 2004 with no.25412, the qualifications of these people and the list of the jobs for them, except from the general working conditions special working conditions for them, monitoring and inspection system for them, occupational orientation for them are listed and the penalties and sanctions for the employers who does not obey these rules are mentioned.

90. Under the Ministry of Justice, The Criminal and Arrest house General Directorate, Protection Branch After the Discharge was set up. This branch is monitoring re-integration and rehabilitation of ex-offenders after discharging and ensuring their social inclusion. By this way, ex-offenders will be productive and earn their life and be useful for the society.

91. Recruitment process of ex-offenders: They have been registered by local ISKUR, monitored by Local Republic Chief Solicitor. The Ministry of Labour and Social Security will be informed from the outcome. If they are in need, with the approval of both Social Solidarity Fund and Republic Chief Solicitor, social and economic support will be given to these people to meet their immediate food, cloth, transport requirements. The reintegration and rehabilitation studies at work place of the recruited ex-offenders are followed up.

Courses for Ex-offenders		
Years	Number of Courses	Number of Participants
2002	12	182
2003	23	358
2004	23	402
2005	90	1.402
2006 (as of 31.01.2006)	3	52
Total	151	2.396

- For Disabled

92. It was announced that 2005 was the Employment Year for Disabled People. Objectives behind this are:

- To assist actively disabled people back into the labour market and ease the difficulties in finding job by providing education, training, and work experience opportunities
- To formulate a national employment policy for people with disabilities

93. The proportion of disability:

Total 12.29 %
 Male 11.10 %
 Female 13.45 %

The number of placement of People With Disability

The number of placement of PWD	2004			2005			The Exchange Ratio (%)
	Male	Female	Total	Male	Female	Total	
Public	1.152	168	1.320	1.547	181	1.728	30,91
Private	13.840	2.012	15.852	18.727	2.862	21.589	36,19
Total	14.992	2.180	17.172	20.274	3.043	23.317	

The Number of Unfilled Quota for People With Disability

The number of placement of PWD	2004			2005			The Exchange Ratio (%)
	Public	Private	Total	Public	Private	Total	
	4.567	21.7840	26.307	2.990	21.824	24.814	- 5.68

Source: Turkish Employment Agency (ISKUR)

94. In Turkey, active participation of people with disabilities into the labour market is promoted by quota system both in private and public organizations. In accordance with the Labour Law numbered (No 4857) and Civil Servants Law (No. 657), private and government funded agencies and organizations employing at least 50 workers are obliged to employ disabled persons up to 4% (3% in the case of civil servants) of the minimum required number of employees in that agency or organization. Grant System for employing disabled persons has been established based on contribution for employers.

95. Treasury pays 50% of total amount of insurance premium which employer has to pay as an incentive in cases where:

- an employer employs more people with disabilities than his/her legal obligation, or
- an employer employs people with disabilities with above 80 % degree of disability, or
- an employer employs people with disabilities in spite of the fact that he/she has no legal obligation.

96. The Ministry of National Education is the main responsible body for the vocational training of people with disabilities. There are vocational training centers, occupational centers, training, and practicing schools that provide vocational training services for people with disabilities. It arranges

vocational courses, in occupations that are needed in working life, for persons needing protection and special education. Persons’ interests, aptitudes, and needs are taken into consideration in the arrangement and practices of the courses during which the participants benefit from the same rights as other students.

97. In order to overcome the difficulties faced by people with disabilities in finding job or to provide opportunity for self-employment, Turkish Employment Agency (ISKUR) arranges vocational courses for occupations that suit the capabilities of the disabled considering the type of disability. These courses are generally based on handicraft, ready-made, knitting and computer.

98. There are also legislative measures aiming to provide vocational training for the integration and reintegration of the disabled into open employment implemented by different departments of the Ministry of National Education, Social Services, and Protection of Children Agency.

99. In order to ensure vocational training for people with disabilities, the Vocational Rehabilitation and Sheltered Workshops Project, named “Rainbow”, is going to be implemented in 30 industrialized cities starting from 4 March 2006 so that people with disabilities can gain qualifications and skills required at work, and access to vocational guidance and placement services. Turkish Employment Agency itself finds jobs for its vocational training graduates.

100. In “Mid-Term Programme 2006-2008” prepared by the State Planning Organization, priorities are determined as improving physical conditions, vocational training possibilities, and counseling facilities for people with disabilities. An Action Plan for the Employment of Disabled People 2005-2010 was prepared by the Administration for Disabled People to manage disability issues in a systematic way. This Action Plan includes provisions for recruitment, adaptation to work, job continuity and promotion at work related issues. In Turkey, services for disabled people are given by different bodies either governmental or non-governmental organizations. To ensure coordination among these, Administration for Disabled People was established in 1997. Main functions of the Administration are to ensure coordination, formulate policies including promotion of integrating disabled people into society, and measures for solving the problems of disabled people.

101. Equal Opportunities for People with Disabilities European Action Plan (dated 30.10.2003) has provided an important insight into the preparation process of Turkish Disability Law about access to, and remaining in, employment, combating discrimination, and accessibility to the public built environment. The national disability policy aims to improve the employment rate and the better integration of people with disabilities into the economy and society taking into account the Action Plan. Besides, in the framework of this Action Plan, Action Plan for the Employment of Disabled People 2005-2010 was prepared by the Administration to tackle disability issues in a systematic way. This action plan includes provisions for recruitment, adaptation to work, job continuity and promotion at work related issues.

Courses for Disabled		
Years	Number of Courses	Number of Participants
2000	29	382
2001	10	138
2002	20	262
2003	21	241
2004	20	302
2005	42	1.710
2006 (as of 31.01.2006)	5	95
Total	147	3.130

Job Guaranteed Courses		
Years	Number of Courses	Number of Participants
2000	136	2.159
2001	30	533
2002	27	486
2003	22	374
2004	10	191
2005	28	579
2006 (as of 31.01.2006)	11	199
Total	264	4.521

Courses for people who will set up own business		
Years	Number of Courses	Number of Participants
2000	58	942
2001	13	211
2002	11	200
2003	18	341
2004	33	578
2005	29	448
Total	162	2.720

Courses given under the framework of Unemployment Insurance		
Years	Number of Courses	Number of Participants
2002	17	367
2003	9	167
2004	11	168
2005	89	1.379
2006 (as of 31.01.2006)	1	8
Total	127	2.089

YEARS	TOTAL NUMBER OF PARTICIPANTS
1988-1995	90.021
1996	11.641
1997	11.002
1998	10.158
1999	4.830
2000	8.137
2001	882
2002	3.892
2003	13.115
2004	8.990
2005	11.473
TOTAL	174.141

Question "B":

Please indicate the trends in employment, covering all sectors of the economy. In connection with this, indicate as far as possible, the activity rate, the employment rates and the breakdown of employment by region, by sex, by age, by employment status (employed, self-employed), by type of employment (full time and part time, permanent and fixed term, temporary), and by sector of activity.

Answer "B":

MAIN EMPLOYMENT INDICATORS (2005)

Population 15 Years Old and Over	50 826 000
Labour Force	24 565 000
Employment	22 046 000
Unemployed	2 520 000
Labor Force Participation Rate (%)	48.3
Employment Rate (%)	43.4
Unemployment Rate (%)	10.3
Unemployment Rate of Youth (%)	19.3
Underemployment Rate (%)	3.4

Source: Prime Ministry Turkish Statistical Institute (TURKSTAT)

Labour market	Note	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Economic activity rate (15-64): share of population aged 15-64 that is economically active (%)	14)	55.2	55.3	55.2	52.4	52.3	52.3	51.1	51.5	51.3	51.1
SI: Employment rate (15-64): share of population aged 15-64 that is in employment (%)		51.3	51.4	50.8	48.9	47.8	46.7	45.5	46.1	45.9	45.9
Share of male population aged 15-64 that is in employment (%)		74.8	74.3	72.7	71.7	69.3	68.9	65.9	67.9	68.2	68.0
Share of female population aged 15-64 that is in employment (%)		28.0	28.5	28.9	26.2	26.3	26.6	25.2	24.3	23.7	23.8
SI: Employment rate of older workers (55-64): share of population aged 55-64 that is in employment (%)		40.5	41.1	39.3	36.4	35.9	35.3	32.7	33.1	30.8	30.1

Employment by main sectors (%)	Note	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Agriculture	14)	41.7	41.5	40.2	36.0	37.6	34.9	33.9	34.0	29.5	27.3
Industry	14)	17.5	17.1	17.2	17.7	17.5	18.5	18.2	18.3	19.4	19.7
Construction	14)	6.2	6.1	6.2	6.3	6.2	4.5	4.6	4.7	5.3	5.7
Services	15)	34.6	35.3	36.5	40.0	39.7	42.1	43.4	43.0	45.8	47.3
SI: Unemployment rate: share of labour force that is unemployed (%)		6.8	6.9	7.7	6.5	8.4	10.3	10.5	10.3	10.3	9.9
Share of male labour force that is unemployed (%)		6.5	6.9	7.7	6.6	8.7	10.7	10.7	10.5	10.3	9.7
Share of female labour force that is unemployed (%)		7.8	6.8	7.6	6.3	7.5	9.4	10.1	9.7	10.3	10.3
Unemployment rate of persons <25 years: share of labour force aged <25 that is unemployed (%)		14.3	14.2	15.0	13.1	16.2	19.2	20.5	19.7	19.3	18.7
SI: Long-term unemployment rate: share of labour force that is long-term unemployed (%)		2.7	2.7	2.1	1.3	1.7	2.9	2.5	4.0	4.1	3.5

Source: Eurostat.

102. Working age population increased by 917 thousands in the period of January 2006 compared to the same period of the previous year. While non-institutional civilian population increased by 1 million 44 thousand and has reached to 72 millions 168 thousands persons, non-institutional working age civilian population has increased by 917 thousand and has reached to 51 million 281 thousand persons and non-agricultural employment increased by 1 million 104 thousand persons in period of January 2006.

103. Number of employed persons increased by 19 thousand persons in the period of January 2006 compared with the same period of the previous year and has reached to 20 million 834 thousand persons. Agricultural employment decreased by 1 million 85 thousand persons while non-agricultural employment increased by 1 million 104 thousand persons in this period

**Labour force status
 (January 2006)**

	TURKEY		URBAN		RURAL	
	2005	2006	2005	2006	2005	2006
Non-institutional civilian population (000)	71.124	72.168	43.807	44.910	27.317	27.258
Population 15 years old and over (000)	50.364	51.281	31.168	32.208	19.196	19.074
Labour force (000)	23.512	23.633	13.733	14.533	9.779	9.100
Employed (000)	20.815	20.834	11.841	12.544	8.974	8.290
Unemployed (000)	2.697	2.799	1.892	1.989	806	810
Labour force participation rate (%)	46,7	46,1	44,1	45,1	50,9	47,7
Employment rate (%)	41,3	40,6	38,0	38,9	46,7	43,5
Unemployment rate (%)	11,5	11,8	13,8	13,7	8,2	8,9
Non-agricultural unemployment rate (%)	15,2	14,9	14,1	14,0	18,6	17,6
Youth unemployment rate ⁽¹⁾ (%)	21,4	21,9	24,5	22,8	16,8	20,2
Underemployment rate (%)	3,3	3,8	2,8	3,5	3,9	4,2
Underemployment rate of youth ⁽¹⁾ (%)	4,2	3,9	3,2	3,4	5,8	4,8
Not in labour force (000)	26.851	27.648	17.435	17.674	9.417	9.974

(1) Population within 15-24 age group

104. For more details, TURKSTAT web page <http://www.turkstat.gov.tr/VeriBilgi.do> can be searched.

105. The share of agriculture in employment decreased from 30% of total employment in 2005 to 27% in 2006. Jobs were created in the industrial sector (including construction) and its share in the total labour force rose from 24% to 26.5% in 2006. Employment in the services sector increased from 42% in 2005 to over 47% in 2006. For the first time in five years, job creation in industry and services fully compensated for the reduction in agricultural employment. The relative size of agriculture fell from 10.3% in GDP in 2005 to 9.2% in 2006. The industry (including construction) proportionally remained stable at roughly 31% of GDP. Services increased to about 60% of GDP.

Flexible work

Labour Law - Part-time and full-time labour contract

106. Article 13 – When the normal weekly work time of the worker is established substantially less than an equivalent worker employed on a full-time labour contract, such contract is a part-time labour contract.

107. The worker employed on a part-time labour contract can not be subjected to any procedure different than a full-time equivalent worker merely on the grounds that his/her labour contract is a part-time one; unless a reason justifying such discrimination exists. Divisible benefits of the part-time worker pertaining to wage and money are paid in proportion to the employment time compared to the full-time equivalent worker.

108. An equivalent worker is one employed full-time in the business for the same or a similar work. In case no such worker exists at the business, a worker employed on an indefinite-termed labour contract in the said line at a business with conforming conditions and undertaking the same or a similar work is taken into consideration.

109. The requests of workers to pass from part-time to full-time or from full-time to part-time employment when there are vacant positions matching their qualifications are considered by the employer and vacant positions are announced in due time.

On-call employment

110. Article 14 – The labour relation where it is agreed through a written contract that the action of working shall be performed when worker is required in relation with the work undertaken by him/her is a part-time labour contract based on on-call work.

111. Unless the parties determine the employment duration of the worker within a period of a week, month or year, the weekly employment time is deemed to be agreed as twenty hours. The worker is entitled for the wage either he/she is employed or not during the time determined for on-call employment.

112. The employer, who is entitled to require the worker to fulfill his/her working liability by call, should make such call at least four days in advance of the work time of the worker, unless otherwise agreed. The worker is obliged to fulfill the action of working upon call observing the time condition. Unless a daily working period is agreed in the contract, the employer has to employ the worker during at least four consecutive hours for each call.

113. A MATRA project named Flexible Work in Turkey was executed between the Dutch Ministry of Employment and Social Affairs and Turkish Ministry of Labour and Social Security, and project was implemented in 2 years and completed at the end of year 2005. This project was initiated within the framework of the Matra Pre-accession Projects Programme. Flexible work is a new concept in Turkey, but it is seen as a way for gender equality in the employment.

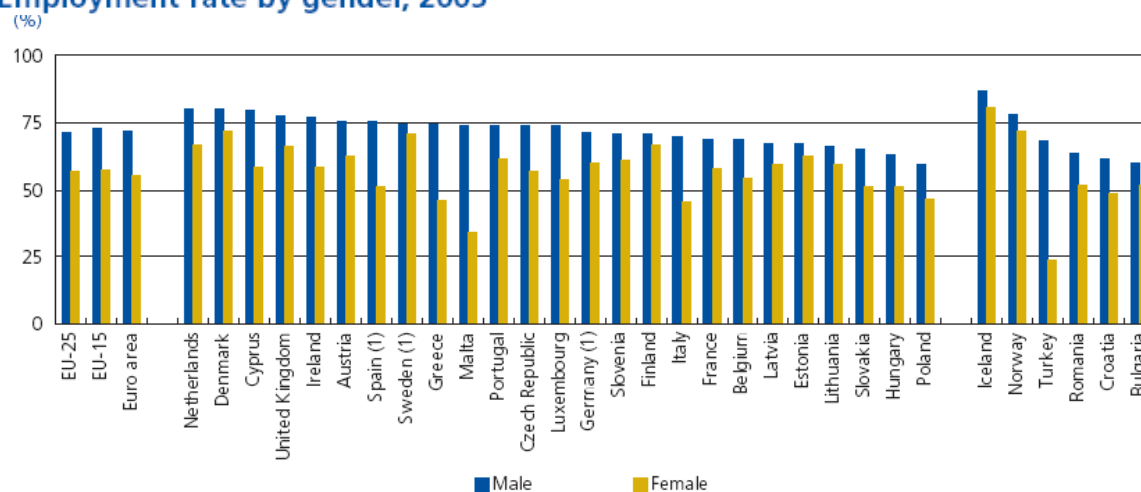
Employment rate

(%)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Turkey	:	:	:	:	:	48.8	47.8	46.9	45.8	46.1	46.0

EUROPE IN FIGURES — Eurostat yearbook 2006-07

Employment rate by gender, 2005



(1) Break in series.

The male/female employment rate is calculated by dividing the number of men/women aged 15 to 64 in employment by the total male/female population of the same age group; the survey covers the entire population living in private households and excludes those in collective households such as boarding houses, halls of residence and hospitals; employed population consists of those persons who during the reference week did any work for pay or profit for at least one hour, or were not working but had jobs from which they were temporarily absent.

EUROPE IN FIGURES — Eurostat yearbook 2006-07

Employment rates for selected population groups (1)

(%)

	Male		Female		Older workers	
	2000	2005	2000	2005	2000	2005
Turkey	71.8	68.2	25.8	23.8	36.3	31.0

The employment rate of older workers is calculated by dividing the number of persons aged 55 to 64 in employment by the total population of the same age group; the survey covers the entire population living in private households and excludes those in collective households such as boarding houses, halls of residence and hospitals; employed population consists of those persons who during the reference week did any work for pay or profit for at least one hour, or were not working but had jobs from which they were temporarily absent.

EUROPE IN FIGURES — Eurostat yearbook 2006-07

Change in total employment

(% change compared with previous year)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Turkey	3.7	2.1	-2.5	(1)	(2)	(3)	(3)	(3)	(4)	(5)	(6)
				2.8	2.1	-0.4	-1.0	-1.8	-1.0	3.0	1.2

3- Forecast, 4- forecast, 5- forecast, 6- forecast

EUROPE IN FIGURES — Eurostat yearbook 2006-07

Please give the trend of the figures and percentages of unemployed in your country, including the proportion of unemployed to the total labour force.

Answer:

114. The unemployment rate in Turkey at the end of September 2006 was 9.1 percent, a 0.6 percent decline from the same month in 2005, the Turkstat figures showed. Unemployment remained higher in Turkey’s cities, with the rate standing at 11.6 percent while in rural regions of Turkey the jobless rate was 5.5 percent.

115. According to The Turkish Statistics Institute Household Labour Force Survey annual results, non-institutional civilian population was 69.479.000 in 2003, 70.556.000 in 2004. The population over 15 years of age was 48.912.000 in 2003 and 24.289.000 in 2004.

116. The employment population was 21.147.000 in 2003 and 21.791.000 in 2004. The employment participation was %48.3 in 2003 and then it increased to %48.7 in 2004. The employment ratio was %43.2 in 2003 and %43.7 in 2004. According to SSI data, unemployment rate was %10.5 in 2003 and %10.3 in 2004. The number of women employed (emplaced to a job) through ISKUR was 8.656 in 2003 and 12.145 in 2004.

117. Non-agricultural unemployment rate declined to 14.9 % with a 0.3 percentage point decrease compared to the same period of the previous year. It declined to 13.9 % with a 0.2 percentage points decrease for men and to 18.8 % with a 1 percentage point decrease for women compared to the same period of the previous year.

118. 13.657 people in the age group between 15-24, 27.487 people in the age group between 25-29, 40 people in the age group over 65 in 2003 were employed through ISKUR. 16.275 people in the age group between 15-24, 29.182 people in the age group between 25-29, 57 people in the age group over 65 in 2004 were employed through ISKUR.

119. For more details, TURKSTAT web page <http://www.turkstat.gov.tr/VeriBilgi.do> can be searched.

Unemployment rate

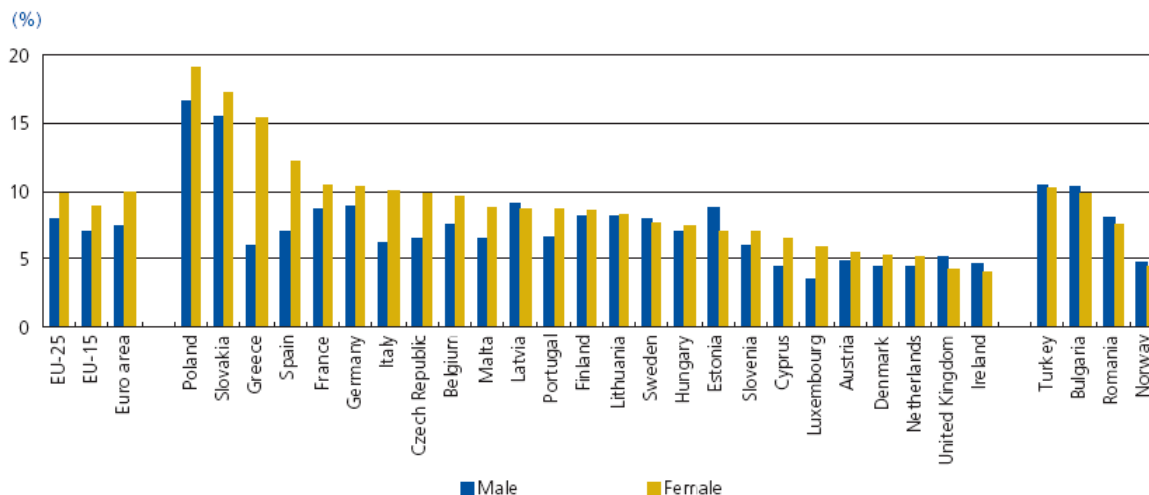
(%)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Turkey	:	:	:	:	:	6.5	8.3	10.3	10.5	10.3	10.3

Unemployment rates represent unemployed persons as a percentage of the labour force; the labour force is the total number of people employed and unemployed; unemployed persons comprise persons aged 15 to 74 who were: (a) without work during the reference week; (b) currently available for work, i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week; (c) actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment or who found a job to start later, i.e. within a period of, at most, three months.

EUROPE IN FIGURES — Eurostat yearbook 2006-07

Unemployment rates, 2005



EUROPE IN FIGURES — Eurostat yearbook 2006-07

Unemployment rates, 2005

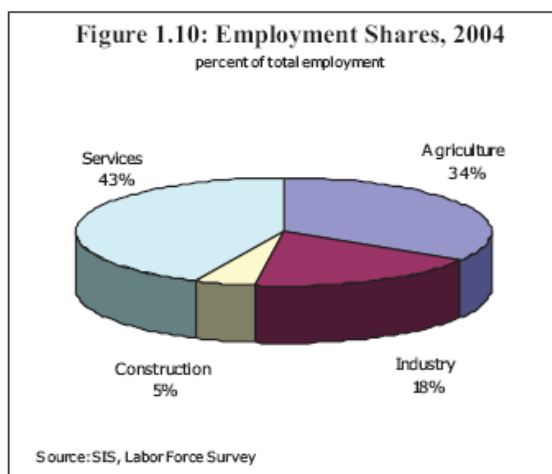
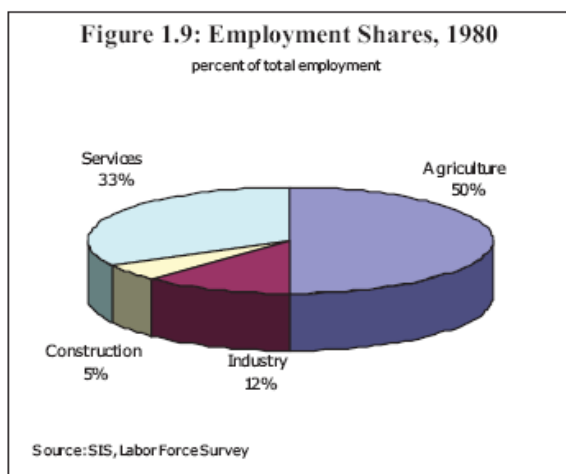
(%)

	Long-term unemployment rate	Unemployment rate			
		Male	Female	< 25 years	> 25 years
Turkey	:	10.4	10.2	:	:

Unemployment rates represent unemployed persons as a percentage of the labour force; the labour force is the total number of people employed and unemployed; unemployed persons comprise persons aged 15 to 74 who were: (a) without work during the reference week; (b) currently available for work, i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week; (c) actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment or who found a job to start later, i.e. within a period of, at most, three months.

Long-term unemployed (12 months and more) persons are those aged at least 15 years not living in collective households who are without work within the next two weeks, are available to start work within the next two weeks and who are seeking work (have actively sought employment at some time during the previous four weeks or are not seeking a job because they have already found a job to start later); the duration of unemployment is defined as the duration of a search for a job or as the length of the period since the last job was held (if this period is shorter than the duration of the search for a job).

EUROPE IN FIGURES — Eurostat yearbook 2006-07



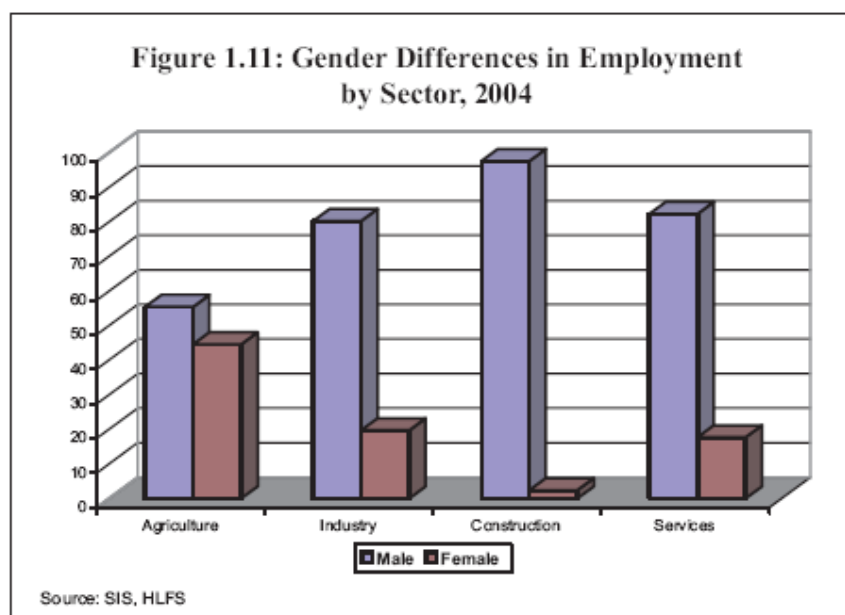
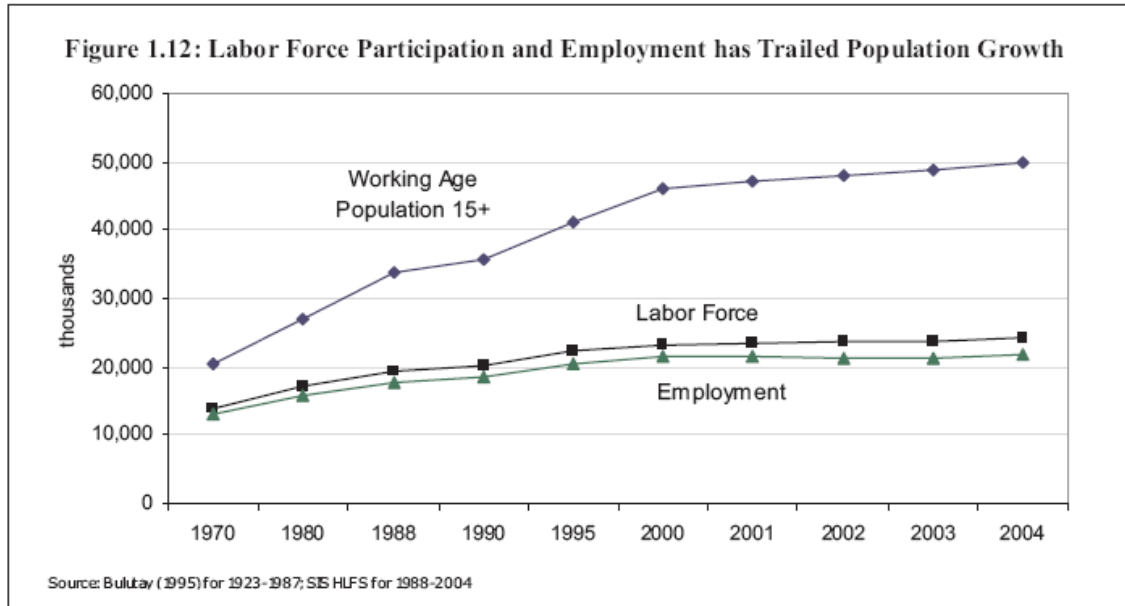
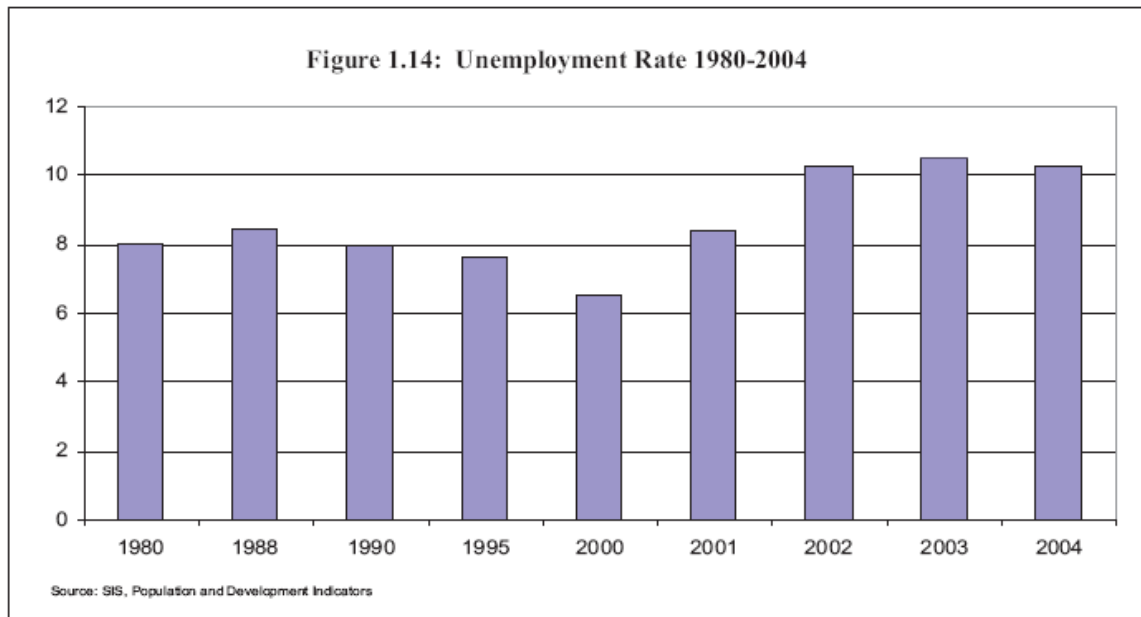


Table 1.2: Labor Force Participation and Employment, 2004

	Population 15+ <i>Thousands</i>	Labor force <i>Thousands</i>	Employment <i>Thousands</i>	Participation rate <i>Percent</i>	Employment rate <i>Percent</i>
Total	49,906	24,290	21,791	48.7	43.7
Female	25,150	6,388	5,768	25.4	22.9
Male	24,756	17,902	16,023	72.3	64.7
Urban	30,813	13,714	11,844	44.5	38.4
Female	15,450	2,832	2,325	18.3	15.0
Male	15,363	10,882	9,519	70.8	62.0
Rural	19,093	10,576	9,948	55.4	52.1
Female	9,700	3,556	3,443	36.7	35.5
Male	9,393	7,020	6,505	74.7	69.3
Memo item:					
OECD total				70.1	65.3

Source: SIS, HLFS, and OECD *Employment Outlook 2005*.
 December 2004 is not strictly comparable to HLFS data.





Please give a breakdown of the unemployed by region, category, sex, age and by length of unemployment.

Answer:

Unemployment Insurance Payments

2005		
<i>Months</i>	<i>Number of Person Benefited</i>	<i>Amount of Payment (000)</i>
<i>January</i>	75.103	19.832,4
<i>February</i>	83.309	22.092,1
<i>March</i>	84.229	22.285,0
<i>April</i>	87.394	22.337,4
<i>May</i>	89.131	21.764,7
<i>June</i>	90.952	22.738,6
<i>July</i>	91.114	23.534,5
<i>August</i>	93.068	23.592,3
<i>September</i>	90.232	22.718,7
<i>October</i>	90.221	23.054,6
<i>November</i>	90.072	22.884,5
<i>December</i>	90.675	23.151,8

Resource : İŞKUR

TURKEY	Oct. 2006	May 2007
Population (000)	72.879	73.414
Population Over 15 (000)	51.922	52.415
Labour Force (000)	25.148	25.574
Employment (000)	22.805	23.309
Unemployed (000)	2.344	2.265
Labour Force Participation Rate (%)	48,4	48,8
Employment Rate (%)	43,9	44,5
Unemployment Rate (%)	9,3	8,9
Unemployment Rate of Young Population(%)	18,8	17,5

www.iskur.gov.tr

120. More details about the unemployment, statistical information can be obtained from TURKSAT web page. <http://www.tuik.gov.tr/VeriBilgi.do> or <http://www.turkstat.gov.tr/VeriBilgi.do>

Question "C":

Please indicate the trend in the number and the nature of vacant jobs in your country.

Answer "C":

In Private Sector

Number of vacant jobs according to provinces

ES	FOR EX-OFFENDERS	VICTIMS OF TERRORISM
22	ADANA 10	ADANA 2
6	AFYON 8	AFYON 6
3	AMASYA 6	ANKARA 641
449	ANKARA 315	AMASYA 14
671	ANTALYA 250	BİLECİK 11
3	AYDIN 4	BOLU 8
1	BALIKESİR 4	BURDUR 2
33	BİLECİK 9	CANAKKALE 16
22	BOLU 9	CANKIRI 35
3	BURDUR 7	ERZİNCAN 1
363	BURSA 385	ERZURUM 5
17	CANAKKALE 24	ESKİŞEHİR 28
16	CANKIRI 17	GAZİANTEP 22
17	CORUM 12	GİRESUN 3
111	DENİZLİ 175	GÜMÜŞHANE 4
38	DİYARBAKIR 9	HATAY 13
32	EDİRNE 22	ISPARTA 4
1	ELAZIĞ 1	İSTANBUL 233
9	ERZİNCAN 1	İZMİR 166
125	ERZURUM 4	KASTAMONU 6
64	ESKİŞEHİR 114	KAYSERİ 4
5	GAZİANTEP 27	KIRKLARELİ 9
3	GÜMÜŞHANE 1	KOCAELİ 67
2	HATAY 5	http://www.iskur.gov.tr/myc
6	İSTANBUL 1617	14
5	İZMİR 154	KÜTAHYA 9
3500	KASTAMONU 4	MANİSA 62
331	KAYSERİ 145	MERSİN 1
7	KIRKLARELİ 35	RİZE 6
185	KİRSEHİR 2	SAMSUN 10
90	KOCAELİ 161	ŞİRT 2
5	KONYA 12	SİNOP 1
33	KÜTAHYA 9	SİVAS 10
16	http://www.iskur.gov.tr/mydocu/talep/kahramanmaraseshuk.html	TEKİRDAĞ 171
70	33	ŞANLIURFA 2
1ARAS 55	MALATYA 1	ZONGULDAK 10
4	MANİSA 269	AKSARAY 4
595	MERSİN 4	SİRNAK 5
12	MUĞLA 63	YALOVA 1
105	NEVŞEHİR 1	KİLİS 6
1	ORDU 1	OSMANİYE 6
3	RİZE 3	DÜZCE 4
74	SAKARYA 33	
14	SAMSUN 9	
7	SİNOP 2	
13	SİVAS 2	
840	TEKİRDAĞ 485	
3	TOKAT 1	
1	TRABZON 4	
2	USAK 3	
13	YOZGAT 3	
7	ZONGULDAK 5	
4	KIRIKKALE 1	
19	AKSARAY 2	
13	KARAMAN 5	
2	BARTIN 25	
13	BAYBURT 1	
6	YALOVA 4	
3	KARABÜK 4	
25	OSMANİYE 1	
	DÜZCE 19	

121. For details and nature of the vacant job in private sector, it can be search by the web page <http://www.iskur.gov.tr/mydocu/talep/iller.html> .

122. For details and nature of the vacant jobs in public sector, I can be search by the web page http://www.iskur.gov.tr/mydocu/D_ozeshuk.html.

Article 1, Paragraph 2. Discrimination

Question “A”:

Please give information concerning legislative or other measures taken to ensure the elimination of all discrimination in employment which might be based on sex, social or national origin, political opinion, religion, race, colour or age and to promote effectively equal opportunities in seeking employment and in taking up an occupation.

Please give information concerning sanctions in force and possibilities of legal remedies in cases of discrimination on the field of employment.

Answer “A”:

- **Principle of Equal Opportunities is under the Guarantee of**

The Constitution

1. Article 10- All individuals are equal without any discrimination before the law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations.
2. Men and women have equal rights and the State is responsible to secure these rights.
3. No privilege shall be granted to any individual, family, group or class. State organs and administrative authorities shall act in compliance with the principle of equality before the law in all their proceedings.
4. Article 48- Everyone has the freedom to work and conclude contracts in the field of his/her choice. Establishment of private enterprises is free.
5. Article 49- Everyone has the right and duty to work.
6. Article 50- No one shall be required to perform work unsuited to his age, sex, and capacity. Minors, women and persons with physical or mental disabilities, shall enjoy special protection with regard to working conditions.
7. Article 70- Every Turkish citizen has the right to enter public service. No criteria other than the qualifications for the office concerned shall be taken into consideration for recruitment into public service.

Penal Code No. 5237

8. Article 122(1) - A person who by practicing discrimination on grounds of language, race, colour, gender, disability, political ideas, philosophical beliefs, religion, sect and other reasons;

- a) Who makes the employment of a person contingent on one of the circumstances listed above,
...
c) Who prevents a person from carrying out an ordinary economic activity, shall be sentenced to imprisonment for a term of six months to one year or imposed fine.

Law on Civil Servants No. 657 (Article 7)

9. Civil servants; cannot discriminate anyone on the basis of language, race, sex, political thought, philosophical belief, religion or sect when performing their duties.

Law on Disabled People No. 5378 (Article 14)

10. In recruitment, no discriminative practices can be performed against the disabled people in any of the stages from the job selection to application, selection process, technical evaluation, suggested working periods and conditions. Working disabled people cannot be subjected to any different treatment than the other people with respect to their disability such that it could cause a result which is unfavorable for them.

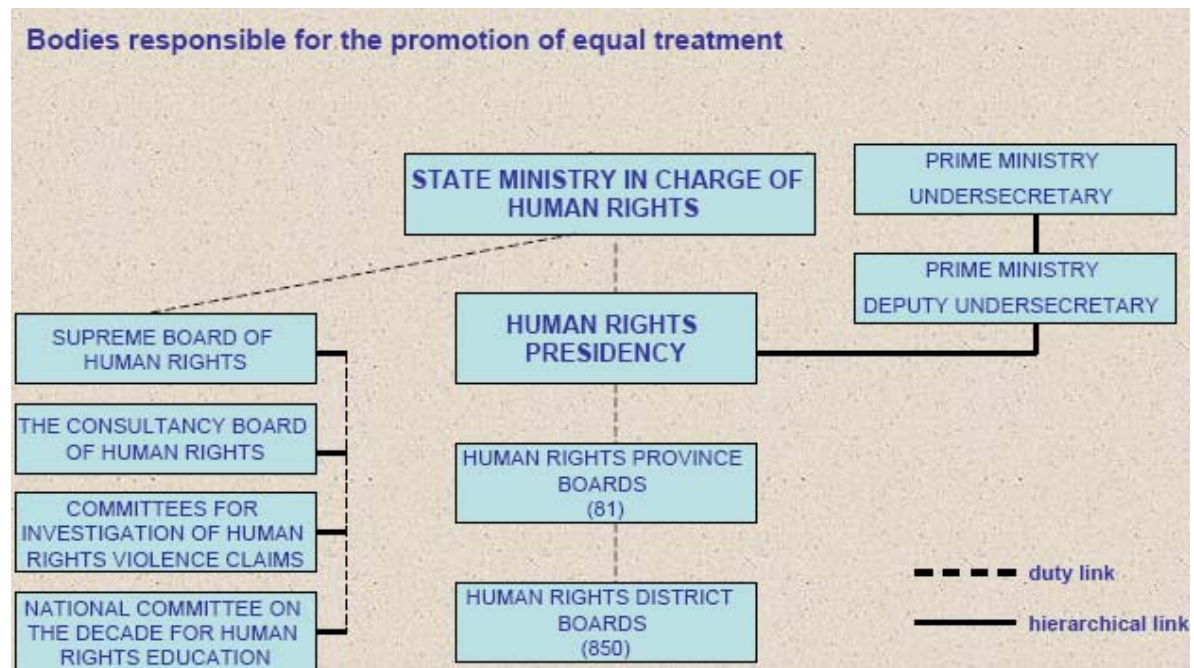
Labour Law No. 4857 (Article 5)

11. No discrimination based on language, race, sex, political thought, philosophical belief, religion, sect and similar grounds can be made in the employment relationship.

- **Access to all types and to all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience**

Law on Vocational Training No. 3308

12. The basic principles of the Basic Law on National Education are also valid for vocational training. In order to benefit from vocational training and to be trained as apprentice, foreman and master, there are certain requirements like age, achievement in exams and education.



• **Measures Taken In The Field Of Gender Equality, Wage Equality, Maternity Protection**

Amendments in the Related Legislations

1. The Constitution

13. The Article No.41 “The Protection of the Family” : A new clause has been added, which reads as “The family is the foundation of the Turkish society and based on the equality between the spouses.” on 03.10.2001.

14. The Article No. 66 “Turkish Citizenship”: The provision “The citizenship of children from a foreigner father and a Turkish mother has been regulated by Law” of The Article No.66 of the Constitution “Turkish Citizenship” has been deleted on 03.10.2001.

15. The Article No. 10 “The Equality before the Law”: A new clause has been added, which reads as “All individuals are equal without any discrimination before the law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations. Men and women have equal rights and the State is responsible to implement these rights’ on 07.05.2004.

16. The Article No. 90 “Ratification of International Treaties” : With an amendment made on 7.05.2004, the provision of “In case of contradiction between international agreements regarding basic rights and freedoms approved through proper procedure and domestic laws, due to different provisions on the same issue, the provisions of international agreements shall be considered.” has been added to the statement of Article No.90 “International agreements duly put into effect bear the force of law. No appeal to the Constitutional Court shall be made with regard to these agreements, on the grounds that they are unconstitutional.” of this Article.

17. By this amendment, “The Convention on the Elimination of All Kinds of Discrimination against Women (CEDAW)” has precedence over the National Legislation.

2. Laws

a) Turkish Civil Code

18. The new Turkish Civil Code has become effective since 1 January 2002. The new law which consists of 1,030 articles covering important amendments to the family law amends the Civil Code enacted in 1926.

19. The principle that the husband is responsible for looking after his wife and children has been deleted, with the new code specifying that a shared financial responsibility be adopted.

20. Both men and women are given equal status within the marriage and are both able to represent the family in legal matters.

21. The obligation for spouses to obtain permission from the other spouse before choosing a profession or a job is hereby abolished. However, in the choice and pursuit of professions, the welfare and benefit of the unity of marriage shall be taken into consideration.

b) Turkish Labour Act

22. The new Turkish Labour Act has become effective since 10 June 2003. The Article 5 of the Labour Act has been regulating the equal treatment in labour.

23. No discrimination based on language, race, sex, political opinion, philosophical belief, religion and sex or similar reasons is permissible in the employment relationship.

24. Unless there are essential reasons for differential treatment, the employer must not make any discrimination between a full-time and a part-time employee or an employee working under a fixed-term employment contract (contract made for a definite period) and one working under an open-ended employment contract (contract made for an indefinite period).

25. Except for biological reasons or reasons related to the nature of the job, the employer must not make any discrimination, either directly or indirectly, against an employee in the conclusion, conditions, execution and termination of his (her) employment contract due to the employee's sex or maternity.

26. Differential remuneration for similar jobs or for work of equal value is not permissible.

Application of special protective provisions due to the employee's sex shall not justify paying him (her) a lower wage.

27. If the employer violates the above provisions in the execution or termination of the employment relationship, the employee may demand compensation up his (her) four months' wages plus other claims of which he (she) has been deprived. Article 31 of the Trade Unions Act is reserved.

28. While the provisions of Article 20 are reserved, the burden of proof in regard to the violation of the above – stated provisions by the employer rests on the employee.

29. However, if the employee shows a strong likelihood of such a violation, the burden of proof that the alleged violation has not materialized shall rest on the employer.

30. According to the Article 18 of the Act, race, colour, sex, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin shall not constitute a valid reason for termination.

31. According to the Article 72 of the Act, Boys under the age of eighteen and women irrespective of their age must not be employed on underground or underwater work like in mines, cable-laying and the construction of sewers and tunnels.

32. The Article 74 of the Act has been regulating the work during maternity and nursing leave. According to this Article;

33. In principle female employees must not be engaged in work for a total period of sixteen weeks, eight weeks before confinement and eight weeks after confinement. In case of multiple pregnancies, an extra two week period shall be added to the eight weeks before confinement during which female employees must not work. However, a female employee whose health condition is suitable as approved by a physician's certificate may work at the establishment if she so wishes up until the three weeks before delivery. In this case the time during which she has worked shall be added to the time period allowed to her after confinement.

34. The time periods mentioned above may be increased before and after confinement if deemed necessary in view of the female employee's health and the nature of her work. The increased time increments shall be indicated in the physician's report.

35. The female employee shall be granted leave with pay for periodic examinations during her pregnancy.

36. If deemed necessary in the physician's report, the pregnant employee may be assigned to lighter duties. In this case no reduction shall be made in her wage.

37. If the female employee so wishes, she shall be granted an unpaid leave of up to six months after the expiry of the sixteen weeks, or in the case multiple pregnancy, after the expiry of the eighteen weeks indicated above. This period shall not be considered in determining the employee's one year of service for entitlement to annual leave with pay.

38. Female employees shall be allowed a total of one and a half hour nursing leave in order to enable them to feed their children below the age of one. The employee shall decide herself at what times and in how many installments she will use this leave. The length of the nursing leave shall be treated as part of the daily working time.

c) Civil Servant Code and the Draft for amendments in the Labour Act

39. Maternity leave and related issues are regulated by the Public Servants Law and the Labour Law. The former grants 3 weeks of leave before the delivery, 6 weeks of paid and a year of unpaid leave after delivery. The Labour Law, on the other hand, grants 6 weeks of maternity leave before delivery, 6 weeks of paid and 6 months of unpaid leave after delivery.

40. The constitutional amendments adopted by the Parliament in May 2004 introduced the following provision: "Men and women shall have equal rights. The State has the duty to ensure that this equality is put into practice".

41. The law establishing the Directorate General for the Status of Women was adopted in October 2004. It is designed to strengthen the position of women in social, economic, cultural and political life. The new penal code that entered into force in June 2005 has profoundly improved women's fundamental rights.

• **Measures taken in the field of Employment and working conditions, including dismissals and pay**

1- Constitution (Article 51)

42. Employees and employers possess the right to become a member of a union and to freely withdraw from membership.

2- Law On Civil Servants No.657 (Articles 10, 18, 125-E and 155)

43. The same coefficient/indicator system is applied in calculating wages of civil servants regardless of their gender. Civil servants cannot be dismissed except for the reasons mentioned in the Law. Superiors are supposed to treat civil servants equally and fairly.

3- Labour Law No. 4857 (Articles 5 and 18-D)

44. Wage, employment and working conditions are part of the employment relationship. Particularly the following issues do not constitute a valid reason for dismissal:

* Race, colour, sex, marital status, family obligations, pregnancy, birth, religion, political opinion and similar reasons Membership of and involvement in an organization of workers or employers, or any organization whose members carry on a particular profession, including the benefits provided for by such organizations.

4- Law on Trade Unions No. 2821

45. Article 20- Any person who is a worker within the meaning of this Law and is over 16 years of age may join a trade union. Any employer within the meaning of this Law may join an employers' union.

46. Article 33- Trade unions and confederations shall ensure equality between their members in benefiting from their services.

5- Law on Trade Unions For Civil Servants No. 4688

47. Article 14- Everyone is free to join trade unions.

6- Law on Turkish Union of Chambers and Stock Exchanges:

48. All craftsmen and artisans are obliged to register with the records of craftsmen and artisans. All traders are obliged to register with the chambers. Members of public vocational institutions are obliged to register with the occupational chambers.

• **Measures taken in the field of Social protection, including social security and healthcare:**

1- Constitution

49. Article 56. Everyone has the right to live in a healthy, balanced environment.

50. To ensure that everyone leads their lives in conditions of physical and mental health and to secure cooperation in terms of human and material resources through economy and increased productivity, the state shall regulate central planning and functioning of the health services.

51. Article 60. Everyone has the right to social security. The state shall take necessary measures and establish the organization for the provision of social security. Employees (workers, civil servants) and self-employed are statutory insured under Laws below respectively:

- 1- Law on Social Insurance (people working with an employment contract);
- 2- Law on Pension Fund For Civil Servants (people working as civil servants);
- 3- Law on Bag-Kur* (the self-employed)

• **Measures taken for Foreigners**

1- Law No 4817

52. Article 35- The Law on Arts and Services Allocated to the Turkish Citizens in Turkey dated 11/6/1932 and number 2007 has been abolished.

• **Measures taken in the field of Education**

1- Constitution

53. Article 42- No one shall be deprived of the right of learning and education. Primary education is compulsory for all and is free of charge in state schools.

2- Basic Law on National Education No. 1739 (Article 4)

54. Education institutions are open to everyone without any discrimination based on language, race, sex and religion. No privileges should be granted to any person, family or group in education.

3- Law on Higher Education No. 2547 (Article 45)

55. Students attend to higher education institutions of State with an exam of which conditions are defined by the Board of Higher Education.

4- Penal Code No. 5237

56. Article 122(1) -A person who, by practicing discrimination on grounds of language, race, colour, gender, disability, political ideas, philosophical beliefs, religion, sect and other reasons;

- a) prevents the sale or transfer of personal property or real estate or the performance or enjoyment of a service or who makes the employment of a person contingent on one of the circumstances listed above,
- b) withholds foodstuffs or refuses to provide a service supplied to the public,
- c) Prevents a person from carrying out an ordinary economic activity shall be sentenced to imprisonment for a term of six months to one year or judicial fine.

- **Measures taken for the Burden of Proof**

1- Labour Law No.4857

57. Article 5- When the worker puts forward a situation strongly suggesting the probability of the existence of an infringement (including different treatment), the employer becomes obliged to prove that no such infringement exists.

58. Article 20- The employer is obliged to prove that the termination of the employment contract is based on a valid reason, i.e. there is no discriminatory dismissal.

59. In the cases brought to administrative courts, according to Administrative Jurisdiction Law, the court can make any kind of inspection ex officio.

- **Measures for Victimization**

1- Law on Complaints and Applications of Civil Servants,

60 Article 10- Civil servants who exercise their right of complaint cannot be subjected to disciplinary measures.

2- Labour Law No. 4857

61. Article 18- Particularly the following issues do not constitute a valid reason for termination of the contract: Application to administrative or judicial authorities against the employer with a view to seeking the rights arising from laws or the contract.

62. Article 21- In case the employer does not assert a valid reason or the court or special arbitrator decides that the asserted reason is not valid and the termination is decided to be ineffective, the employer is obliged to re-employ the worker within one month.

63. If the employer does not re-employ the worker within one month upon his/her application, the employer becomes liable to pay an indemnity equal to minimum four and maximum eight months' wage to the worker.

- **Measures for Dissemination of Information**

64. Human Rights Boards in provinces and districts distribute basic international legal texts and documents on human rights and relevant legislation to the citizens and public authorities; prepare signboards, posters, brochures; organize panels, conferences, seminars, slide and movie shows.

65. According to the Law on Trade Unions of Civil Servants and Law on Trade Unions, the representatives of the unions inform the workers. Also NGOs play an important role in the information activities.

- **Encouraging the Dialogue with Non-Governmental Organizations**

1- The Consultancy Board of Human Rights:

66. The board is established to improve communication between relevant public institutions and NGOs, as well as consultation on national and international issues concerning human rights.

Human Rights Province Boards
Human Rights District Boards

67. Human Rights Boards are composed of representatives from relevant institutions and bodies, occupational organizations, social partners, universities and NGOs.

2- Executive Committee for People with Disabilities

68. Members are representatives of governmental organizations, NGOs, employee and employer unions, and universities. They are responsible for determining the priority for application and selecting the projects prepared by Administration for Disabled People affiliated to Prime Ministry.

3-The Council for People with Disabilities

69. The duty of the Council is to discuss and analyze all ideas and developments about disability at national and international levels, make suggestions about the solutions and raise public awareness about disability issues.

- **Sanctions for discrimination**

1- Penal Code (Article 122)

70. Persons found guilty of offence of discrimination shall be sentenced to imprisonment for a term of six months to one year or judicial fine.

2- Law On Civil Servants (Article 125/C)

71. Decrease in wage is the sanction for any kind of discrimination on grounds of language, race, gender, political thought, philosophical belief, religion and sect in carrying out a duty.

3- Administrative Jurisdiction Law (Articles 12-13)

72. In the cases of full judgment or annulment, the transaction may be annulled and the persons concerned may take compensation.

73. People, without being subject to any kind of discrimination, have the right to make applications at administrative level or to bring an action both in Administrative and Judicial Courts law on Trade Unions No.2821, Article 32, and Law on Trade Unions of Civil Servants No. 4688, Article 19/F.

74. Trade unions can represent their members before court. Associations can bring action concerning the general benefits of the association.

- **Reasonable Accommodation for Disabled Persons**

1- Law on People with Disabilities (Article 14)

75. It is obligatory that measures in the employment processes in order to reduce or eliminate the obstacles and difficulties that may be faced by the disabled people working or applying for a job are taken and the physical arrangements are done by the employer.

2- Law on Civil Servants and Related By-Law on Employment of the Disabled

76. Institutions that are obliged to employ disabled civil servants, have to arrange the workplace for facilitating work of the disabled, take necessary measures and provide special subsidiary and supportive tools and facilities related to their work.

3- Labour Law and Related By-Law on Employment of the Disabled

77. Employers;

- have to prepare the workplace in order to facilitate working of disabled where it is possible,
- have to employ the disabled in their own occupation or in works similar to their occupation,
- have to improve their disabled workers' occupational knowledge and abilities,
- have to provide necessary tools and facilities,

Where it is possible, working hours can be adjusted according to the needs of disabled workers.

- **Bodies responsible for the promotion of equal treatment**

State Ministry In Charge Of Human Rights

Human Rights Presidency

Human Rights Province Boards (81)

Human Rights District Boards (850)

Supreme Board of Human Rights

The Consultancy Board of Human Rights Committees for Investigation of Human Rights Violence Claims

Prime Ministry Undersecretary

Prime Ministry Deputy Undersecretary National Committee on the Decade for Human Rights Education

78. The units that are responsible for combating discrimination and their legal statute, responsibilities and authorization are shown below:

Human Rights Presidency (The Department of Human Rights of Prime Ministry)

79. With the amendment made in the Law concerning the Prime Ministry organization by the Law dated 12.04.2001 and no 4643, the Department of Human Rights was established within the Prime Ministry. Being one of the main service units of the Prime Ministry, Human Rights Presidency is under the Deputy Undersecretary and the Undersecretary of the Prime Ministry. Human Rights Presidency's budget is in the Prime Ministry's budget. The missions of the Department of Human Rights are regulated in the Article 17/A of the Law no 3056 regarding Prime Ministry organization, by the Article 2 of the Law no 4643.

80. The missions of the Department of Human Rights are as follows:

- To be permanently in touch with both State and private authorities in charge of the issues related to the human rights and to provide the coordination between these organizations.
- To monitor the implementation of the regulations related with human rights, to evaluate the observation results, to remove failures met in the application and in the legislation and to coordinate the studies in order to conform the Turkish National Legislation with the supported international human rights documents and to make proposals on these issues.
- To monitor, to evaluate and to coordinate the application of the pre-service education, training and in-service human rights education programmes in the public association and organizations.
- To examine and to investigate the application of the human rights violation claims, to evaluate the research results and to coordinate the studies regarding the measures to be taken.
- To carry out the secretary service to the councils established related respectively with their missions under the coordination of Prime Ministry.
- To carry out the other related duties given by the authority. Human Rights Presidency, in the scope of the above mentioned duties as prevention from the human rights violations, protection and improvement of human rights, works for the prevention from discrimination of all kinds and inspection of allegations violations of non-discrimination as well.

Human Rights Province and District Boards

81. Human Rights Province and District Boards were founded on 2nd November 2000 by the by-law published in the Official Gazette numbered 24218 and they were restructured by the by-law published in the official gazette numbered 25298. There are 931 human rights boards of which 850 are in districts and the 81 are in provinces.

82. The Human Rights Boards each of which has at least 15 members are composed of Professional Associations, NGO representatives, officials. The secretariat services of the Board shall be carried out by the secretariats in the provinces and sub-provinces. Compulsory expenses shall be met by the governorships and sub-governorships. The Province and District Boards shall have the following duties;

- To examine and investigate allegations of human rights violations,
- To examine and investigate the obstacles to the protection of human rights, the enjoyment of human rights and liberties, as well as the social, political and administrative reasons leading to violations of rights and to recommend solutions to the Governorship and Sub-provincial Governorship,
- To conduct the necessary work in order to prevent all kinds of discrimination,
- To conduct the necessary work in order to ensure that the administration treats the citizens in a tolerant and polite manner in its practices,

83. The decisions of the board shall be taken up and finalized, in priority, by the relevant public bodies and institutions without delay.

The Consultancy Board Of Human Rights

84. The Consultancy Board of Human Rights which is established by the law 4643 is responsible for establishing communication between NGOs and the related government institutions and to act as a consultative body concerning human rights. The Consultancy Board is composed of the representatives of the related ministries or institutions, Professional organizations and the persons who have experiences, published material in the area of human rights. The head of the

Consultancy Board is elected from within the members of the Board. The secretariat service of the Board is carried out by the Human Rights Presidency. The expenses are taken charged by the Prime Ministry.

85. In addition to the above mentioned duties, Board is responsible for acting as a consultative body to the Minister responsible for Human Rights and to the Supreme Board of Human Rights about human rights issues including all terms of discrimination and xenophobia.

86. In discrimination cases, judgments are rendered by a variety of courts, depending on the nature of the dispute: judiciary courts, administrative courts.

In Judiciary Courts:

87. The cases concerning the offence of discrimination which has been stipulated in Turkish Penal Code handle by the criminal court of peace. The labour court has jurisdiction for cases derived from the Article 5 of the Labour Law No.4857.

88. The Court of Appeal makes re-examination of a case previously judged by a criminal court of peace or court of labour upon an objection. But, according to provisional Article 2 of the Law on Establishment of the Appeal Courts, the Courts of appeal shall be established by 1st of June 2007.

89. A decision of Court of Appeal on may be appealed to the Court of Cassation. The 9th Civil Chamber deals with the labour cases. The 2nd Criminal Chamber deals with the criminal cases concerning the offence of discrimination.

In Administrative Courts:

90. The annulment actions and/or full remedy actions concerning discrimination shall be resolved by the administrative courts. However, according to the first paragraph of the Article 24 of Council of State Law, the Council of State shall be the first instance court in the annulment and full remedy actions brought against the following administrative acts and actions:

- a) Decisions of the Council of Ministers,
- b) Joint decrees relating to permanent secretaries, the Prime Ministry, Ministries and other public bodies and organizations,
- c) Statutory instruments of the ministries and statutory instruments of public bodies or public professional organizations that apply in the entire country.

91. An objection might be brought to the regional administrative court located in the judicial region of the courts concerned against the decisions rendered by a single judge and the final decisions of the administrative given concerning disputes arising from acts of the governorship, district governorship, local administrative bodies and provincial administration of ministries and other public establishments and institutions concerning temporary appointment or disciplinary suspension of public servants, their allowances, leaves and residence provided them by the authorities. Furthermore, an appeal might be brought to the Council of State against the judgments of the judicial divisions of the Council of State and administrative courts. Therefore, annulment actions and full remedy actions will be reviewed by the Council of State. Time-limit for the objections or the appeal made against the decisions of administrative courts shall be thirty days from the day following the notification date. In addition, when the Court of Cassation or the Council of State has given a final ruling on a case, a person who considers that his fundamental rights as defined in the European convention on Human rights have been violated may institute proceedings within six months before the European Court of Human Rights.

92. The victims of discrimination may bring an action according to the general rules of procedural laws: Criminal Procedure Law No. 5271, Civil Procedure Law No. 1086, and Procedure of Administrative Justice Law No. 2577.

* In Turkish Judiciary System, poor people can benefit from judicial aid in any action.

* According to Article 5 of Labour Law No. 4857 when the worker puts forward a situation strongly suggesting the probability of the existence of an infringement, the employer becomes obliged to prove that no such infringement exists. On the other hand according to Article 20, the employer is obliged to prove that the termination is based on a valid reason.

* According to the first paragraph of the Article 20 of Law on the Procedure of Administrative Justice, Law No.2577, the Council of State or administrative court shall carry out all examinations about the actions before them, of their own motion. The Courts might ask the parties and other persons and authorities to send documents they deem necessary and to present all kind of information within a determined period. The fulfillment of the decisions on these matters in due time by the relevant persons is compulsory.

93. In Turkish Legal System, legal persons might bring an action in order to protect their rights or the rights of their members in general. Moreover, the legal persons cannot sue the personal rights of the members. Therefore, an association cannot bring an action on behalf of their members. However, the trade unions or public servants' trade unions can sue and represent on behalf of their members according to the Article 32 of the Law on Trade Union No.2821 and the paragraph (f) of the Article 19 of the Law on Public Servant's Trade Unions No.4688.

- **Measures for employing vulnerable groups “Quota”**

1- Law on Civil Servants -Article 53

94. Bodies and institutions are obliged to employ disabled persons at three percentages of the permanent staff

2- Labour Law - Article 30

95. Employers are obliged to employ disabled at four percentages of the workers where they employ fifty or more workers

- **Equal Opportunities**

Principle of Equal Opportunities is under the Guarantee of The Constitution

96. Article 10-All individuals are equal without any discrimination before the law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations.

97. Men and women have equal rights and the State is responsible to secure these rights. No privilege shall be granted to any individual, family, group or class. State organs and administrative authorities shall act in compliance with the principle of equality before the law in all their proceedings.

International Human Rights Treaties and Conventions Ratified By Turkey

98. United Nations Conventions

- Convention on the Elimination of All Types of Discrimination Against Women (CEDAW),
- Optional Protocol to CEDAW
- International Covenant on Civil and Political Rights (ICCPR),
- International Covenant on Economic, Social, and Cultural Rights (CESCR)

99. As regards ratification of human rights instruments, in October 2006 Turkey ratified Protocol No. 14 of the European Convention on Human Rights (ECHR) amending the control system of the Convention. The First Optional Protocol to the International Covenant on Civil and Political Rights (ICCPR), signed in 2004, was ratified in November 2006 and entered into force in February 2007. This Protocol recognizes the competence of the UN Human Rights committee to receive and consider complaints from individuals on violations of human rights.

100. The UN Convention on the Rights of Persons with Disabilities was signed in March 2007, following its adoption by the UN General Assembly in December 2006.

101. ILO Conventions

- C45 -Underground Work (Women) Convention,
- C95 -Protection of Wages Convention,
- C100 -Equal Remuneration Convention,
- C102 -Social Security (Minimum Standards) Convention,
- C111 -Discrimination (Employment and Occupation) Convention,
- C115 -Radiation Protection Convention,
- C122 -Employment Policy Convention,
- C127 -Maximum Weight Convention.

102. Conventions of Council Of Europe

- European Convention for the Protection of Human Rights and Fundamental Freedoms
- European Social Charter (revised)

Main Institutions Dealing With Gender Equality

- General Directorate for the Status of Women,
- General Directorate for the Family and Social Research,
- Prime Ministry Human Rights Presidency,
- Ministry of Labour and Social Security.
- General Directorate for Social Services and Child Protection

103. In addition to these institutions, there are over 200 NGOs dealing with gender equality in Turkey.

• Principle Of Equal Pay For Men And Women Relevant Legislation

- Constitution,
- Labour Law,
- Maritime Labour Law,
- Press Labour Law,
- Civil Servants Law,
- By-law on Minimum Wage.

Equal Pay Principle

1- Labour Law

104. A lower wage cannot be decided for an equal or equivalent job on the ground of sex (Art. 5/4). Implementation of special protective provisions due to the sex of the worker does not justify the application of a lower wage (Art. 5/5).

2- Law on Minimum Wage

105. In determining the minimum wage, no discrimination can be made on grounds of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations (Art. 5).

3- Civil Servants Law

106. The salaries of the civil servants are determined irrespective of their sex (Art. 43).

Measures Ensuring Equal Pay

1- Labour Law:

107. A lower wage cannot be decided for an equal or equivalent job on the grounds of sex (Art.5/4).

2- Law on Collective Agreements, Strikes And Lock-Outs:

108. No stipulation shall be put into collective labour agreements that are contrary to any binding provisions of laws or secondary legislation (Art. 5).

3- Labour Law:

109. In case of failing to comply with principles and obligations set forth in Article 5 (principle of equal treatment, including the principle of equal pay), employers or employer representatives are fined currently for 50 YTL (35 Euro) for each worker (Art. 99/a).

110. In case of contradiction to principle of equal treatment in the business relation or termination, the worker can demand the rights that he/she has been deprived of besides an appropriate indemnity equivalent up to four months' wage (Art. 5/6).

Protection against Dismissal

- **For Workers Not Covered By Job Security System:**

Labour Law:

111. In case of violation of the principle of equal treatment in the employment relationship or termination thereof, the worker can demand the rights that he/she has been deprived of and an appropriate indemnity equivalent up to four months' wage (Art. 5/6).

112. The worker is paid an indemnity equal to three times of the notification period, if the employment contract of him/her is terminated through misuse of the right of termination (Art. 17/5).

- **For Workers Covered By Job Security System:**

Labour Law:

113. Particularly, the following issues do not constitute a valid reason for termination of the contract:

- Application to administrative or judicial authorities against the employer with a view to seeking the rights arising out of laws or the contract (Art. 18/c).
- Race, colour, sex, marital status, family obligations, pregnancy, birth, religion, political opinion and similar reasons (Art.18/d).

114. In case the employer does not assert a valid reason or the court or special arbitrator decides that the asserted reason is not valid and the termination is decided to be ineffective, the employer is obliged to re-employ the worker within one month or to pay an indemnity equal to minimum four and maximum eight months' wage to the worker (Art. 21/1).

115. In case of violation of the principle of equal treatment in the employment relationship or termination thereof, the worker can demand the rights that he/she has been deprived of and an appropriate indemnity equivalent up to four months' wage (Art. 5/6).

- **Discrimination on the grounds of political opinion**

116. To ensure that journalists, writers or publishers are not deprived of their employment or occupation for peacefully expressing their political opinion, a number of legislative amendments have been made in order to bring Turkish law into conformity with the Charter and ILO Convention No.111, in particular the repeal of section 8 of the Anti-Terrorism Act, and the modifications of section 7 of the same Act, and of sections 159 and 312 of the Criminal Code.

Security investigations;

116. Personnel to be employed in public bodies and institutions holding classified information and documents are subject to security investigations under the Regulations on Security Investigations and Investigation of Records of 14 February 2004. Security investigations are required for persons to be employed in a very broad range of public institutions dealing with matters unrelated to state security, such as research, education, labour and social affairs, media, culture, history, meteorology, statistics and trade.

117. Amendments to Martial Law Act No. 1402 section 3(d). There is a right to appeal concerning section 3(d) of Act No. 1402 exists pursuant to article 125 of the Constitution and to Act No. 2577 concerning the procedures of administrative trials. According to this amendment, people who suspended or transferred has right to appeal. With regard to human right instruments, in April 2002, Turkey ratified UN Convention on the Elimination of All Forms of Racial Discrimination. In January 2002, Turkey withdrew its reservation concerning Article 5 of the European Convention on Human Rights concerning the right to liberty and security with respect to provinces under emergency rule. In June 2003, Turkish Parliament ratified UN International Covenant on Civil and Political Rights on Economic, Social and Cultural Rights.

118. The Regulations on Security Investigations and Investigation of Records of 14 February 2000, which replace the regulations on the same subject as contained in resolution No. 90/245 of 8 March 1990. Security investigations and investigations of records are limited to personnel to be employed in units and departments of ministries and public institutions and bodies holding classified information or documents, as well as personnel to be employed in the Turkish armed forces, in the security and intelligence organizations, and in prison and detention centers.

Compensation in case of Discrimination

** Turkish Labour Law No.4857*

Consequences of termination based on invalid grounds:

119. Article 21 – In case the employer does not assert a valid reason or the court or special arbitrator decides that the asserted reason is not valid and the termination is decided to be ineffective, the employer is obliged to employ the worker within one month. If the employer does not employ the worker within one month upon his/her application, the employer becomes liable to pay an indemnity equal to minimum four and maximum eight months' wage to the worker.

120. When the court or special arbitrator decides that the termination is invalid, they also determine the amount of indemnity payable in case the worker is not employed.

121. The worker is paid the wages and other benefits that have accrued during maximum four months for the period that he/she has not been employed until the finalization of award.

122. If the worker is employed, the wage and seniority indemnity paid in advance for the notification period is deducted from the payment to be made under the provisions of the above paragraph. If the worker who is not employed is not granted a notification period or the wage pertaining to the notification period is not paid in advance, the amount of wage pertaining to such periods is paid separately.

123. The worker is obliged to apply to the employer for starting work within ten business days from the service of the finalized court award or special arbitrator decision. If the worker does not apply within such period, termination by the employer is considered a valid termination and the employer is responsible only for the legal consequences thereof.

124. The provisions of first, second and third paragraphs of this article can not be amended through contracts; contradicting contract provisions are ineffective.”

- *Trade Union Act*

Guarantee of membership status:

125. Article 31- The recruitment of workers shall not be made subject to any condition as to their membership of a trade union, or obliging them to join or refrain from joining a given trade union or to remain a member of or resign from a given trade union.

126. No conditions contrary to the above shall be contained in any contract of employment or collective labour agreement.

127. It shall be unlawful for an employer to make any discrimination between workers who are members of a trade union and those who are not, or those who are members of another trade

union, with respect to recruitment, arrangement and distribution of work, promotion, wages, bonuses, premiums, social and fringe benefits, discipline rules or provisions respecting other questions, including termination of employment.

128. The provisions of the collective labour agreement with respect to wages, bonuses, premiums and social and fringe benefits shall be excepted.

129. No worker shall be dismissed on account of his participation in the activities of trade unions or confederations outside his hours of work or during hours of work with the employer's permission, and no worker shall be subject to discrimination for any reason.

130. If an employer fails to observe the provisions of the third and fifth paragraphs, he shall be liable to pay compensation which shall be not less than the worker's annual wage. The worker shall retain all the rights conferred on him by the labour legislation and other enactments. However, where compensation has been granted by virtue of this paragraph, the compensation provided in the labour legislation for lack of good faith shall not be applicable."

131. According to the above mentioned provisions, compensation for discrimination in employment is not limited to four months wages. If the employer violates the above provisions in the execution or termination of the employment relationship, the employee may demand compensation up to his (her) four months' wages plus other claims of which he (she) has been deprived. Article 31 of the Trade Unions Act is reserved.

- *Penal Code*

Penal Code contains provisions regarding discrimination:

132. A person who, by practicing discrimination on grounds of language, race, colour, gender, disability, political ideas, philosophical beliefs, religion, sect and other reasons;

- a) prevents the sale or transfer of personal property or real estate or the performance or enjoyment of a service or who makes the employment of a person contingent on one of the circumstances listed above,
- b) withholds foodstuffs or refuses to provide a service supplied to the public,
- c) prevents a person from carrying out an ordinary economic activity,

shall be sentenced to imprisonment for a term of six months to one year or judicial fine (Art. 122)

Penal Code contains provisions regarding sexual assault:

133. Where a person is abused sexually, the perpetrator shall be sentenced to imprisonment for a term of three months to two years or imposed a fine.

134. In cases where these acts are committed by abusing the influential position gained through hierarchy, service providing, provision of training or education, interfamily relations or by taking advantage of working in the same place, the penalty above shall be increased by half. If the victim has been forced to quit his/her job, school or leave his/her family, the penalty cannot be less than one year (Art. 105).

For Foreigners

Law On The Work Permit For Foreigners No.4817

135. Article 35- The Law on Arts and Services Allocated to the Turkish Citizens in Turkey dated 11/6/1932 and number 2007 has been abolished. Thus performance of many jobs that is foreseen only for Turkish nationals stated in this Law, has been set free for foreigners. However, there are still jobs and duties of which their performance is foreseen only for Turkish nationals: Fishery, ships' captain, ships' crew, air transportation, air-cargo transportation, air-passenger transportation, mine management, responsible manager in press, custom counselor, medical doctor, dentist, veterinarian, pharmacist, judge, lawyer, notary, public prosecutor, security workers.

136. On the other hand, there are some exceptions given to foreigners in the Law 4817:

137. Article 28- 119th article of the Petroleum Law dated 7/3/1954 and number 6326 has been changed as follows.

“Article 119- Petroleum right owners are entitled to employ foreign administrative and vocational personnel and expert personnel with the working permission given by the Ministry of Labor and Social Security, having taken the opinions of the Ministry of Energy and Natural Resources and Ministry of Interior Affairs.”

138. Article 30- 3rd article of the Law on Turkish Raced Foreigner's Freely Performing their Professions and Arts, Being Employed in Public, Private Institutions and Workplaces dated 25/9/1981 and number 2527 has been changed as follows.

“Article 3- For the Turkish raced foreigners to work or to be employed in the professions, arts and jobs that the Turkish citizens are allowed to do, provided that they bear the qualities required in the special laws and that they fulfill the requirements, the Ministry of Labor and Social Security gives permission having taken the opinions of the Ministries of Internal and Foreign Affairs and of the other relevant ministries and institutions, according to this Law and the Law on Work Permit for Foreigners.”

139. Article 31- First subparagraph of paragraph (a) of the 18th article of the Law on Promotion of Tourism dated 12/3/1982 and number 2634 has been changed as follows.

“Foreign expert personnel and artisans may be employed in the certificated enterprises with the permission given by the Ministry of Labor and Social Security, having taken the opinion of the Ministry and the Ministry of Internal Affairs.”

Restricting the working permission:

140. Article 11- Without prejudice to the rights provided by the bilateral or multilateral agreements to which Turkey is a party and within the framework of reciprocity principle, the working permissions may be restricted for agriculture, industry or service sectors, a certain profession, job or civil and geographical area, for a definite time, in cases where conditions in the business market and developments in the labor life, sector and economic conjuncture conditions regarding employment require.

Question “B”:

Please indicate any methods adopted:

- a) to seek the co-operation of employers' and workers' organizations and other appropriate bodies in promoting the acceptance and observance of the above policy of nondiscrimination;*
b) to ensure the acceptance and observance of the above policy through educational efforts.

Answer “B”

141. The related information on this issue is in Answer-A. On the other hand, Turkey has ratified ILO Convention No. 144 Tripartite Consultation and applied in all field of labour life.

Question “C”:

Please indicate the guarantees, including applicable sanctions and remedies, which prevent any discrimination in regard to members of workers' organizations at the time of engagement, promotion or dismissal.

Answer “C”:

142. Article 31 of the Trade Unions Act No. 2821 regulates the guarantee of membership status. The related information on this issue is in Answer-A.

Question “D”:

Please indicate whether any form of forced or compulsory labour is authorized or tolerated.

Answer “D”:

143. Forced or compulsory labour is not authorized in Turkey.

144. In Article 18 entitled “Prohibition of Forced Labour” of the Turkish Constitution, it is stated that no one may be subjected to forced labour and drudgery is forbidden,

145. Any kind of labour within the periods of conviction or arrest of which its type and provisions are regulated by law; the services required from citizens in extraordinary circumstances; physical and mental studies in the form of citizenship responsibility in the fields that the country necessities require are not considered as forced labour” takes place.

146. In Article No.18 which is entitled “Prohibition of Forced Labour” of the Constitution of Turkish Republic it is indicated that “No one shall be forced to work. Forced labour is prohibited. Work required of an individual while serving a prison sentence or under detention services required from citizens during a state of emergency and physical or intellectual work necessitated by the requirements of the country as a civic obligation do not come under the description of forced labour, provided that the form and conditions of such labour are prescribed by law.

147. In Article No.42 of the Labour Act it is indicated that “All or some of the employees may be required to work overtime either in the case of a breakdown, whether actual or threatened or in the case of urgent work to be performed on machinery tools or equipment or in the case of force major, provided that it shall not exceed the time necessary to enable the normal operating of the establishment.

148. However, wages for each hour of overtime shall be remunerated at one and a half times the normal hourly rate.

149. In these cases, the employer should inform the Regional Directorate of the Ministry of Labour and Social Security about the quality and period of the work in 48 hours from which the work is over.

150. In Article No.43 of the Labour Act, it is also indicated that “During periods of mobilization, The Council of Ministers may, if it deems it necessary and if it is limited only by that period, extend the daily hours of work up to the maximum of which the employees working in establishments serving the needs of national defense are capable according to the nature of the operations and urgency of the needs in questions. According to Article No.41 of the Labour Act, wages for each hour of overtime shall be remunerated at one and a half times the normal hourly rate.

Question “E”:

If so, please describe the nature and scope of any such labour and indicate the extent to which recourse has been had thereto during the reference period.

Answer “E”:

160. There is not any recourse due to the absence of forced and compulsory labour in our country.

Question “F”:

Please indicate what measures are being taken to secure the complete abolition of forced or compulsory labour and the date by which these measures will be fully implemented.

Answer “F”:

161. National legislation prohibits every kind of compulsory and forced labour.

162. In regard to the Article 1467 of the Code of Commerce No.6762, which permits a ship’s captain to use force to look after the ship and maintain discipline, the government has prepared a draft law for new “Turkish Code of Commerce” and in this draft law that provision will be deleted.

Please give information concerning the conditions under which work is carried out in prison establishments.

Answer:

163. In paragraph 1 of Article No.29 of the Execution of the Penalties and Security Measures Act No.5275, dated 1 June 2005, it is indicated that “Convicts without jobs and voluntaries with a profession who are found healthy by the doctors of the institutions can be employed in the work dormitories or workshops with a wage determined by the institutions.

164. Institutions of penitentiaries and work dormitories of institutions of centers and detainee houses which are attached to the Ministry of Justice are established with the Act. No.4301. The purpose of these institutions are providing an education of a profession or art for the offenders and also developing their professional experience while they are in prisons.

165. The philosophy of modern execution such persons aim that after discharge the convict shall not be aggrieved after their integration into the social life. Such persons, who are in an adaptation process, should be supported by the society and the state, no matter what their crime was.

166. The convicts and detainees will be covered under the social security system by having them insured.

167. The benefits provided by the work dormitories within the penitentiaries for convicts and detainees can be listed as follows;

- Saving and improving the occupational and artistic knowledge and experience of the convicts and detainees.
- Training the convicts and detainees who do not have an occupational career.
- Contributing to the national economy through by utilizing the free time of these kept in penitentiaries due to an offence committed by them and in consequence, utilization of the idle labour force capacity mobilizing the idle labour capacity of these people.
- Supporting the convicts and detainees by paying salaries for their work.
- Bringing
- After discharge reintegration of them into the society by enabling them to perform the profession that they have learnt there, without committing an offence again.

Article 1, paragraph (3): to establish or maintain free employment services for all workers;

Question “A”:

Please describe the operation of free employment services available in your country, indicating the age, sex and nature of occupation of persons placed by them in employment and persons seeking employment.

Answer “A”:

EMPLOYMENT SERVICES

YEARS	REGISTERED	OPEN	RECRUITMENT		REGISTERED
			PUBLIC	PRIVATE	
1999	435.195	224.444	122.942	79.000	487.525
2000	768.386	195.672	108.624	76.968	730.496
2001	327.417	226.899	143.890	70.108	718.665
2002	324.760	139.275	100.589	24.482	464.228
2003	557.092	129.258	39.459	25.939	587.479
TOTAL	2.412.850	915.548	515.054	276489	-

LABOUR FORCE TRAINING ACTIVITIES

YEARS	NUMBER OF COURSES	NUMBER OF PARTICIPANTS
1998	562	10758
1999	272	5148
2000	210	3335
2001	53	882
2002	131	4085
2003	427	14039

NUMBER OF OPEN JOBS AND RECRUITMENT IN PUBLIC AND PRIVATE SECTOR IN THE FIRST HALF OF 2007

	JAN	FEB	MARCH	APRIL	MAY	JUNE	TOTAL
OPEN JOBS PUBLIC	2.199	1.334	1.679	3.073	1.382	1.190	10.857
OPEN JOBS PRIVATE	8.656	10.190	12.026	16.638	27.000	15.218	89.728
OPEN JOBS TOTAL	10.855	11.524	13.705	19.711	28.382	16.408	100.585
RECRUITMENT PUBLIC	1.733	1.662	1.527	2.057	882	1.239	
RECRUITMENT PRIVATE	2.839	3.923	5.590	7.105	15.364	8.522	
RECRUITMENT TOTAL	4.572	5.585	7.117	9.162	16.246	9.761	

Labour Market Statistics

	2004 NOVEMBER	2005 NOVEMBER	INCREASE RATE(%)
	<i>November</i>	<i>November</i>	<i>Rate of Increase</i>
Applications	39.305	39.581	0,70
Open Jobs	5.201	7.390	42,09
Presentation to Employer	17.571	26.670	51,78
Settlement in Jobs	4.272	5.721	33,92
Registered Labour Force	893.426	904.864	1,28
Registered Unemployed	819.093	846.188	3,31

Resource : İŞKUR Statistical Monthly Bulletin

Please indicate as far as possible the number of vacancies, the placement rate and the duration of unemployment of persons placed.

Answer

JOB SEEKERS

	2004	-2005	March	General	Datas	2005	CHANGE
	Women	March	2004	Women	March	Total	%
Application	41.804	Men	Total	45.175	12.875	58.050	1.48
(Total Number of JobSeekers)							
A-Job seekers	35.043	9.809	44.852	36.874	11.505	48.379	7.86
B-job seekers	6.761	932	7.693	8.301	1.370	9.671	25.71
according to special conditions(total)							
a-For a better job	2.872	500	3.372	4.993	989	5.982	77.4
b)Retired people looking for a job	46	6	52	38	4	42	-19,23
c)Disabled	2.446	402	2.848	2.179	362	2.541	-10.78
d)Ex-offenders	1.380	19	1.399	1.088	15	1.103	-21.16
e)Victim of terrorism	17	5	22	3	0	3	-86.36
OPEN JOBS	8.787	918	9.705	9.118	624	9.742	0.35
Public	3.701	249	3.950	2.522	234	2.750	-30.23
Private	5.086	669	5.755	6.596	390	6.926	21.39
Non-agricultural	8.384	573	8.957	9.030	610	9.640	7.63
Agricultural	403	345	748	88	14	102	-86.36
Supply to Employers	19.597	2.735	22.332	25.403	3.541	28.944	29.61
Public	4.839	892	5.731	3.216	643	3.859	-32.66
Private	14.758	1.843	16.601	22.187	2.898	25.085	51.11
Elected Invitation	2.163	347	2.515	3.418	579	3.997	58,93
Daily Supply	17.429	2.388	19.817	21.985	2.962	24.947	25.89
Recruitment	6.123	1.425	7.548	6.432	1.039	7.471	-1.02
Public	3.464	640	4.104	2.424	445	2.869	-30.09
Private	2.659	785	3.444	4.008	594	4.602	33.62
Non-agricultural	5.790	1.059	6.849	6.296	1.025	7.321	6.89
Agricultural	333	366	699	136	14	150	-78.54
Normal Recruitment	4.143	1.178	5.321	3.740	732	4.472	-15.96
Public	3.385	624	4.009	2.251	422	2.673	-33.33
Private	758	554	1.312	1.489	310	1.799	37.12
Recruited Disabled	1.311	230	1.541	1.996	298	2.294	48.86
Public	55	16	71	121	22	143	101.41
Private	1.256	214	1.470	1.875	276	2.151	46.33
Recruited Exoffenders	663	13	676	689	9	698	3.25
Public	24	0	24	52	1	53	120.83
Private	639	13	652	637	8	645	-1.07
Victims of terrorism (private)	6	4	10	7	0	7	-30
REGISTERED LABOUR FORCE	543.484	137.358	680.842	739.300	236.430	975.730	43.31
REGISTERED UNEMPLOYED ABROAD	508.372	132.592	640.964	672.951	221.375	894.326	39.53
Application	91	7	98	102	11	103	15.31
Sending	3.155	45	3.200	5.091	10	5.101	59.41

Question “B”:

Please describe the organization of public employment services in your country indicating the accompanying measures for the unemployed, and where appropriate, the steps taken to revise the geographical distribution of local and regional employment centers and to redeploy resources when the changing patterns of economic activity and of population so warrant.

Answer “B”:

1. İŞKUR was established to be authorized and responsible for preservation, development and extension of employment and to facilitate the activities to prevent unemployment by the Turkish Employment Organization Act No.4904 which came into force on July 5, 2003.

By the Act No. 4904, important duties were given to social partners in the İŞKUR and they now have taken part in the administration of the İŞKUR.

Composed of 79 members, of whom 46 are the representatives of social partners and 33 of the public administration, the İŞKUR General Assembly was established to facilitate the National Employment Policy compatible with the State’s economic and social policy in order to evaluate the developments in the periods which policies were to be applied, preserved, developed and to extend employment and facilitate the activities to prevent unemployment.

2. By taking into consideration the fact that local problems should be solved by local actors, a decentralised structure was adopted and Provincial Employment Committees were set up with the participation of social partners. Provincial Employment Committees were established in order to help make local employment policies by identifying the measures which provide protection and prevent unemployment as well as with a view to determining active programmes and making proposals to the Organisation (İŞKUR). Ordinary meetings of Provincial Employment Committees are held in September every year.

Question “C”:

If both public and private free employment services exist in your country, please describe the steps taken to co-ordinate such services, and to determine the conditions governing the operation of private employment agencies.

Answer “C”:

3. The Organisation’s monopolistic competence in the field of employment was abolished, as a result of which it was made possible to establish and operate private employment agencies by virtue of the Labour Act No. 4857 that came into effect on June 10, 2003. This subject has also been included in the Act No. 4904, concerning the establishment of the İŞKUR. Thus, the İŞKUR and the private employment agencies will be able to have a complementary role in the placement activities.

4. The Private Employment Agencies(PEA), may perform activities in employment and labour placement services outside the public sector, by receiving a license and a permit from the İŞKUR.

5. The authority to inspect the facilities of these agencies concerning the implementation of the Act No: 4904, has been given to the inspectors of Turkish Labour Organization (İŞ-KUR). The private employment agencies are obliged to supply any information demanded by the inspectors and to produce the documents which prove the accuracy of such data. Moreover, the agencies may

be visited and demanded information by the Provincial Directorates of İŞ-KUR concerning the application conditions and the cancellation of the permit.

DISTRIBUION OF PRIVATE FREE EMPLOYMENT AGENCIES

ADANA	ESKİŞEHİR	KAYSERİ
ANKARA	GAZİANTEP	MANİSA
ANTALYA	HATAY	MERSİN
BALIKESİR	İSTANBUL	MUĞLA
BURSA	İZMİR	SAKARYA
DİYARBAKIR	KOCAELİ	SANLIURFA
ELAZIĞ	KONYA	TEKİRDAĞ

6. İSKUR has been accepted private free employment agencies' application since June 2004. 23 Agencies in 2004 and 79 agencies in 2005 have got permission from İŞKUR. Agencies are reporting quarterly statistical data related with job applications and recruitment to İŞKUR.

2004 - GENERAL STATISTICS ON PRIVATE EMPLOYMENT AGENCIES ACTIVITY

ACCORDING TO AGE

AGE GROUPS	NUMBER OF APPLICATIONS			NUMBER OF RECRUITMENT		
	Men	Woman	Total	Men	Woman	Total
15- 19	478	430	908	18	2	20
20- 24	15.368	17.933	33.301	179	88	267
25- 29	24.709	20.577	45.286	229	90	319
30- 34	11.911	11.684	23.595	203	40	243
35- 39	5.407	2.807	8.214	126	19	145
40- 44	2.474	1.144	3.618	98	5	103
45- 64	1.226	413	1.639	77	3	80
65 and more	32	19	51			
GENERAL TOTAL	61.605	55.007	116.612	930	247	1.177

ACCORDING TO EDUCATION

EDUCATION LEVEL	APPLICATION			RECRUITMENT		
	Men	Women	Total	Men	Women	Total
Illiterate		3	3			
Literate	6	10	16	3		3
Graduate of Primary School	766	405	1.171	426	10	436
Graduate of Secondary School	402	464	866	98	6	104
Graduate of Art Secondary School	96	168	264	4		4
Graduate of High School	6.030	5.439	11.469	117	22	139
Graduate of Art and Technical High School	249	155	404	27	2	29
Graduate of Vocational Art High School	107	150	257	2		2
Graduate of Anatolian Technical High School	652	314	966	8		8
Graduate of Vocational High School	1.988	2.295	4.283	73	16	89
Graduate of Vocational Faculty 2 Years	6.561	7.044	13.605	25	19	44
Graduate of Faculty	39.508	34.952	74.460	134	163	297
Master/ Doctorate	5.240	3.608	8.848	13	9	22
GENERAL TOTAL	61.605	55.007	116.612	930	247	1.177

Question “D”:

Please indicate whether and how the participation of representatives of employers and workers in the organization and operation of the employment services and in the development of employment services policy is provided for.

Answer “D”:

7. Within the framework of the process of restructuring the İŞ-KUR, the following three new boards have been established with the participations of the employees, and the employers.:

- The General Board consists of 50 members. 28 of whom represent the social parties.
- The Board of Director consists of 6 members, 3 of whom are the representatives of labour, employer and tradesmen.
- The Provincial Employment Boards in which the social parties also participate, have been established in order to activate the local enterprise in regional development in provinces and to determine the employment and labour training policies peculiar to the province.

Question “E”:

Please indicate what legislation or administrative guarantees are provided to ensure that these services are available to all.

Answer “E”:

8. In accordance with Article 10 of the Constitution, it is fundamental that all nationals benefit from the services provided by the İŞ-KUR.

9. On the other hand, in accordance with Article 46 of the Unemployment Insurance Act No: 4447, dated 25.08.1999, nationals of foreign countries with which Turkey has signed an agreement in accordance with the reciprocity principle, will benefit from the services provided that they have registered with the Institution, when they apply to the Institution to receive the unemployment allowance.

10. After the enactment of the “Act No: 4817 on Work Permis of Foreigners”, dated 27.02.2003, the required arrangements concerning the employment of the foreigners who have already taken their work permit by fulfilling all their obligations, will also be reflected to the legislation of the Institution.

Article 1, paragraph (4): to provide or promote appropriate vocational guidance, training and rehabilitation.

Question “A”:

Please indicate, illustrating with relevant data as far as possible, what measures have been taken to provide or promote:

- a. vocational counseling;9***
- b. vocational training;10***
- c. vocational rehabilitation;11***

with the aim of offering the opportunity to everyone to earning their living in any occupation freely selected.

Please indicate whether equal access is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in your territory, and disabled people.

Answer “A”:

1. All related information for vocational counseling; training and rehabilitation are given in the report prepared for Article 9 and 10 of the ESC.

INFORMATION REQUESTED BY THE COMMITTEE

1. The Committee asks for information as regards the unemployment rate among persons with disabilities, immigrants and ethnic minorities.

1.This information has been given under the related subparagraph in this report.

2. The Committee asks to provide information on the results of measures taken in terms of placement into lasting employment.

1. This information has been given under the related subparagraph in this report.

3. The Committee asks information relating to the total number of participants in active labour market measures, the activation rate (i.e. the proportion of unemployed persons who benefit from active measures) and the average time before an unemployed person is offered participation in an active measure and the expenditure on labour market policies.

1. Detailed information and statistics are given under the related subparagraph in this report and also more information can be reached from web pages of <http://www.turkstat.gov.tr/VeriBilgi.do> and <http://www.iskur.gov.tr>

4. The Committee seeks information on how discrimination on grounds of age, disability (including whether the requirement of reasonable accommodation has been adopted) and sexual orientation are prohibited, as well as information as to whether discrimination is prohibited in all aspects of employment including recruitment and training.

1. Detailed information is given under the related subparagraph in this report.

5. The Committee asks for further details on exemptions to the prohibition of discrimination, the Committee asks whether all sectors of employment are covered by the legislation.

1. The Legislation covers all workplaces irrespective of the sector they operate in and their employers, employers' representatives and employees.

2. But there are some prohibitions in the sense of positive discrimination.

3. According to the Article 50 of the Constitution, no one shall be required to perform work unsuited to his age, sex, and capacity. Minors, women and persons with physical or mental disabilities, shall enjoy special protection with regard to working conditions.

4. According to the Article 72 of the Labour Law, it is prohibited to employ men below the age of eighteen and women at any age in underground or underwater positions such as mine galleries, cabling, and sewerage and tunnel construction.

5. According to the *By-law on Hard and Dangerous Work* that has been arranged relying upon the Article 85 of Labour Law, it is not allowed to ask young workers below the age of 16 to work in hard and dangerous work. In the table, in Annex 1, women cannot be asked to work in the works which do not have the letter (W) in the next column; and the young workers who have completed the age of 16 but not 18, cannot be asked to work in the works which do not have the letters (YW) in the next column (Art. 4).

6. In the entrance to work of the workers who will be asked to work in hard and dangerous work (women included), and the young workers who have completed the age of 16 but not 18; it is obligatory to determine with a medical report issued due to the physical check and laboratory data, which shows that they have the physical resistance to execute such work, due to the quality and conditions of the work. Also during the execution of the work, it is obligatory to determine with a medical report that there is not any obstacle to hinder them to work in such works, for the young workers who have completed the age of 16 but not 18 at least once in 6 months; and for the other at least once a year. These reports are issued by the doctor of the office, office common health unit, and workers' health clinics; and in the absence of these relatively by the nearest Social Insurance Institute, Local Health Units, or by the doctors of the Government or the Municipality. The entrance to work / periodical check form for those who will work in hard and dangerous work, determined through the advices of

the Ministry of Health, by the Ministry of Labour and Social Security. It is not allowed to ask a worker without a medical report to work in hard and dangerous work (Art.5).

7. Working duration of female workers at night shifts is arranged by *By-law on the Working Conditions of Female Workers at Night Shifts*. Female workers cannot be asked to work more than seven and half hours at night shifts in any condition (Art. 5). In order to work at night shifts, it is obligatory for the female workers to get a medical report from the doctor of the work site, common health unit of the work site, workers health clinics, in the absence of these relatively the nearest Social Insurance Institute, Local Health Centers, Government or Municipality doctors, showing that they have no obstacles to work, prior to the commencement of work. The medical check of these workers is repeated in every six months (Art. 7).

6. The Committee also wishes to know how the concepts of direct and indirect discrimination have been defined both in legislation and interpreted by the Courts.

1. In the legislation, there are no definitions for direct discrimination, indirect discrimination, harassment and sexual harassment. However, there are provisions in the Penal Code and the Labour Law including the sexual harassment and discrimination cases.

2. According to the Article 24 of the Labour Law, “the worker can terminate the labour contract with definite or indefinite term before the expiry of its period or without waiting for the notification period in the following cases:If the required measures are not taken although the worker becomes subject to sexual harassment at the business by another worker or third persons and notifies the employer thereof (Art. II-d).

3. In the Article 25 of the Labour Law, it says “The employer can terminate the labour contract with definite or indefinite term before the expiry of its period or without waiting for the notification period in the following cases: If the worker attempts sexual harassment against another worker of the employer (Art. II-c).

4. In the Penal Code, for cases of sexual assault “1. Concerning the abuse of a person sexually, upon the complaint filed by the victim, the perpetrator shall be sentenced to imprisonment for a term of three months to two years or imposed judicial fine. 2. In cases where these acts are committed by abusing the influential position gained due to relations arising from hierarchy, service-providing or provision of training or education, or due to interfamily relations, or by taking advantage of the facilities provided by working in the same workplace, the penalty given as per the paragraph above shall be increased by half. If the victim has been forced to quit his/her job, school or leave his/her family, the penalty cannot be less than one year” (Art. 105).

5. Article 122/1 of the Penal Code- A person who by practicing discrimination on grounds of language, race, colour, gender, political ideas philosophical beliefs, religion, sect and other reasons;

a) prevents the sale or transfer of personal property or real estate or the performance or enjoyment of a service or who makes the employment of a person contingent on one of the circumstances listed above,

b) withholds foodstuffs or refuses to provide a service supplied to the public,

c) prevents a person from carrying out an ordinary economic activity, shall be sentenced to imprisonment for a term of six months to one year or judicial fine.

6. Labour Law - No discrimination based on language, race, sex, political thought, philosophical belief, religion, sect and similar grounds can be made in the business relation (Art. 5/1).

7. The employer can not treat a worker directly or indirectly in concluding the labour contract, establishing the conditions thereof, implementation and termination thereof due to sex or pregnancy, unless biological reasons or those pertaining to the work qualifications oblige (Art. 5/3).

8. Law on Social Insurance - Employed persons shall automatically become insured as soon as they enter employment. The rights and obligations of insured persons and of their employers shall be effective as from the date on which the insured person enters employment (Art. 6).

9. Law on Social Insurance For Agricultural Employees –Agricultural employees working under a labour contract can become insured depending on their own request (Art.2).

10. Law on Vocational Training - General provisions on training and working conditions as well as social security are set regardless of sex.

Law on Civil Servants - General provisions on access to employment, promotion, training and working conditions as well as social security are set regardless of sex. There are general and specific (like entrance exams) requirements for recruitments of civil servants, these conditions are the same for men and women.

11. Law on Collective Labour Agreement, Strike And Lock-Out – No stipulation shall be put into collective labour agreements that is contrary toany binding provision of law or regulations.....(Art. 5).

7. The Committee asks for details of any sanctions that may be imposed on employers who violate the prohibition of non-discrimination.

1. This information is given under the related subparagraph in this report. The brief explanation about the subject is given below.

2. The worker is paid an indemnity equal to three times of the notification period in case the labour contracts of workers are terminated through misuse of the right of termination (Art. 17/5).

3. In addition to this, in case of contradiction to principle of equal treatment in the business relation or termination, the worker can demand the rights that he/she has been deprived of besides an appropriate indemnity equivalent up to four months' wage (Art. 5/6).

4. In case the employer does not assert a valid reason or the court or special arbitrator decides that the asserted reason is not valid and the termination is decided to be ineffective, the employer is obliged to employ the worker within one month or to pay an indemnity (Art. 21/1).

5. In the case of failing to comply with principles and obligations set forth in Article 5 (principle of equal treatment, including the principle of equal pay); employers or employer representatives are fined for fifty New Turkish Liras (35 Euro) for each such worker (Art. 99/a).

6. Article 122/1 of the Penal Code- A person who by practicing discrimination on grounds of language, race, colour, gender, political ideas philosophical beliefs, religion, sect and other reasons;

a) prevents the sale or transfer of personal property or real estate or the performance or enjoyment of a service or who makes the employment of a person contingent on one of the circumstances listed above,

b) withholds foodstuffs or refuses to provide a service supplied to the public,

c) prevents a person from carrying out an ordinary economic activity, shall be sentenced to imprisonment for a term of six months to one year or judicial fine.

8. *The Committee wishes to receive information on the number of cases concerning discrimination brought before the courts as well as the number of findings of discrimination.*

1. There is no statistical information on this issue.

9. *The Committee recalls that under Article 1§2 organizations, associations or other legal entities should be empowered to engage in proceedings on behalf of or in support of a complainant in discrimination cases. It asks whether this possibility exists.*

1. Yes, this possibility exists in Turkey.

10. *The Committee further wishes to know whether the authorities foresee the establishment of bodies for the promotion of equal treatment.*

1. Detailed information is given under the related subparagraph in this report.

11. *The Committee asks whether compensation payable under this piece of legislation is in addition to or an alternative to compensation which may be awarded under Article 13 of the Labour Act No.1475.*

1. Compensation for discrimination in employment is not limited to four months wages. If the employer violates the above provisions in the execution or termination of the employment relationship, the employee may demand compensation up his (her) four months' wages plus other claims of which he (she) has been deprived. Article 31 of the Trade Unions Act is reserved. Related information is given under the related subparagraph in this report.

2. According to the Article 122 of Turkish Penal Code, offence of discrimination shall be sentenced to imprisonment for a term of six months to one year or judicial fine. According to Article 125/C-1 of the Law on Civil Servants No. 657, sanction for any kind of discrimination on grounds of language, race, gender, political thought, philosophical belief, religion and sect in carrying out a duty has been defined as a decrease in wage.

3. According to Labour Law in the discrimination cases, employers are subject to fines. According to the Article 12 of Law on the Procedure of Administrative Justice No.2577, the persons concerned may bring directly a full remedy action or a full remedy action together with an annulment action to the Council of State, administrative court against an administrative act that violates their rights due to discrimination. An annulment action is brought with the claim that the act is illegal due to a mistake made in one of the elements of competence, form, reason, subject and aim. They may also commence the annulment action first, and, upon a decision rendered in the annulment action, bring the full remedy action within the action time limits running from the notification of the decision rendered in the annulment action or from the notification of the higher court decision, if an application against this decision has been brought to a higher court. The full remedy action against the damage caused by the implementation of an administrative act may be brought within the action time limits running from the implementation of the act. Full remedy actions can be brought by those whose personal rights have been directly affected by the administrative acts or actions.

4. Under the Article 13 of the Law No. 2577, the persons whose rights have been violated by an administrative action must apply to the relevant administration for the rectification of the situation within a year from the notification or the date they learn the action by another way and in any case within five years from the action, before bringing a lawsuit. A suit may be brought within the action time limits running from the day following the notification of this decision, if the application is wholly or partly refused, and from the end of sixty-day period if no response is given within sixty days. In this case, the plaintiff may demand material damages and moral damages. If the implementation of an administrative act should result in damages which are difficult or impossible to compensate for, and if this act is clearly unlawful, the Council of State or administrative court may decide to stay the execution of the Law.

5. According to Labour Law in the discrimination cases, the worker can demand the rights that he/she has been deprived of besides an appropriate indemnity equivalent up to four months' wage. And according to Article 21 of the same Law, in case of discriminative dismissal, the employer is obliged to employ the worker within one month. If the employer does not employ the worker within one month upon his/her application, the employer becomes liable to pay an indemnity equal to minimum four and maximum eight months' wage to the worker.

The legislation framework for this issue in the light of the old Labour Law No.1475 Article 13:

6. Job Security Law No.4773 “Law Concerning Amendment Of The Labour Law, Trade Union Law And Law On Regulation Of Relations Between The Employees And Employers In The Press Profession”, approved on the date of 09.08.2002.

7. Article 2 - Article No. 13 of the Law with No. 1475 has been amended as follows and the following articles has been added following the same.

8. Article 13- Prior to cancellation of continuous contracts of service with undetermined duration, the matter should be informed to the other party.

9. Contract of service shall be considered cancelled;

- a) For employees worked no more than six months, following two weeks to begin with the notification to the other party is made,
- b) For employees worked for six months to one and a half year, following four weeks to begin with the notification to the other party is made,
- c) For employees worked for one and a half year to three years, following six weeks to begin with the notification to the other party is made,
- d) For employees worked for more than three years, following eight weeks to begin with the notification to other party is made.

10. These are the minimum durations and could be increased with contracts.

11. Party not complying with the notification stipulation shall be obliged to pay compensation amounting the wage regarding the notification duration.

12. Employer can cancel the contract of service provided that the wage pertaining the notification duration is paid in advance.

13. Employer's not complying with the notification duration or cancellation of the contract through paying the wages pertaining the notification duration, shall in no way prejudice the application of the articles 13/A, 13/B, 13/C, 13/D and 13/E.

14. In accordance with the first sub-paragraph of article 13/A, compensation amounting threefold of the wages pertaining the notification duration shall be paid to the employees where the contact of service not included in the scope of application of articles 13/B, 13/C, 13/D and 13/E is terminated via misuse of the right of cancellation. Non-compliance with the provision of notification for cancellation also requires payment of compensation in accordance with the fourth sub-paragraph.

15. Justification of cancellation to a valid reason:

16. Article 13/A. - In workplaces where ten or more employees are employed, the employer who has cancelled the contract of service with undetermined duration of an employee who has at least six months seniority and has not a position such that employer representative to administer whole of the enterprise, should justify a valid reason emerging from qualification or conducts of the employee or requirements of the enterprise, workplace or work.

17. The following points shall not form a valid reason for cancellation:

- a) Membership to trade unions and/or participation to the activities of trade unions outside, or with the consent of the employer, within the working hours,
- b) Have been acted or be acting as a workplace trade union representative or employee representative or to be a candidate to become a representative,
- c) Application to administrative or judicial authorities to follow his rights arising from the legislation or contract or to participate in such process commenced already regarding this point,

d) Race, colour, sex, civil status, family obligations, pregnancy, religion, political opinion, ethnic or social origin,

e) Not to come to work within periods when in accordance with the Article with No. 70 it is forbidden to work women employees,

f) Not to come to work temporarily within the waiting period prescribed by the sub-paragraph (b), paragraph (I) of article with No. 17 due to disease or accident.

18. Six-month seniority of the employee is calculated with uniting the periods passed in one or more workplaces of the same employer.

19. Procedure in cancellation of contract:

20. Article 13/B. - Employer is obliged to make the cancellation notification in writing and state the reason for cancellation briefly and definitely.

21. The contract of service with undetermined duration of an employee can not be cancelled due to reasons related with conduct or productivity of the said employee without his defence is taken related to the claims put forward against him, provided that conditions reasonably unexpected for the employer are excluded. However, right of cancellation of the employer due to reasons as mentioned in paragraph (II) of the article with No. 17 are reserved.

22. Objection to notification of cancellation and procedure:

23. Article 13/C. - Employee, whose contract of service is cancelled, could file a suit in a labour court within one month following the date of notification of cancellation with the claim that no reasons were indicated or the reasons put forward are invalid. The dispute is referred to a special arbitrator within the same period, provided that there exists a clause in the collective labour agreement or the parties come to an agreement on the subject.

24. Employer is obliged to prove that the cancellation is based on just reasons.

25. The suit is concluded within two months in accordance with the speedy trial procedure. In case of appeal of the decision of the court, the Court of Cassation shall make a definite decision within one month.

26. Conclusions of cancellation with unjust reasons:

27. Article 13/D. - Whenever it is determined by the court that no valid reasons are presented or that the presented reasons are not just, and decides on the cancellation as invalid, the employer is obliged to start the employee at work within one month. Should the employer does not start the employee at work within one month following his application, he shall be obliged to pay a compensation to the employee amounting at least six months and at most one year worth salary of the employee. The court, when decides on the cancellation as invalid, also determines the amount of compensation to be paid if the employee is not started at work.

28. Wages and other benefits of the employee realized till the court decision becomes final shall be paid to him for a maximum of four months within which he was not employed.

29. Should wages for the notification period were paid to the employee in advance; this amount shall be deducted from the payment to be made in accordance with the above provisions. Should notification period was not given to the employee, or wages for the notification period were not paid in advance, then the amount of the wages related with these periods shall be paid separately.

30. The employee is obliged to make application to the employer to start work within six days following the notification of the final court decision. Should the employee makes no application within this period, the cancellation made by the employer shall be considered a valid cancellation and the employer shall be responsible only for the legal consequences of the cancellation.

31. Provisions included in sub-paragraphs one, two and three shall in no way be subject to amendment with contracts; provisions of contracts in conflict shall be deemed invalid.

32. Employment in new job:

33. Article 13/E. - Should an employee whose contract of service was cancelled becomes employed in another job, and the court decides on the cancellation as invalid, then the employee who does not want to return back to his previous job shall notify his former employer within six business days. Upon such notification in writing, contract of service with undetermined duration shall be considered cancelled with a just reason and legal consequences related with it shall arise.

12. The Committee requests updated information on the categories of employment reserved for Turkish nationals.

1. The Law (No 4817) on Arts and Services Allocated to the Turkish Citizens in Turkey dated 11/6/1932 and number 2007 has been abolished.

2. More information is given under the related subparagraph in this report.

13. The Committee has previously requested information on the rules relating to the vetting of certain categories of staff of public bodies and institutions, in order to obtain information on any ideological and subversive activities they may have engaged in.

1. Detailed information is given under the related subparagraph in this report.

14. Prisoners may only be employed in workshops run by private enterprises with their consent and in conditions as similar as possible to those normally associated with a private employment relationship. The Committee asks to provide updated information on the situation.

1. Detailed information is given under the related subparagraph in this report.

ARTICLE 9 -THE RIGHT TO VOCATIONAL GUIDANCE

“With a view to ensuring the effective exercise of the right to vocational guidance, the Contracting Parties undertake to provide or promote, as necessary, a service which will assist all persons, including the handicapped, to solve problems related to occupational choice and progress, with due regard to the individual’s characteristics and their relation to occupational opportunity: this assistance should be available free of charge, both to young persons, including school children, and to adults.”

Question “A”:

Please give a description of the service – its functions, organization and operation – specifying in particular:

Answer “A”:

1. In addition to previous National report, we would like to supply below information.
2. In Turkey, Career Information Guidance and Counseling Services (MBRD) services are carried out in various contexts by MONE, by the Turkish Employment Organization (ISKUR) which is an affiliated institution of the Ministry of Labor and Social Security (MLSS), by universities, by the private sector, and by trade unions and employer associations. MONE and ISKUR provide most of the current services.

I. In the Education System :

3. Guidance and psychological counseling (RPD) services constitute one of the cornerstones of educational services in school and comprise assistance services towards the individuals’ development and adjustment. Organization of guidance services within the educational system starts at the central administration of the Ministry of National Education (MONE) and is extended throughout provinces and schools. All duties and responsibilities within this organization are determined by laws. RPD services within the educational system can be examined on three levels: central, provincial and school.

- a) Central organization starts at the General Directorate of Special Education, Guidance and Counseling Services, established in 1992 by the Act No. 3797, responsible for the management, development and expansion of special education and RPD services. These services are considered as activities ensuring individual pupils
 - acquire knowledge and skill necessary for problem solving, decision making and adjustment,
 - recognize and realize their potential and traits such as interest, ability and desire and develop them at optimum level,

- make use of their individual traits and potential on the social platform,
- plan their future and lives and
- take the responsibilities of their own decisions.

From this point of view, RPD services are considered as a systematic assistance process entailing expertise in settling the problems and meeting the requirements of pupils individually or in group on individual, educational and vocational development, personal and social relations, academic development and success in school.

- b) In provinces RPD services are provided by Guidance and Research Centers (RAM). RAMs, established in provinces and districts where necessary, pursuant to the Decree with the Force of Law (KHK) No. 573 which entered into force in 1997, carry out tasks such as identifying the pupils in need of special education, deciding the kind of education they should receive, offering the necessary guidance to these pupils, providing support services to schools which have or have not RPD units, examining the cases received from different schools, coordinating and planning RPD services in educational and training institutions and follow-up and management of special therapy services for the maladjusted children.
- c) On school level, in official and private educational and training institutions RPD units are established to provide those services. In provinces these units work in cooperation with RAMs. The duties and responsibilities of school staff are laid down by the Regulations concerning RPD services.
4. The guidance and psychological counseling services in MONE integrate educational, vocational and personal/social guidance services. Vocational guidance services at schools are thus mainly provided by the school's guidance and psychological counseling service. RAMs in cities undertake coordination responsibilities with respect to guidance services, including vocational guidance services. The Provincial Directorate for National Education Special Education and Guidance Services Branch, The Provincial Directorate for National Education, and MONE's General Directorate of Special Education/Guidance and Counseling Services, are the structures that ensure provision of these services. MONE is currently the main MBRD service provider.
5. MONE's MBRD services are coordinated with the career guidance and information services offered by ISKUR. The work is conducted within the framework of a "Protocol for Cooperation in Career Counseling Services" agreed by MONE and MLSS in 1992. The employment and career counseling services carried out by ISKUR include matching the qualifications of individuals with job requirements, and helping to solve problems in a process through which the individual chooses the career that best fits their inclination and situation, acquires the educational qualifications required for this career, is placed in a job and adjusts to it.
6. Universities, too, have Guidance and Psychological Counseling Centers. Among public institutions, the Turkey-Middle East Public Affairs Administration Institute (TODAIE), the Turkish Industrial Management Institute under MONE and the Turkish Scientific and Technical Research Institution (TÜBİTAK), Turkish Industrial Management Institution (TUSSİDE), the National Productivity Center (MPM), the Directorate for Developing and Supporting Small and Medium Scale Industrial Enterprises (KOSGEB) and the Continuous Education Center (SEM), in cooperation with MONE, provide non-formal education services to their employees to help their career development.

7. MONE is responsible for funding services in its schools and institutions. Universities make disbursements for their guidance services from the budgets allocated to them by the State.

8. All guidance services in Turkey are carried out on a formal legal basis and via institutional structures based on this legislation. The main pieces of legislation related to the relevant MONE services are as follows:

- **The Basic Law on National Education, No.1739**

9. Article 2: The overall objectives of Turkish National Education are to educate all individuals of the Turkish nation so as to develop their interests, talents and abilities and prepare them for life by providing them with the necessary knowledge, skills and behaviors and with the habit of working together and to enable them to have an occupation which will make them happy and contribute to the happiness of society; ... Article 6: During their education individuals shall be oriented towards various programs or schools to the extent and in the direction of their interests, talents and abilities. The National Education System shall be organized so as to ensure such orientation in all respects. Services of guidance and objective methods of measurement and assessment shall be used in orientation and in measuring success. Other articles related to MBRD services are Articles 23, 27, 28 and 30.

- **Law on Eight-Year Compulsory Education, No.4306**

10. The law states: “In the second semester of the last academic year of basic education, introductory information shall be given as to the schools and programs students can attend in secondary education, the occupations they can choose after completing such programs, the living standards these occupations can provide them with and the business life; necessary efforts shall be made by the guidance services to help them give the correct decision when selecting an occupation.” Particular emphasis is laid on orientation services.

- **Vocational Training Law, No.3308 (amended by Law No.4702)**

11. This law has a fundamental place in the regulation of vocational training.

12. Other relevant policy documents include:

- **The Ninth Development Plan covers the period of 2007–2013**

13. In the framework of reviewing education programs, activities towards transition to a modular system have been started with the participation of the social parties to provide vocational education with the flexibility to respond to the developments in the labor market.

14. On the other hand, a National Professional Qualifications Agency for spreading, developing and maintaining a system of professional standards, examination and certification in collaboration with the state, employee’s and employer’s organizations has been established. Activities for disseminating the programs developed by the Turkish Employment Agency (İŞKUR), which is the main implementing agency for active labor policies in Turkey, are continuing. In this context, the Active Labor Market Programs Project jointly financed by the EU and Turkey was carried out by İŞKUR. 50,059 persons were trained within the scope of this program and 7,463 persons of the total were employed.

15. 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 labor market. In order to develop the skills and abilities of people, this strategy will cover mechanisms that will support increasing formal and non-formal education opportunities, strengthen the horizontal and vertical relationship between the types of education, structure apprenticeship and public education towards these types of education as well as support the involvement of the private sector and NGOs in this area.

16. In order to develop the information systems related to the labor market, to provide the education and labor market with a more flexible structure, and to increase employment and labor productivity, work force will be trained in the areas demanded by the economy taking the life-long education strategy into consideration.

17. The necessary data including the education, employment and professions of households will be produced and compiled, and labor market requirement analyses will be conducted in order to determine the labor force supply and demand tendencies.

18. Transformation to a modular and flexible system in vocational and technical education will be realized. The vocational training at higher and secondary education will be transformed into a single structure that will take integration of programs as basis, and applied training techniques, which play an important role in educating a qualified labor force in vocational education, will be emphasized.

19. The vocational education system will bring up students, who possess the basic skills to work in groups, to take decisions, to solve problems, and to undertake responsibilities as required by the labor market.

20. In order to meet the intermediary personnel requirement of the economy, mechanisms that will ensure the broadening of vocational education activities in organized industrial zones, which creates an environment for clustering, will be strengthened through effective collaboration with the relevant service institutions and the private sector.

21. Activities of enterprises and non-governmental organizations towards training skilled labor force will be supported.

● **European Union (EU) standards**

22. Turkey aims at reaching EU standards in the field of education in the shortest time possible through projects and programs like the Project on Modernization of Vocational and Technical Education Institutions supported by the European Union, the Basic Education Project supported by the World Bank, and the Project on Strengthening the Vocational and Technical Education and Training System approved by EU and its Socrates, Leonardo and Youth for Europe Programs. The Improvement of Vocational and Technical Education Project is being conducted with a view to ensuring coordination between vocational education and the qualified work force demanded by the private sector, filling the gap between the two and making the changes required to conform to EU standards.

● **Statutory Decree No.573, having the force of law on special education**

23. The principles of special education are regulated by this decree (1997). Article 22 of the decree reads as follows: “Guidance and psychological counseling services set up in educational institutions to deliver guidance and psychological counseling services to individuals attending formal and non-formal educational institutions provide these services to individuals who need special education in accordance with their needs and properties.” This article regulates guidance provision for children and adults who need special education.

- **MONE guidance and psychological counseling services regulations**

24. These regulations state all the principles and properties of the services to be provided in this field, the nature of the services themselves, the tools to be used in the provision of services and the principle of families’ participation in the process. Operation of the services in both formal and non-formal education is included in the regulations. Services in secondary education concentrate on: orientation to higher education and occupations; development of efficient learning and study skills; raising awareness about occupations and the requirements of occupations, careers and working life; evaluation of individual traits and raising self awareness; sustaining individual and social development; and preparation for adult life.

25. Guidance and psychological counseling services in non-formal education cover: orientation to a job or career; preparation for working life; and support for individual and social development.

- **Vocational and technical secondary education regulations**

26. According to these regulations, guidance and psychological counseling services are established to offer guidance services and the tools required are prepared for use.

- **Basic education regulations**

27. These regulations outline the aims of basic education. They include provision that will: help students to explore their interests and talents; facilitate their career choice; help the students to get prepared for a career that will enable them to earn a living through production and contribute to economic development; and enable them to acquire the behaviors that will make it easier to have a career and to adjust to it.

- **Secondary education regulations for passing a class**

28. These regulations stress the principles of ensuring that each student is oriented to develop and progress in accordance with their interests, talents and achievement level, and that class teachers work in close cooperation with the school guidance service. It is also stated in these regulations that programs will be conducted with a view to preparing students for both higher education and careers, for both life and work.

- **Vocational and technical education regulations**

29. In these regulations it is stated that programmed school visits shall be organized by directorates of vocational and technical education for schools and institutions; that workshops and laboratories shall be shown; that seminars, conferences and symposiums shall be organized to explain the relationship of vocational and technical education to the workforce and to employment; that visits to vocational and technical education fairs shall be arranged; that career fields shall be introduced with posters, pamphlets and audio-visual educational tools; and that

surveys shall be made to discover the vocational tendencies of students, with a view to orienting students in the eighth grade of basic schools to vocational and technical education.

30. Principles governing the establishment, operation and supervision of formal apprenticeship schools and non-formal vocational and technical training schools are regulated through the provisions in the Basic Law on National Education No.1739, the Law on the Organization and Duties of Ministry of National Education No.3797, and the Law on Vocational Training No.3308. The functions of special vocational and technical education institutions are regulated by the provisions of the Law on Special Education Institutions No.625, in addition to the laws outlined above.

II – In Labour Market:

- **ISKUR**

It provides career orientation services in accordance with;

a) A decree having the force of law on the Establishment and Duties of the Turkish Employment Organization, No.617. Article 3 paragraph (i) includes provision “to perform career orientation services, to provide job and career counseling services, to implement education programs aiming at developing job-search skills, to provide psychological counseling services via career counseling centers...”.

b) Article 10 of the same law includes provision “... to expand and enlarge career orientation system gradually, to provide and improve guidance service, to offer employment and counseling services, to implement educational programs towards developing job-search skills”.

c) Paragraph (i) of article 6 of the Career Orientation Letter of Recommendation No.88, approved by the International Labor Organization (ILO), includes provision “to register job applicants; to note their occupational qualifications, experiences and inclinations; to ask them questions for job placement; to examine their physical and occupational qualifications, if necessary; to help them in career orientation, career development and career re-adjustment, if necessary”.

d) Article 3 of the Agreement on the Place of Career Education and Orientation in Assessment of Human Resources, No.142, states that: “Each member shall gradually make career guidance services, including continuous supply of employment information, more widely available in order to ensure that guidance is as accessible as possible and to provide extensive information to all children, youth and adults, including special programs for all people with disabilities. This information and guidance shall include levels of responsibility in career choice, career education and learning opportunities, expectations of employment, promotion opportunities, working conditions, occupational security, hygiene, economic, social and cultural activities and other aspects of the various sectors of working life”.

e) Article 9 of Part 1 of the European Social Charter states that: “Each individual is entitled to appropriate career orientation opportunities which will help them choose a career that is appropriate for their personal interests and talents”.

f) Article 4 of Part 2 of the European Charter states that: “The contracting parties undertake provision and improvement of appropriate career orientation, education and rehabilitation services to ensure that the right to work is actively enjoyed”.

In accordance with the Law on Unemployment Insurance No.4447, Career Development, Change and Insertion Regulations relating to the unemployed came into force on 23 December 2000 after being published in the Official Gazette. These regulations arrange provisions about the education and job placement of insured unemployed in careers needed by the labor market, facilitating their process of job search and providing services to help them set up their own business.

- **Vocational Qualification Authority Law**

32. Vocational Qualification Authority Law No. 5544 has been approved on the date of 21/09/2006.

33. The objective of this Law is to determine the basis of national qualifications in technical and vocational fields based on national and international occupational standards, to establish the Vocational Qualification Authority in order to establish and execute the national qualifications system necessary for performing the activities concerning supervision, assessment, evaluation, documentation and certification, to determine its principles and to assure the arrangement of the issues related to National Qualifications Framework.

34. The General Assembly is the highest decision-making organ of the Authority and comprises the members from the Ministry of Labour and Social Security, from the Ministry of National Education, from the Ministry of Finance, from the Ministry of Public Works and Resettlement, from the Ministry of Health, from the Ministry of Agriculture and Rural Affairs, from the Ministry of Industry and Trade, from the Ministry of Culture and Tourism, from university departments related to labour economics, management and vocational education, to be nominated by the Board of Higher Education, from the State Planning Organization, from the Secretariat General of the European Union, from the Turkish Employment Organization, from Small and Medium Industry Development and Support Authority, from the Turkish Standards Institute, from the Turkish Union of Chambers and Stock Exchanges, from the Turkish Confederation of Craftsmen and Artisans, from the Turkish Union of Chambers of Agriculture, from the Association of Turkish Travel Agencies, from the Turkish Assembly of Exporters, from each of two confederations of employees' trade unions, which have the highest number of members, from the confederation of employers' trade unions, which has the highest number of members.

a)whether access to services is free of charge;

Answer :

35. All kinds of services for the vocational orientation served by the Turkish Ministry of National Education and Turkish Employment Agency (İŞ-KUR) are free of charge.

b)whether vocational guidance work is carried in the public or private sectors;

Answer :

36. Even though the services for vocational guidance and orientation have been predominantly conducted by public sector, actually these services have been served by both public and private sector. As it is mentioned above, the services for vocational guidance and orientation have been essentially conducted by the Ministry of National Education and Turkish Employment Agency (İŞ-KUR) that is an affiliated organisation of the Ministry of

Labour and Social Security. Yet, the universities, private sector, labour unions and employee's agencies may also serve these kinds of facilities.

c) the measures taken to supply all persons with adequate information on the choice of employment;

Answer :

37. The services for vocational guidance have been executed both by all of the general directorates (General Directorate for Pre-Primary Education, General Directorate for Primary Education, General Directorate for Secondary Education, General Directorate for Technical Education for Boys, General Directorate for Technical Education for Girls, General Directorate for Private Education Institutions, General Directorate for Special Education Guidance and Advisory Services, and other General Directorates) independently within the Ministry of National Education and at the same time with the collaboration of these general directorates. On the other hand, the Education Research and Development Department (EARGED) has been conducted the services for vocational guidance through the Vocational Orientation and Information Branch. Furthermore, EARGED has been prepared the instruction booklets with a view to guiding the teachers and students, besides it has been arranged national and international seminars and conferences under the framework of "Strengthening of Vocational Education and Training in Turkey (MEGEP)" Project.

38. It is strived to disseminate the Centres for Professional Advisory all around Turkey so as to provide the information concerning occupational choice for everyone. The leaflets for occupational choice and guidance and CDs for occupational presentations have been put into use free of charge with a view to reach more parts of the society. The guidance for introduction of secondary education institutions in all levels and types, conditions for acceptance, and the career opportunities after graduation has been prepared for the primary education students and their families and published on the website of EARNED. Moreover, booklets and notices on the level of primary education regarding vocational guidance and orientation have been issued.

39. The services for professional and vocational advisory conducted by İŞKUR is a kind of systematic assistance process in which the preconditions and requirements for the occupations are compared with the personal characteristics of individuals in order to make them choose an occupation that is the most suitable for their desire and situation, besides in order to help them for use of the training facilities related to this occupation, solving the problems concerning recruitment and adoption to the new job. In this context, the target group has been comprised by particularly the young people on the verge of choosing occupation and the adults demanding for a job, changing their job, promoting in job and/or having problems of occupational adaptation.

40. The Professional and Vocational Advisory is a service based on the principle of gathering systematically the information on working life, evaluating these information, making them applicable and using them for personal purposes.

41. There are eighteen professional and vocational advisory services within sixteen provincial directorates of İŞKUR. The personnel of professional and vocational advisory services meet individually and collectively with the young and/or adult people on the verge of choosing occupation and assist them to comprehend the importance of choosing a job, to receive

information on vocational and educational facilities served in workplaces and to acquire self-awareness and self-confidence.

42. İŞKUR professional and vocational advisory service staff and the officers employed by the provincial directorates of Ministry of National Education, the General Directorate for Special Education Guidance and Advisory Services and the Directorates of Centre for Guidance Research participate into the work groups that have been held within the framework of “Protocol Regarding Cooperation in Vocational Advisory Services” signed between the Ministry of National Education and the Ministry of Labour and Social Security in 1992 with a view to disseminating the professional and vocational advisory services to various parts of the society and providing required collaboration. These groups have decided on the schools that shall receive services and the works to do.

43. This protocol was revised according to the main approaches in Secondary Education Project implemented by the Ministry of National Education and by conducting the required works on updating the education in employment and labour market with support systems pursuant to the National Vocational Guidance Policy Workshop. Then, the Protocol on Cooperation in Vocational Information, Guidance and Advisory Services was signed and put into effect on 26.10.2004. Especially for the seventh class students, the class interviews have been held regarding the importance of choosing an occupation, the matters that should be taken into consideration while making choice, İŞKUR professional and vocational advisory services, the methods and principles of utilizing these services, besides the group interviews on the educational alternatives after graduation and occupations / vocational training places within the context of this protocol. Additionally, the parent meetings have been arranged in order to contribute for the students to make conscious occupational choice.

44. It can be applied both individually and collectively to the centres for professional advisory. The group interviews have been conducted at the centre upon the demand of guiding teachers and the students have been enlightened in detailed way concerning the importance of choosing an occupation and the method of acquiring vocational information from different resources. Video tapes and slide films have been used during these meetings.

45. The works done and the information submitted through various meetings and websites have been updated continuously and shared with the public opinion.

d)the measures taken to ensure a close link between vocational guidance and training on the one hand and employment on the other;

Answer :

46. As Turkey has accepted Article 10 para.1 of the Charter, this question is not answered.

e) The measures in hand for improving the services;

Answer:

47. While the activities implemented under the context of vocational guidance have been developed and ameliorated by including all levels of education starting from pre-school and adults as well, the studies within both public and private sector that may create effects on local and national scale and that may be adaptable to the system have been maintained. It is aimed to improve both the technical equipment and the abilities of the personnel that shall make professional guidance at the same time through these studies. On the other hand, it is

also tried to draw the attention of parents and instructors to the vocational guidance by raising the awareness on social ground.

48. The Ministry of National Education prepared the “Circular Regarding Presentation and Orientation Works on Vocational and Technical Training (2007/30)” and put into practice on 30.03.2007 with a view to improving the services for vocational guidance. It is emphasized in this circular that it is targeted in development plans and in National Education Council Decisions to convert the secondary education into more professionally and technically focused structure, and to orient the 65% of the secondary education students to professional and technical secondary education and 35% of them to general secondary education as in EU member states. Moreover, it is highlighted that the restructuring has started in secondary education as of 2005-2006 academic year and the duration of secondary education was increased up to four years and the ninth class is deemed as joint class for both general high schools and professional and technical education institutions. Within this context, it is stressed that the services for presentation and orientation on vocational and technical training should be conducted in more planned, conscious, efficient, influential way and the studies have been defined so as to reach this aim.

49. This protocol was revised according to the main approaches in Secondary Education Project implemented by the Ministry of National Education and by conducting the required works on updating the education in employment and labour market with support systems pursuant to the National Vocational Guidance Policy Workshop. Then, the Protocol on Cooperation in Vocational Information, Guidance and Advisory Services was signed and put into effect on 26.10.2004. This protocol shall enable to conduct the services for professional guidance and advisory in more efficient way all around the country and to develop the services in accordance with the national requirements. İŞKUR has been proceeding to disseminate the services for professional and vocational guidance providing by the centres for professional advisory.

50. The İŞKUR personnel of professional and vocational guidance has given information on the services for professional guidance and advisory and has tried to boost the cooperation for enabling the students to benefit from these services by visiting the schools being in the cities that they are in charge and by meeting with the school administration and advisor teachers. The presentation activities have been supported with the posters and brochures prepared by İŞKUR.

51. Furthermore, the training programs are arranged for the senior students of technical high schools and university students with a view to improve their skills in searching for a job.

52. The profession advisory centres have been established in order to enable students to acquire information concerning professions and training places and provided the facilities to utilize the data resources within these centres free of charge by the students. Additionally, the students have been informed and oriented to İŞKUR by providing the advisor teachers with the printed documents presenting professions and the materials such as posters, brochures, booklets, etc. introducing the profession advisory centres and the relevant services.

53. The services for professional and vocational advisory are accessible to everyone without discrimination on any ground such as age, sex and education, etc.

54. The following can utilize from the services for professional and vocational advisory;

- The persons that are on the age of employability (i.e. the ones that completed the compulsory education) and don't have any professional skills,
- The persons employed in less demanded occupations due to the technological improvements,
- The persons that lost their jobs due to the privatisation, bankruptcy or economic stagnation,
- The persons that need assistance to overcome the problems concerning adaptation to job, change in job, long-term unemployment and choosing an appropriate profession,
- The persons that need assistance to choose a training programme and sphere of profession,
- The persons in the process of searching an employment.

55. The Ministry of National Education has acted in collaboration with the universities and military units with a view to assist these persons.

56. The individual that examines and evaluates all options may then orientate to a training place and workplace where he/she can obtain the information, skills and habits within the chosen occupation. It is hard to handle all of these tasks on their own at the same time by the ones that are on the verge of choosing an occupation. The individuals have been assisted in every steps mentioned above within vocational advisory services so as to enable them to evaluate all alternatives and not to leave the decisions to chance.

f) the details of special measures to assist disabled persons.

Answer:

57. The procedures are handled in pursuant to the article 28 of the Regulation on Special Teaching Services issued by the Ministry of National Education stating; “The primary education graduated and special teaching required students about whom the decision is taken for orientating to general, vocational and technical secondary schools are settled down to these schools without any exam as boarding in collaboration between relevant units. The sufficient quota shall be allocated for the ones orientated to the multi-programmed high schools and technical high schools by being assessed the facilities of nearest boarding schools in case of demanding education as boarding student.”

58. The disabled students are contributed on their social improvement and provided with vocational training in vocational and technical schools by taking into account the provisions on article 41 of the Regulation on Vocational and Technical Training.

59. It is aimed to issue a law on disabled people and to amend various provisions taking place in legislation regarding them with the Law No. 5378 on Disabled Persons and Amending Certain Laws and Decree-Laws put into effect on 07.07.2005. The law handled the issue comprehensively and with its all dimensions such as architectural arrangements, education, caring and rehabilitation with a view to enabling the disabled to join into social life.

Special Teaching and Rehabilitation Centres (Private Education Courses)

60. There are 928 institutions serving for the individuals requiring special teaching in order to assist them to overcome their oral, communicative, mental, physiological, sentimental, visual, social, emotional, behavioural problems and to improve their basic self-caring skills, abilities for living independently and adaptation to the society.

61. As per the provisions of Law 5378 dated 1 July 2005 for Disabled and Law amending some Laws and Legislative Decrees, the education costs of those whose education in special education and rehabilitation centers are approved by special education assessment boards are covered by Ministry of National Education (MoE).

62. For the individuals who need special education an appropriation of 325.000.000 YTL (New Turkish Liras) has been allocated to the 2007 budget of MoE. That is 388 YTL monthly including VAT per student.

63. “Vocational rehabilitation” is specifically disciplined in the Article 13 of Law. As per the provisions of Regulation for Special Vocational Rehabilitation Centers” (O.J 02.05.2006/26156) based on the article 13 of Disabled Law, true and legal entities can establish vocational rehabilitation centers according to MONE Private Education Institutions Legislation. The aim of these centers is to render the disabled efficient through their skills and in this way, to provide their economical and social welfare. As per the same article of Disabled Law, the Municipalities are obliged to provide vocational rehabilitation services to disabled. In case the demand of the disabled cannot be fulfilled by the Municipality, the disabled receives the said service from the nearest center, and the related costs are charged on the Municipality.

64. Guidance, vocational training and vocational rehabilitation services for disabled are performed in Turkey under the structure of the Ministry of National Education and Turkish Employment Organization.

65. The right of education for each individual is guaranteed by the Constitution, where the education services are executed by the Ministry of National Education. The Ministry, obliged to provide the same education opportunities to each child, executes its services through “education for all” principle, and as well as covers the educational needs of disabled children in special or general education system. With the introduction of Basic Law on National Education the special education is considered as a part of the general education. With the scope of improving the quality of educational services for the individuals who need special education, with Legislative Decree no 573 for Special Education, entered into force in 1997 the basic principles of special education were determined. As per the said decree, through the interest, wish and skills of the individuals who need special education to benefit from the special education services; and taking into consideration their pedagogical performance related adaptations to be performed in goals, content and educational stages to provide priority to their education together with the other individuals are decided. Furthermore, in this Legislative Decree it is envisaged that those individuals in need of special education to continue their secondary level education in special education schools and/or other general and vocational technical secondary level education schools.

66. As per the article 15 titled education and education of Law no 5378, it was stated that in no case and for no ground the disabled persons’ right to receive education cannot be prevented, taking into consideration their special and specific situation, education opportunities equivalent to the able bodied persons in integrated environment will be provided to the disabled children, youth and adults. Furthermore, in order to facilitate the educational

life of disabled university students, the establishment of Disabled Consultation and Coordination Center under the structure of Higher Education Board has been envisaged to be charged with the provision of tools-equipment, preparation of special educational materials, provision of education, research and accommodation environments convenient to the disabled.

67. As per the article 16 of the same Law it is stated that the pedagogical assessment and diagnosis will be performed by the special education assessment board formed of experts and the family of the disabled person in the provincial directorate of national education guidance and research centers, the education planning will be developed and yearly evaluated and reviewed under the light of the recent developments. In addition, the branch of education for the disabled who wants to receive apprenticeship education will be determined by the board taking into account the interest, demand and skills and considering the health board report.

68. In order to discipline the general principles and procedures of the individuals, who need special education to enjoy their right of receiving general and vocational training through the overall objectives and basic principles of Turkish National Education, based on disabled Law Regulation for Special Education Services entered into force by 31.05.2006.

69. As per the provisions of Regulation for MONE Guidance and Psychological Consultancy Services, some certain principles are determined for the execution of the guidance and psychological consultancy services. According to these principles, the guidance and psychological consultancy services are available to all students, and is among the options of each student during educational life. In this service, respect to human and individual differences is fundamental. One of the objectives of these services is “vocational guidance”. According to this, during the educational period each student should be provided with guidance and psychological consultancy to help preparing him/herself for vocational choice, to be oriented to the suitable profession, and get prepared for the business life and the profession selected. According to the said Regulation, these services are considered as a process, and these services are provided as pre-school and with the commencement of elementary education. In addition the development period the student is in and the individual characteristics are also taken into consideration. The characteristics of the student, updated information related to business world, professions and how to obtain these professions are forwarded to the student and parent. There is no pressure on student in selecting a certain professional field or profession.

70. With the article 39 related to the special education courses of Vocational training Law no 3308 entered into force by 19.06.1986 the Ministry of National education was charged with the obligation of providing special vocational courses valid in business life, to those who need special education; and in the organization and delivery of these courses, taking into consideration the interest, needs and skills of these persons, and during the period which those attend to the course to enjoy the rights granted by Law to the apprentice and students were envisaged.

71. There are various educational institutes that provide vocational training to mentally retarded, aural handicapped and orthopedic handicapped under the roof of MoNE DG of Special Education Guidance and Consultancy Services. Besides, profession provision services are being performed via vocational training centers and public training centers. In addition to this, under the scope of training for getting acquainted; the disabled may receive vocational training together with their peers. However, the number of the disabled who can benefit from

above mentioned combined vocational program is very few due to the insufficient physical conditions of the educational institutes, lack of tools and equipment required for disabled students and similar grounds. An identical problem is experienced in apprenticeship training; although there are vocational training centers in each province and some districts, people do not benefit from this significant system in profession acquisition.

72. Under the structure of Ministry of National Education the vocational training services for disabled are provided by the institutes listed in the following:

- Schools implementing combining programs
- Business Schools for Trainable Mentally Retarded
- Training and Practice Schools and Business Training schools for Educable Mentally Retarded
- Vocational High Schools for Aural Handicapped
- Vocational High Schools for Orthopedic Handicapped
- Vocational Training Centers
- Public Training Centers

Services provided by İŞKUR (Turkish Employment Organization):

73. As per the “Regulation for Turkish Employment Organization (İŞKUR) Labor Training and Improvement” entered into force by 24.08.1996, in order to provide vocational qualifications to disabled and facilitate their finding jobs or help them establishing their own work, taking into consideration the handicap type among the groups to be formed of the registered members of the organization, courses suitable for the jobs in which they can work can be organized.

74. Based on the Regulation there are vocational activities for disabled in the provinces under the structure of Turkish Employment Organization. Besides, the Organization evaluates the project proposals related to the vocational training of disabled from NGOs, municipalities, universities, private organizations and public administrations and provides sources from penalty fund. In this way, the support of the entire parties is obtained in the vocational training and employment opportunity of disabled, and the sensitivity of various parties to the subject is kept at issue.

75. Data related to the vocational training of İŞKUR between years 2000-2006 is presented in the following table:

	Courses opened	Number of participants
2000	29	382
2001	10	138
2002	20	262
2003	20	231
2004	20	288
2005	42	1710
2006	94	3047
TOTAL	235	6058

76. In year 2006, total 94 vocational training and rehabilitation program was organized, in which the participation of total 3.047 disabled was provided.

Question “B”

Please indicate the measures taken in the field of vocational guidance to promote occupational and social advancement.

Answer “B”

77. With the scope of providing vocational and social development and improvement of vocational guidance the MONE has prepared “Circular for Promotion and Orientation Work in Vocational and Technical Training (2007/30)” and put into implementation by 30.03.2007.

78. In a modern industry state the business market, social, economical and education policies are in continuous intervention with each other. In this regard, the importance of vocational guidance and profession orientation services in preventing the disequilibrium in business market, social tensions and negative economical developments. The consultancy function of the said services to be arranged in line with the requirements of community and economy, the persons to execute the vocational activities with as less problem as possible and the optimal vocational availabilities to get intensified, are very important in achieving these goals. The efficient and accurate utilization of sources, the person to be employed in the right job where he/she can succeed and be satisfied, can only be achieved via consciously and right selection of job and profession.

79. Particularly in dynamic developing communities like Turkey, intense changes are observed in business market and relatively in jobs and professions. These changes in particular seen in the qualifications and conditions required by the professions may cause lack of vocational harmony; and makes obligatory to have some additional requirements in order to be successful.

80. In parallel with the technological developments, in order to determine the new professions formed in the labor market and as well as the changes formed in the task definition of the existing professions and to forward these to Turkish Professions Dictionary, 360 work analysis have been conducted in public and private work places.

81. As a result of the evaluation of work analysis results, standard definition and tasks of the professions were documented and 120 new professions were included in Turkish Profession Dictionary and the number of professions was increased to 2.802.

82. Since, in our country the selection of job and professions, and relatively the selection of vocational training places cannot be performed via systematical orientation, such selection can be done up on coincidence or according to some obligations. The individuals to be employed in the profession that they don't like or have selected coincidentally, brings with itself problems like dissatisfaction in job, relatively work reluctantly and poor performance, fail to follow the vocational developments. These problems have negative impacts on the enterprise, sector and national economy, and weaken the national competitive power.

83. For that reason, consultancy of work and profession is an important service not only for the vocational development but also for personal and social development.

84. With the vocational guidance services both the children and youth as well as the adults to make healthy selections in profession and field of activity, to gain transferable skills according to interest, skills and vocational values and to use these skills and their involvement in the business market and relatively to provide the social development is aimed. Under this scope, efforts are put to execute work in coordination with public and private sector, via vocational guidance services theoretical and practical measures towards social development are tried to be taken.

85. By the end of 2005, 55.912 persons benefited from 41 Vocational consultancy Centers in 38 provinces, which comprise information related to professions and vocational training centers.

86. In order to assist the young persons in profession selection stage, change profession or improve in profession, by 18 job and profession consultancy services of the organization functioning under 16 provincial directorate; by the end of 2005, individual consultancy interview with 1.645, in 646 schools classroom interviews with the participation of 68.207 students covering the importance of profession selection, the items to be considered during the selection and the consultancy services of the organization, 1.022 workplace visits and 142 profession research was done.

87. With an aim of increasing the efficiency in job and occupation consultancy, 52 person are applied Test Battery for General Talent at the end of 2005 in the context of Test Battery for General Talent practices implemented firstly in 7 Province Directorates which have job and occupation consultancy services.

88. 25 employment and occupation expert assistants, who work in central organization of the Institution, are trained about the job and occupation consultancy activities.

Question “C”:

Please indicate the types of information available in the vocational guidance services and the means employed to disseminate this information.

Answer “C”

89. Psychological advisers give career guidance services in each level of education and training in schools in the context of public education and İŞ-KUR supplies the career guidance services for the adults.

90. Career guidance services in schools are conducted through individual interviews and group activities including career guidance events within the school guidance program, at the same time actions are done for improving the awareness of parents about career guidance.

91. The activities, which consistently updating, are declared to public opinion via internet and various meetings. Seminars and conferences are organized and leaflet in schools and institutions.

92. Career consultancy centers are information centers where information resources exist about occupations, occupational training centers and working life and provided to people in need of this information free of charge.

93. By the way “the Project for Determining the Requirements in Web Based Occupational Technical Education” will be implemented. Through this web based project, it is aimed within the principle of lifelong education to plan occupational and technical secondary education programs in a way that meets the requirements of individuals and the sector with valid and certain information access systems according to the educational requirements determined in regional level and improving the quality and efficiency of the occupational and technical education.

94. Methods:

Face to face: Both individuals and groups can apply to career consultancy centers. Upon the application of the student advisor advisers group interviews are organized in centers and remarks are made about the importance of the occupational choice and comprehensive explanations where to find the resources dealing with occupational information to the students. These remarks are provided with video tapes and audiovisual aids.

Through written and visual instruments: There are occupational information files, CDs for recognizing the occupations, general and regional education-training information files, booklets which explains the occupations in the fields of justice, engineering, teaching and health, pressed and visual introduction materials about universities and upper schools, Occupational Guidance with Computer (BİLDEMİR-2000) improved by ÖSYM as a self evaluation tool, advertisements and booklets which gives information about the duties of career consultancy centers.

Through mobile teams: The job and occupation consultancy personnel of the institution gives information about the job and occupation consultancy services by visiting the schools, meeting with the school directors and student advisor advisers and gives effort so that the students can benefit from these services. The introduction efforts are supported by the advertisements and booklets prepared by the institution.

Via phone: “180 Job Consultancy Service” serves to the employers to find the stuff they look for and to job seekers so that they know whether an appropriate job for their occupation and qualification.

95. It is implemented frequently seminars and conferences dealing with this issue.

The total number of the seminars organized till the end of 2006 is as shown below

Years	The Number of Seminars	The Number of Participants
1959-1999	1.087	47.616
2000	75	1.701
2001	60	1.333
2002	48	1.055
2003	171	3.579
2004	230	4.901
2005	342	7.337
2006	434	9.782
Total	2.447	77.304

96. Other Activities:

- There are 42 career consultancy centers in 39 provinces where the information resources about the occupations and occupational training places are provided for those who need this information. 52.033 people benefited from these consultancy centers of which 32.875 are individual and 19.158 are group applications.
- 2.124 individual interviews done with the young people who will choose an occupation and with the adults who has problems to find a job or to pursue a career, who wants to change his /her job or who wants to make progress in his/her career, in 601 school are made class meetings about the importance to choose an occupation, the notable issues while choosing an occupation and the consultancy services of the institution in which 67.223 students are involved, besides 1.425 workplace visits and 329 researches and updates for an occupation and training place.
- Test Battery for General Talent of which adaptation is made to use it in job and occupation services is applied to 91 people.
- In the 42th, 43th, 44th, and 45th meetings of Occupational Consultancy Commission, which contributes to improvement of occupational information files, 40 occupational information files are approved and are sent to the provincial directorates which has occupational consultancy centers.
- The number of occupations which takes place in the web page of ISKUR reached to 600, which are submitted by photos introducing the occupations. The efforts of diverting and updating the content of the CD called as “Let’s Learn the Occupations” are maintained which was prepared in 2005. The Booklet named as “Let’s Know the Tourism Occupations” is prepared and published.
- The students and the graduated ones are informed about how to improve their skills by seeking job during the career fairs in Bilkent University, in Faculty of Political Sciences, Faculty of Engineering, Faculty of Pedagogy of Ankara University, in Anatolian University, in Elazığ-Firat University and in Faculty of Pedagogy of Gazi University.
- In Occupational and Technical Training Fair, organized by the Ministry of Education in Ankara Atatürk Culture Center, information is submitted for the secondary and high

school students on improving the job seeking skills and by introducing job and occupational consultancy services they are informed about the importance of the choice of an occupation.

- The target of the efforts aiming at improving the job seeking skills by the institution is to earn the skills of seeking, getting and hold the job they work, for the adults who applies to the Institution and seek for a job, for the students of the occupational training center, technical high school and the universities' senior classes, and also for the soldiers and noncommissioned officers who are about to finish their military service. In this context conferences are held for the above mentioned target groups on improving the job skills in 78 Provincial Directorates with 74.776 person.
- In 2006 121.295 people benefited from job and occupation consultancy services. This indicates an increase of % 57, 59 according to year 2005. The most successful 3 cities are as follows:

Sivas: 2.278
İzmir: 2.082
İstanbul: 1.219

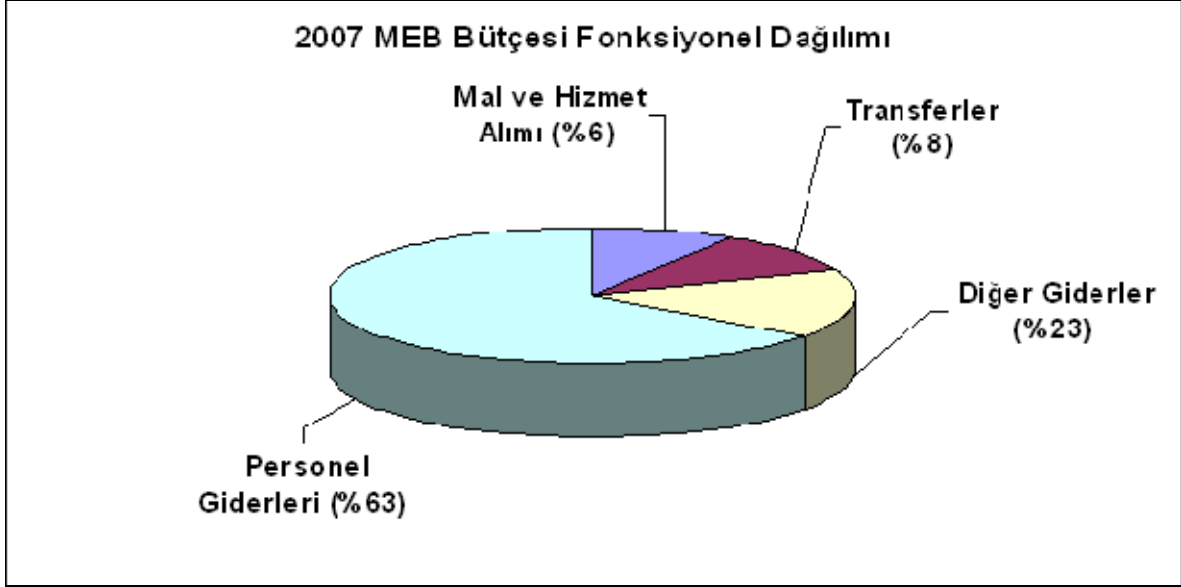
Please indicate:

a. the total amount of public expenditure devoted to vocational guidance services during the reference period;

Answer :

97. It was not allocated any special allowances for the career guidance services from the general budget of the Ministry of National Education. Therefore the expenses are paid from the general budget of the called Ministry and the total amount of the expenses is not known. However as a general information about the expenses from the budget of the Ministry of Education and the expenses made according to Occupational Training Act (No: 3308) for Supporting the Efforts to Improve and Generalize the Occupational Training the following information is given.

98. The share of the budget of the National Education from 205 billion total expenses budget is the %10.5 of it. On the other hand Special Provincial Administrations are obliged to allocate the %20 of their budget for education. That means 2.5 billion YTL will be allocated for the education investments from the public resources for next year.



Note: Other expenses are the state premium expenses paid to the social security institutions and capital expenses.

Expenses made for Building up the Efforts of Improving and Generalization of Occupational Training according the Occupational Training Act (No.3308)

The Subject of The Activity	Expenses of the year 2004	Expenses of the year 2005	Expenses of the year 2006
- Additional payments for workshop and profession teachers, charged in the institutions of apprenticeship, formal and mass technical and occupational education	7.250.000	8.075.000	8.500.000
- Attendance fee payment for the members of The Institution for Provincial Occupational Education and The Commission of Examination			
Payments to buy the necessary materials, machines and equipments for workshops and laboratory of the institutions of apprenticeship, formal and mass technical and occupational education		25.886.139	23.000.000
Research, improve and generalize of the equipments and methods of occupational and technical education		1.000.000	5.000.000
Total	7.250.000	34.961.139	36.500.000

99. Any allowance is allocated for the job and consultancy services in the budget of ISKUR, the requirements are paid from the general budget of ISKUR.

Economic Classification of Budget Incomes and Budget Costs for the Years of 2006-2007

I	Economic Classification of Incomes	2006/YTL	2007/YTL
03	Enterprise and Property Incomes		4.669.000
04	Donations and Aids	64.512.700	68.902.000
05	Other Incomes	30.147.600	38.471.000
06	Capital Incomes	28.000	58.000
		5.500.000	5.500.000
	TOTAL	100.188.300	117.600.000
I	Economic Classification of Costs	2006	2007
01	Personnel Costs	50.349.750	48.505.000
02	State Premium Costs to Social Security Institution	5.051.771	11.321.000
03	Payments for Goods and Services	38.094.644	49.220.000
05	Current Transfer	3.309.765	2.805.000
06	Capital Costs	3.382.370	5.749.000
	TOTAL	100.188.300	117.600.000

b.the number of specialized staff of the vocational guidance services and their qualifications (teachers, psychologists, administrators, etc.);

Answer

100. The job and occupation consultancy services are regarded with psychology, business administration, labor economics and similar social sciences due to its content and processes. It requires the quality and conditions of dynamism, sensitivity for the needs of human being, being able to make connections between the events and high academic talent and persuasion ability.

101. In 1991 the personnel, who are responsible for improving the services, participated to education program in and out of the country and their efforts are monitored during this period. And afterwards the personnel, graduated from the social sciences of the Universities participated to pursue of the job and occupation consultancy services. During the process of generalization of the consultancy services, in the context of the Employment and Education Project signed between Turkey and the World Bank and implemented by İSKUR the chosen personnel are trained in the Faculty of Social Sciences in Ankara University for 8 months. Then they participated to the practical education of the Institution during one month and afterwards they are charged in newly established job and consultancy services. İSKUR takes care that the personnel has the appropriate qualification and conditions dealing with the implementation of the job and occupation services.

Total number of permanent staff positions of the Turkish Employment Agency (İŞKUR)

	Engaged	Vacant	Total
Headquarters	527	411	938
Provinces	1910	567	2477
Total	2437	978	3415

102. Of total 3415 permanent staff positions of İŞKUR, 2437 positions are vacant. İŞKUR serves with total 2437 staff of which 527 are employed at headquarters and 1910 are in

provinces. 27,46% of its staff are employed at headquarters and 72,53% are in provinces. Associate degree graduates and bachelors are the most employed group according to academic background. 67,46% of staff comprise university graduates.

Distribution of working staff by service categories

Service Categories	Number of staff	Proportion to Total %
General Administrative Services	2075	89,0
Technical Services	58	2,5
Health Services	9	0,4
Legal Services	15	0,6
Ancillary Services	174	7,5
Total	2331	100

Academic Background of Working Staff

Academic Background	Number of staff	Proportion to Total %
Primary School Graduate	12	0,5
Secondary School Graduate	114	4,9
Graduates from High School and its Equivalent Schools	682	29,3
University Graduate	1523	65,3
Total	2331	100

2006/ 2007 ACADEMIC YEARS SPECIAL EDUCATION SCHOOL AND INSTITUTIONS NUMERICAL TABLE

TYPE OF SCHOOL / INSTITUTION	NUMBER OF SCHOOL/INSTITUTIONS	NUMBER OF STUDENTS	TOTAL NUMBER OF TEACHERS	TOTAL NUMBER OF MANAGERS	TEACHERS OF PRE-SCHOOL	TEACHERS OF PRIMARY SCHOOL	TEACHERS OF BRANCHES	TEACHERS OF SPECIAL EDUCATION	GUIDANCE TEACHERS
Primary schools for hearing impaired	49	5429	1072	192	8	113	323	390	40
Vocational high schools for hearing impaired	15	1279	202	42			148		11
Primary schools for visually impaired	16	1420	395	68	9	30	139	129	21
Primary school for Orthopedical impaired	5	374	91	10	3	22	50	2	4
High schools for Orthopedical impaired	2	74	29	6			21		1
Mentally impaired capable of learning primary schools (47+2)	49	2743	790+263=1053	111	9	39	414	3216	26
Mentally impaired capable of learning Job schools	63	2358					181	42	12
Mentally impaired capable of learning Training practice school	115	5101	1430+48=1478	171	14	1058	155	15	66
Mentally impaired capable of learning Job training centers (115+4)	119	2235							
Science and Art Centers for high ability students	35	5175	411	60		35	295		21
Training centers for autistic children	18	725	223	20	5	32	68	89	9
Job training centers for autistic centers	2	83	included in the above row						
Art schools for visually impaired	1 Institution			3			5		5
GENERAL TOTAL	488 schools 1 institution	26.996	4967	683	48	1329	1799	3883	216

PRIVATE EDUCATION CLASSES AND JOINED EDUCATION CENTERS AND GUIDANCE OFFICES

TYPE OF EDUCATION	NUMBER OF SCHOOLS	NUMBER OF CLASSES	NUMBER OF STUDENTS	NUMBER OF TEACHERS
SPECIAL EDUCATION CLASS		1164	9201	964
JOINED EDUCATION	8669	32254	55096	
TOTAL	8669	33418	64.297	

GUIDANCE

	GUIDANCE RESEARCH CENTERS AND GUIDANCE OFFICE NUMBER	TOTAL NUMBER OF GUIDANCE TEACHER	OTHERS	TOTAL
GUIDANCE AND RESEARCH CENTERS	176 INSTITUTION	654	129	783+176yönt. =959
SCHOOL GUIDANCE AND PSYCHOLOGICAL ADVICE SERVICES			11.702	
TOTAL	176 INSTITUTION	654		12.661

DISABLED AND STUDENTS NUMBER IN SPECIAL EDUCATION IN TURKEY

SPECIAL EDUCATION SCHOOLS 27.439 JOINED AND SPECIAL EDUCATION CLASSES 64.739
SPECIAL EDUCATION PRIMARY SCHOOLS OF GENERAL DIRECTORATE OF SPECIAL EDUCATION INSTITUTIONS 8130
AND SEVERAL COURSES 90.174, PLUS OFFICIAL REHABILITATION CENTERS OF SHÇEK 4464

103. Since there is no such title as job and vocational counsel in İŞKUR, related staff is defined as members of job and career counselling service. However, Organization has staff with psychologist title working in such activities, regarding the planning, preparing projects, synthesis of the applications.

104. One staff is employed in each of the career counselling centres. Job and career counselling activities are carried out by 36 staff with different titles such as Data Preparation and Check Operator (V.H.K.İ.), civil servant, training specialist, chief.

105. Within the scope of the Ministry of National Education (MONE) totally 12.661 people work in the guidance and research center and in the schools' guidance and psychological counseling services of the primary and secondary education. The staff are psychological consultants who have a bachelor's and a master's degree (Annex).

c.the number of persons benefiting from vocational guidance broken down by age, sex and educational background;

Answer:

İŞKUR

Studies on Career Counseling Center (CCC)

Provincial Directorate	Personal Application	Group Application	Total	Provincial Directorate	Personal Application	Group Application	Total
Ankara CCC	3.872	-	3.872	Kocaeli	879	-	879
Adana	142	1.555	1.697	Konya	329	1.747	2.076
Afyon	538	16	554	Malatya	1.202	61	1.263
Ağrı	-	-	-	Manisa	944	1.565	2.509
Aydın	291	210	501	Muğla	295	411	706
Balıkesir	89	1	90	Nevşehir	169	215	384
Burdur	677	9	686	Pendik Branch Directorate	4.926	-	4.926
Bursa	1.937	4	1.941	Rize	371	31	402
Çorum	299	1	300	Samsun	913	-	913
Denizli	438	-	438	Sivas	3.802	15	3.817
Edirne	1.104	43	1.147	Trabzon	303	2	305
Erzincan	721	312	1.033	Amasya	1.343	3.473	4.816
Erzurum	941	193	1.134	Mersin	308	-	308
Eskişehir	244	1.923	2.167	Ordu	133	-	133
Gaziantep	367	64	434	Osmaniye	857	24	881
Gümüşhane	328	2	330	Sinop	239	401	640
Eminönü Branch Directorate	558	8	566	Tokat	913	4	917
İzmir	1.963	1.715	3.678	Van	359	1	360
Kastamonu	338	955	1.293	Şanlıurfa	469	5.305	5.774
Kayseri	421	1	422	Ümraniye Branch Directorate	449	15	464
Kırşehir	244	768	1.012	Şişli Branch Directorate	138	9	147
				Total	34.853	21.059	55.912

Studies on Job and Career Counseling

PROVINCES	Number of work and education places visited	Number of career and education places where a research is made	Personal Interviews		Number of schools	Number of students	Number of parents meeting
			Career Counseling	Job Counseling			
Adana	109	-	48	51	31	2.739	-
Ağrı*	-	-	-	-	-	-	-
Ankara	6	-	61	1	109	9.093	118
Amasya	192	-	57	137	4	236	8
Bursa	162	65	222	299	24	3.149	-
Çorum	7	1	1	-	33	3.971	-
Erzincan	-	2	15	285	-	-	-
Erzurum	96	2	3	17	16	1.433	1
Gaziantep	3	3	-	-	11	2.351	-
Mersin	74	13	3	12	44	6.371	-
Eminönü Branch Directorate	4	24	1	-	7	618	3
İzmir	-	1	28	10	26	1.277	-
Kastamonu	-	-	-	-	-	-	-
Kocaeli	175	18	70	80	172	17.449	155
Konya	42	9	27	23	17	2.359	-
Nevşehir	80	4	-	-	26	1.928	-
Osmaniye	-	-	-	-	-	-	-
Pendik Branch Directorate	-	-	-	-	-	-	-
Samsun	33	-	36	99	35	4.879	-
Tokat	29	-	-	-	30	3.072	-
Ümraniye Branch Directorate	2	-	16	23	24	3.159	3
Van	-	-	-	-	-	-	-
Şişli Branch Directorate	8	-	19	1	37	4.123	3
Total	1.022	142	607	1.038	646	68.207	291

Labour force Education Courses Organized in 2005

Courses	Number of courses	Number of participants		
		Man	Woman	Total
Employment guaranteed courses	28	181	398	579
Courses for those who will establish his/her own business	29	151	297	448
Courses for the disabled	42	1.398	312	1.710
Courses for the sentenced	90	1.324	78	1.402
Courses within the scope of unemployment insurance	89	1.089	290	1.379
Total	278	4.143	1.375	5.518

Employment guaranteed labour force courses

Province	Job	Number of participants		
		Man	Woman	Total
Aydın	Ironer and Mechanic	3	16	19
Bursa	Cable Net Fitter (7)	53	85	138
İstanbul	Cable Net Fitter (2)	24	16	40
Kayseri	Upholstery	26	-	26
Nevşehir	Basic English Education	30	26	56
Niğde	Vater (2)	30	-	30
Ordu	Sewing Machine Operator (7)	-	140	140
Tokat	Sewing Machine Operator (6)	8	112	120
Uşak	Dairyman	7	3	10
Total		181	398	579

Labour force courses for those who will establish his/her own business

Province	Job	Number of participants		
		Man	Woman	Total
Adana	Hand and machine sewing (3)	5	40	45
Ağrı	Silk carpet business	11	-	11
Ağrı	Rug weaver	-	15	15
Amasya	Elect. computer operator (2)	13	17	30
Amasya	Natural sanitary sys. (2)	30	-	30
Amasya	Transmitter and telephone oper.	13	2	15
Ardahan	Carpet weaving	-	16	16
Aydın	Babysitting	-	20	20
Bayburt	Carpet weaver	-	20	20
Diyarbakır	Lacework	-	10	10
Diyarbakır	Hair care	-	10	10
G.Antep	Weaving	-	13	13
G.Antep	Furnishing	-	15	15
Hakkari	Rug weaving (2)	-	34	34
Hatay	Barber	12	-	12
Hatay	Hotel services	15	-	15
Hatay	Furniture polisher	12	-	12
Kilis	Embroidery	-	20	20
Kilis	Furnishing	-	20	20
Kilis	Jewelery design	-	20	20
Konya	Governess	20	-	20
Konya	Beekeeping	20	-	20
Rize	Rize fabric weaving	-	12	12
Sinop	Weaving by hand	-	13	13
Total		151	297	448

Labour force courses for the disabled

Province	Job	Number of participants		
		Man	Woman	Total
Adana	Computer oper.	8	2	10
Adiyaman	Computer oper.	11	4	15
Ankara	Computer oper.	9	5	14
Ankara	Computer	2	-	2
Ankara	Auto Cad	8	12	20
Ankara	Cooking	19	-	19
Ankara	Shoe manufacturing	10	-	10
Ankara	Silk engraving	12	-	12
Antalya	Masseur	10	2	12
Aydın	Computer acc.	11	9	20
Bitlis	Computer oper.	8	2	10
Denizli	Computer oper	5	-	5
Edirne	Mis Mey Soap	6	5	11
Erzurum	Computer oper.	5	4	9
Gaziantep	Silk engraving	2	12	14
Gaziantep	Computer training	8	2	10
Gaziantep	Computer acc.	17	3	20
Giresun	Chair mechanic	18	22	40
Hakkari	Computer	14	6	20
İstanbul	Netsis K.K.P.D.(3)	28	12	40
İstanbul	Psychological Sup.Educ.	960	137	1097
İzmir	Clothing worker	8	12	20
İzmir	Jewelery	6	7	13
İzmir	Computer oper.(2)	8	2	10
Karaman	Computer oper.	8	3	11
Karaman	Machine sewer	8	3	11
Kayseri	Furnishing work	13	7	20
Kayseri	Furniture work	20	-	20
Kayseri	Clothing cut and sewing	18	2	20
Konya	Tile-making	15	5	20
Mersin	Metal work (2)	28	2	30
Muş	Computer oper.	26	3	29
Ordu	Sewing Machine Operator	9	13	22
Ordu	Computer acc.	12	3	15
Sakarya	Computer oper.	10	5	15
Sivas	Shoe repairing	20	-	20
Zonguldak	Tec.Ind.Mac.Op.	8	4	12
Zonguldak	Overlock seam	10	2	12
Total		1.398	312	1.710

Courses for the sentenced

Province	Job	Number of participants		
		Man	Woman	Total
Adıyaman	Electricity plumbery	15	-	15
Adıyaman	Boiler	20	-	20
Adıyaman	Furniture work	15	-	15
Ardahan	Barber	14	-	14
Aydın	Ceramic tile	12	-	12
Aydın	Plumbing	13	-	13
Aydın	Cooking	10	-	10
Aydın	Furniture upholstery	10	-	10
Aydın	Bread, bagel industry	10	-	10
Aydın	Cleaner	10	-	10
Bitlis	Elec. Plumbery	20	-	20
Burdur	Carpet, rug weaving	-	15	15
Burdur	Bookbinding	15	-	15
Burdur	Forty patch (2)	-	20	20
Burdur	Pastry, biscuit manufacturing	15	-	15
Çanakkale	Barber	10	-	10
Çanakkale	Cooking	10	-	10
Edirne	Mushroom cultivation	20	-	20
Edirne	Dairy	20	-	20
Edirne	Cooking	20	-	20
Edirne	Liquid paint and white wash	20	-	20
Edirne	Ceramic tile	20	-	20
Edirne	Furniture, wood work	20	-	20
Edirne	Oil paint	10	-	10
Edirne	Barber	13	-	13
Edirne	Hair care, hairdresser	15	-	15
Edirne	Central heating firing	15	-	15
Edirne	Fruit growing	20	-	20
Edirne	Ceramic designer	20	-	20
Edirne	Electricity plumbery	15	-	15
Elazığ	Computer (4)	66	-	66
Erzincan	Housekeeper	12	-	12
Eskişehir	Barber (2)	19	-	19
Eskişehir	Cloth repair	-	10	10
Eskişehir	Pastry, biscuit preparing	10	-	10
Eskişehir	Iron cutting	10	-	10
Eskişehir	Furniture decoration	10	-	10
G.Antep	Barber	10	-	10
G.Antep	Central heating firing	40	-	40
Gaziantep	Electricity plumbery	10	-	10
Gaziantep	Plumbery	10	-	10
Giresun	Electricity plumbery	15	-	15
Giresun	Cooking	15	-	15

Giresun	Handicraft (jewelery)	12	-	12
Giresun	Central heating firing	15	-	15
Hatay	Computer oper.(2)	30	-	30
Hatay	Cooking	15	-	15
Hatay	Barber	15	-	15
İzmir	Decoration plant growing	20	-	20
Kayseri	Computer oper.	20	-	20
Kayseri	Tel Yay Meka.İş.	18	-	18
Kırıkkale	Hairdresser	15	-	15

**Courses for the sentenced
 (Continued)**

Province	Job	Number of participants		
		Man	Woman	Total
Kırşehir	Binding workshop	15	-	15
Manisa	Cooking	15	-	15
Manisa	Barber	15	-	15
Manisa	Waitering	15	-	15
Manisa	Shoe repairing	15	-	15
Manisa	Housekeeper	15	-	15
Manisa	Bakery	15	-	15
Mersin	Computer training (2)	30	-	30
Muğla	Cooking	12	-	12
Muğla	Greenhouse growing	20	-	20
Ordu	Cooking	13	-	13
Osmaniye	Cooking	11	-	11
Osmaniye	Tiling	15	-	15
Sakarya	Cold iron	17	-	17
Samsun	Lacework (Filet)	10	-	10
Samsun	Furnishing	10	-	10
Samsun	Barber	10	-	10
Samsun	Strapping	10	-	10
Samsun	Elec. plumbrery	10	-	10
Sinop	Ready-made clothing (4)	117	13	130
Sivas	Barber	20	-	20
Sivas	Hairdresser	-	20	20
Trabzon	Bookbinding	10	-	10
Trabzon	Elec. plumbrery	12	-	12
Trabzon	Furniture	12	-	12
Uşak	Barber	23	-	23
Uşak	Jewelery design	15	-	15
Uşak	Car repair	28	-	28
Total		1.324	78	1.402

Courses within the scope of unemployment insurance

Province	Job	Number of participants		
		Man	Woman	Total
Adana	Computer operator (3)	26	19	45
Adana	Computer accounting	7	8	15
Adıyaman	Clothing (tailoring)	-	15	15
Ankara	Computer operator	20	-	20
Ankara	Computer accounting	20	-	20
Ankara	Autocad architectural graphy	20	-	20
Ankara	Human resources counseling	20	-	20
Artvin	Computer operator	19	1	20
Burdur	Computer operator	16	19	35
Bursa	Executive secretary (2)	17	23	40
Bursa	Kon.Mak.Di.Op.(2)	-	40	40
Bursa	Satellite and antenna	20	-	20
Bursa	Network Ağ K.O.	10	10	20
Denizli	Hand and machine sewing	-	12	12
Elazığ	Marble processing	10	-	10
Elazığ	Furniture decoration	10	-	10
Elazığ	Natural gas plumbery	19	-	19
Elazığ	Computer operator (2)	28	-	28
Eskişehir	Welding	10	-	10
Eskişehir	Accounting staff	10	10	20
Eskişehir	Sale staff	18	2	20
Gaziantep	T.ing.Des.Bü.Yö.	15	-	15
Gaziantep	PVC cutting	16	-	16
Gaziantep	Industrail automation	16	-	16
Gaziantep	Textile	20	-	20
Gaziantep	Fantezi string production	31	-	31
Gaziantep	Computer operator	8	7	15
Gaziantep	Textile confection	-	15	15
Gaziantep	Natural gas plumbery	15	-	15
Gaziantep	Fantezi string production	11	-	11
Hatay	Computer accounting (2)	9	18	27
Hatay	Computer operator (2)	13	14	27
Hatay	Hotel services	14	1	15
Hatay	Computer fixing (2)	26	1	27
Hatay	Cooking (2)	23	4	27
Karabük	Sewing machine oper.	15	5	20
Kastamonu	Wood engraving	10	-	10
Kayseri	Computer operator (10)	85	14	99
Kayseri	Computer acc.(6)	36	9	45
Kilis	Computer	10	-	10
Kilis	Building electricity	10	-	10
Kırıkkale	Computer operator	20	-	20
Kocaeli	Salerman (Pera.Tic.)	7	13	20

Konya	CNC Operator (4)	54	-	54
Konya	Natural gas plumbers (2)	40	-	40
Konya	Gazaltı Kaynak.	20	-	20
Malatya	Dry cleaning	20	-	20
Malatya	Cooking	20	-	20
Malatya	Hotel management	20	-	20
Malatya	Sale office staff	20	-	20
Malatya	Electricity office staff	20	-	20
Malatya	Furniture manufacturing worker	20	-	20
Malatya	Computer operator (2)	30	-	30
Malatya	Computer accounting (2)	40	-	40
Muğla	Computer operator	10	-	10
Ordu	Computer operator	9	6	15
Rize	Computer operator	6	14	20
Şanlıurfa	Industrial care, repair	20	-	20
Şanlıurfa	Marketing sale staff	12	8	20
Şanlıurfa	Computer acc. staff	18	2	20
Total		1.089	290	1.379

Distribution of Labour Force Education Courses according to provinces

Provinces	Number of courses	Number of participants		
		Man	Woman	Total
Adana	8	46	69	115
Adıyaman	5	61	19	80
Ağrı	2	11	15	26
Amasya	5	56	19	75
Ankara	10	140	17	157
Antalya	1	10	2	12
Ardahan	2	14	16	30
Artvin	1	19	1	20
Aydın	9	79	45	124
Bayburt	1	-	20	20
Bitlis	2	28	2	30
Burdur	6	46	54	100
Bursa	13	100	158	258
Çanakkale	2	20	-	20
Denizli	2	5	12	17
Diyarbakır	2	-	20	20
Edirne	14	234	5	239
Elazığ	9	133	-	133
Erzincan	1	12	-	12
Erzurum	1	5	4	9
Eskişehir	9	87	22	109
Gaziantep	18	229	67	296
Giresun	5	75	22	97

Hakkari	3	14	40	54
Hatay	16	184	38	222
İstanbul	6	1.012	165	1.177
İzmir	5	42	21	63
Karabük	1	15	5	20
Karaman	2	16	6	22
Kastamonu	1	10	-	10
Kayseri	22	236	32	268
Kırıkkale	2	35	-	35
Kırşehir	1	15	-	15
Kilis	5	20	60	80
Kocaeli	1	7	13	20
Konya	10	169	5	174
Malatya	10	190	-	190
Manisa	6	90	-	90
Mersin	4	58	2	60
Muğla	3	42	-	42
Muş	1	26	3	29
Nevşehir	1	30	26	56
Niğde	2	30		30
Ordu	11	43	162	205
Osmaniye	2	26	-	26
Rize	2	6	26	32
Sakarya	2	27	5	32
Samsun	5	50	-	50
Sinop	5	117	26	143
Sivas	3	40	20	60
Ş.Urfa	3	50	10	60
Tokat	6	8	112	120
Trabzon	3	34	-	34
Uşak	4	73	3	76
Zonguldak	2	18	6	24
Toplam	278	4.143	1.375	5.518

d.the geographical and institutional distribution of vocational guidance services.

Answer:

106. Job and career counseling services are being offered in the following Provincial Directorates of İŞ-KUR:

<input checked="" type="checkbox"/> Adana	<input checked="" type="checkbox"/> Erzincan
<input checked="" type="checkbox"/> Ankara	<input checked="" type="checkbox"/> Erzurum
<input checked="" type="checkbox"/> Amasya	<input checked="" type="checkbox"/> Gaziantep
<input checked="" type="checkbox"/> Bursa	<input checked="" type="checkbox"/> Mersin
<input checked="" type="checkbox"/> Çorum	<input checked="" type="checkbox"/> Kocaeli
<input checked="" type="checkbox"/> İstanbul/Eminönü/	<input checked="" type="checkbox"/> Samsun

● İstanbul/Şişli	● Tokat
● İstanbul/Ümraniye	● Konya
● İzmir	● Nevşehir

Provincial And Branch Directorates Where Career Counseling Center Services Are Conducted

1.General Directorate	22.Provincial Directorate of Kırşehir
2.Provincial Directorate of Adana	23.Provincial Directorate of Kocaeli
3.Provincial Directorate of Afyon	24.Provincial Directorate of Konya
4.Provincial Directorate of Ağrı	25.Provincial Directorate of Malatya
5.Provincial Directorate of Aydın	26.Provincial Directorate of Manisa
6.Provincial Directorate of Balıkesir	27.Provincial Directorate of Muğla
7.Provincial Directorate of Burdur	28. Provincial Directorate of Nevşehir
8.Provincial Directorate of Bursa	29.Branch.Dir. of İst./Pendik
9.Provincial Directorate of Çorum	30.Provincial Directorate of Rize
10.Provincial Directorate of Denizli	31.Provincial Directorate of Samsun
11.Provincial Directorate of Edirne	32.Provincial Directorate of Sivas
12.Provincial Directorate of Elazığ	33.Provincial Directorate of Trabzon
13.Provincial Directorate of Erzincan	34.Provincial Directorate of Amasya
14.Provincial Directorate of Erzurum	35.Provincial Directorate of Mersin
15.Provincial Directorate of Eskişehir	36.Provincial Directorate of Ordu
16.Provincial Directorate of Gaziantep	37.Provincial Directorate of Osmaniye
17.Provincial Directorate of Gümüşhane	38.Provincial Directorate of Sinop
18.Branch Directorate of İstanbul/Eminönü	39.Provincial Directorate of Tokat
19.Provincial Directorate of İzmir	40.Branch Dir. of İst./Ümraniye
20.Provincial Directorate of Kastamonu	41.Provincial Directorate of Van
21.Provincial Directorate of Kayseri	42.Provincial Directorate of Şanlıurfa
	43. Branch Directorate of İst./Şişli

Provincial and Branch Directorates where Career Counseling Services are offered:

Adana	Aydın	Denizli	Gaziantep	İstanbul/Kadıköy	Kayseri	Manisa	Osmaniye	Şanlıurfa
Afyon	Balıkesir	Edirne	Gümüşhane	İstanbul/Pendik	Kırşehir	Mersin	Rize	Tokat
Ağrı*	Burdur	Erzincan	İstanbul	İstanbul/Ümraniye	Kocaeli	Muğla	Samsun	Trabzon
Amasya	Bursa	Erzurum	İstanbul/Şişli	İzmir	Konya	Nevşehir	Sinop	Van
Ankara	Çorum	Eskişehir	İstanbul/Eminönü	Kastamonu	Malatya	Ordu	Sivas	

* Service is suspended.

C. Please indicate whether equality of access to vocational guidance is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in your territory, and disabled persons.

Answer

107. Vocational guidance is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in our territory, and disabled persons.

108. This right is guaranteed in Article 10 of the Constitution and Articles 4, 8 and 9 of Basic Education Law No. 1739 not only for nationals of the other Contracting Parties to the Charter but for all.

109. Principle of non-discrimination on the grounds of religion, language, race, colour, and political opinion is one of the basic principles regarding the implementation of guidance services.

INFORMATION REQUESTED BY THE COMMITTEE

1. The Committee asks to be informed of the outcome of various initiatives.

Strengthening the Vocational Education and Training System in Turkey (SVET)

1. This project, signed between the EU and the Government of Turkey, started to be applied on September 30, 2002 in order to promote establishment of a National Vocational Education System which is based on agreed vocational standards, suitable for progress, and supported by appropriate reforms by increasing the number of activities concerning vocational education and training and the quality of these activities with the participation of and in accordance with the demands of private sector.

2. Establishment of “National Vocational Qualification Authority” is one of the important activities of this project. This Authority will determine national vocational standards and the documents certified by this Authority in accordance with the standards will be valid internationally. Vocational Qualification Authority Law No. 5544, which was drafted with the participation of all social partners, entered into force on September 21, 2006.

3. Within the framework of MEGEP, programmes has been developed in line with the life long learning philosophy allowing vertical and horizontal passages in modular education system. Within the scope of this programme 9th grade has been determined as common grade

in the Vocational Secondary Education Programmes. In the Introduction and Orientation classes held 2 hours a week, all professions are introduced by professionals and trainees are oriented according to their demands and qualifications.

4. Framework training programmes of 42 fields and 192 branches, which have been put into practice in 2005 – 2006 education term, have been updated in accordance with the feedbacks from applications. Framework training programmes of 42 fields and 197 branches are approved by Decree No.152, dated September 14, 2007 issued by Education and Training Committee. These programmes have been put into practice in 2007 – 2008 education term in all fields.

5. 145 pilot institution managers have completed Manager Training consisting of 5 modules. The last Extension Training consisting of 3 modules was held on August 27 – 29, 2007 for Extension Formatter Managers selected from 145 managers.

MEDAK

6. In the scope of the activities of Career Counselling Centre established under Turkish Employment Agency (İŞKUR), Career Counselling Commission has been set up with a view to determining standards of career information. Commission is composed of the representatives of Ministry of Education (MEB), İŞKUR, The Council of Higher Education (YÖK), Student Selection And Placement Centre (ÖSYM), The Directorate for Developing and Supporting Small and Medium Scale Industrial Enterprises (KOSGEB), Union of Chambers and Commodity Exchanges of Turkey (TOBB), Confederation of Turkish Trade Unions (TÜRK-İŞ), The Turkish Statistical Institute (TÜİK), Turkish Confederation of Employers' Associations (TİSK), The Confederation of Turkish Tradesmen and Craftsmen (TESK). This Commission convenes at certain times and approves Career Information Files prepared by İŞKUR. To date, 512 Career Information Files have been approved by the Commission and provided for the relevant persons. Having convened its 48th meeting recently, MEDAK continues its work successfully.

YÖK – İSOV Protocol

7. Industrialists and businessmen of İstanbul Industry Chamber (İSO) established the Foundation of İstanbul Industry Chamber (İSOV) in order to carry out activities concerning vocational education and industrial cooperation in the areas covering industrial production with a view to making contribution to scientific, cultural, technological, economic and social development of Turkey. A Protocol on The Application Principles on Cooperation between Schools and Industry was signed on February 27, 1997 between İSOV and YÖK for Vocational High Schools in the scope of Industrial Training Project, with a view to being in cooperation with Vocational High Schools and ensuring that intermediate manpower makes contribution to development and the investments bring forth favourable results. Industrial Training Plenary Committee and Executive Committee have been established according to the Protocol. Instruction in Vocational High Schools and Feasibility Study of Personnel and Industrial Relations Development Project have been discussed in these Committees and determined that activities should continue for achieving the objectives of instruction. In the scope of 1st and 2nd Industrial Training Projects, it is aimed at making the Vocational High Schools and Technical Training Faculties attractive. To date, Provincial Advisory Boards have been established in 64 provinces in accordance with the Protocol.

8. Within the scope of Protocol, activities related to “Development of Industrial Experience” Programme are carried out so as to increase the industrial experience of academics in the vocational high schools. These activities, which have been carried out since 1999 within the framework of cooperation between schools and industry, were implemented in August and September 2007 for 10 days. Within the scope of programme academics spend their time in the firms for 10 days and they have opportunity to gain experience in these firms. Thus, trainees have the chance to benefit from knowledge of academics.

9. İŞKUR and MEB made contact in order to prepare a memorandum of understanding within 6 months in compliance with Article 8 of the Cooperation Protocol of Vocational Information, Guidance and Counselling signed on October 26, 2004. Partners of this Protocol are MEB, İŞKUR, TOBB, TESK and other non-governmental organisations. Relevant units have been set up in order to carry out vocational guidance and counselling services under the partner organisations, especially within the social partners and MEB. It is ensured that these units work in coordination with social partners.

10. Information on the developments in other activities and the results is given in the relevant parts of the Report.

2. Nevertheless, the number of pupils benefiting from guidance services is still limited and fell considerably during the reference period – from 14.9 to 6.4 million – even though, according to the report, 17 million school pupils are theoretically eligible for these services. The Committee wishes to have the Government's explanation on this, as well as information on the number of persons with disabilities who receive professional guidance.

1. Causes of the decrease in the number of beneficiaries of vocational guidance service, which was mentioned in the previous Report, are the following:

- suspension of service due to lack of staff or service centre,
- vocational guidance services were provided excluding 1st-5th grades of primary schools in the previous years;
- publicity campaigns were not totally successful;
- lack of public awareness of vocational orientation activities.

2. These causes will be eliminated through the activities mentioned in the relevant parts of the Report. It is observed that the number of the beneficiaries of these activities increase as a result of educating expert staff in the vocational guidance and counselling services, extension of and increase in these activities implemented for these services, creating public awareness, inclusion of all training groups in the services for trainees, and efficient publicity campaigns.

3. Information on the number of the handicapped beneficiaries of these services is given in the relevant part of the Report.

ARTICLE 10: THE RIGHT TO VOCATIONAL TRAINING

With a view to ensuring the effective exercise of the right to vocational training, the Contracting Parties undertake:

Article 10, paragraph (1): to provide or promote, as necessary, the technical and vocational training of all persons, including the handicapped, in consultation with employers' and workers' organizations, and to grant facilities for access to higher technical and university education, based solely on individual aptitude;

Question "A":

Please give an account of the functions, organization, operation and financing of the services designed to provide vocational training for all persons including disabled persons, specifying in particular:

Answer "A":

1. In addition to previous National report, we would like to supply below information.

The Turkish national educational system is regulated by:

- A. Education and training laws
- B. Development plans
- C. National Education Councils
- D. Government programs

A. Education and Training Laws

2. The basic services of the state are designed under:

- The Constitution of the Republic of Turkey
- Basic Law of National Education No. 1739
- Law No.3308 Apprenticeships
- Law No 4702 Dated 29.06.2001 As A Framework For The Amendments In Law No 3418
- Higher Education Law No 2547,

B. Development Plans

3. Vocational and Technical training took place in the IX. Five-Year Development Plan which is prepared by State Planning Organization.

4. In the Plan, it is stated:

5. In the framework of reviewing education programs, activities towards transition to a modular system have been started with the participation of the social parties to provide vocational education with the flexibility to respond to the developments in the labor market.

6. On the other hand, work is under way to draft legislation towards creating a National Professional Qualifications Agency for spreading, developing and maintaining a system of professional standards, examination and certification in collaboration with the state, employee's and employer's organizations. Activities for disseminating the programs developed by the Turkish Employment Agency (İŞKUR), which is the main implementing agency for active labor policies in Turkey, are continuing. In this context, the Active Labor Market Programs Project jointly financed by the EU and Turkey was carried out by İŞKUR. 50,059 persons were trained within the scope of this program and 7,463 persons of the total were employed.

7. 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 labor market. In order to develop the skills and abilities of people, this strategy will cover mechanisms that will support increasing formal and nonformal education opportunities, strengthen the horizontal and vertical relationship between the types of education, structure apprenticeship and public education towards these types of education as well as support the involvement of the private sector and NGOs in this area.

8. In order to develop the information systems related to the labor market, to provide the education and labor market with a more flexible structure, and to increase employment and labor productivity, work force will be trained in the areas demanded by the economy taking the life-long education strategy into consideration.

9. The necessary data including the education, employment and professions of households will be produced and compiled, and labor market requirement analyses will be conducted in order to determine the labor force supply and demand tendencies.

10. Transformation to a modular and flexible system in vocational and technical education will be realized. The vocational training at higher and secondary education will be transformed into a single structure that will take integration of programs as basis, and applied training techniques, which play an important role in educating a qualified labor force in vocational education, will be emphasized.

11. The vocational education system will bring up students, who possess the basic skills to work in groups, to take decisions, to solve problems, and to undertake responsibilities as required by the labor market.

12. In order to meet the intermediary personnel requirement of the economy, mechanisms that will ensure the broadening of vocational education activities in organized industrial zones,

which creates an environment for clustering, will be strengthened through effective collaboration with the relevant service institutions and the private sector.

13. Activities of enterprises and non-governmental organizations towards training skilled labor force will be supported.

14. Activities concerning the National Professional Qualification System, which covers such fundamental functions as the development and certification of qualifications based on professional standards and accreditation of organizations providing certificates and training, will be completed and a vocational education structure that is sensitive to this system will be developed.

C. National Education Councils

15 National Education Councils are consultative decision-making bodies attached to the Education Ministry under Law No. 2287 (1933), a law to develop and improve Turkey's educational system. They meet every three years. The councils function in a democratic framework as scholarly, participatory meetings. Their decisions are evaluated by the Board of Education. Before being implemented, these decisions are put into a final form by the education minister.

D. Government Programs

16. Government programs are prepared and implemented in line with the laws regulating education and training, the Constitution of the Republic of Turkey, and the policies and strategies related to national education.

17. The biggest share will be allocated for education in the term of new Government. 110.000 new classrooms have been established mobilizing all means and resources in order to improve education infrastructure.

18. 550.000 computers have been allocated for the schools; special information technology classes have been established and ADSL internet connection has been installed for these classes.

19. 250.000 girls, who can not attend schools or who are not allowed to do so, have been enrolled in the schools within the scope of the campaign titled “Let’s Go to School!”

20. Lower-income families of about 1.6 million children have regularly been given aid in order to meet their educational needs provided that these children attend school.

21. In the new term, the objective is to achieve 100% school attendance in primary education and 90% in secondary education including Vocational education and training (VET).

22. While 28% of the students attending secondary education were enrolled in vocational schools, as a result of efforts and measures this percentage has been raised to 35%. In the new term this figure will be raised to 50%.

23. The Government is decided about establishing VET which is capable of meeting the future requirements brought about by high competition and information economy,

international integration and rapid technological changes. The Government will strive to cooperate with business world in increasing of functionality of vocational education.

24. Students attending vocational education will be integrated in business world and a system in which they can find a job easily upon their graduation will be made efficient and prevalent.

25. In order to ensure that university students continue their education in better conditions, capacities of hostels have been increased; conditions of hostels have been improved and amount of scholarship has been increased from 45 YTL to 150 YTL.

26. In the new term, quality of the hostels and amount of scholarship will be increased more.

SCHOOL SYSTEM

27. Under Basic Law on National Education No. 1739, the Turkish educational system consists of two main divisions:

- a. Formal education
- b. Non-formal education

A. Formal Education

28. The formal education school system has four levels:

- Pre-primary education
- Primary education
- Secondary education
- Higher education

29. Vocational Education is given at the Secondary and Higher Education Levels.

Vocational and Technical Secondary Schools

30. Vocational and technical secondary schools in the vocational and technical general directorates are institutions which train young people in commercial and vocational fields and prepare them for higher education. These schools also offer a four-year education program.

31. They are made up of:

1. Technical education schools for boys (These schools, which function under the General Directorate of Technical Education for Boys, train young people as semi-skilled labor for national industry.)

2. Technical education schools for girls (The main aim of the technical secondary schools for girls is to train young women as semi-skilled technical personnel in line with the general aims and basic principles of Turkish education. When their training is completed, these young women will be able to contribute both to industry and their family incomes.)

3. Religious education schools. (İmam (religious official) or preacher high schools, established under Article 4 of Unification of Education Law No. 1739)

4. Commercial and tourism education schools (These schools train young people as skilled workers needed by the public and private sectors in Turkey in the following fields: commerce, tourism, bookkeeping, computer science, finance, marketing, banking, secretarial, insurance, exchange services, local administration, communications, etc. They learn a foreign language.)

32. During the 2006-07 education year, over 1.2 million students (including open vocational and technical secondary school students) attended these schools.

Special Education Schools

33. Vocational education services are provided for the handicapped by the following organisations under the Ministry of Education:

- Schools applying integration programmes
- Vocational Schools for The Mentally Deficient Aptitude for Education
- Application Schools for The Mentally Deficient Aptitude for Instruction and Job Training Schools
- Vocational High Schools for the Hearing-Impaired
- Vocational High Schools for the Orthopedically-Impaired
- Vocational Education Centres
- Public Education Centres

34. Special training is given by qualified personnel using special programs in an atmosphere suitable for handicapped children.

35. Special education is available to children age 18 and under who, because they exhibit certain handicaps due to their physical, mental, psychological, emotional or social characteristics, are unable to benefit from regular education services.

36. Under the principle of equal educational opportunity, the Education Ministry considers the education of handicapped children to be very important.

37. **Decree Law No. 573 on Special Education** provides that individuals who need special education continue their secondary education in special education schools and/or other general and VET secondary schools.

38. In order to facilitate education lives of the handicapped university students, **Law No. 5378** provides for the establishment of The Handicapped Persons Counselling and Coordination Centre so as to work in the fields of provision of equipment under Turkish Council of Higher Education (YÖK), preparation of special lesson materials, preparation of education, research and accommodation environments appropriate for the handicapped persons.

39. According to Article 16 of the same Law, a committee shall decide the career field, in which the handicapped persons who wish to receive apprenticeship training, in line with their interests, wishes, capabilities, and skills and taking medical board report into consideration.

40. In accordance with The Handicapped Law, Implementing Regulation on Special Education Services entered into force on May 31, 2006 with a view to ensuring that individuals in need of special education enjoy the right to general and vocational education.

Vocational High Schools for the Hearing-Impaired

41. In the Vocational High Schools for the Hearing-Impaired, VET programs, which are followed by the secondary school students and vocational high school students who are not handicapped, are implemented. In Vocational High Schools for the Hearing-Impaired following fields are introduced: handicraft technology, clothing manufacture technology, information technology, jewellery technology, woodwork technology, metal technology, catering services, printing house, electricity and electronic technology, installation technology and construction technology.

Vocational High Schools for the Orthopedically -Impaired

42. The orthopedically-impaired students benefit from combination education in the vocational and technical schools in line with their interests, wishes, capabilities, and skills. Boarding schools and/or day schools are opened for these students. VET programs are carried out in these schools. The fields of information technologies, accounting and financing, clothing manufacture technology and handicraft technology are available in vocational high schools for the orthopedically-impaired.

Vocational Education Activities organised by the Turkish Employment Agency for the Handicapped Persons

43. In accordance with the Implementing Regulation on Workforce Training and Development which was entered into force on August 24, 1996, Turkish Employment Agency carries out some activities in provinces for the handicapped persons. Besides, the Agency evaluates the project proposals for the handicapped in non-governmental organisations, municipalities, public and private organisations and allocates resource for these projects from fine funds.

Labour Force Training Courses Organized for the Disabled by İSKUR

	Number of courses	Number of participants
2000	29	382
2001	10	138
2002	20	262
2003	20	231
2004	20	288
2005	42	1710
2006	94	3047
TOTAL	235	6058

Source : İŞKUR

Higher Education

44. Institutions of higher learning lasting at least two years are based on secondary education. During the 2006-07 school year, the number of universities (including private ones) reached 93, and presently over 2.4 million students (including over 845,000 open university students) are enrolled in these universities.

B. Non- formal Education

45. Non-formal education, one of the two basic divisions of the national education system, covers education, training, guidance and applied activities which are not included in the formal education system. Non-formal education applies to individuals who lack a formal education, or who are currently at a particular stage. . Non-formal education is made up of two main parts: general and vocational-technical education.

46. Of the 925 non-formal educational institutes affiliated to Education Ministry, various services have been offered to individuals in all age groups.

- Public training centers
- Apprenticeship training centers
- Applied schools of art for girls
- Maturation institutes
- Vocational education centers
- Technical training centers for adults
- Education and application schools
- Private classes
- Private courses
- Industrial applied schools of art
- Science and art centers
- Open primary education
- Open high schools
- Vocational and technical open schools

47. In 2006,

- 1.67 million trainees (953,000 women and 721,000 men) attended nearly 80,000 courses
- Over 894,000 trainees (511,000 women and 383,000 men) attended some 42,000 vocational courses
- Over 585,000 trainees (308,000 men and 277,000 women) attended 26,000 social-cultural courses and workshops
- Nearly 195,000 people (61,000 men and 134,000 women) attended 11,000 literacy courses

Apprenticeship Training

48. Apprenticeship training includes the training of children and young people of secondary education age who have completed primary education but cannot continue this education for various reasons. Young people age 14-19 with at least a primary education are eligible for apprenticeships. Under the law, apprenticeship training is offered in 89 fields in all provinces of the country.

Vocational and Technical Open Education Schools

49. In the 2006-07 school year, more than 72,000 students benefited from vocational open education programs.

50. In relation to restructuring lower secondary school education with a focus on vocational and technical education, and reorganizing the transition to higher education, Law No. 4702 went into effect to suggest modifications to Higher Education Law No. 2547, Apprenticeship and Vocational Education Law No. 3308, Eight-Year Mandatory Education Law No. 4306 and Education Ministry Organization Law No. 3797.

51. At the end of 2006, the following have been built; 44 apartments for teachers, 23 gymnasiums, 29 multipurpose halls, and 29 lodgings for 9,600 students; 61 schools (general secondary) with 1,200 classes for 36,000 students; 20 dormitories for some 4,300 students; six buildings with 92 apartments for teachers; four guidance research centers, three auditoriums, four gymnasiums, and 20 vocational education schools with 198 classes for nearly 6,000 students; seven workshop, two gymnasiums, two application hotels, and nine public education centers with 194 classes for 2,820 students; and two apprenticeship education centers with 16 classes for 480 students.

Education level	Documents handled	Continued training /Access to employment
Formal vocational technical training		
1. Vocational high school (ISCED 3)	<ul style="list-style-type: none"> Vocational high school diploma Mastership Certificate (by exam) 	<ul style="list-style-type: none"> Working life Higher education (Voc. High School and university)
2. Technical high school (ISCED 3)	<ul style="list-style-type: none"> Technical high school diploma Mastership Certificate (directly) Certificate of opening a workplace (directly) 	<ul style="list-style-type: none"> Working life Higher education (Voc. High School and university)
3. Vocational high school (ISCED 4)	<ul style="list-style-type: none"> Vocational high school diploma 	<ul style="list-style-type: none"> Working life Higher education (university)
Apprenticeship training		
Apprenticeship Training	1. Semiskilled training	<ul style="list-style-type: none"> Semiskilled certificate <ul style="list-style-type: none"> Working life
	2. Mastership training	<ul style="list-style-type: none"> Mastership Certificate Lyceum diploma (after compensation training) <ul style="list-style-type: none"> Working life Higher education (Voc. High School and university)
Informal education		
1. Informal education courses	<ul style="list-style-type: none"> Documents of course completion 	<ul style="list-style-type: none"> Working life

Financing Vocational Education

52. VET is financed by the Government in Turkey. Resource necessary for vocational and technical education system is provided from the consolidated budget. Government makes some regulations so as to provide funds other than general and annexed budget for VET:

1. Resources provided by Government budget
2. Revenue provided from VET fund set up by the Law No. 3308
3. Revenue provided from the Law No. 3418 amending particular tax laws in order to make use in education, health and sport services
4. Revenue transferred from other funds
5. Funds transferred from the external project credits
6. Revenue derived through arranging public contributions
7. Revenue provided from the floating capital enterprises of schools affiliated to the Ministry of Education
8. Revenue provided from 50% of the education funds allocated by TOBB
9. 25% of the funds allocated for education by trade unions and confederations
10. Diploma fees
11. Revenue derived from the assets of Apprenticeship and Mass Education Fund
12. Donations and other revenues

SUPPORTING OF THE ACTIVITIES FOR PROMOTING AND DISSEMINATING OF VOCATIONAL AND TECHNICAL TRAINING

REALIZED INCOME IN RESPECT OF YEARS

YEARS	INCOME	SPECIAL INCOME CUT OFF BY THE MINISTRY OF FINANCE	TOTAL
2002	14.271.583,00		14.271.583,00
2003	17.802.099,00	11.640.218,00	10.802.099,00
2004	37.646.682,00	35.500.000,00	2.146.682,00
2005	37.847.364,00	2.365.000,00	35.482.364,00
2006	34.578.918,00	2.578.918,00	32.000.000,00
TOTAL	142.146.646,00	47.443.918,00	90.462.510,00

Source : MONE

53. In accordance with the Law No.3308, labour life partners are also supposed to be participated in the vocational activities.

The Confederation Of Turkish Tradesmen And Craftsmen (TESK)

54. The Confederation of Turkish Tradesmen and Craftsmen (TESK); while currently having country-wide organizational structure with its 13 Sector Occupational Federations, 82

Tradesmen and Craftsmen Union of Chambers and 3171 Local Occupational Chambers, it is the highest status occupational organization with its public institution property representing nearly 1.8 millions tradesmen and craftsmen members working through service and production sectors. The number of registered members to TESK is 1.766.321 at the end of August 2007.

55. Vocational training services are given under the framework of Tradesmen and Craftsmen Occupational Organizations Law numbered 5362 that came into force on the date of 21/06/2005 in cooperation with Ministry of National Education and other related governmental and non-governmental institutions.

56. TESK, having the attribute of one of the biggest non-governmental organizations, it is the only voluntary vocational organization that undertakes important tasks and responsibilities in vocational training subjects. According to this purpose the following activities are performed;

- Apprenticeship training is provided and an amount of share is allocated for this from their income.

- In order to improve the tradesmen and craftsmen' vocational training and to provide them with finance, the Found of Supporting and Improving Tradesmen and Craftsmen Vocational Training has been launched.

- Training directorates are available within the body of organization units, in order to provide and improve training.

- Workplace investigation and consultancy groups have been established under the TESK body, in order to improve the training quality provided.

- Assistant, master, and craftsman certificate are given.

- As having The Vocational Training and Technology Centers (METEM), in which the professional training is provided, established in order to help the tradesmen and craftsmen and small business' and their employers' occupational improvement and adaptation to new technologies, besides of providing complementary training for the young students since the deficiencies in their practical training occurs due to the inadequate substructures of workplaces, currently 16 METEM maintain their activities.

Vocational Education for Convicts

57. One of the preconditions of contemporary execution conception is to ensure that the convicts and detainees make career for themselves after the release from prison. Vocational education is carried out through courses in some of the institutions. These courses are opened with the collaboration of various institutes and institutions on the basis of "Vocational Education Curriculum Program" prepared and sent to institutions by the Ministry of Justice. Successful participants are given certificates in the end of course. The courses are opened according to local attributions, employment after release, career credit eligibility.

To this end, principles of collaboration with the Ministry of Labour and Social Security were determined in a Protocol signed by relevant Ministries on July 24, 2002 in order to ensure that convicts and detainees receive vocational education and find employment after release from prison.

58. According to this Protocol, convicts receive cash payment by the name of “pocket money”, nearly at the amount of wage they would receive in case of their employment in a sentence execution body.

59. According to another Protocol signed with the Ministry of Education on February 21, 2000, various vocational courses are organised with the collaboration of Provincial and County Public Education Centres.

60. With a view to organising vocational education courses so as to help adults and children find employment or set up a business after release, Entrepreneur Training Project (vocational and career courses) is carried out in the execution bodies and prisons within the collaboration of the Ministry of Justice (General Directorate of Prisons and Detention Houses), Ministry of Labour and Social Security (Turkish Employment Agency), Ministry of Education (General Directorate of Technical Training for Girls and Males) , Ministry of Industry and Trade (Department of Promotion and Development of Small and Medium Size Enterprises). Within the scope of this Project, 1661 individuals (219 females, 1442 males) have been trained in 24 execution bodies under 78 vocational education programs and 504 individuals (19 females, 485 males) have been trained under 16 general entrepreneurship training programs since 2000.

61. Within the scope of Social Risk Mitigation Project (SRMP) 133 job and career workshops have been set up in 69 execution bodies and 2552 convicts and detainees have been given courses on various fields of careers.

62. As of the first seven months of 2007, projects were prepared and submitted to the commission authorized to make use of fines imposed on workplaces which fail to employ the handicapped persons and convicts. It was planned to give courses to 9874 convicts in 599 job and career courses organized by execution bodies.

63. The 364 convicts obtained certificates in the domain of the heating system boiling, metal welding, ready-to-wear clothing, apiculture, stockfarming, painting and limewashing, intermediate personnel for natural gas, construction equipment operator and electrician due to the 33 projects prepared by the guard boards between 2006-2007 and completed with the contribution of Turkish Employment Organisation, Governorships, Municipalities, Directorates of National Education, Public Training Centers, Vocational Training Centers, Apprenticeship Training Centers, Provincial Directorates of Agriculture and Presidencies of Chambers. And 36 of these convicts were employed within the enterprises and institutions relevant to their vocational training certificates.

a) the rules laid down by legislation, collective agreements or carried out otherwise;

Answer :

64. The general provisions concerning the education have been laid down by primarily in Turkish Constitution and the Basic Law on National Education No.1739. Moreover, there are Vocational Training Law No.3308 and the Regulation on Vocational and Technical Training which arrange the training for apprentices, assistants, masters and the principles on vocational training given by the schools and enterprises. Additionally, the arrangements regarding vocational training within the State Program, the 9th Five Year Development Plan, the

decisions taken by the National Education Councils and the collective agreements determine the implementation activities.

b) the total amount of public expenditure devoted to vocational training;

Answer :

SUPPORTING OF THE ACTIVITIES FOR PROMOTING AND DISSEMINATING OF VOCATIONAL AND TECHNICAL TRAINING				
LAW NO. 3308 ON VOCATIONAL AND TECHNICAL EDUCATION INCOME				
UNITS EARMARKED IN RESPECT OF 2007				
NAME OF GENERAL DIRECTORATE/HEAD OF DEPARTMENT	BUDGET REGULATIONS			
	PERSONNEL EXPENDITURES	GOOD AND SERVICE PURCHASE EXPENDITURES	CAPITAL EXPENDITURES	TOTAL
GENERAL DIRECTORATE OF BOYS TECHNICAL EDUCATION	3.750.000,00	1.500.000,00	10.500.000,00	15.750.000,00
GENERAL DIRECTORATE OF GIRLS TECHNICAL EDUCATION	1.750.000,00	750.000,00	7.000.000,00	9.500.000,00
GENERAL DIRECTORATE OF TRADE AND TOURISM EDUCATION	1.750.000,00	750.000,00	7.000.000,00	9.500.000,00
GENERAL DIRECTORATE OF APPRENTICESHIP AND FORMAL EDUCATION	3.000.000,00	750.000,00	7.500.000,00	11.250.000,00
GENERAL DIRECTORATE OF SPECIAL EDUCATION GUIDANCE COUNSELING SERVICES	50.000,00			50.000,00
HEAD OF DEPARTMENT OF RESEARCHING AND PROMOTING EDUCATION		1.350.000,00		1.350.000,00
GENERAL TOTAL	10.300.000,00	5.100.000,00	32.000.000,00	47.400.000,00

Source : MONE

Units earmarked	2005			2006			TOTAL
	PERSONNEL EXPENDITURES	GOODS PURCHASES	CAPITAL EXP.	PERSONNEL EXP.	GOODS PURCHASES	CAPITAL EXP.	
Gen.Dir. of Boys Tec.Education	3.000.000,00		9.541.639,11	2.945.000,00	1.000.000,00	7.000.000,00	23.486.638,80
Gen.Dir. of Girls Tec. Education	1.400.000,00		5.319.700,00	1.400.000,00	500.000,00	4.000.000,00	12.629.699,80
Gen.Dir. of Trade and Tourism Edu.	1.250.000,00		5.127.000,00	1.130.000,00	500.000,00	4.000.000,00	12.006.999,80
Gen.Dir. of App.and Formal Education	2.350.000,00		5.897.800,00	2.475.000,00	500.000,00	5.000.000,00	16.222.800,40
Gen.Dir. of Special Edu. Guidance Counseling Services	75.000,00			40.000,00			115.000
Head of Dept. of Researching and Promoting Education		1.000.000,00			1.000.000,00		2.000.000
Head of Dept.of Promoting and Disseminating App., Voc. And Technical Edu.		521.225,23					521.225,23
TOTAL	8.075.000,00	1.521.225,23	25.886.139,11	7.990.000,00	3.500.000,00	20.000.000,00	66.972.363,59

Source : MONE

c) the number of vocational and technical training institutions (at elementary and advanced levels);

Answer :
İlköğretim

Primary Education

2.3 İlköğretim eğitim kurumlarının kademelere göre okul, öğrenci, öğretmen ve derslik sayısı

Number of school, enrollment, teacher and classroom by level of education institutions

[2006/'07 Öğretim yılı - The education year 2006/'07]

Eğitim kademesi (Level of education)	Okul/ Kurum School	Öğrenci sayısı Enrollment			Öğretmen Teacher	Derslik Classroom
		A	B	C		
		A. Toplam- Total				
İlköğretim						
Primary Education	34 656	10 846 930	5 684 609	5 162 321	402 829	307 511
Açık ilköğretim						
Open education primary schools	1	287 350	159 985	127 365	-	-
İlköğretim (Resmi)						
Primary education (public)	33 898	10 346 509	5 408 525	4 937 984	381 354	292 772
Özel ilköğretim okulları						
Private primary schools	757	213 071	116 099	96 972	21 475	14 739
İlköğretim Genel Müdürlüğü (resmi)						
General Directorate of Primary Education (public)	33 645	10 330 690	5 398 759	4 931 931	377 343	290 061
İlköğretim okulu						
Primary school	33 042	10 048 558	5 230 771	4 817 787	364 506	279 867
Yatılı ilköğretim bölge okulu						
Regional boarding primary school	603	282 132	167 988	114 144	12 837	10 194
Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü (Resmi)						
General Directorate of Special Education Guidance and Counselling Services (Public)	253	15 819	9 766	6 053	4 011	2 711
Eğitilebilir zihinsel engelliler ilköğretim okulu						
General directorate of special education guidance and counselling services	49	2 743	1 812	931	787	536
Görme engelliler ilköğretim okulu						
Primary schools for the visually-impaired	16	1 420	814	606	395	254
İşitme engelliler ilköğretim okulu						
Primary school for the hearing impaired	49	5 429	3 119	2 310	1 069	710
Ortopedik engelliler ilköğretim okulu						
Primary sch. for the orthopedic impaired	5	374	222	152	92	109
Otostik Çocuklar (eğitim merkezi-ilköğretim)						
Autistic children (Training center - Primary education)	18	725	585	140	222	180
Öğretililebilir zihinsel engelliler (eğitim uygulama okulu -ilköğretim) - Mentally impaired capable of learning (training Imp.school-primary education)						
	115	5 101	3 187	1 914	1 434	914
Uyum güçlüğü olanlar ilköğretim okulu						
Primary school for children with adaptation problems	1	27	27	-	12	8
İlköğretim (özel)						
Primary education (private)	757	213 071	116 099	96 972	21 475	14 739
Özel Türk ilköğretim okulu						
Private Turkish primary school	621	206 988	112 815	94 173	20 263	13 394
Özel özel eğitim ilköğretim okulu						
Private special education primary school	95	2 566	1 545	1 021	717	990
Özel azınlık ilköğretim okulu						
Private minority primary school	30	2 420	1 165	1 255	326	248
Özel uluslar arası ilköğretim okulu						
Private international primary school	9	1 056	556	500	162	101
Özel yabancı ilköğretim okulu						
Private foreign primary school	2	41	18	23	7	6

Ortaöğretim

Secondary Education

2.7 Ortaöğretim eğitim kurumlarının kademelere göre okul, öğrenci, öğretmen ve derslik sayısı
Number of school, enrollment, teacher and classroom by level of education in secondary education institutions

[2006/'07 Öğretim yılı - 2006/'07 Education year]

Eğitim kademesi (Level of education)	Okul/ Kurum School	Öğrenci sayısı Enrollment			Öğretmen Teacher	Derslik Classroom
		A	B	C		
A. Toplam- Total	B. Erkek -Males	C. Kadın - Femeles				
Ortaöğretim - Secondary Education	7 934	3 386 717	1 917 189	1 469 528	187 665	98 748
Ortaöğretim (resmi) - Secondary education (public)	7 216	2 946 363	1 663 955	1 282 408	174 748	90 952
Ortaöğretim (özel) - Secondary education (Private)	717	86 458	47 180	39 278	12 917	7 796
Açıköğretim lisesi Open secondary education	1	353 896	206 054	147 842	-	-
Genel ortaöğretim toplamı General secondary education total	3 690	2 142 218	1 156 418	985 800	103 389	58 388
Genel ortaöğretim(resmi) General secondary education (public)	2 993	1 775 244	942 561	832 683	90 716	50 680
Ortaöğretim Genel Müdürlüğü General Directorate of Secondary Education	2 839	1 728 346	917 602	810 744	86 747	48 199
Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü General Directorate of Teacher Training	154	46 898	24 959	21 939	3 969	2 481
Özel Öğretim Kurumları Genel Müdürlüğü (Özel) General Directorate of Private Education Institutions (Private)	696	85 547	46 509	39 038	12 673	7 708
Açıköğretim lisesi Open secondary education	1	281 427	167 348	114 079	-	-
Mesleki ve teknik ortaöğretim toplamı Vocational and technical secondary education Total	4 244	1 244 499	760 771	483 728	84 276	40 360
Mesleki ve teknik lise (resmi) Vocational and technical high school (public)	4 223	1 171 119	721 394	449 725	84 032	40 272
Erkek Teknik Öğretimi Genel Müdürlüğü General Directorate of Technical Education for Boys	1 689	498 269	437 336	60 933	35 514	13 675
Kız Teknik Öğretimi Genel Müdürlüğü General Directorate of Technical Education for Girls	819	222 787	44 806	177 981	17 345	7 521
Ticaret Turizm Öğretimi Genel Müdürlüğü General Directorate of Commerce and Tourism	898	288 662	169 779	118 883	16 322	9 441
Din Öğretimi Genel Müdürlüğü General Directorate of Religious Education	455	120 668	58 500	62 168	9 099	7 123
Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü General Directorate of Special Education and Guidance Services	80	3 711	2 702	1 009	493	236
Sağlık İşleri Dairesi Başkanlığı Department of Health Affairs	274	35 527	7 175	28 352	4 794	2 004
Diğer Bakanlık ve Kur. Bağlı Meslek Lisesi Vocational High Schools (Dependent on the other Ministries or Institutions)	8	1 495	1 096	399	465	272
Özel Öğretim Kurumları Genel Müdürlüğü (Özel) General Directorate of Private Education Institutions (Private)	21	911	671	240	244	88
Açıköğretim lisesi Open secondary education	-	72 469	38 706	33 763	-	-

Eğitim Göstergeleri

Education Indicator:

1.5 Okul türü ve öğretim yılına göre okul / birim, öğretmen, öğrenci ve mezun olan öğrenci sayısı

Number of school / unit, teacher, enrollment and graduate by kind of school and educational year

Okul türü	Öğretim Yılı	Okul / Birim ⁽⁵⁾	Öğretmen ⁽²⁾	Öğrenci ⁽³⁾	Mezun ⁽⁴⁾
Kind of school	Educational Year	School / unit ⁽⁵⁾	Teacher ⁽²⁾	Enrollment ⁽³⁾	Graduate ⁽⁴⁾
İlkokul - Primary school					
	1923/'24	4 894	10 238	341 941	-
	1940/'41	10 596	20 564	955 957	71 854
	1960/'61	24 398	62 526	2 866 501	304 406
	1980/'81	45 660	215 459	5 694 860	951 833
Genel ortaokul					
General junior high school	1923/'24	72	796	5 905	-
	1940/'41	238	3 867	95 332	16 089
	1960/'61	745	12 080	291 266	42 686
	1980/'81	4 320	35 913	1 147 512	243 088
İlköğretim - Primary education ⁽¹⁾					
	2001/'02	35 052	372 687	10 477 616	1 071 606
	2002/'03	35 133	373 303	10 331 645	1 165 489
	2003/'04	36 114	384 170	10 479 538	1 136 448
	2004/'05	35 611	401 288	10 565 389	1 125 012
	2005/'06	34 990	389 859	10 673 935	1 108 986
	2006/'07	34 656	402 829	10 846 930	-
Genel lise - General high school					
	1923/'24	23	513	1 241	-
	1940/'41	82	1 544	24 862	5 081
	1960/'61	194	4 219	75 632	11 977
	1980/'81	1 167	41 334	534 605	109 130
	2001/'02	2 635	74 621	1 673 363	329 926
	2002/'03	2 552	77 253	2 038 027	334 044
	2003/'04	2 727	79 545	1 963 998	451 082
	2004/'05	2 939	93 209	1 937 055	379 511
	2005/'06	3 406	102 581	2 075 617	410 109
	2006/'07	3 690	103 389	2 142 218	-
Mesleki ve teknik ortaokul ve lise					
Vocational and technical junior high school and high school	1923/'24	64	583	6 547	-
	1940/'41	103	1 355	20 264	2 995
	1960/'61	530	8 333	108 221	23 507
	1980/'81	1 864	33 969	520 332	101 240
Mesleki ve teknik lise					
Vocational and technical high school	2001/'02	3 732	72 263	906 456	177 437
	2002/'03	3 660	60 703	985 575	196 215
	2003/'04	3 681	68 231	1 050 394	232 268
	2004/'05	3 877	74 405	1 102 394	226 475
	2005/'06	4 029	82 736	1 182 637	235 219
	2006/'07	4 244	84 276	1 244 499	-
Fakülte ve yüksekokul					
Faculty and higher education school	1923/'24	9	307	2 914	321
	1940/'41	20	967	12 844	1 678
	1960/'61	55	4 071	65 297	6 025
	1980/'81	321	20 917	237 369	31 841
	2001/'02	1 131	71 290	1 568 384	267 791
	2002/'03	1 203	76 090	1 798 623	289 579
	2003/'04	1 454	78 804	1 841 546	296 113
	2004/'05	1 257	82 096	1 969 086	316 128
	2005/'06	1 306	84 785	2 181 217	-

(1) 18.08.1997 tarih 4306 sayılı yasa ile 8 yıllık zorunlu eğitime geçilmiştir.

(2) Kadrolu öğretmenleri kapsar.

(3) Açık ilköğretim ve açık lise öğrencilerini de kapsar.

(4) Sistem gereği mezun olanlar 1 yıl sonra elde edilecektir.

(5) Faal olan okullar kapsanmıştır.

(1) It has been undergone 8 year compulsory education with law no 4306 18.08.1997.

(2) It covers only permanent teaching staff.

(3) Enrollment in the open primary education and open high school are included.

(4) The number of graduates is not available yet.

(5) Active schools are included.

Eğitim Göstergeleri

Education Indicators

1.7 2006 yılında ÖSYS okul türü ve öğrenim durumuna göre başvuran ve yükseköğretim programlarına yerleşen aday sayıları
[Sınavsız geçiş dahil]

Okul türü	Toplam Total					Son sınıf düzeyinde Last grade						
	Başvuran Applicant	Lisans Bachelor's degree	%	Önlisans Vocational training	Açık-öğretim Open education	Başvuran Applicant	Lisans Bachelor's degree	%	Önlisans Vocational training	Açık- öğretim Open education		
Genel Toplam	1 678 326	176 218	10, 5	191 498	11, 4	222 816	720 623	64 509	9,0	95 636	13, 3	36 838
Lise (Resmi ve Gündüz Öğretim Yapan Lise)	857 282	69 952	8, 2	56 219	6, 6	113 263	333 433	8 921	2, 7	5 976	1, 8	18 085
Lise (Yabancı Dil Ağırlıklı Program Uygulayan Lise)	112 871	33 429	29, 6	7 790	6, 9	9 149	55 575	14 142	25, 4	1 006	1, 8	1 881
Özel Lise	10 965	2 010	18, 3	762	6, 9	1 524	4 754	963	20, 3	122	2, 6	417
Anadolu Lisesi	85 914	35 700	41, 6	3 584	4, 2	5 419	45 507	21 942	48, 2	303	0,7	653
Y.Dil.Eğt.Yap.Öz.Lis.	22 770	6 993	30, 7	1 404	6, 2	2 823	11 866	4 790	40, 4	351	3,0	840
Fen Lisesi	6 185	3 654	59, 1	19	0,3	69	4 730	2 945	62, 3	8	0,2	15
Özel Fen Lisesi	2 825	1 445	51, 2	60	2, 1	146	1 644	1 032	62, 8	13	0,8	25
Askeri Lise	284	122	43,0	8	2, 8	33	-	-	-	-	-	-
Akşam Lisesi	185	1	0,5	3	1, 6	61	1	-	-	-	-	1
Özel Akşam Lisesi	1 702	43	2, 5	60	3, 5	437	735	32	4, 4	29	3, 9	142
Polis Koleji	134	19	14, 2	1	0,7	13	107	17	15, 9	-	-	6
Açıköğretim Lisesi	49 213	1 231	2, 5	3 377	6, 9	13 404	21 401	383	1, 8	2 033	9, 5	5 109
Çok Programlı Lise	97 485	5 335	5, 5	14 434	14, 8	8 426	47 314	981	2, 1	8 755	18, 5	1 249
Anadolu Güzel Sanatlar Lisesi	3 321	22	0,7	63	1, 9	179	1 971	12	0,6	14	0,7	25
Lise Çıkışları Toplamı	1 251 136	159 956	12, 8	87 784	7,0	154 946	529 038	56 160	10, 6	18 610	3, 5	28 448
Öğretmen Liseleri	12 152	6 399	52, 7	171	1, 4	699	7 532	5 284	70, 2	6	0,1	36
İmam Hatip Liseleri	41 106	1 456	3, 5	1 855	4, 5	14 341	13 225	503	3, 8	345	2, 6	3 873
Ticaret Meslek Liseleri	88 488	792	0,9	30 915	34, 9	15 572	42 171	197	0,5	22 644	53, 7	2 328
Teknik Liseler	14 119	1 015	7, 2	4 201	29, 8	2 108	6 305	288	4, 6	3 415	54, 2	123
End. Meslek Liseleri	145 637	3 172	2, 2	42 942	29, 5	13 690	71 559	608	0,8	31 588	44, 1	546
Kız Meslek Liseleri	77 652	2 191	2, 8	14 256	18, 4	7 860	35 681	775	2, 2	11 634	32, 6	842
Sağlık Meslek Liseleri	35 546	475	1, 3	5 155	14, 5	11 248	8 892	287	3, 2	4 003	45,0	462
Otelcilik ve Turizm Meslek Liseleri	7 399	628	8, 5	2 806	37, 9	800	4 509	363	8, 1	2 284	50, 7	116
Sekreterlik Meslek Liseleri	118	13	11,0	7	5, 9	48	3	-	-	-	-	-
Ast.Haz.ve Ast.Sınıf O.	1 222	7	0,6	5	0,4	711	18	-	-	-	-	-
Diğer Meslek Liseleri	3 751	114	3,0	1 401	37, 4	793	1 690	44	2, 6	1 107	65, 5	64
Meslek Lisesi Çıkışları Toplamı	415 038	9 863	2, 4	103 543	24, 9	67 171	184 053	3 065	1, 7	77 020	41, 8	8 354

Kaynak: Öğrenci Seçme ve Yerleştirme Merkezi Başkanlığı

Not. 1. 2006 ÖSYS ve MSG'ye başvuran adaylardan 5 adayın okul türü belirlenememiş olduğundan, 5 aday yukarıdaki tablonun başvuranlar sayısı içinde görünmemektedir. Bu adaylar da katıldığında 2006 ÖSYS ve MSG'ye başvuran toplam aday sayısı 1 678 331'dir.

2. 2006 ÖSYS ve MSG'de yerleşen adaylardan açık öğretimde (AO) 1 adayın okul türü belirlenemmiştir. Bu aday da katıldığında açıköğretime yerleşen aday sayısı 222 817'dir (Ek yerleştirme dahil değildir.)

Eğitim Göstergeleri

Education Indicator

1.13 Özel Eğitim Kurumlarında okul, öğrenci ve öğretmen sayısı

Number of school, enrollment and teacher in Special Education Institutions

(2006/07 Öğretim yılı- The education year 2006/07)

Eğitim kademesi Level of Education	Okul/sınıf/ kurum School/ class/ institution	Öğrenci sayısı Enrollment			Öğretmen sayısı Teacher
		A	B	C	
A. Toplam-Total					
B. Erkek-					
C. Kadın-Females					
Toplam - Total	644	39 520	24 421	15 099	6 811
Özel Eğitim Örgün Eğitim Toplamı Total of Special Education, formal Education	489	32 027	20 262	11 765	6 296
Özel Eğitim Okulu Bünyesindeki Anasınıfları Nurseryclasses within Special Education Schools	61	503	316	187	96
İşitme Engelliler İlköğretim Okulu Primary School for the hearing Impaired	49	5 429	3 119	2 310	1 069
Görme Engelliler İlköğretim Okulu Primary schools for the Visually-Impaired	16	1 420	814	606	395
Ortopedik Engelliler İlköğretim Okulu Primary school for the Orthopedic Impaired	5	374	222	152	92
Eğitilebilir Zihinsel Engelliler İlköğretim Okulu Primary school for the Mentally Impaired Who can be Educated	49	2 743	1 812	931	787
İlköğretim Okulları Bünyesindeki Özel Eğitim Sınıfı Special Education Classroom within Primary Schools		9 428	5 933	3 495	
Otistik Çocuklar Eğitim Merkezi Training Center for Autistic Children	18	725	585	140	222
Uyum Güçlüğü Olanlar İlköğretim Okulu Primary School for children with Adaptation Problems	1	27	27	-	7
Öğretilebilir Zihinsel Engelliler (Eğt.Uyg.Okul.İlköğrt.) Mentally Impaired capable of Learning (Training Imp.School-Primary Education)	115	5 101	3 187	1 914	1 434
Özel Özel Eğitim İlköğretim Okulu Private Special Education Primary School	95	2 566	1 545	1 021	717
Ortopedik Engelliler Meslek Lisesi Vocational High School for the Orthopedic Impaired	2	74	53	21	23
İşitme Engelliler Meslek Lisesi Vocational High School for the Hearing Impaired	15	1 279	891	388	179
Eğitilebilir Zihinsel Engelliler Meslek Lisesi Vocational High School for the Mentally Impaired who can be educated	63	2 358	1 758	600	1 275
Özel Eğitim Yaygın Eğitim Toplamı Total of Special Education, Non-Formal Education	155	7 493	4 159	3 334	515
Öğretilebilir Zihinsel Engelliler (İş Eğitim Merkezi) Mentally Impaired Capable of Learning (Vocational Training Center)	119	2 235	1 536	699	46
Zekalılar) Science and Arts Center (for Talented and Gifted Children)	34	5 175	2 552	2 623	469
Otistik Çocuklar İş Eğitim Merkezi Vocational Training Center for Autistic Children	2	83	71	12	-

Eğitim Göstergeleri

Education Indicators

1.14 Özel Öğretim Kurumlarında okul, öğrenci ve öğretmen sayısı

Number of school, enrollment and teacher in private education institutions

[2006/07 Öğretim yılı - Education year 2006/07]

Eğitim kademesi Level of Education	Okul/sınıf/ kurum class/ institution	Öğrenci sayısı Enrollment			Öğretmen sayısı Teacher
		C. Kadın-Females			
		A	B	C	
Genel toplam General total	11 461	2 703 114	1 684 222	1 018 892	107 201
Örgün eğitim toplamı Total of formal education	2 718	335 939	182 526	153 413	38 021
Okul öncesi eğitimi Pre-primary education	1 244	36 410	19 247	17 163	3 629
İlköğretim Primary Education	757	213 071	116 099	96 972	21 475
Ortaöğretim Secondary Education	717	86 458	47 180	39 278	12 917
Genel ortaöğretim General secondary education	696	85 547	46 509	39 038	12 673
Mesleki ve teknik ortaöğretim Vocational and technical secondary education	21	911	671	240	244
Yaygın eğitim toplamı Non-formal education total	8 743	2 367 175	1 501 696	865 479	69 180
Özel dersaneler Private teaching centers	3 986	1 071 827	562 916	508 911	47 621
Motorlu taşıt sürücülere kursu Motor vehicles drivers course	2 181	1 001 606	784 544	217 062	14 378
Muhtelif kurslar Various courses	2 576	293 742	154 236	139 506	7 181

Eğitim Göstergeleri

Education Indicators

1.16 Eğitim kurumlarının kademelere göre okul, öğrenci ve öğretmen sayısı

Number of school, enrollment and teacher by level of education

[2006/'07 Öğretim yılı - The education year 2006/'07]

Eğitim kademesi (Level of education)	Okul/ kurum School	Öğrenci sayısı Enrollment			Öğretmen Teacher
		A	B	C	
A. Toplam- Total					
B. Erkek -Males					
C. Kadın - Females					
Genel toplam - General total	56 388	19 383 060	10 481 054	8 902 006	679 880
Okul öncesi eğitim Pre-primary education	3 222	640 849	334 252	306 597	10 016
Okul öncesi(resmi) Pre-primary education (public)	1 267	486 529	252 798	233 731	4 580
Anaokulu - Kindergarten	786	80 767	42 572	38 195	3 217
Anasınıfı -Nursery-Class	⁽¹⁾ 16 792	482 212	250 696	231 516	⁽²⁾ 13 018
657 S.K. 191. Maddesine göre açılan kurumlar Institutions opened according to Law number 657 article 191	481	17 357	8 956	8 401	1 363
Okul öncesi (özel) Pre-primary education (private)	1 955	60 513	32 028	28 485	5 436
Anaokulu -Kindergarten	583	19 401	10 185	9 216	1 888
Anasınıfı -Nursery-Class	⁽¹⁾ 661	16 999	9 052	7 947	⁽²⁾ 1 741
Sosyal Hizmetler ve Çocuk Esirgeme Kurumu Social Services and Child Protection Institution	1 372	24 113	12 791	11 322	3 548
İlköğretim - Primary education	34 656	10 846 930	5 684 609	5 162 321	402 829
İlköğretim (resmi) -Primary education (public)	33 898	10 346 509	5 408 525	4 937 984	381 354
İlköğretim (özel) - Primary education (private)	757	213 071	116 099	96 972	21 475
Açık ilköğretim Open education primary schools	1	287 350	159 985	127 365	-
Ortaöğretim - Secondary education	7 934	3 386 717	1 917 189	1 469 528	187 665
Ortaöğretim (resmi) - Secondary education (public)	7 216	2 946 363	1 663 955	1 282 408	174 748
Ortaöğretim (özel) - Secondary education (private)	717	86 458	47 180	39 278	12 917
Açıköğretim lisesi Open education high schools	1	353 896	206 054	147 842	-
Genel ortaöğretim toplamı General secondary education total	3 690	2 142 218	1 156 418	985 800	103 389
Genel ortaöğretim(resmi) General secondary education (public)	2 993	1 775 244	942 561	832 683	90 716
Genel ortaöğretim (özel) General secondary education (private)	696	85 547	46 509	39 038	12 673
Açıköğretim lisesi Open education high schools	1	281 427	167 348	114 079	-
Mesleki ve teknik ortaöğretim toplamı Vocational and technical secondary education total	4 244	1 244 499	760 771	483 728	84 276
Mesleki ve teknik lise (resmi) Vocational and technical high school (public)	4 223	1 171 119	721 394	449 725	84 032
Mesleki ve teknik lise(özel) Vocational and technical high school (private)	21	911	671	240	244
Açıköğretim lisesi Open education high schools	-	72 469	38 706	33 763	-
Yaygın eğitim ⁽³⁾ - Non-formal education ⁽³⁾	10 576	4 508 564	2 545 004	1 963 560	79 370
Resmi - (Public)	1 833	2 141 389	1 043 308	1 098 081	10 190
Özel - (Private)	8 743	2 367 175	1 501 696	865 479	69 180

(1) Okul öncesi eğitimde 16 792 resmi anasınıfı ile 661 özel anasınıfı okul sayısına dahil edilmemiştir.
16 792 public kinder gortens and 661 private nurseryclass in pre education aot included.

(2) 14 759 okul öncesi öğretmeni kadrolarının bulunduğu kurumların öğretmen sayılarında gösterilmiştir. Toplama dahil edilmemiştir
14 759 preschool teacher öre indicated in their insttutions

(3) Yaygın Eğitim Kurumlarına ait öğrenci sayısı bilgileri 2005/'06 öğretim yılı sonu itibariyle verilmiştir.
Number of student in nonformal education is end of 2005/'06 educational year.

Ortaöğretim

Secondary Education

2.7 Ortaöğretim eğitim kurumlarının kademelere göre okul, öğrenci, öğretmen ve derslik sayısı

Number of school, enrollment, teacher and classroom by level of education in secondary education institutions

[2006/'07 Öğretim yılı - 2006/'07 Education year]

Eğitim kademesi (Level of education)	Okul/ Kurum School	Öğrenci sayısı Enrollment			Öğretmen Teacher	Derslik Classroom
		A	B	C		
A. Toplam- Total	B. Erkek -Males	C. Kadın - Femeles				
Ortaöğretim - Secondary Education	7 934	3 386 717	1 917 189	1 469 528	187 665	98 748
Ortaöğretim (resmi) - Secondary education (public)	7 216	2 946 363	1 663 955	1 282 408	174 748	90 952
Ortaöğretim (özel) - Secondary education (Private)	717	86 458	47 180	39 278	12 917	7 796
Açıköğretim lisesi						
Open secondary education	1	353 896	206 054	147 842	-	-
Genel ortaöğretim toplamı						
General secondary education total	3 690	2 142 218	1 156 418	985 800	103 389	58 388
Genel ortaöğretim(resmi)						
General secondary education (public)	2 993	1 775 244	942 561	832 683	90 716	50 680
Ortaöğretim Genel Müdürlüğü						
General Directorate of Secondary Education	2 839	1 728 346	917 602	810 744	86 747	48 199
Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü						
General Directorate of Teacher Training	154	46 898	24 959	21 939	3 969	2 481
Özel Öğretim Kurumları Genel Müdürlüğü (Özel)						
General Directorate of Private Education Institutions (Private)	696	85 547	46 509	39 038	12 673	7 708
Açıköğretim lisesi						
Open secondary education	1	281 427	167 348	114 079	-	-
Mesleki ve teknik ortaöğretim toplamı						
Vocational and technical secondary education Total	4 244	1 244 499	760 771	483 728	84 276	40 360
Mesleki ve teknik lise (resmi)						
Vocational and technical high school (public)	4 223	1 171 119	721 394	449 725	84 032	40 272
Erkek Teknik Öğretimi Genel Müdürlüğü						
General Directorate of Technical Education for Boys	1 689	498 269	437 336	60 933	35 514	13 675
Kız Teknik Öğretimi Genel Müdürlüğü						
General Directorate of Technical Education for Girls	819	222 787	44 806	177 981	17 345	7 521
Ticaret Turizm Öğretimi Genel Müdürlüğü						
General Directorate of Commerce and Tourism	898	288 662	169 779	118 883	16 322	9 441
Din Öğretimi Genel Müdürlüğü						
General Directorate of Religious Education	455	120 668	58 500	62 168	9 099	7 123
Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü						
General Directorate of Special Education and Guidance Services	80	3 711	2 702	1 009	493	236
Sağlık İşleri Dairesi Başkanlığı						
Department of Health Affairs	274	35 527	7 175	28 352	4 794	2 004
Diğer Bakanlık ve Kur. Bağlı Meslek Lisesi						
Vocational High Schools (Dependent on the other Ministries or Institutions)	8	1 495	1 096	399	465	272
Özel Öğretim Kurumları Genel Müdürlüğü (Özel)						
General Directorate of Private Education Institutions (Private)	21	911	671	240	244	88
Açıköğretim lisesi						
Open secondary education	-	72 469	38 706	33 763	-	-

Number of Candidates Placed In Formal Higher Education Programmes

	Undergraduate		Associate		Total	
	Number of those placed	Empty	Number of those placed	Empty	Number of those placed	Empty
State Universities	166.410	600	188.273	6.059	354.683	6.659
Universities of Foundations	21.298	3.741	10.337	1.934	31.635	5.675
Universities of Turkish Republic of Northern Cyprus	4.463	6.269	523	1.287	4.986	7.556
Universities in other countries	1.353	600	0	0	1.353	600
TOTAL	193.524	11.210	199.133	9.280	392.657	20.490

Number of Candidates Placed In Open University Programmes

	Undergraduate	Associate	Total
Those having no quota limitation	139.445	91.194	230.639
Those having quota limitation	2.594	500	3.094
TOTAL	142.039	91.694	233.733

Number of Candidates Applied and Placed In Respect of Their Sex

	Number of applicants to university entrance exam	Number of applicants to university access without an exam	Number of those placed in without having an exam	Number of those placed in associate		Number of those placed in open university	Total number of people placed in
				Without an exam	By university exam		
FEMALE	714.596	57.396	96.381	36.906	40.548	99.902	273.737
MALE	926.807	77.642	97.143	81.319	40.360	133.831	352.653
TOTAL	1.641.403	135.038	193.524	118.225	80.908	233.733	626.390

Numerical Information for the disabled candidates

	Number of applicants to university entrance exam	Number of applicants to university access without an exam	Number of those placed in undergraduate	Number of those placed in associate		Number of those placed in open university	Total number of people placed
				Without an exam	By university exam		
FEMALE	425	30	40	35	28	63	166
MALE	726	65	72	49	47	142	310
TOTAL	1.151	95	112	84	75	205	476

ADDITIONAL PLACEMENT

Quotas of Formal Higher Education Programmes

	Undergraduate	Associate	Total
State Universities	4.623	41.215	45.838
Universities of Foundations	7.013	7.410	14.423
Universities of Turkish Republic of Northern Cyprus	7.383	1.670	9.053
Universities in other countries	97		97
TOTAL	19.116	50.295	69.411

Number of Applicants Placed in Formal Higher Education Programmes

	Undergraduate		Associate		Total	
	Number of those placed	Empty	Number of those placed	Empty	Number of those placed	Empty
State Universities	3.829	794	34.634	6.581	38.463	7.375
Universities of Foundations	1.989	5.024	3.637	3.773	5.626	8.797
Universities of Turkish Republic of Northern Cyprus	902	6.481	57	1.613	959	8.094
Universities in other countries	71	26	0	0	71	26
TOTAL	6.791	12.325	38.328	11.967	45.119	24.292

Number of Candidates Placed In Open University Programmes

	Undergraduate	Associate	Total
Those having no quota limitation	17.485	10.981	28.466
Those having quota limitation		182	182
TOTAL	17.485	11.163	28.648

Numerical information concerning vocational high schools for those who have hearing disability

2006-2007 Academic Year

Number of students and teachers in the vocational high schools for those who have hearing disability

Number of schools	Number of students			Number of teachers			Total
	Day school	Boarding school	Total	Special edu. teacher	Other branch teacher	Guidance counselor	
15	368	911	1279	0	148	11	159

General number of students is 368 (day school student) + 911 (boarding student) = 1279
 General Total=1279

General number of teachers is (including the director); Number of teachers=159+number of director=42

Number of director+teacher=201

Number of directors of the vocational high schools for those who have hearing disability

Number of directors	Number of directors		TOTAL
	Number of chief assistant to the director	Assistant to the director	
11	8	23	42

Numerical data on the vocational high schools for those who have hearing disability

2006-2007 Academic Year

Number of students and teachers in vocational high schools for orthopedic disabled

Number of schools	Number of students			Number of teachers					Total
	Day school	Boarding school	Pre-school	Total	Class teacher	Special edu.tech er.	Branch teacher	Guidance counselor	
2	0	74	0	74	0	0	21	1	22

General number of students:74

General number of teachers (including the director)22+6=28

Number of directors of vocational high schools for orthopedic disabled

Number of directors				TOTAL
Number of directors	Number of chief ass.to the director	Number of assistant to the director		
2	2	2		6

d) the number of teachers in such schools in the last school year;

Answer :

65. It is shown at the above tables.

e) the number of pupils, full-time and part-time in such schools in the last school year.

Answer :

66. It is shown at the above tables.

Question “B”:

Please indicate how the arrangements for vocational training are provided with reference to the various types of vocational activity and, if data are available, to age and to sex.

Answer “B”:

67. It is shown at the above tables.

Question “C”:

Please state what measures are taken to ensure a close link between vocational guidance and training on the one hand and employment on the other.

Answer “C”:

68. It is aimed to establish the Vocational Information System with a view to connecting the vocational guidance and vocational training with the employment and serving to every individuals. The Vocational Information System shall include the exploration, measuring and evaluation of the features such as interest, abilities, personal performance, personal conditions of the individuals and the other relevant elements. The system is planned to serve regarding occupations and job positions, work spaces, the conditions of work life and salaries as well.

69. Various institutions have been cooperated with each other so as to facilitate the connection of the vocational guidance and vocational training with the employment. The YOK-ISOV Protocol mentioned in detailed way before and the MEDAK Studies may be given as an example to this cooperation. Additionally, the EARGED the first contact point with the National Reference Point Branch does not only inform about vocational training and vocational proficiency, but also analyzes the pros and cons of the system by defining the situation of the graduates within labour market due to the “Project for Monitoring the Graduates of Vocational and Technical Training”. Furthermore, the Vocational Qualifications Authority was established by the Law of the Vocational Qualifications Authority No.5544 dated 21/09/2006 with a view to improving the level of vocational training and education in Turkey by determining the principles of national proficiencies on technical and vocational spaces.

70. The Turkish Employment Organisation has proceeded the activities on both spheres in order to provide the connections between the vocational guidance, vocational training and the employment. The Organisation has conducted the domestic and foreign employment services as well as the occupational advisory and labour placement activities under the title of Labour Cohesion Services. Giving these services under the roof of same organisation prevents the lack of coordination and facilitates the handling of the vocational guidance, vocational training with the employment in cooperation. Moreover, EARGED which is affiliated to the Ministry of National Education provides the connection within its own structure by conducting the activities for training-employment and monitoring of the graduates at the same time.

71. It is necessary to provide various trainings, courses and certificate programs for the required spheres of the labour market in order to alleviate the need for qualified intermediate staff, minimize the loss of production and labour, and overcome the lack of education. İSKUR has evolved the action plans being aware of this fact and strived for providing training on taking up, changing and enhancing a profession within the context of lifelong learning for the unemployed people registered to the organisation and the unemployed getting unemployment benefit and compensation for loss of job so as to meet the need for qualified staff in labour market and facilitate the employment of unemployed.

72. The Provincial Employment Boards are convened in provinces with the participation of social partners within the context of active labour force programs so as to provide the connections between the vocational guidance, vocational training and the employment . As it is laid down on article 6/c of the Regulation on Working Methods and Principles of the Provincial Employment Boards of Turkish Employment Organisation, the annual labour force training and adaptation services have been conducted in state of local labour market demand by the provincial directorates and the activities handled by different institutions such as labour force raising and adaptation services, vocational training, contribution on qualifications,

assisting for taking up a profession are provided to proceed according to the regional needs in coordination with relevant units.

73. ISKUR, MoNE and various organisations and institutions execute the works and provide the required cooperation for vocational guidance within the understanding of lifelong learning pursuant to the Protocol on Cooperation in Vocational Information, Guidance and Advisory Services.

74. The conferences, seminars, sessions and similar works have been done regarding the services provided by the organisation, the job seeking techniques, the methods of preparing the curriculum vitae for the infantry just completed their military service and the senior university and vocational school students. The process for improving the job-seeking skills, the questions that can be asked by the employers and nominees, the undesirable behavior that may irritate the employer in interview, placement resources, etc are handled during these meetings.

- On article 30 of the Vocational Education Law No.3308, it is stated that the workers who are educated in required sphere within the workplaces shall be recruited primarily.
- The Law No.5544 on Vocational Qualifications Authority put into effect on 21/09/2006 with the objective of determining the principles of national qualifications in technical and vocational fields, setting up and operating the national vocational qualifications system linked to the national qualifications framework due to the activities of control, evaluation, recognition and certification of professional competences and establishing the National Vocational Qualifications Authority.
- The Presentation and Orientation Courses were introduced to the ninth class students in the schools dependent on the General Directorate as well as all vocational and technical secondary education institutions in 2005-2006 academic year with a view to assisting to the students in making conscious occupational choice.

The link between vocational guidance and training on the one hand and employment on the other;

Answer :

75. It is aimed to establish the Vocational Information System with a view to connecting the vocational guidance and vocational training with the employment and serving to every individuals. The Vocational Information System shall include the exploration, measuring and evaluation of the features such as interest, abilities, personal performance, personal conditions of the individuals and the other relevant elements. The system is planned to serve regarding occupations and job positions, work spaces, the conditions of work life and salaries as well.

Question “D”:

Please indicate the methods adopted by your government with a view to providing access to higher technical education and university education on the basis of the sole criterion of individual aptitude.

Answer “D”:

76. Today, higher education institutions in Turkey fall into three categories: universities, military and police colleges and academies, and vocational schools affiliated with ministries.

77. The university is the principal higher education institution. It possesses academic autonomy and a public legal personality. It is responsible for carrying out high level educational activities, scientific research and publications. It is made up of faculties, graduate schools, schools of higher education, conservatories, two-year vocational training schools and centers for applied work and research.

78. A faculty is a higher education unit which is responsible for high level education, as well as for scientific research and publications. Units such as departments, schools of higher education, etc., may be affiliated with a faculty.

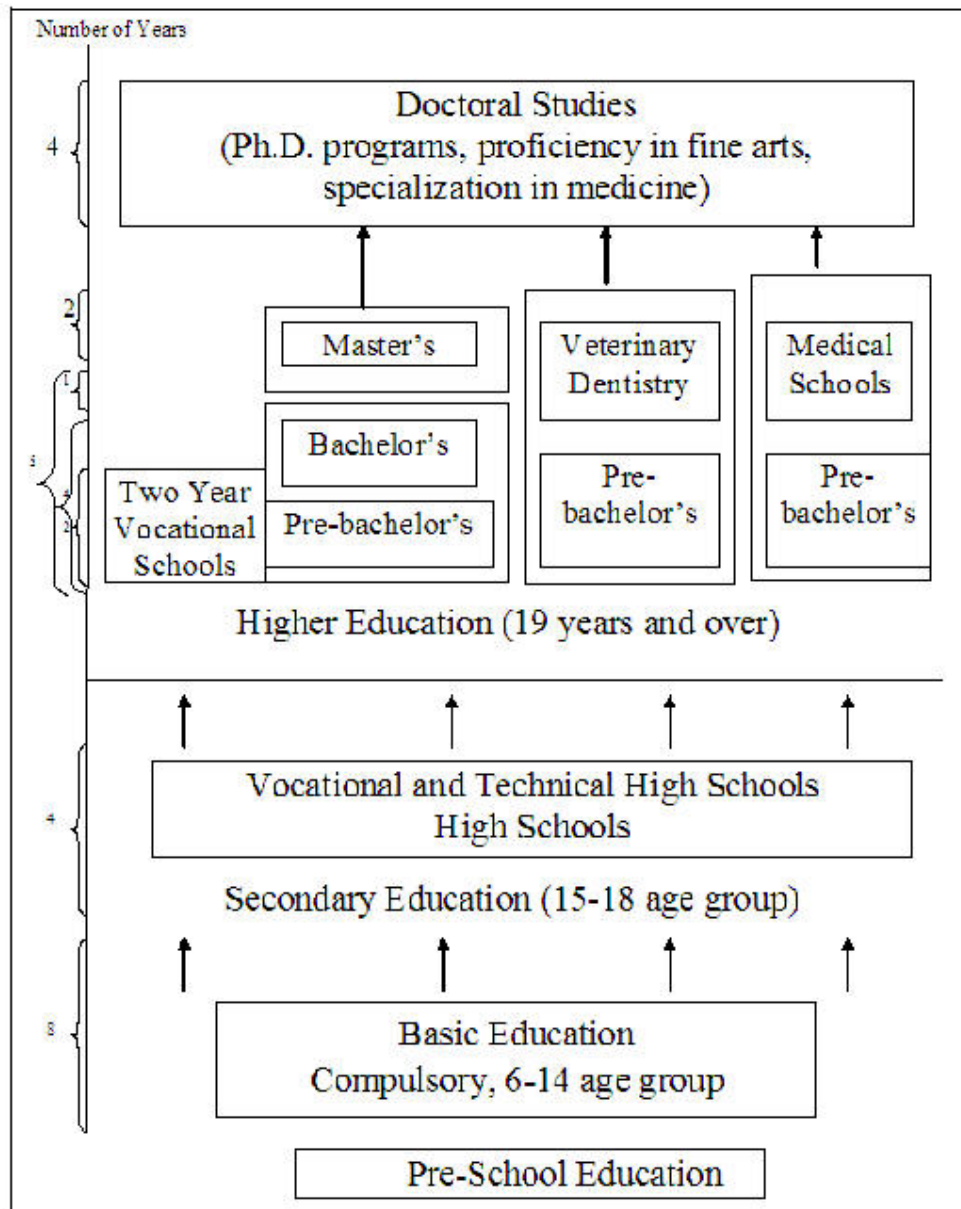
79. A graduate school in universities and in faculties is concerned with graduate study, scientific research and applied studies in more than one related subject area.

80. A school of higher education is an institution which is mainly concerned with offering instruction directed towards a specific vocation. Examples are the School of Home Economics affiliated with Ankara University and the School of Foreign Languages within Boğaziçi University.

81. A conservatory is a higher education institution which is concerned with the training of artists in the fields of music and the performing arts.

82. A two-year vocational training school is a higher education institution established for the purpose of providing vocational education to meet the practical needs of various fields.

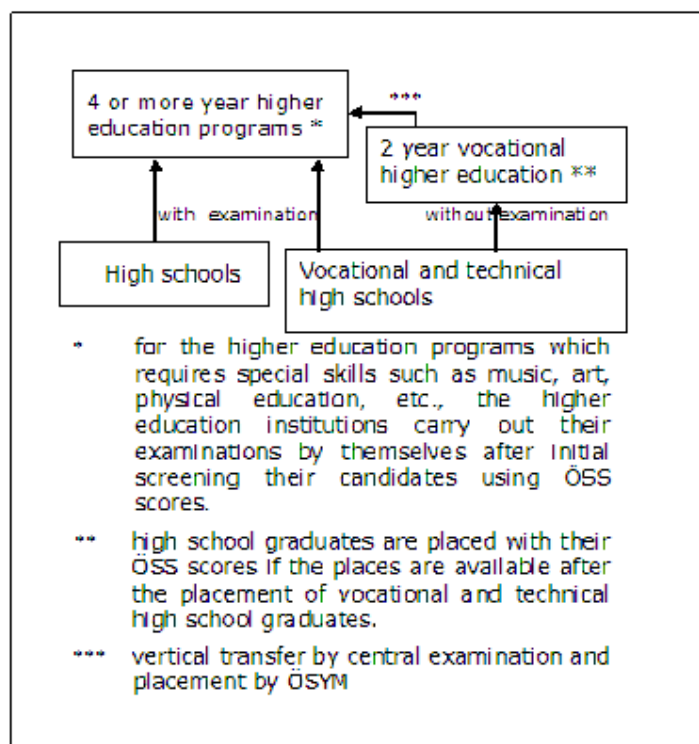
The general structure of the educational system.



83. It is recognized, by law, for vocational high school graduates to apply for placement in two-year vocational college programs which are compatible with their high school majors, without an entrance examination. These students are placed centrally by ÖSYM according to the type of vocational high schools they graduated and their grade point averages (GPA).

84. Access to higher education from secondary education in Turkey is shown schematically in Figure 3. This figure also shows access to two-year vocational schools of higher education without examination and vertical transfer to graduate programs thereafter.

Access to higher education in Turkey



85. All higher education programs subject to the central selection and placement system are listed in the second guide under two separate sections. In the first section are the programs admitting students meeting the 160,000 point (except student without examination) criterion on ÖSS. These are all two-year vocational programs and programs of Open Education. Candidates whose composite scores are between 160,000 and 184,999 points, can only select programs appearing in this section. Vocational high school graduates who have not taken the examination also rank their preferences among two year vocational programs of higher education in their fields.

86. Candidates are placed in higher education programs by using two different methods: Central Placement, and selection through a Special Skills Examination.

87. The aim of the central placement is to place the candidates in the higher education programs highest on their list of preferences, as is compatible with their scores.

88. The final selection and placement of students in higher education institutions is dependent on the candidates Y-ÖSS scores, on the personal preferences they have listed, and on the quotas and prerequisites of the higher education programs. The central placement procedure in the higher education programs admitting students on the results of the examination is carried out through an iterative computing routine. Each candidate can be placed in one program only.

Special cases

89. In the ÖSS system, candidates are treated on an equal basis in principle. Nonetheless “special status” in the various phases of the ÖSS is recognized, as previously, for some groups of candidates. These groups of candidates and the nature of the privileged treatments they receive with regard to the ÖSS are as follows:

a. Students graduating in the first rank of their high schools

90. According to the Higher Education Law (art. 45), this group of students is placed in the special quotas of the higher education programs earmarked for them, taking into consideration their scores and preferences. The provision of the Law is implemented in the following manner: Every year a special quota in each higher education program in state universities (not private ones) is earmarked for these students by The Higher Education Council after consultation with the universities. The number of places in these quotas varies from one to several. Each high school reports to ÖSYM its first ranking graduating student in that particular year. The special status of the first ranking high school graduates is valid only for the year of their graduation. If they can be placed in the higher education programs they preferred on the basis of their scores there will be no need to consider their placement in special quotas reserved for them. In cases where the score of such a student is not sufficient for placement, even in special quotas, the student will not enter any program that year.

b. Physically handicapped candidates

91. Candidates who have been permanently disabled by a defect in their eyesight, hearing or by an orthopedic problem are subject to special treatment by ÖSYM as required by their condition. To benefit from such special treatment a disabled candidate has to submit a petition to ÖSYM giving all the information about her/his handicap along with a medical report obtained from a state or university hospital confirming her/his infirmity. ÖSYM then has these documents examined and evaluated by committees of specialists. Upon the recommendation of these committees, it is decided whether or not a candidate is to be given special treatment.

92. This group of candidates is given the examination in special examination halls. For those candidates needing help, such as the blind for instance, an official is appointed to assist and read the test questions to them; they are not required to answer questions involving charts, maps, figures, diagrams, etc. Blind candidates are allowed to bring and use special calculating machines in the examinations.

c. Graduates of technical and vocational high schools

93. The Higher Education Law (art. 45) stipulates that graduates of high schools, with programs oriented toward a profession, such as vocational and technical high schools, receive a special and favorable weight for their high school grade-point averages when they are being considered for placement in four or more year higher education programs they preferred and corresponding to the field of their high school education.

d. Candidates with exceptional talents in certain branches of arts and sports

94. According to The Higher Education Law (art. 45), exceptionally endowed candidates whose talents shall be established through procedures set and specified by The Higher Education Council in certain branches of the arts, are admitted to the relevant higher education programs by special methods of selection on condition that they pursue their education in these relevant fields.

95. Similarly, candidates who have demonstrated their talents in various fields of sports receive an extra weight for their highschool grade-point averages when they are considered for placement in relevant higher education programs. The criterion for evidence of exceptional talent in sports is to have won one of the first three places in international contests such as World, Europe, Balkan championships; Olympic, Mediterranean and Islamic Countries sport events; The International High Schools Sportive Competition and the international contests involving at least ten countries.

e. High school students winning the awards of The Scientific and Technical Research Council of Turkey (TÜBİTAK)

96. Every year a contest is organized by TÜBİTAK among high school students to promote interest in science and research. According to the decision of The Higher Education Council, those high school students who win the first prizes in different branches of science while in their last year of high school are given extra weight in the ÖSS for their high school grade-point averages when they are considered for placement in the higher education programs in the fields in which they have won the awards. The students who have won gold, silver and bronze medals in the international scientific olympics are placed in higher education programs, by law, without examination by ÖSYM. This privilege is recognized only when the student is taking ÖSS for the first time and when the application is accompanied by all the necessary documents.

Examination for Foreign Students

97. Since 1981, a separate examination, called The Examination for Foreign Students (YÖS) has also been organized by ÖSYM every year for the selection of foreign students in the institutions of higher education. YÖS is only for those applicants who wish to enroll in undergraduate programs. Students wishing to transfer to an undergraduate program must apply directly to the institutions concerned.

98. The first condition for those wishing to take YÖS is that they must hold the nationality of a country other than Turkey (stateless citizens and refugees can also apply). Secondly, they must be in the last year of secondary education or have successfully completed secondary education in Turkey or at a school in which the education is equivalent to that of a Turkish lycée. Lastly, they must meet the specific requirements of the institution of higher education in which they wish to enroll.

Öğrenci Pansiyonları

Student Boarding House

3.1 Öğrenci pansiyonları
Student boarding house

[2006/07 öğretim yılı - Education year 2006/07]

A. Toplam -Total	B. Erkek-Males	C. Kadın -Females	Pansiyon sayısı Number of boarding house	Pansiyon kapasitesi Capacity of boarding house	Parasız yatılı öğrenci sayısı - Number of pay free boarding students	Paralı yatılı öğrenci sayısı Number of boarding students with charge	Pansiyonda kalan öğrenci sayısı Number of students who stay in boarding house		
							A	B	C
Öğretim dairesi - Head office									
Genel toplam General total	1 824	366 769			311 238	6 152	317 390	219 191	98 199
İlköğretim Genel Müdürlüğü General Directorate of Primary Education	603	191 201			166 794	-	166 794	107 637	59 157
Ortaöğretim Genel Müdürlüğü General Directorate of Secondary Education	400	62 882			49 513	3 821	53 334	34 426	18 908
Erkek Teknik Öğretim Genel Müdürlüğü General Directorate of Technical Education for Boys	178	26 840			22 259	828	23 087	20 973	2 114
Kız Teknik Öğretim Genel Müdürlüğü General Directorate of Technical Education for Girls	53	7 458			6 498	27	6 525	1 165	5 360
Ticaret ve Turizm Öğretimi Genel Müdürlüğü General Directorate Of Commerce And Tourism Education	69	9 223			6 913	488	7 401	5 507	1 894
Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü General Directorate of Teacher Training and Education	114	21 939			18 543	884	19 427	11 358	8 069
Din Öğretimi Genel Müdürlüğü General Directorate Of Religious Education	330	39 583			34 774	102	34 876	34 876	-
Özel Eğitim Rehberlik ve Dan. Hiz. Genel Müdürlüğü General Directorate Of Special Education Guidance and Counselling Service	72	6 883			5 280	-	5 280	3 249	2 031
Sağlık İşleri Dairesi Başkanlığı Head Office Department of Health Affairs	5	760			664	2	666	-	666

3.2 İlköğretim ve ortaöğretim kurumlarında burslu öğrenci sayısı
Number of scholarship student in primary and secondary education

[2006/07 öğretim yılı - Education year 2006/07]

A. Toplam -Total	B. Erkek-Males	C. Kadın -Females	Burslu öğrenci sayısı - Scholarship student		
			A	B	C
Öğretim dairesi - Head office					
Genel Toplam - General Total			122 464	66 749	55 715
İlköğretim Genel Müdürlüğü General Directorate of Primary Education			47 971	27 147	20 824
Ortaöğretim Genel Müdürlüğü General Directorate of Secondary Education			57 083	30 326	26 757
Erkek Teknik Öğretim Genel Müdürlüğü General Directorate of Technical Education for Boys			2 309	1 964	345
Kız Teknik Öğretim Genel Müdürlüğü General Directorate of Technical Education for Girls			1 733	409	1 324
Ticaret ve Turizm Öğretimi Genel Müdürlüğü General Directorate Of Commerce And Tourism Education			1 514	943	571
Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü General Directorate of Teacher Training and Education			9 147	4 661	4 486
Din Öğretimi Genel Müdürlüğü General Directorate Of Religious Education			2 038	1 129	909
Özel Eğitim Rehberlik ve Danışma Hiz.Gen. Müd. General Directorate Of Special Education Guidance and Counselling Service			65	41	24
Sağlık İşleri Dairesi Başkanlığı Head Office Department of Health Affairs			604	129	475

Kaynak: Ortaöğretim Burs ve Yurtlar Dairesi Başkanlığı

Source : Department of Secondary Education Scholarship and Dormitories

99. The Confederation of Turkish Tradesmen and Craftsmen (TESK) has donated gratuitous scholarship to the university students in condition of success at courses since 1999. 100 YTL bursary has been granted to 400 students during nine months of 2006-2007 academic year. To the extent that the economic conditions allow, the facilities for scholarship have been supplied by the units of the organization to the children of the members being insufficient financial situation.

Number of Scholarship Students in Technical Training Programmes

	2005-2006 academic year	2006-2007 academic year
Number of scholarship programmes in technical training programmes	4	4
Number of students in technical training programmes	93	111
Scholarship programmes in vocational training programmes	none	none
Number of scholarship programmes in other education programmes	19	19
Number of students in other education programmes	264	303

Number and quota of high schools providing vocational and technical training

	2005	2006
Number of undergraduate programmes of our higher education institutions providing technical training	180	172
Total number of quota of undergraduate programmes of our higher education institutions providing technical training (general and the first student)	8047	6765
Total number of students placed in quotas (general, the first student and the disabled)	8281	6985
Number of undergraduate programmes of our higher education institutions providing vocational training	26	25
Total number of quotas of undergraduate programmes of our higher education institutions providing vocational training (general and the first student)	1847	1751
Total number of students placed in quotas (general, the first student and disabled)	1864	1764
Associate degree in vocational and technical training programmes	None	None

100. There is no information about the success rates of the students who are carrying on higher education according to the universities.

Question “E”:

Please indicate whether equality of access to vocational training opportunities is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in your territory, and disabled persons.

Answer “E”:

101. The equal treatment has been provided for the nationals of the European Social Charter member states residing and working regularly in Turkey, the disabled, the foreign students and the Turkish raced foreign students, and there is no discrimination for the foreigners demanding education in Turkey.

102. The nationals of the European Social Charter member states residing and working regularly in Turkey has the equal treatment for the admission for vocational training pursuant to provisions of the “Law No.2922 Concerning the Students of Foreign Nationality Studying in Turkey” and the “Regulation on Vocational and Technical Training”.

103. The qualifications required for participation to the courses are elaborated on article 9 of the “Regulation on Labour Force Raising and Services for Adaptation” by IS-KUR as follows;

- a) Being a registered unemployed,
- b) Completing the age of 15,
- c) Graduating from at least primary education (the ones graduated from primary schools before 1996-1997 academic year may participate to the courses). The literate trainees can also participate to the courses without being more than 50% of the number of whole trainees provided that there are not enough participants to the courses not requiring literacy and based on hand skills,
- d) Having special conditions for the training of certain profession determined by the employer.

104. All individuals having above mentioned features may utilize the services without any discrimination.

Article 10, paragraph (2): to provide or promote a system of apprenticeship and other systematic arrangements for training young boys and girls in their various employments;

Question “A”:

Please give an account of the legal framework and the functions, organization, operation and financing of apprenticeships and/or other systems for training young boys and girls in various jobs in your country.

Answer “A”:

1. The Vocational Training Law No.3308 and the Regulation on Vocational and Technical Training include these liabilities. There is no discrimination on the grounds of gender or disability for the admission to the vocational training and apprenticeship training.

2. The Basic Law on National Education No.1739, The Vocational Training Law No.3308 and the Regulation on Vocational and Technical Training define the legal framework. The funding of this training is met by the overall budget and the sources defined by the article 32 of the Vocational Training Law No.3308.

Question “B”:

Please give an account of the measures taken to implement this provision, stating approximately, if possible, and the number of young persons benefiting from training systems.

Answer “B”:

3. 178.279 apprentices participated to the trainings held in 305 vocational training centers affiliated to the General Directorate of Apprenticeship and Non-Formal Education in 2006-2007 academic year.

4. The apprentice training is a dual type vocational training whose theoretical part is taught in vocational training centers and the implementation part is provided in workplaces.

5. Apprentice training includes training of children and youth those who finished their primary education but didn't or couldn't attend a subsequent education or because of various reasons those who are out of field of training whose age is at secondary education level. Those who have at least primary education to at the age of 15 are able to attend apprentice training.

6. Apprentice education may last two to four years, depending on types of occupation. In the apprenticeship period, 30 percent of theoretical education programmes are general knowledge lessons, the rest (70 percent) are vocational knowledge information. Apprentices receive their theoretical training once a week in vocational education centers or vocational and technical education centers or educational places provided by businesses, also receive on-the-job training at their worksite 5 days a week.

7. Those who completed this training programme can take journeyman examination. Those who didn't attend the programme can take the examination in case they certificate that they have worked two times longer than the programme period. Those who qualify to take experienced apprentice certificate can take mastership examination on condition that they attend mastership training for one year to 3 years. Those who didn't attend the programme can take the examination in case they certificate that they have worked in their workplaces for 5 years.

8. As a result of this training's implementations, one can attain competence level required for semi-skilled manpower. Technical high school graduates can also obtain mastership certificate specified for this competence level. Only those who have mastership certificate can set up individual enterprises.

Question “C”:

Please indicate how the arrangements for vocational training are divided between the various types of vocational activity.

Answer “C”:

9. Apprentice training covers such occupations as vehicle maintenance and repair, shoemaking sector, gardening, computer science, computer using, desk administration and secretaryship, glazing, child development and education, maritime business, tannery, foundry technology, hospitality industry, hosiery, electricity and electronic, energy cooling and air conditioning, photography, journalism and correspondent, gas systems, plumbers, ship building, food technology, clothing industry, graphics, construction, paper manufacturing, chemistry and processing, accommodation services, coiffeur and beauty services, jewellery technology, machine technology, printing, media (Radio-Tv), metal technology, furniture and decoration, accounting, taxation, embroidery, organization services, automation, automotive technology, marketing, plastic processing industry, rail systems, ceramics, travel agency, insurance business, fishery products, primary care, textile industry, aircraft maintenance, catering.

10. It is not possible to display distribution of apprentice training regarding these occupations, because the data of apprentice training regarding these occupations isn't recorded separately.

Question “D”:

Please describe any measures under which private apprenticeship schemes are assisted out of public funds.

Answer “D”:

11. These issues have been regulated by Vocational Training Law No.3308, The Regulation on Vocational Education and Training, Higher Education Law No. 4702, Apprenticeship and Vocational Education Law, Primary Education and Education Law, the Basic Law on National Education, the Law no. 3797 on the Organization and Duties of the Minister of National Education and Law No 3418 on the Fund for Apprenticeship and Vocational Training, The contribution shares for education provided through Law No: 4306. Under relevant legislations it is stated that the Ministry of National Education is the responsible Ministry for these issues.

Vocational Training Law No.3308

Education Expenditure

12. Article 36- Candidate Apprentice, Apprentice, Journeyman training and theoretical and practical education expenditures about vocational training carried out by public and private institutions in enterprises shall be covered by these establishment and institutions. Practical education expenditures carried out in workplaces shall be covered by workplaces.

Special Training Courses

13. Article 39 - The ministry shall arrange special training courses relating to occupations which are popular in business life for those in need of this kind of education. Trainees' interest, demand and abilities shall take into consideration during the arrangement and implementation of these courses.

14. Provided that they attend the course, course participants shall enjoy the rights conferred by the law.

Question “E”:

Please indicate whether the measures described are applicable to all categories of young boys and girls likely to benefit from and wishing to undertake apprenticeship or vocational training.

If this is not the case, please give an estimate of the proportion of those not covered and, if possible, indicate the categories concerned.

Answer “E”:

15. The measures described are applicable to all categories of young boys and girls likely to benefit from and wishing to undertake apprenticeship or vocational training.

Question “F”:

Please indicate whether equality of access to apprenticeship training is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in your territory, and disabled persons.

Answer “F”:

16. Equal opportunity is provided for citizens of contracting countries who reside legally or work regularly in accordance with the provisions of Law No. 2922 on Students of Foreign Nationality Studying in Turkey and provisions of article 45 headed “Registration of Foreigners” of the Regulation on Vocational Education and Training in vocational education.

Article 10, paragraph (3): to provide or promote, as necessary:

- a) adequate and readily available training facilities for adult workers;*
- b) special facilities for the re-training of adult workers needed as a result of technological development or new trends in employment;*

Question “A”:

Please give details of the facilities provided for the training and retraining of adult workers, in particular the arrangements for retraining redundant workers and workers affected by economic and technological change.

Answer “A”:

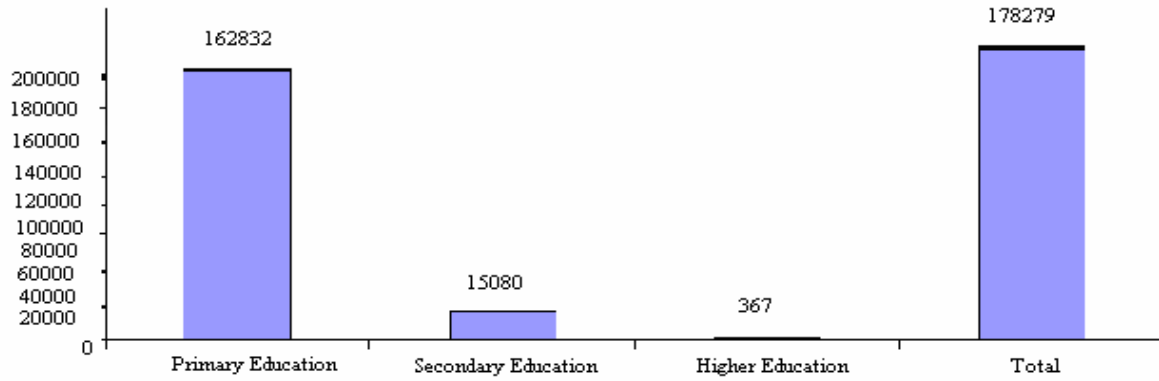
1. Under article 70 of the regulation on the Regulation on Vocational Education and Training, Vocational courses are arranged for those who didn't or couldn't attend a education programme and who haven't enough skills to be employed. These vocational courses prepare these persons to get occupations which are popular in business life by taking into consideration their demands and relevant institutions and establishments' views.
2. Education seminars organized in enterprises about the culture of an enterprise and efficiency, quality and awareness of occupational health and safety and developing managerial and informativeness skills of lower and middle class managers for labour force.
3. In Public and private worksite these education programme have been conducted. After workplaces demand the training programme, the institution assigns two experts to train by being used interactive tools and chosen applied training. However, these trainings are not only give information for occupations (welding, cookery, weaving etc.) but also enhance the culture of an enterprise and efficiency, quality and awareness of occupational health and safety and develop managerial and informativeness skills of lower and middle class managers.
4. Besides these, vocational courses improving occupational skills and modification courses have been given to job seekers registered with The Turkish Employment Agency (İŞKUR). Everybody that has qualifications cited in Article 9 of The Turkish Employment Agency Workforce and Adaptation Services Legislations may benefit from these courses without any discrimination.
5. In recent years, more than a hundred technical co-operation protocols have been set out so that various public and private institutions can participate in activities of industrial technical education schools and institutions actively and contribute to these activities.
6. In the scope of these protocols, vocational courses have been arranged which aim is to enable jobless to get an occupation for those who are jobless. Improvement and adoption courses have also been carried out for those who are working in a workplace and want to improve their job skills in parallel with developing technology or in-service trainings have been held for instructors so that they can follow the new developments in industry sector. All expenditures of these training programmes have been reimbursed by cooperated institutions.
7. Various courses, seminars, conferences, education and certificate programmes whose aim is to supply persons with necessary information and skills in order to meet education need of society have been arranged in Continuous Training Implementation and Research Centers within the universities. Please find attachment displaying the list of higher education institutions which own Continuous Training Implementation and Research Centers. Information about the said trainings can be reached at <http://www.yok.gov.tr> website.

Question “B”:

Please indicate how the arrangements for vocational training are divided between the various types of vocational activity.

Answer “B”:

8. Within the context of the Law No. 3308, the training of apprenticeship, journeyman and mastership of the occupations in the scope of apprentice training implementations have been carried out in Vocational Education Centres affiliated to the Ministry of National Education. The rest of the occupations’ trainings have been given by the relevant chambers.



2006/2007 Education Year The Figures on Vocational Education Centers in Turkey
 (By Education, Age and Gender)

Vocational Training Centers	The Number of Provinces	The Number of Centers	The Number of Occupation Branches	The Number of Occupation	The Situation of Staff				Those who obtain Certificate					Statement of Trainees															
					Teacher	Paid Experienced Instructor	Permanent Experienced Instructor	Total	Those who obtain Experienced Instructor Certificate	Those who obtain Mastership Certificate	Those who obtain Apprenti ce Certificate	Those who obtain Workplace Establishment Licence	Total	Canditate Apprenti ce	Apprenti ce	Journey man	Total												
81	300	36	133	4460	188	56	4704	41596	98218	79730	5640	225184	870	122708	54701	178279													
EDUCATION LEVEL	PRIMARY EDUCATION							SECONDARY EDUCATION														HIGHER EDUCATION						TOTAL	GENERAL TOTAL
Age	15-22		23-44		45		TOTAL	HIGH SCHOOL						TOTAL	VOCATIONAL AND TECHNICAL HIGH SCHOOL						TOTAL	22		23-44		45			
Gender	M	F	M	F	M	F		15-22		23-44		45			15-22		23-44		45			M	F	M	F	M	F		
Canditate Apprenti ce	446	83	128	27	2			688	M	F	M	F	M		F	M	F	M	F	M		F			3				3
Apprenti ce	84643	17606	6250	3020	52	41	111612	37	7	79	21	1		145	7	2	21	4			34	56	36	97	90	3	3	285	122708
Journeyman	21326	3083	23758	2161	182	20	50532	4065	2166	1713	1013	4	3	8964	811	430	424	180	1	1	1847	5	3	45	19	7		79	54701
Total	106419	20772	30136	5208	236	61	162832	5034	2504	3629	1613	33	13	12826	818	499	680	250	6	1	2254	61	39	145	109	10	3	367	178279

The Figures on Vocational Education Centres in Turkey between 2002 and 2007

Academic Year	The Number of Provinces	The Number of Occupation	The Number of Vocational Education Centres	The Number of Instructors	The Number of Candidate Apprentice, Apprentice and Journeyman	The Number of Those who obtain Certificate
2002-2003	81	110	345	4799	198499	94431
2003-2004	81	113	293	4548	195910	83943
2004-2005	81	112	297	4555	184761	139011
2005-2006	81	112	300	4532	183200	107454
2006-2007	81	133	300	4460	178279	225184

The Figures on Public Education Centres in Turkey between 2001 and 2006

Years	Vocational Courses		Social and Cultural Courses		Total Number of Vocational, Social and Cultural Courses		Literacy Courses		General Total	
	Course	Trainee	Course	Trainee	Course	Trainee	Course	Trainee	Course	Trainee
2001-2002	28162	557000	13579	346368	41741	903368	17628	354754	59569	1258122
2002-2003	11143	510128	4726	312572	15869	822700	2295	172647	18164	995347
2003-2004	12379	552756	6017	396897	18396	951653	2175	150133	20571	1101786
2004-2005	35505	678842	18439	458547	53944	1137389	10605	175229	64549	1312618
2005-2006	42004	694405	26027	586347	68031	1479753	11604	194605	79635	1674358
Total	129193	3193132	66786	2101731	197981	5294863	44507	1047368	242468	6342231

Question “C”:

Please state whether the measures described are applicable to all categories of interested workers likely to benefit from and in need of training or retraining facilities. If this is not the case, please give an estimate of the proportion of those not covered and, if appropriate, give details of the categories concerned.

Answer “C”:

9. The education and training provided in Vocational Education Centers affiliated to the Ministry of National Education is accessible to everyone.

10. Some programmes have been organized such as job search, job getting, improving job skills and developing job search skills by The Turkish Employment Agency for the persons who are applied to The Turkish Employment Agency for job, trainees of vocational training centers, students of vocational high schools, seniors and soldiers who will receive discharge papers in a short time. The target audience of these programmes also consists of women, young people and handicapped persons.

11. 164.358 people joined to the seminars on improving job-seeking skills conducted in 78 Provincial Directorates within 2003-2007 academic year (as of the end of July).

Question “D”:

Please indicate the approximate number of adult workers who have participated in training or retraining measures.

Answer “D”:

12. The tables demanded in Question B concerning the numbers of adult workers having utilized the vocational education and re-training are provided. Furthermore, the tables regarding the courses arranged by IS-KUR and the participants are given below.

LABOUR FORCE EDUCATION COURSES		
EMPLOYMENT GUARANTEED COURSES		
Years	Number of courses	Number of trainees
2000	136	2.159
2001	30	533
2002	27	486
2003	22	374
2004	10	191
2005	28	579
2006	246	5.025
Total	499	9.347
LABOUR FORCE COURSES FOR THOSE WHO WILL ESTABLISH HIS/HER OWN BUSINESS		
Years	Number of courses	Number of trainees
2000	58	942
2001	13	211
2002	11	200
2003	18	341
2004	33	578
2005	29	448
2006	38	648
Total	200	3.368

COURSES FOR THE SENTENCED		
Years	Number of courses	Number of trainees
2002	12	182
2003	23	358
2004	23	402
2005	90	1.402
2006	126	2.019
Total	274	4.363
COURSES FOR THE DISABLED		
Years	Number of courses	Number of trainees
2000	29	382
2001	10	138
2002	20	262
2003	21	241
2004	20	302
2005	42	1.710
2006	94	3.047
Total	236	6.082
COURSES WITHIN THE SCOPE OF UNEMPLOYMENT INSURANCE		
Years	Number of courses	Number of trainees
2002	17	367
2003	9	167
2004	11	168
2005	89	1.379
2006	118	1.687
Total	244	3.768
COURSES OPENED WITHIN THE SCOPE OF PROJECTS REALIZED IN 2006		
Projects	Number of courses	Number of trainees
Privatization Social Support Project 2 (PSSP 2)	82	1.945
KOSGEB (Department of Correction)	34	578
Project of Agriculture Workers having certificate (SETIP)	48	1.151
Information Apprentices	68	1.006
TOTAL	232	4.680

YEARS	TOTAL PARTICIPANTS
1988-1995	90.021
1996	11.641
1997	11.002
1998	10.158
1999	4.830
2000	8.137
2001	882
2002	3.892
2003	13.115
2004	8.990
2005	11.473
2006	17.106
TOTAL	191.247

Question “E”:

Please describe special measures to assist adult women wishing to take up or resume employment.

Answer “E”:

13. There is no specific measure taken for the women to help them to start to work for the first time or to come back to the working life after leaving their job. However, if the disadvantaged group mentioned above entitles to benefit from the unemployment benefit insurance after leaving their job, they can benefit from the courses in this context. On the other hand, women who are going to enter the labour market for the first time can benefit from the other labour force training and cohesion services.

14. EU supported project called “Supporting Women Entrepreneurship” which aim to participate women to the working life is applied by the Turkish Confederation of Tradesmen and Craftsmen (TESK) between the years of 2003 and 2005. Under the context of this project, education centers have been established in the five pilot provinces. Instructors have been trained up and women more than 1800 have attended to the entrepreneurship education according to their level of education and 358 of them have established their own work.

15. Due to the evaluation of the project by EU as a successful one, a new project about women entrepreneurship which widens the number of the pilot provinces has been offered to the EU. EU decided to support the project. The project has been started to be implemented by July 2007.

Question “F”:

Please indicate whether equality of access to adult training and retraining is ensured for all those interested, including nationals of the other Contracting Parties to the Charter lawfully resident or working regularly in your territory, and disabled persons.

Answer “F”:

16. Everyone including the disabled and the citizens of the countries who are the parties to the European Social Chart living legally or working regularly in our country has the equal opportunity in re-starting the education and vocational education for the adults in the context of the general rules pointed out below.

17. Although the vocational education for the adults is given during the life-long in the business education centers, there is a condition for the limit of age 21 for the business schools.

18. People falling outside the age of the obligatory education, can benefit from the open primary and high school.

19. The Employment Agency (İŞKUR) and the Board of Province Employment take the records of the employers and the job seekers. The necessary consultation is given by these institutions when the need for work appears.

Article 10, paragraph (4): to encourage the full utilization of the facilities provided by appropriate measures such as:

- a) reducing or abolishing any fees or charges;***
- b) granting financial assistance in appropriate cases;***
- c) including in the normal working hours time spent on supplementary training taken by the worker, at the request of his employer, during employment;***
- d) ensuring, through adequate supervision, in consultation with the employers’ and workers’ organizations, the efficiency of apprenticeship and other training arrangements for young workers, and the adequate protection of young workers generally.***

Question “A”:

Please give a brief account of any fees or charges imposed in respect of vocational training and indicate, where appropriate, the measures taken to reduce or abolish such fees or charges.

Answer “A”:

1. In the article no.4 under the title of “the definitions” of the Regulation on Vocational and Technical Education, the apprentice is defined as the person who develops the necessary knowledge, skill and work habits in the field of occupation in the workplace and benefits from the student rights in accordance with the apprenticeship agreement. The apprentices do not pay any fee. On the contrary, they are not paid wage not less than %30 of the minimum wage determined acceptable for their ages.

2. The cost of the labour force training and vocational education undertaken for the encouragement of the attendance of the trainee to the process of İŞKUR vocational education and decreasing the burden of service providers, the obligatory costs of trainees have made up the education costs. Moreover, the individual accident group insurance is made for the occupational health and safety of the trainees by the institutions in cooperation or contractors purchasing service from.

Obligatory Costs of the Trainee:

3. Every trainee attended to the courses is paid pocket money of which the amount is determined by İŞKUR according to the potential education day they have attended.

Vocational Education Costs:

4. Vocational education costs are the worth of education given for the trainees. Total education costs that can be paid to the contractors are the amount determined according to the total teaching commitments and total number of trainees.

5. The cost of the contribution of the individual accident group insurance is included to the education cost if the education is purchased from the contractors.

The Costs of the Individual Accident Group Insurance:

6. Individual accident group insurance is made for the trainees attending to the courses in the category of hard and dangerous works determined in the Regulation on Hard and Dangerous Work, in return for policy including 5.000 YTL for every trainee by contractors purchasing service from or institutions in cooperation with for the allowance of risks of injury, death or chronic disability that can be appear as a result of occupational accidents or diseases related with the works about the issues of education in the education environment.

Question “B”:

Please describe the system existing in your country for providing financial assistance (allowances, grants, loans, etc.) to participants in vocational training. Please indicate also the nature of the financial assistance provided (amounts, duration, eligibility criteria, etc.).

Please indicate whether equal treatment in respect of financial assistance is ensured for nationals of all the Contracting Parties to the Charter lawfully resident or working regularly in your territory.

Answer “B”:

7. In the article no.24 of the Vocational Education Code no.3308, it is said that “Enterprises having 20 or more than personnel and not exercising skill and education but being included in a vocational education by the Ministry of Education (MEB) should pay into nearly 2/3 of the minimum wage paid to student ending their 18 years-old to the fund account monthly for every student that should be given skill education.

8. Totally 5.151 students, 2.805 female and 2.346 males, having education in vocational and technical secondary education are given scholarship which amount to 58 YTL monthly by the

Head of Department of Scholarship for Secondary Education and Student Hostels. The amount of the scholarships is increased twice a year according to the co-efficient applying to the civil servants' salary. Scholarship is given uninterruptedly and without remuneration.

9. In order to benefit from the scholarship support, it is necessary to get through the examination made by the central system and annual income per capita of the family should not exceed the four times of the guesthouse wage determined in the table "M" of the Budget Code in the year of application.

Question "C":

Please indicate the measures taken to include time spent on training taken by workers, at the request of their employer, in the normal working hours.

Answer "C":

10. Upon the employers' request, the measures taken for including the time spent in the vocational education and courses into the normal work hours are determined by the article no.71 of the Regulation on Vocational and Technical Education.

Question "D":

Please indicate the supervision and evaluation measures taken in consultation with the social partners to ensure the efficiency of apprenticeship and other training arrangements for young workers.

Answer "D":

11. In accordance with the Code no. 3308, vocational education boards are established in the centers and provinces by the participation of the concerned ministries and social partners. In the regional level the provincial vocational education institutions and in the country-level the central vocational education board produce, evaluate and put into force the vocational education policies.

12. Ministry of Education wants the views of the social partners concerned with the related issues for providing the efficiency of apprenticeship system and other vocational education arrangements for the young. Moreover, these partners are invited to the work sessions of the Council of Ministry Decisions and by this way the issues can be evaluated by the larger participation in a wider platform.

13. Measures, taken by consulting the social partners for providing the efficiency of apprenticeship system and other vocational education arrangements for the young, are determined by the article no.41 of the Vocational Education Code no. 3308.

Question "E":

Please indicate if the provision of sub-paragraphs (a), (b) and (c) of Article 10 paragraph 4, is applicable to the great majority of the persons concerned.

Answer “E”:

14. The provision of sub-paragraphs (a), (b) and (c) of Article 10 paragraph 4, is applicable to the all of the persons who carries the condition indicated in the relevant legislation.

INFORMATION REQUESTED BY THE COMMITTEE

1. The Committee asks for information in the next report on how this new legal framework has been applied in practice in connection to the higher vocational colleges’ regulation, No. 24762 and Circular 2577/2005.

1. The developments about the issue are processed in the report form. Other than this:
2. There is an obligatory annually training process (learning driven industry) in the workplaces lasting between minimum 4- maximum 8 weeks arranged in the education programs of vocational high school for implementing the students’ knowledge and skill and their theoretical knowledge in the laboratories and workshop they have obtained in the school period. In fact, every university has arranged a training guideline for vocational high schools in their own body and these training guidelines are in the composition of supporting the general aims and goals said in the regulation no. 24762.
3. In accordance with the training guidelines prepared for the vocational high schools in their body in the framework of the Regulation no. 24762, every university sends its students to the workplaces for the applied education under the field of program they were educated, of which criteria and conformity is determined before by the training commissions in conformity with the times determined in the training guidelines. Inspections are made by the methods determined by the school management.
4. In the end of the training, training file prepared by the student and confirmed by the workplace and the interview of the student are evaluated together by the training evaluation commission of the concerned program and the conclusion is announced and registered to the student’s transcript. The works of training in application by the meaning of workplace-based education in vocational and high education are aimed to be improved by the evaluation experience and background and by increasing the cooperation levels with the work places. The students attending to the training applications, representatives of workplaces and teaching staff think that this application is very useful and labour force market should be made effective by filling the legal gap in meeting the requirements of the labour force market.

2. The Committee asks whether all students are allowed to sit the entry examination.

1. All the students including the disabled people have the right to enter the university choosing examination. All necessary measures are taken according to the type of disability of the disabled. Examination of Choosing Student of Foreign Nationality (YÖS) is made to the foreigners who want to have education in our country.

3. Although the number of vocational polytechnics is more than adequate, the Committee notes that the number of students is very low. According to figures for the last three years, 25 % of the places are still unfilled. A strategic development working group has been established to improve the arrangements for progressing to vocational education and the

system of higher education, particularly its vocational aspects. The Committee asks whether steps have been taken to fill the vacant places.

1. The developments, measures taken and statistics in this issue are given at the relevant part of the Report. Especially, measures taken under the Law No. 4702 are under the implementation.

4. The Committee asks for information on the pass rate for students in higher education, the proportion of graduates who find employment and how long it takes for them to find their first skilled job.

1. There is no systematically follow-up mechanism in Turkey for the students and graduates of vocational and technical higher schools.

5. The Committee asks for statistics on the number of persons with disabilities on apprenticeships.

1. The information on this issue is given at the relevant part of the Report.

6. The Committee asked for information on measures to prevent the deskilling of active workers who are threatened with unemployment because of changing technology.

1. The information on this issue is given at the relevant part of the Report and at the below answer no.7.

7. The Committee asked whether there was legislation authorizing individual leave for training and, if so, under what conditions and on whose initiative, how long it lasted and in which cases it was paid.

1. In the frame of the article no.247 of the Regulation on Vocational and Technical Education it is decided that workers are directed by the employers to have vocational education and benefit from the all possibilities of the school and education centers belonging to the public and private establishments and institutions. It is also decided that permitting by employers during their education, the workers are provided to obtain certificate and the time spent in the education is reckoned as work time.

8. The Committee requested information on how the cost of vocational training was shared between public bodies (state or other collective bodies), unemployment insurance systems, enterprises and households, for all the categories concerned (employed, unemployed and disabled).

1. The explanation about the issue is given under the title of “finance of vocational education” in the paragraph no.1. The issue is arranged by the codes no. 3308, 4702 and 4447.

2. The expenses made from the unemployment insurance of the costs of the people having vocational education, are met from the unemployment insurance fund according to the article no.53 of the Code on Unemployment Insurance. Besides, monetary burden of the employers are decreased by the payment of the insurance premiums of the person who has vocational education by the state. The employer makes payments not less than %30 of the minimum wage to the people having vocational education in the workplaces.

9. The Committee asks how much the contribution for those taking part in training provided by the Turkish confederation of craftsmen and shopkeepers (TESK) is.

1. Some small fees and contribution pay for the education are taken in the services of vocational education offered by TESK and its sub-organization. In the context of the development of the profession, contribution payment can be demanded for meeting the education costs by the chambers organizing the courses for the adult members. There is not any determined amount for this contribution. The amount of the contribution changes according to the duration, content and costs of the courses. The amount of the contribution is not determined by TESK, but by chambers organizing these courses. Thus, it is impossible to say anything about the amount.

2. Examination fee taken from the vocational certification examination by the chambers is determined by TESK annually. For the year 2007, the amount of the examination fee is determined as 5 YTL in the provinces having priority in development and 10 YTL in the other provinces.

10. The Committee asks for up-to-date information in the next report on the total number of students, the annual number of applications for grants and the level of grants. It also asks whether grant levels are intended to cover all students' expenses, including fees, board and lodging and clothing and also information on the criteria for awarding these grants and on the quotas referred to.

1. The debt of education credit is determined by adding the amount found by implementing the increases of wholesale price index of Turkish Statistics Institution to the amounts given to the students during the normal education duration. 576.119 students benefit from the education credit in the years of education 2006-2007. The amount of the allocation for the education credit is 983 million YTL for the year 2007. In the year 2007, the amount of the monthly education credit is 150 YTL for the undergraduate students, 300 YTL for the master students and 450 YTL for the postgraduate students.

2. Due to the low inflation, the increase in the scholarship/education credits of the high educated students has been %233 since 2002. The payments of the scholarship/education credits were given for three months' period but as of 1 January 2005 it is started to be paid monthly.

3. Contribution credit (contribution for fee payments) is determined by adding the amount found by implementing the increases of wholesale price index of Turkish Statistics Institution to the amounts paid to the university accounts on behalf of the students during the normal education duration. 540.869 students benefit from the contribution credit in the years of education 2006-2007.

4. By the year of 26 November 2007, Institution of High Education Credits and Student Hostels give service with 203.502 beds in 78 provinces, 84 towns and 227 student hostels. Students in need and living in the student hostels and the children of the people who died or got injury while serving the Turkish state are not taken the wage of student hostel from. As of 25 November 2007, the number of students who benefit from this opportunity is 12.838. In 2007-2008 academic years, almost 4000 students have been stayed in the hostels of The Institution without charge. In 2007, monthly bed rate of the hostel which is fixed by The

Institution is 66 New Turkish Liras. Monthly bed rate of the special hostels which offer higher standards is between 75-132 New Turkish Liras.

5. Except this credit procured by the state, there are also low payment education credits for students by private banks. On the other hand, scholarships are awarded by private establishments and companies to the students who demonstrate outstanding achievement at the university entrance exam. Many private universities offer scholarships to the students in return; the students who enjoy these scholarships must attend these universities.

3.9 İlköğretim ve ortaöğretim öğrencilerinin yurtiçi burs ücreti, 2002-2006

Domestic study grant in primary and secondary education, 2002-2006

Yıl -Year	Aylar- Month	Burs göstergesi Scholarship Indicator	Memur maaş katsayısı Coefficient of civil servant's salary	Aylık tutar(TL/YTL) Salary (TL /TRY)
2002	Ocak - January	400	30 300	12 120 000
	Temmuz - July	400	32 650	13 060 000
2003	Ocak - January	400	34 300	13 720 000
	Temmuz - July	400	34 300	13 720 000
	Ekim - October	600	34 300	20 580 000
2004	Ocak - January	600	36 420	21 852 000
	Temmuz - July	600	38 610	23 166 000
2005	Ocak - January	1000	0,0401	40.10
	Temmuz - July	1000	0,0416	41.60
2006	Ocak - January	1000	0,04265	42.65
	Temmuz - July	1000	0,044745	44.75

Kaynak: Ortaöğretim Burs ve Yurtlar Dairesi Başkanlığı

Source : Department of Secondary Education Scholarship and Dormitories

Yüksek Öğretim Kredi ve Yurtlar Kurumu

Higher Education Loans and Dormitories Institution

4.1 Yüksek Öğretim Kredi ve Yurtlar Kurumundan burs ve öğrenim kredisi alan öğrenci sayısı ve kredi miktarı

Number of scholarship student and amount of credit from Higher Education Leons and Dormitories Institution

[02.10.2006 tarihi itibarıyla - As of 02.10.2006]

A. Toplam -Total B. Erkek-Males C. Kadın -Females

Türü Type	Öğrenci - Enrollment		Kredi miktarı (VTL) Amount of credit (TRY)
	Burs Scholarship	Öğrenim kredisi Training Credit	
Lisans - Önlisans Pre-Bachelor's And Bachelor's Degree	132 396	563 222	130
Yüksek lisans - Master's Degree	2 861	5 680	260
Doktora - Doctorate	240	374	390
Katkı Kredisi ⁽¹⁾ - Addition Credit	505 348		

(1)Katkı miktarları her yıl Bakanlar Kurulu kararınca tespit edilmekte olup, fakülte ve bölüm bazında farklılıklar arz etmektedir.

(1)The addition credit amount is determined by council of Ministers decision annually and differs by faculty and department

Yatırım

Inve

8.5 2007 yılında tahsis öngörülen yatırım ödenekleri
Investment Appropriation of 2007 year (Projects)

İlgili birimler Units	Genel Katma – General Addition								3308 sayılı kanun göçleri Total Incomes of Law number 3308
	Genel toplam General total	Etüt proje Research project	Taahhüt alımı Vehicle purchase	Makine- teçhizat Equipment	Diş kredi projeleri(1) Projects of outer Loan	Büyük onarım Restoration	Yapı tesis Construction facility	Toplam Total	
Genel Toplam - General Total	1 490 000	56 550	90	198 475	232 000	259 370	709 515	1 456 000	34 000
İlköğretim ve Genel Orta Öğretim Primary And General Secondary Education	1 096 000	6 500	-	122 475	232 000	151 750	583 275	1 096 600	-
Okul Öncesi Eğitimi Gn.Md. General Directorate of Pre-Primary Education	-	-	-	10 750	14 850	1 600	21 000	48 200	-
Özel Eğitim Rehberlik Danışma Hizmetleri Gn. Müd. General Directorate Of Special Education Guidance and Counselling Service	-	-	-	5 175	5 300	7 000	6 200	23 675	-
İlköğretim Gn. Md. General Directorate of Primary Education	-	-	-	50 000	196 950	75 000	385 000	706 950	-
Ortaöğretim Gn. Md. General Directorate of Secondary Education	-	-	-	44 000	9 420	67 000	139 027	259 447	-
Ortaöğretim Burslar ve Yurtlar Dairesi Başkanlığı Department of Scholarship and Hostels in Secondary Education	-	-	-	5 750	-	-	32 048	37 798	-
Eğitim Teknolojileri Gn.Md.(3), (4) General Directorate of Education Technologies	-	5 000	-	6 800	580	1 150	-	13 530	-
Eğitim Araştırma ve Geliştirme Dal. Bşk. Department of Education Research and Development	-	1 500	-	-	4 900	-	-	6 400	-
Mesleki Eğitim Vocational Education	314 000	50	90	76 000	-	107 620	96 240	280 000	34 000
Erkek Teknik Öğretimi Gn. Md. - General Directorate of Technical Education for Boys	-	-	-	17 500	-	18 000	17 860	-	10 500
Kız Teknik Öğretimi Gn.Md. General Directorate of Technical Education for Girls	-	-	-	9 500	-	7 750	18 371	-	7 000
Ticaret ve Turizm Öğr.Gn. Md. - General Directorate Of Commerce And Tourism Education	-	-	-	4 000	-	7 750	19 374	-	7 000
Öğretmen Yetiştirme ve Eğitimi Gn. Md. - General Directorate of Teacher Training and Education	-	-	-	7 000	-	5 000	15 000	-	-
Din Öğretimi Gn. Md. General Directorate Of Religious Education	-	-	-	5 700	-	8 000	-	-	-
Çıraklık ve Yaygın Eğitim Gn.Md. - General Directorate of Apprenticeship and non-formal training	-	-	-	1 500	-	5 000	14 775	-	7 500
Strateji Geliştirme Başkanlığı Presidency of Strategy Development	-	50	-	-	-	-	-	-	-
Okul İçi Beden Eğitimi Spor ve İzcilik Dal. Bşk. General Directorate of in-school physical education, sport and scouting office	-	-	-	520	-	635	-	-	-
Hizmetçi Eğitim Dal. Bşk. Department of in-service training	-	-	-	775	-	575	-	-	-
İdari ve Mali İşler Dal. Bşk. Department of Administrative Financial Affairs	-	-	-	1 930	-	460	850	-	-
Öğretmene Hizmet ve Sosyal İşler Dal. Bşk. -Department of Teacher Services and social works office	-	-	-	575	-	1 450	450	-	-
Yatırımlar ve Tesisler Dal. Bşk. Department of Investments and Facilities	-	-	-	-	-	45 000	5 560	-	-
Eğitim Araçları ve Donanım Dal. Bşk. Department of Education Devices and Equipments	-	-	90	20 000	-	3 000	1 600	-	-
Sağlık İşleri Dairesi Başkanlığı Department of Health Affairs	-	-	-	7 000	-	5 000	2 400	-	2 000
Eğitim Toplamı Total of Education	1 410 000	6 550	90	198 475	232 000	259 370	679 515	1 376 000	34 000
Spor - Sport	30 000	-	-	-	-	-	30 000	30 000	-
Ortaöğretim Genel Müdürlüğü General Directorate of Primary Education	-	-	-	-	-	-	28 800	-	-
Din Öğretimi Gn.Md. General Directorate Of Religious Education	-	-	-	-	-	-	600	-	-
Öğretmen Yetiştirme ve Eğitimi Gn. Md. - General Directorate of Teacher Training and Education	-	-	-	-	-	-	600	-	-
Toplam - Total	30 000	-	-	-	-	-	30 000	30 000	-
Kamulaştırma -Nationalization	50 000	50 000	-	-	-	-	-	50 000	-
Yatırımlar ve Tesisler Dal. Bşk. Department of Investments and Facilities	50 000	50 000	-	-	-	-	-	50 000	-

(1)İdari ve Mali İşler Dairesi Başkanlığına 55 adet hibe minibüs, 10 adet binek otomobil,

(1)55 Minibus and 10 otomobils as Grant for Department of Administrative Financial Affairs .

(2)Pansiyonlu okullarda kullanılmak üzere 25 adet hibe minibüs,

(2) 25 minibus will be purchased to be used for School with Pansion

(3)Eğitim Teknolojileri Genel Müdürlüğünde kullanılmak üzere 2 adet midibus döner sermaye gelirlerinden alınacaktır.

(3) 2 midibus will be purchased by revolving fund incomes to be used for General Directorate of Education Technologies

Yatırım

Investment

8.8 2006 yılı Millî Eğitim Bakanlığı biten yatırım projeleri
Completed investment projects of MONE in 2006 year

Daireler Departments	Proje sayısı Number of Project	Ek derslik Additional Classroom			Okul School			Pansiyon Boardinghouse		Lojman apartment provided for an employee by his employer		Spor salonu Gymnasi- um	Konferans salonu Conference hall	Rehberlik araştırma merkezi Guidance research centers
		Sayı Number	Derslik Classroom	Kapasite Capacity	Sayı Number	Derslik Classroom	Kapasite Capacity	Sayı Number	Kapasite Capacity	Sayı Number	Daire Flat			
Toplam - Total	112	11	140	3 960	76	1 310	39 180	21	4 718	5	70	5	1	4
Özel Eğitim Rehberlik Danışma Hizmetleri Gn. Müd. General Directorate Of Special Education Guidance and Counselling Service	14	2	24	480	4	60	1 680	1	200	1	10	1	-	4
Ortaöğretim Genel Müdürlüğü (Eğitim + Spor)-General Directorate of Secondary Education	55	6	84	2 520	45	906	27 180	6	1 854	3	40	2	1	-
Ortaöğretim Burs ve Yurt. Dal. Bşk.Top. - Department of Scholarship and Hostels in Secondary Education	7	-	-	-	-	-	-	7	1 020	-	-	-	-	-
Öğretmen Yet. ve Eğt. Gn. Müd. - General Directorate of Teacher Training and Education	7	-	-	-	4	96	2 880	7	1 644	1	20	1	-	-
Erkek Teknik Öğretim Gn.Müd. -General Directorate of Technical Education for Boys	9	1	16	480	5	56	1 680	-	-	-	-	1	-	-
Kız Teknik Öğretim Genel Müd. -General Directorate of Technical Education for Girls	4	2	16	480	2	24	720	-	-	-	-	-	-	-
Ticaret ve Turizm Öğretimi Gn. Müd. - General Directorate Of Commerce And Tourism Education	4	-	-	-	4	54	1 620	-	-	-	-	-	-	-
Çıraklık ve Yaygın Eğitim Gn.Md. - General Directorate of Apprenticeship and non- formal training	12	-	-	-	12	114	3 420	-	-	-	-	-	-	-

Yatırım

Investm

8.9 2006 Yılı Millî Eğitim Bakanlığı biten yatırımlarının projelere göre dağılımı
Dispersion of completed investment of MONE by projects, in 2006 year

Daireler Departments	İl ve İlçesi Location	Proje sayısı Number of project	Ek derslik Additional classroom			Okul School			Pansiyon Boardinghouse		Lojman apartment provided for an employee by his employer		Spor salonu Gymna- sium	Atölye Atelier	Konfe- rans salonu Conferan- ce Hall	Rehberlik araştırma merkezi Guidance research centers	Otel/ yatak Hotel / bed
			Sayı Number	Derslik Classroom	Kapasite Capacity	Sayı Number	Derslik Classroom	Kapasite Capacity	Sayı Number	Kapasite Capacity	Sayı Number	Daire Flat					
Genel toplam -General total			11	140	3 960	76	1 310	39 180	21	4 718	5	70	5	10	1	4	60
Özel Eğit. Ve Reh.Dan.Hiz.Gn.Md.toplamı Total of General Directorate Of Special Education Guidance and Counselling Service			2	24	480	7	60	1 680	1	200	1	10	1	-	-	4	-
Rehberlik ve Araştırma Merkezi	Bingöl Merkez	Hizmet Binası	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Rehberlik ve Araştırma Merkezi	Van Merkez	Hizmet Binası	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Rehberlik ve Araştırma Merkezi	Sakarya Merkez	Hizmet Binası	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Rehberlik ve Araştırma Merkezi	İstanbul Merkez	Hizmet Binası	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Görme Engelliler Okulu (DAP)	Van Merkez	28 Derslik+ 200 Öğr. Fan.+ Yemekhane +10 D. Loj.+ Spor Sl.	-	-	-	1	28	560	1	200	1	10	1	-	-	-	-
Zihinsel Engelliler Okulu (GAP)	Şanlıurfa Merkez	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu	Ankara Polatlı	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu (GAP)	Batman Merkez	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu	Sinop Merkez	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu	Konya Alaşehir	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu	Muğla Merkez	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Zihinsel Engelliler Okulu (GAP)	K.Maraş Merkez	8 Derslik	-	-	-	1	8	160	-	-	-	-	-	-	-	-	-
Yahya Özsoy İstisna Engelliler Okulu Ek Derslik	Ankara Altındağ	12 Derslik	1	12	240	-	-	-	-	-	-	-	-	-	-	-	-
İstisna Engelliler Okulu Ek Bina(DOKAP)	Trabzon Merkez	12 Derslik	1	12	240	-	-	-	-	-	-	-	-	-	-	-	-

ARTICLE 18: THE RIGHT TO ENGAGE IN A GAINFUL OCCUPATION IN THE TERRITORY OF OTHER CONTRACTING PARTIES

Article 18, Paragraph 1

"With a view to ensuring the effective exercise of the right to engage in a gainful occupation in the territory of any other Contracting Party, the Contracting Parties undertake: to apply existing regulations in a spirit of liberality."

Question "A":

How is this paragraph observed in your country, both with regard to wage-earners and with regard to others?

Answer "A":

1. The Law on Work Permits of Foreigners was published in the Official Gazette, dated 06/03/2003 numbered 25040. The law went into force on September 6, 2003. The objective of this law is to prevent unfair competition and unregistered profit, illegal worker employment and to fulfil our international commitments.
2. According to Article 5 headed "Work permit restricted by terms" of the Law On Work Permits Of Foreigners, unless provided to the contrary in the bilateral or multilateral contracts, to which Turkey is a party, the work permit restricted by terms is granted for a work at a certain worksite or establishment and a certain profession and to be valid for maximum one year, taking into consideration the status of the business market, the developments in working life, sectoral and economical conjuncture changes related to employment, in accordance with the validity term of the foreigner's residence permit as well as the validity term of the employment contract or the work.
3. Following the legal working period of one year, the validity term of the work permit may be extended up to three years under the condition of working at the same worksite or establishment and in the same profession.
4. At the end of the legal working period of three years, the validity term of the work permit may be extended up to six years under the condition of working in the same profession and with any employer of his/her discretion.
5. According to Article 7 headed "Independent work permit" of the Law on Work Permits of Foreigners, Foreigners who shall work independently, may be granted the independent work permit by the Ministry under the condition that they have legally and uninterruptedly resided in Turkey for at least five years.

6. Foreigners shall apply abroad for their work permit at the representations of the Republic of Turkey in the country of their nationality or their permanent residence.

Question “B”:

Please indicate the number of permits granted compared with the number of applications made.

Answer “B”:

Work Permit Applications

DATES	06.09.2003 31.12.2003	01.01.2004 31.12.2004	01.01.2005 31.12.2005	01.01.2006 31.12.2006	01.01.2007 30.06.2007
NUMBER OF PERMITS	855	7302	9438	10603	5205

06.09.2003 – 30.06.2007

The Number Of Applications : 43000

The Number Of Files Refused And Withdrawn : 8000

Question “C”:

Please state whether your country applies restrictions to the right to engage in a gainful occupation by nationals of other states and if so, please mention the grounds.

Answer “C”:

7. There is no restriction to the right to engage in a gainful occupation by nationals of other states.

Article 18, Paragraph 2

"With a view to ensuring the effective exercise of the right to engage in a gainful occupation in the territory of any other Contracting Party, the Contracting Parties undertake: to simplify existing formalities and to reduce or abolish chancery dues and other charges payable by foreign workers or their employers."

Question “A”:

Please describe the formalities which must be observed by nationals of the other Contracting Parties and the members of their families or by their employers, with regard to their residence in the country and the exercise of an occupation, whether they are seeking paid employment or wish to engage as self-employed, distinguishing between wage-earners

or salaried employees, self-employed traders or craftsmen, heads of agricultural or non-agricultural concerns, various professions.

Please state what derogations have been made to the rules normally applicable and with regard to what categories of persons.

Answer “A”:

Application for Work Permit from Abroad:

8. Foreigners shall apply abroad for their work permit at the representations of the Republic of Turkey in the country of their nationality or their permanent residence.

9. Whereas the documents requested during the application shall be submitted to the Ministry by the employer of the foreigner within three working days the latest from the date of the foreigner’s application to the Representation.

10. The Ministry shall obtain the comments of the relevant authorities and assess the applications in accordance with article 5; the work permit is granted to those foreigners whose conditions have been found appropriate. This permit is just valid in case upon having received the necessary work visa as well as the residence permit. Foreigners having obtained the work permit, have to apply for an entry visa for the country within ninety days the latest from the date they have obtained this permit, and to apply for the residence permit with the Ministry of Internal Affairs within thirty days the latest from the date they have entered the country.

Domestic Application for Work Permit:

11. Domestically, application may be filed directly to the Ministry just by foreigners, who have obtained a residence permit of at least six months duration and whose term has not terminated, or their employers.

12. Except for residence permits granted for purpose of education in Turkey, foreigners who have obtained a residence permit for at least six months based on any reason and who have been granted a work permit within this period of permit, shall not be required to obtain a work visa through external representations of Turkey.

13. The work permit is granted to those foreigners whose conditions have been found appropriate. This permit is just valid in case upon having received the necessary work visa as well as the residence permit. Foreigners having obtained the work permit, have to apply for an entry visa for the country within ninety days the latest from the date they have obtained this permit, and to apply for the residence permit with the Ministry of Internal Affairs within thirty days the latest from the date they have entered the country.

14. Within the concept of the Law on Work Permits of Foreigners No. 4817, the independent work permit may be granted under the condition that the foreigners have resided in Turkey legally and uninterruptedly for a period of at least five years, that their activities create an added value in terms of economical growth and have a positive influence on employment.

15. Any foreigner considered appropriate to be granted an independent work permit, shall be delivered a “Certificate of Application for Independent Work Permit” related to the latter’s

permission to work independently. (Certificate of Application for Independent Work Permit Article 41)

16. The certificate of application for independent work permit is valid for a period of three months from the date it has been issued. The foreigner may be granted the independent work permit, after having established his/her worksite, in case the latter submits his/her trade register record to the Ministry.

17. In the evaluation of applications for work permits, applications made by miscellaneous occupations and sectors have been assessed by taking relevant authorities' views into consideration.

Question “B”:

Please indicate what chancery dues or other charges are payable by foreign workers or their employers.

Answer “B”:

18. The work permits and period extensions to be granted to foreigner are subject to fees according to section (IV) of the tariff number (6) associated with the Law of Fees number 492. as of 2007, the work permit fee is 85 New Turkish Liras.(YTL)

19. The Ministry of Foreign Affairs is authorized to determine the work permit fees taking into consideration the principle of reciprocity.

Question “C”:

Please indicate the steps taken to simplify the formalities described in Question A and to reduce the charges referred to in Question B.

Answer “C”:

20. All the applications submitted to our Ministry can be followed up on-line. It can be followed up application by clicking "ON-LINE Follow Up" link (As soon as your application reaches our ministry, your e-mail address will be registered in our system and the system will automatically send to you an e-mail indicating the number given to your application and a code you need to use to enter into the system). By entering the system; It can be seen the original of your application letter. (as originally scanned); It can be communicated interactively with the official who sees to your application; It can be followed in detail the stages your application has gone through.

Article 18, Paragraph 3

"With a view to ensuring the effective exercise of the right to engage in a gainful occupation in the territory of any other Contracting Party, the Contracting Parties undertake: to liberalise, individually or collectively, regulations governing the employment of foreign workers."

Question “A”:

Please specify whether, and if so under which conditions, a foreign workers may:

- a. change his place of occupation;***
- b. change his occupation;***
- c. claim the renewal of the permit.***

Answer “A”:

- a. Foreigner wants to work at another firm, application of the work permit granted by his/her previous firm shall be renewed.
- b. At the end of the three years legal working period, the terms of the work permit may be extended for a maximum of further six years to work in the same profession and with any employer of his/her discretion.
- c. For the extension of a work permit the period of which has expired, application for extension has to be filed within fifteen days the latest from the end of the period. Applications for extension filed after this period shall be subject to the principles applied to foreigners realizing their initial application.

21. Under the condition of remaining within a period of two months the latest backwards from the date of the work permit’s termination, application for extension may also be filed prior to the end of the permit’s period.

Question “B”:

Please describe the situation of the holder of a work permit if he loses or gives up his job while the permit is still valid.

Answer “B”:

22. According to Article 18 headed “liability of Notification” of the Law On Work Permits Of Foreigners, Foreigners working dependently shall, from the date they have started to work and from the end of working, employers employing foreigners shall, from the date on which the foreigner has started to work, in case the foreigner fails to start employment within thirty days from the date on which the work permit is issued, from the end of this period and from the ending date of the employment contract for whatsoever reason, be liable to notify this incident to the Ministry within fifteen days the latest.

23. According to Article 19, Ministries as well as public institutions and establishments authorized to issue work permits to foreigners shall, from the date on which they have issued the work permit, on which they have extended the validity of the work permit and on which they have cancelled the work permit; whereas ministries as well as public institutions and establishments employing foreigners shall, from the date on which they have started employment, communicate all information about the foreigner to the Ministry within thirty days the latest.

Question “C”:

Please indicate the other steps taken to apply this provision of the Charter.

Answer “C”:

24. In the evaluation of personnel foreign nationality’s applications for work permits to be employed in direct foreign investments, Flexible arrangements have been introduced by encouraging foreign investments, eliminating unnecessary procedures in the front of investors. In this framework, when laws and regulations have been applied, it is given priority to foreign investments and it is abstained from the implementations restricting foreign investments delicately. Current investments have been supported and attached to procedures facilitating foreign investments.

25. The Regulations on the employment of personnel of foreign Nationality In Direct Foreign Investment shall be applicable for foreigners holding the status of key personnel to be employed in special direct foreign investments.

26. Firms which are important for economy of our country or covered by this regulations, these firms applications for work permits have been concluded to a maximum of 15 days. In this scope, an agency was established for special firms in order to carry on works and processes of the Ministry fast and continuously. All the applications submitted to this agency have been concluded to a maximum of 15 days.

Article 18, Paragraph 4

"With a view to ensuring the effective exercise of the right to engage in a gainful occupation in the territory of any other Contracting Party, the Contracting Parties undertake:

The right of their nationals to leave the country to engage in a gainful occupation in the territories of the other Contracting Parties."

Question “A”:

Please indicate whether there are any restrictions or special conditions affecting the right of such persons to leave the country for this reason and, if so, what the regulations are.

Answer “A”:

27. There is no restriction or special condition affecting the right of such persons to leave the country for this reason.