

# Turkey introduction

Turkey is continuing its work attempting to make the educational sector more inclusive, encouraging people of different backgrounds to participate in learning. The following year is expected to bring changes as the education development plan will be adapted.

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## Recent developments in Turkey

2019 has been an active year in the field of adult education in Turkey. KUR General Directorate (Turkish Employment Office), which is responsible for the development of national occupational standards, has continued financing adult education providers and various projects in adult education to maintain their Active Labour Programmes. Other governmental bodies, such as the Ministry of Labour, Social Affairs and Family, the Ministry of Agriculture and Forestry, etc. offer training activities and programmes, created with the cooperation of the Ministry of National Education and other relevant institutions.

National Occupational Standards published courses and programmes, approved by the BOE Education Programmes in accordance with national and international vocational training standards in the Official Gazette, and the activities are carried out within the scope of adult education in Turkey (GDoLLL 2017 Monitoring Report).

At the moment, a new strategy for education, Lifelong Learning Strategy Paper 2019-2023, is being drafted. The core focuses of the new strategy will be:

1. Strengthening human, financial, physical and technological capacities in the field of lifelong learning and improving the quality of education;
  2. Increasing accessibility to lifelong learning opportunities and services, and providing valid and reliable certification;
  3. Strengthening the lifelong learning monitoring and evaluation system.
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## Links to EU and international policy in Turkey

In Turkey, sustainable development policies have been incorporated into numerous laws, legislations, regulations, policy documents and action plans in a variety of policy fields and sectors. The National Development Plan (NDP), the highest-level national policy document in Turkey, sets out all macro-level national policies and priorities. Turkey first introduced the concept of sustainable development into the 7th Development Plan in 1996 after the 1992 Rio Conference. Until recently, the 10th Development Plan for 2014-2018 was in effect. The Plan reflected international trends in sustainable development and was indicated to be consistent with SDGs. One of the main principles of the 10th Development Plan is sustainable development; the plan is based on a human-centred development approach. Ensuring full access to primary and secondary education, especially for disabled and female students is one of the main objectives of the plan. It illustrates the need to adapt education to the needs of students to ensure the inclusion of disadvantaged people. In addition to this, quality-oriented transformation in the education system, strengthening compliance with the labour

market within the framework of lifelong learning and an equality-of-opportunity based perspective on education will be present in the following plan-implementation period.

Turkey is currently in the process of preparing a long-term vision of the 11th NDP. The country intends to take SDGs as one of the main inputs of the vision that the 11th Development Plan will be based on.

EAEA Member, Uluslararası Hayat Boyu öğrenme Derneği, is currently working on two different projects aimed at increasing the employment of women encouraging them to work and helping them to access information, orientation, and counselling with the aim to encourage engagement in the social enterprise context. The main aim of the project follows the UNDP Turkey core objectives and Common SDGs goal, aimed at ending all forms of discrimination against women and girls, and empowering women to help drive up economic growth and development.

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## Challenges and recommendations in Turkey

Turkey's adult education sector is still facing low participation rates, and struggling to bring adults from disadvantaged backgrounds into education. EAEA members in the country point out the importance of strengthening cooperation among stakeholders, and developing and implementing innovative teaching methods along with curricula relevant to learners in order to tackle the issue.

EAEA member, Uluslararası Hayat Boyu öğrenme Derneği (UHBDER), will continue their work

on widening learning opportunities for adults and reaching more potential learners. UHBDER will work on assessing education and learning needs of the population, to support youngsters and adults in terms of providing them with basic education and knowledge, and skills necessary for today's world.

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