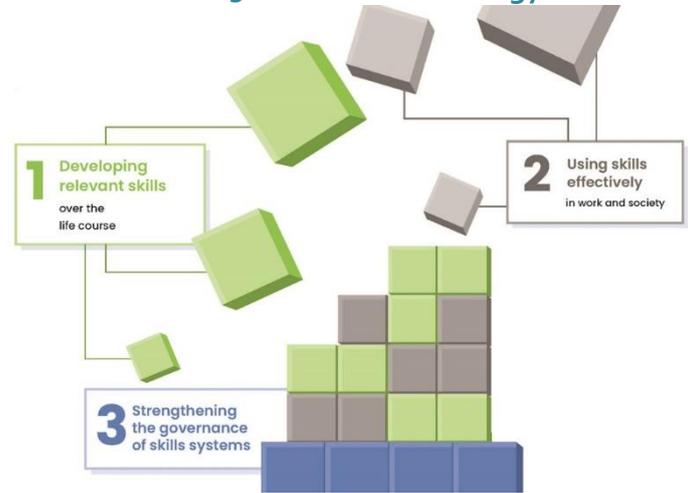




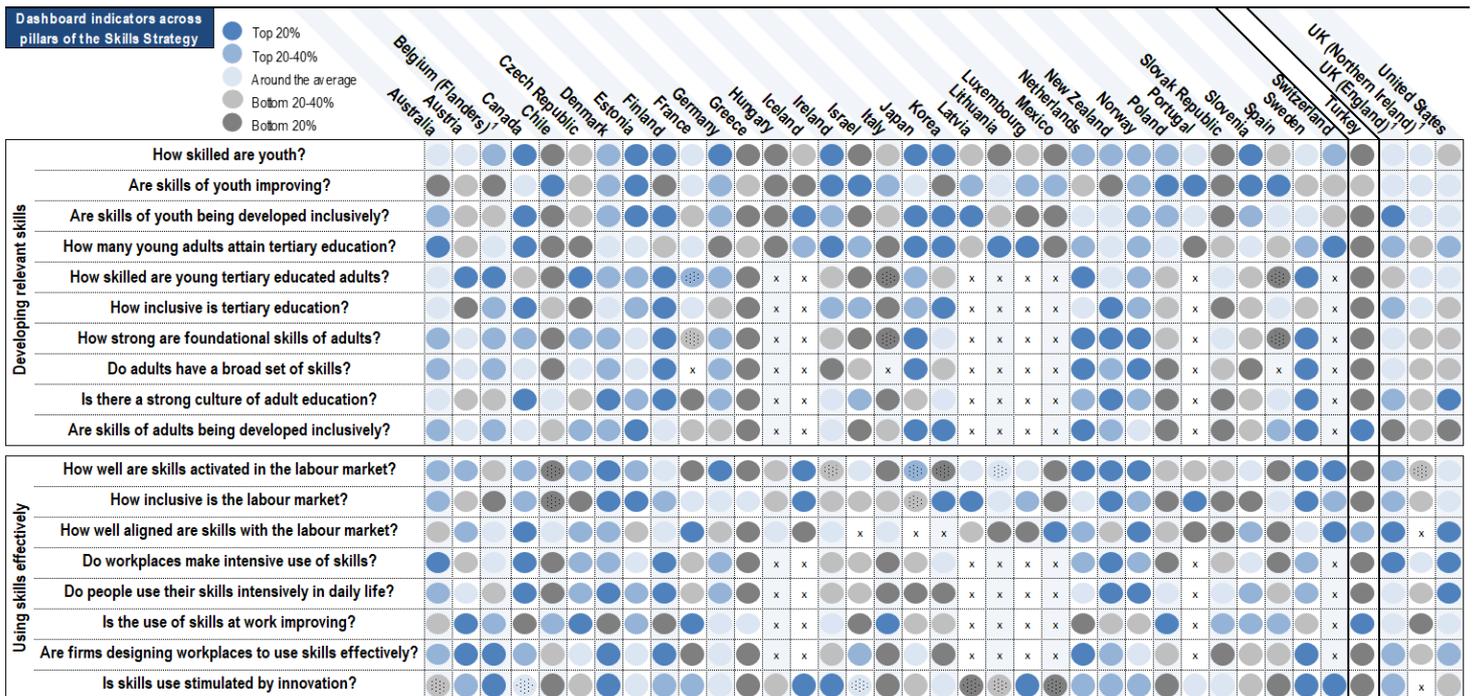
2019 OECD Skills Strategy: Turkey

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Turkey.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance



Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used.

Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Turkey’s skills performance

The Skills Strategy Dashboard provides a snapshot of Turkey’s comparative skills performance. Despite signs of slowing growth, Turkey’s economic performance has been strong with improved living conditions as a result. There

have been steady increases in employment and participation rates in the last decade. Furthermore, the share of youth not in employment, education or training (NEET) saw one of the sharpest declines among OECD countries between 2006

and 2017, and the female labour force participation has increased. Participation in tertiary education also improved.

Despite this progress, Turkey faces significant skills challenges. The average skills outcomes of youth, tertiary graduates and adults are low. Upper secondary attainment is one of the lowest among OECD countries and adults have significantly lower proficiency in literacy, numeracy and problem-solving skills than do adults do in other OECD countries. However, the gap between the literacy proficiency of 16-24 year-olds in Turkey and the OECD average is smaller than it is for all other age groups, which suggests a considerable relative improvement over time.

Turkey could improve the inclusiveness of skills development and use. Socio-economic background has a stronger influence on skills development of youth and tertiary education attainment than in most other OECD countries.

Skills activation and the inclusiveness of the labour market are also weak. Labour force participation rates have increased recently but are well below the OECD average, and there are very large differences between men and women. Moreover, despite rapid improvements, the share of youth not in employment, education or training (NEET) is still the highest among the OECD countries.

More can be done to improve the intensity of skills use. Adults in Turkey use their skills in workplaces and in daily life much less frequently than adults in other OECD countries. Similarly, Turkey performs poorly in the adoption of high-performance workplace practices and ranks in the bottom 20% in the strength of its innovation system, both of which are crucial to stimulate the use of skills.

Turkey has taken important steps to respond to many of these challenges. For example, an orientation programme was implemented to prevent absenteeism, class repetition and school dropouts in all types of upper-secondary schools as from the 2017-18 school year, and Vocational and Technical Education School Boards were constituted in all cities to upgrade the contribution of the business sector to vocational education and boost cooperation. The government also introduced initiatives to further develop preschool education and to help families to better reconcile work and childcare responsibilities.

Still, Turkey could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the necessary skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of government approach is needed to achieve this aim.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [//doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.

OECD (2018), *OECD Economic Surveys: Turkey 2018*, OECD Publishing, Paris, https://doi.org/10.1787/eco_surveys-tur-2018-en.

OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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