

TURKEY IN BRIEF



GEOGRAPHY

Turkey's area is 780,580 sq. km. It is larger than most European countries and exhibits an extremely diversified landscape that is characterized by seven distinct regions. The European and Asian sides are divided by the Istanbul Boğazi (Bosphorus). The land borders of Turkey are 2,627 kilometers in length, bordering Georgia 252 km, Armenia 268 km, Nakhitchevan 9 km, Iran 499 km, Iraq 331 km, Syria 822 km, Greece 206 km and Bulgaria 240 km.

Turkey is surrounded by sea on three sides, by the Black Sea in the north, the Mediterranean in the south and the Aegean Sea in the west. In the northwest, there is also an important internal sea, the Sea of Marmara between the straits of the Dardanelles and the Bosphorus, important waterways that connect the Black Sea with the rest of the world.

Although Turkey is situated in a geographical location where climatic conditions are quite temperate, the diverse nature of the landscape results in significant differences in climatic conditions from one region to the another. In the Mediterranean region, the climate is similar to that of other Mediterranean areas. The same conditions prevail in the Aegean region and along the coast of the Marmara region. In the Black Sea region, a wetter and more temperate coastal sea climate prevails. In Central Anatolia, a typical plateau climate prevails, where summers are hot and winters are cold with snowfall. In Eastern Anatolia, the summers are cool and the winters cold with snowfall.

HISTORY

Turkey has been called "*the cradle of civilization*". The world's first town, a neolithic city at Çatalhöyük, dates back to 6,500 BC. From the days of Çatalhöyük up to the present time Turkey boasts a rich culture that through the centuries has made a lasting impression on modern civilization. Hattis, Hittites, Phrygians, Urartians, Lycians, Lydians, Ionians, Persians, Macedonians, Romans, Byzantines, Seljuks, and

Ottomans have all held important places in Turkey's history, and ancient sites and ruins scattered throughout the country give proof of each civilization's unique distinction.

Those who opened the doors of Anatolia to the Turks were the Seljuks of the Oghuz Turks who established a powerful empire in Asia Minor in 990 AD. And in 1071 the Seljuk Emperor Alparslan reached the frontiers of Anatolia, defeated the Byzantines. Suleyman Shah founded the Anatolian Seljuk State in 1077.

After the collapse of the Anatolian Seljuk State, Anatolia was divided into several principalities. The Ottoman Turks, who were one of these, united principalities and re-established the unity of Anatolia. Thus they founded the Ottoman Empire, one of the largest and longest-lived empires of history and created a brilliant civilization.

Upon decline of the Ottoman Empire after the World War 1, Mustafa Kemal Atatürk founded the Republic of Turkey in 1923 and was elected president. Following the abolition of the Caliphate, secularism was established by separating religious and state affairs. The Latin alphabet was accepted and women were given the right to vote and to be elected as members of Parliament. Polygamy was prohibited, and civil marriage became mandatory. A Western style of dressing was adopted. The traditional signs of class, rank and religious discrimination were removed.

In 1925, the international time and calendar were adopted, and in 1928, the Arabic script, which was not suitable for the Turkish language, was abolished, and a new Turkish alphabet with Latin letters was adopted.

In 1931 the former weight and length measures were changed. The adoption of the metric system facilitated commercial and economic life.

These reforms, as well as many others in all aspects of social life, put Turkey on track towards becoming a thoroughly modern country.

POPULATION

According to 2000 census, Turkey has 67.803.927 inhabitants. While 65% of the population live in the urban areas, 35% live in rural areas. The population is much younger compared to the populations of the European countries (approximately 70% of the population is below the age of 35). The largest cities of Turkey are Istanbul (10.018.735) which is the commercial center of the country, and Ankara (4.007.860) the capital. Other cities with population over one million are Izmir (3.370.866), Bursa (2.125.140), Konya (2.192.166), Adana (1.849.478), Antalya (1.719.751), İçel (1.651.400), Şanlıurfa (1.443.422), Diyarbakır (1.362.708), Manisa (1.260.169), Hatay (1.253.726), Kocaeli (1.206.085), Samsun (1.209.137), Gaziantep (1.285.249), Balıkesir (1.076.347), Kahramanmaraş (1.002.384) and Kayseri (1.060.432).

LANGUAGE

The Turkish language (Turkish) is spread over a large geographical area in Europe and Asia and spoken by more than 150 million people around the world. Recent studies show that this language goes back more than 5,500 years. Turkish belongs to the Altaic branch of the Ural-Altaic group, and has an affinity to the Finn-Hungarian languages. It is closely related to Mongolian, Manchu-Tungus, Korean, and perhaps Japanese. Turkish is written in the Latin alphabet.

RELIGION

The Turkish population is 99 % Moslem. Turkey is a secular state and guarantees complete freedom of worship to non-Moslems. The plethora and variety of religious buildings and ancient shrines will strike any visitor to Turkey.

POLITICAL STRUCTURE

Turkey is a parliamentary democracy with a single chamber, the Grand National Assembly (Türkiye Büyük Millet Meclisi) which has a single chamber comprised of 550 members elected directly for a five-year term. Members of the Assembly elect the President of the Republic (Cumhurbaşkanı) for a seven-year term. The executive power is vested on the Council of Ministers headed by the Prime Minister (Başbakan).

PARTICIPATION IN INTERNATIONAL ORGANIZATIONS

Turkey is a founding member of OECD, the Black Sea Economic Cooperation Organization (BSEC), NATO, the European Council and the European Parliament as well as a candidate member of the European Community (EU).

Turkey is a member of the Organization of the Islamic Conference (OIC) embracing 54 Islamic states.

Finally, Turkey is also a member of and participated in the activities of the following international organizations: AsDB, BIS, BSEC, CCC, CE, CERN (observer), EAPC, EBRD, ECE, ECO, ESCAP, FAO, IAEA, IBRD, ICAO, ICC, ICFTU, ICRM, IDA, IEA, IFAD, IFC, IFRCS, IHO, ILO, IMF, Imo, Intelsat, Interpol, IOC, IOM (observer), ISO, ITU, NEA, OIC, OSCE, PCA, UN, UNCTAD, UNESCO, UNICEF, UNHCR, UNIDO, UNIKOM, UNOMIG, UNPREDEP, UNRWA, UPU, WEU (associate), WFTU, WHO, WIPO, WMO, WtoO, WtrO.

ECONOMY

Turkey's dynamic economy is a complex mix of modern industry and commerce along with traditional village agriculture and crafts. Turkey has a strong and rapidly growing private sector. Since the early 1980s, Turkey has made great strides to liberalize and integrate its economy with the global economy and entered a customs union with the European Union in 1996. Turkey, which is bordering the Black Sea also, plays a

pivotal role in developing economic cooperation with the Eastern European and Central Asian economies. These policies have helped the creation of a dynamic and resilient private sector and real annual GNP growth reached 7%. In Turkey, per capita income is USD 3,130.

Tourism is one of the major growth sectors in Turkish economy and contributes significantly to foreign exchange earnings. The government policy has been supporting and promoting growth in the tourism sector in Turkey by expediting improvements in infrastructure and by facilitating private investment in this sector, including both foreign and domestic investment.

THE TURKISH EDUCATIONAL SYSTEM

HISTORY

Ottoman Empire Period

Education has always had a significant place in the Turkish society. During the Ottoman Empire, the educational needs were met by guilds and medreses. The best known among the Ottoman medreses was the medrese founded in Istanbul by Sultan Mehmet in 1363. During the Ottoman period, Enderun (equivalent of university) was established for the purpose of training personnel for the Palace. This institution had been extremely influential in the administrative affairs of the state.

Parallel to the developments in the West, schools of engineering, military science, administrative sciences, medicine, law, veterinary sciences and fine arts were opened and in the 18th and 19th centuries, schools such as the Imperial Naval Engineering (Mühendishane-i Bahr-i Hümayün) which was founded in 1773 were opened.

In 1826, all schools were brought together by Sultan Mahmut II under the Ministry of Religious Foundations. In 1838, Sultan Mahmut II proposed the introduction of primary and secondary education for the civilian community through opening Secondary Schools (Rüşidiye). The Imperial Rescript (Hatt-ı Hümayün) of 1845 ordered an investigation of the educational system and proposed measures for its development. The first of Rüşidiye schools was established in 1847. Mithat Paşa opened the first vocational school in 1860 under the name of correction school (islahhane) in order to train technical manpower for the country's industry. The first İdadi school with the aim of giving middle and early secondary education was opened in 1875. Several institutions were established in this period including the Teacher Training College (1848), Public Administration School (1877) School of Law (1878), Higher School of Commerce (1882) and School of Fine Arts (1882). The first commercial school was opened in 1883 under the name of Hamidiye Commercial College.

Republican Period

After the proclamation of Republic in 1932, reforms were undertaken in the field of education as in other fields. Under the Law for the Unification of Education (Tevhid-i

Tedrisat Kanunu) which was ratified in 1924, all schools were annexed to the Ministry of National Education and the medreses and religious schools were closed. Particularly at the primary level, educational expansion was intensified. Five-year (now eight years) primary schooling became compulsory, while greater emphasis was given to vocational and technical education at the secondary level. Priority was given to the construction of school buildings and training of teachers. 222 numbered Primary Education and Training Law was adopted in 1961 in order to expand primary education.

In higher education, several important schools and faculties were established in Ankara which was the new capital. These schools and faculties include the School of Law (1925), Gazi Institute of Education (1926), Agricultural Institute (1930), Faculty of Science (1933), Technical Teachers College for Girls (1934), Faculty of Medicine (1935), Faculty of Languages, History and Geography (1937) and Technical Teachers College for Men (1937).

Between the Second World War and 1960, the educational system developed rapidly into a distinctive national system which meets the changing economic and social conditions of the country. Developments in education continued thereafter.

The table below compares the number of schools, students and teachers (teaching staff) in 1923-1934 and 2003/2004 with the existing situation.

Table. 1

INCREASE IN SCHOOLS; STUDENTS, TEACHERS (ACADEMIC STAFF)
BY EDUCATIONAL LEVELS
(1923-1924, 2003-2004 School Year)

LEVELS OF EDUCATION	NUMBER OF SCHOOLS			NUMBER OF STUDENTS			NUMBER OF TEACHERS (ACADEMIC STAFF)		
	1923 1924	2003 2004	Increase (times)	1923 1924	2003 2004	Increase (times)	1923 1924	2003 2004	Increase (times)
PRE-SCHOOL EDUCATION	80	13.692	170	5,880	358.498	60	136	19.122	140
PRIMARY EDUCATION	5,010	36.117	6	351,835	10.479.538	29	11,292	384.029	33
SECONDARY EDUCATION	43	6.512	150	3,799	3.593.404	945	838	160.049	190
GENERAL	23	2.831	122	1,241	2.463.923	1984	513	86.051	167
VOC. & TECH.	20	3.681	183	2,558	1.129.481	441	325	73.998	227
NONFORMAL TRAINING	-	7.955	-	-	2.879.391	-	-	51.335	-
UNIVERSITIES	1	77	76	2,913	1.946.442	667	307	77.065	250

Source: MONE, Research, Planning and Coordination Directorate

LEGAL FRAMEWORK

Education is given in accordance with the targets, objectives and principles stated in the Constitution, 1739 numbered *Basic Law of National Education*, Government programs and Development Plan. In the eighth Five-Year Development Plan covering the years 2001-2005, it was stated that education was the first priority field of the country.

GENERAL OBJECTIVES AND PRINCIPLES

The Basic Law of National Education which went into effect in 1973 stipulates the basic principles and objectives of Turkish National Education, the general structure of the educational system, the teaching profession, school buildings and other facilities, educational equipment and training aids.

The general objectives of the Turkish National Education are: (1) *To educate all members of Turkish nation as citizens, who are faithful to the reforms and principles of Atatürk's Nationalism as defined in the Constitution, who adopt, save and develop the national, ethical, humane, moral and cultural values, who love and always try to elevate their family, country and nation, who are aware of their duties and responsibilities towards the Turkish Republic, and have adopted all these as their*

behavior; (2) To educate all members of the Turkish nation as individuals, who have a balanced and healthy personality and character, in terms of physical, intellectual, ethical, spiritual and emotional aspects, who have the power of independent and scientific thinking and a broad perspective of life, who show respect to human rights and appreciate entrepreneurship, and have responsibility for the society as positive, creative and productive individuals;

(3) To enable them to acquire the necessary knowledge, skills, behavior and the habit of working cooperatively, by developing their interests, abilities and aptitudes, and thereby to prepare them for life and provide them with a vocation that will make them happy and contribute to the happiness of the society.

The general principles implemented in achieving these objectives are:

- ❑ *Generality and Equality of Access*: Educational institutions are open to everybody regardless of their language, race, gender and religion. Nobody, any family, parties or class is awarded a privilege in education.
- ❑ *Needs of Individuals and Society*: The National Education services are so organized as to meet the needs of Turkish society.
- ❑ *Orientation*: Individuals are directed towards institutions where they can get the best education possible according to their abilities, talents and interests. The educational system is so arranged as to make this implementation possible. Orientation and evaluation of the success attained are to be effected via evaluation, tests and guidance services.
- ❑ *Rights of Education*: Each Turkish citizen has the right to receive a basic education. All citizens have the right to attend educational institutions after graduating from basic education institutions, based on their interests, abilities and aptitudes.
- ❑ *Equal Opportunity and Means*: Everybody, male or female, is provided with the equal opportunity and means. Successful students, who are financially disadvantaged, are provided with necessary aids through free boarding systems, scholarships, fellowships and other means so that they can continue with their education including the highest levels of education. Special measures are taken for the education of children in need of special education and protection.
- ❑ *Continuity*: The basic purpose is the continuation of the general and vocational education the individuals receive. In addition to the education of the youth, providing forte continuous education of adults for a positive adaptation to life and business is another educational duty.
- ❑ *Reforms and Principles of Atatürk and Atatürk's Nationalism*: In the preparation and the implementation of the curricula related to every level and type of the Turkish educational system, as well as in all types of educational activities, the Reforms and Principles of Atatürk, and Atatürk's Nationalism, as defined in the Constitution, are taken as the basis. Importance is attached to developing and safeguarding the national culture in order to prevent it from deteriorating. It is also important to teach the Turkish language, which is one of the basic components of

the national unity and integrity, at every level of education without spoiling its characteristics or going to extremes. Moreover, efforts will be made to enrich the Turkish language as a contemporary language of education and science. For this purpose the Ministry of National Education will take necessary measures in cooperation with the Higher Institute of Atatürk, Culture, Language and History.

- Democracy Education: Efforts are made to provide students with an awareness of democracy, information, understanding, behavior and a sense of responsibility about the government of the country, and building respect of the spiritual values which are required to develop and maintain a social system that is both powerful and stable, as well as independent and democratic.
- Secularism: Secularism is the basis of Turkish National Education. Lessons on religious culture and moral ethics are compulsory in primary, secondary schools and higher institutions.
- Scientific Basis: All curricula and teaching materials, aids and methods are to be continuously updated based on the latest technology and in accordance with national requirements. An acceleration of educational productivity and continuous development is to be achieved through scientific research and evolution.
- Planning Basis: The development and realization of national education is planned on the basis of economic, social and cultural development, taking into consideration the relationship between education-manpower-employment, and with an emphasis on modernization in industry and agriculture and vocational and technical education. Professional levels, titles, authority and responsibilities are all defined by law.
- Co-Education: Co-education involving both females and males is considered a principle in schools. However, some of the schools may be allotted to only females or only males according to the types, opportunities and requirements of the education.
- Cooperation between the School and the Family: Cooperation is ensured between the school and the family, to enable families to support the educational functions of schools. To this end, parent-teacher associations are established at schools.
- Universal Education: The objectives of national education are not only to be realized in public and private educational institutions, but also at home, in work places and wherever else possible. In accordance with the objectives of national education, all public, private and voluntary educational institutions must conform to the educational principles established by the Ministry of National Education.

ADMINISTRATION OF THE EDUCATION SYSTEM

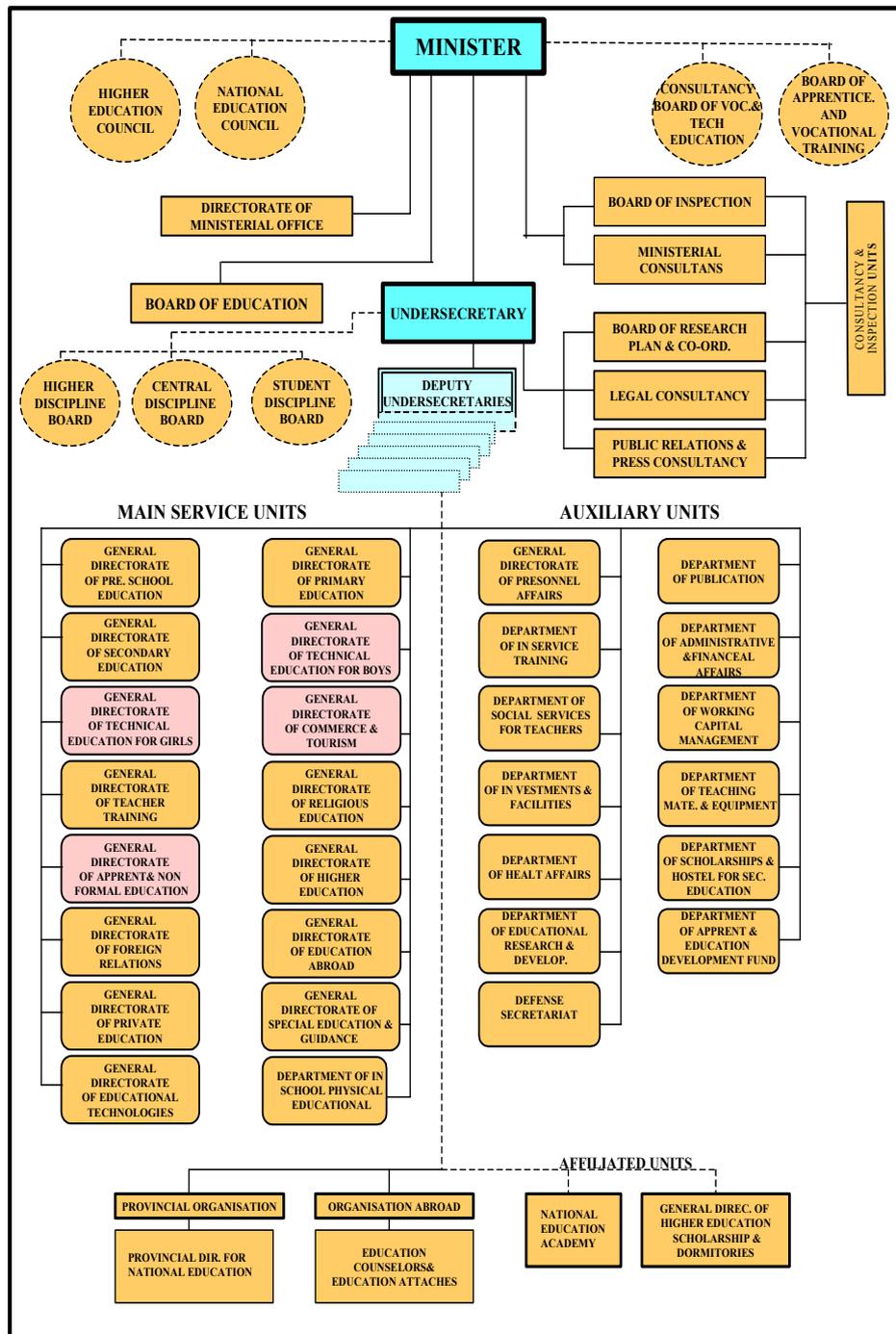
Education in Turkey is planned, operated, managed, controlled and financed by the State. *The Ministry of National Education (Millî Eğitim Bakanlığı)* is the responsible ministry for all education, with the exception of military, health and agricultural education. At the provincial level, educational services are under the supervision of provincial education directorates and district education directorates.

The Council of Higher Education, which was set up in 1981 in accordance with Law No. 2547, is the planning, coordinating and policy-making body for higher education in Turkey.

One undersecretary and seven assistant undersecretaries who control the main service units and general directorates assist the Minister. (Please see Chart 1, the Organizational Chart of the Ministry of National Education).

Chart - 1

ORGANISATION CHART OF THE MINISTRY OF NATIONAL EDUCATION



BASIC STRUCTURE OF THE TURKISH EDUCATION SYSTEM

The basic structure of the National Education system is outlined in the Basic Law of National Education. (Chart 2 shows the Basic Structure of the Turkish National Education System).

Pre-School Education

Pre-school education is the broad term applied to non-compulsory programs for children from birth to the age of 72 months. The aims of pre-school education are to contribute to the physical, mental and emotional development of children; to help acquire good habits; to prepare them for basic education; to provide a suitable atmosphere for children from deprived areas and families, and to help them acquire an adequate command of the Turkish language.

This program takes into account the developmental needs of three age groups: 0-36 months (day nurseries), 37-60 months (kindergartens), and 61-72 months (pre-school classes).

The Ministry of Education also encourages private and public institutions to play a role in the development and expansion of pre-school educational institutions, and supervises private or institutional (work place) kindergartens, sets up educational and health requirements and establishes teachers' educational requirements. Pre-school teachers must have completed a four-year university course in pre-school education.

Primary Education

Primary education lasts eight years without interruption. It is compulsory for all children between the ages of 6 and 14. It is co-educational and, in the case of State schools, free. The Constitution, the Basic Law of National Education, and the Law of Primary Education and Training guarantee compulsory eight-year primary education. Pupils are given a diploma upon graduation from these schools.

When Law No. 4306 extended the duration of compulsory primary education from five to eight years in 1997, a new implementation program was launched. This program aims to (1) *Reduce the number of students per class to 30*; (2) *replace two-shift education by full-day education*; (3) *carry students from remote areas to centralized and full-equipped schools (when transportation is not feasible, transfer students to Regional Primary Education Boarding Schools)*; (4) *Teach at least one foreign language at the primary level*; (5) *Expand the use of information technologies in primary education; install computer laboratories in primary schools, and provide all students with Computer-Aided Education, and computer literated*; (6) *Provide children in need with uniforms, school bags, textbooks and notebooks.*

The objectives and duties of primary education are to provide every child with basic knowledge, skills and attitudes to be good citizens through education, and to prepare them for life.

Vocational guidance services are offered to students starting with the eight grades to acquaint them with the schools and programs they may attend at the secondary level, and with professions that they may choose after graduation.

Furthermore, the educational system now includes an *Open Primary Education School* that will allow those beyond primary education school age to complete their education as external students.

Secondary Education

Secondary education in Turkey is the education which follows primary education and which provides general education in general lycees and vocational-technical education in vocational-technical lycees.

General Education

These schools which numbered over 2.831 in 2003-2004 school year provide three years of instruction to the students in order to educate them mainly for higher education. There are several types of general lycees in this category. In Anatolian Lycees, the instruction is given in a foreign language (432 schools). Other lycees are general Lycees (1.626 schools), Science Lycees (61 schools), Anatolian Teacher Training Lycees (115 schools), Anatolian Fine Arts Lycees (51 schools), Social Sciences Lycee (1) and 566 Private Lycees.

Anatolian Lycees are selective institutions with the aim of preparing the students for higher education programs by more effective foreign language teaching. These schools offer a four year program (one year of language preparation + three years of lycee education). In the 2003-2004 school year, 205.706 students were enrolled at 432 Anatolian Lycees, staffed by 13.517 teachers.

Science Lycees are exceptionally for gifted mathematics and science students and provide a source of training for high-level scientists. These schools offer a three-year program with a curriculum emphasizing science and mathematics. Schools have a class size of 24 and are boarding schools. In the 2003-2004 school year, 13.188 students were enrolled at 41 Science Lycees, staffed by 1142 teachers.

Social Sciences Lycee is a type of school which accepts gifted students in the field of social sciences and has been firstly opened in 2003-2004 school year.

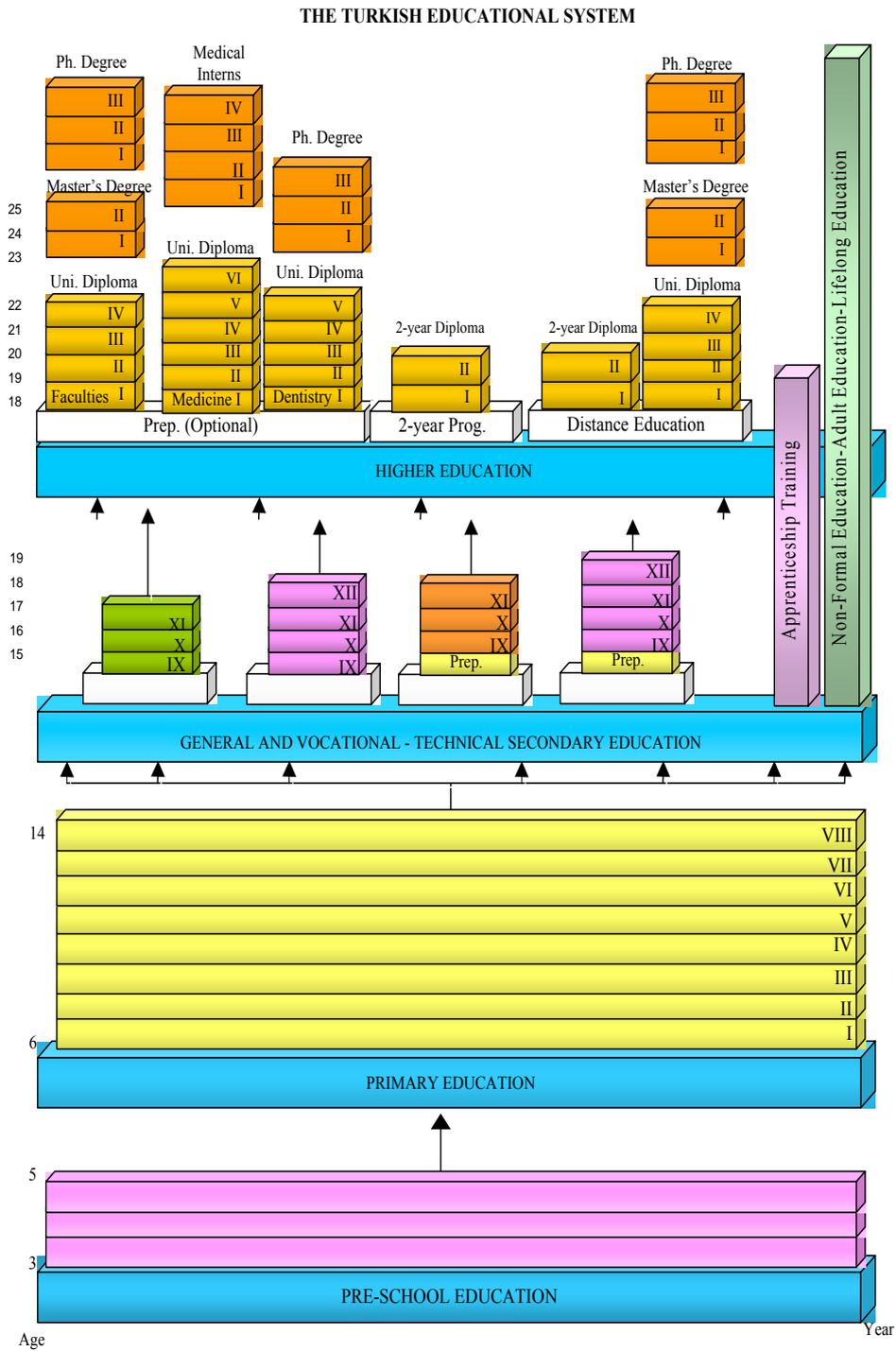
Anatolian fine arts lycees were established with the aim of providing education in the fine arts to gifted students. In 2003-2004 school year, 7.321 students were enrolled at 51 Anatolian fine arts lycees, staffed by 838 teachers.

Anatolian teacher training lycees were established for the purpose of providing a source of student intake for teacher training programs at higher education institutions. In addition to the courses offered at the other general lycees, students take courses in educational subjects. In 2003-2004 school year, 31.363 students were enrolled at 115 schools, staffed by 2.854 teachers.

In general lycees, the average number of weekly periods of teaching varies from 33 to 41 class hours per week. In their second year, students in general lycees have a choice of selecting natural sciences, social sciences, literature, mathematics, foreign languages, art-painting, art-music or physical education.

In 2003-2004 school year, 1.384.600 students are enrolled at 1.626 general lycees. Approximately 45% of the students are females. The number of teachers employed in these schools is 59.998.

Chart - 2



Vocational and Technical Education

The main objectives of the vocational and technical schools (including the commercial and tourism schools) at the secondary education level are: (a) training the qualified manpower to be employed in the related industry and trade sectors; (b) preparing the students for entering in the higher education institutions; and (c) preparing children to become responsible Turkish citizens. (More detailed information on vocational and technical education in Turkey is given in the next part).

Higher Education

Higher education in Turkey covers all the educational institutions which provide at least two years of education after the secondary education. These include the universities, institutes, higher education schools, conservatoires and vocational higher education schools (vocational schools after the secondary education). Entrance to the higher education is based on the nation-wide examination organized by the Student Selection and Placement Center (ÖSYM). The Student Selection and Placement Center was founded in 1973 and was merged with the Higher Education Board (YÖK) in 1981.

All the universities and higher education institutions are affiliated to the Higher Education Board which was founded under the scope of the Act No. 2547, enacted in November 6, 1981. The Board is autonomous and has the authority and responsibility of administration of all the higher education institutions including the foundation universities.

The Higher Education Board is a legal public institution and it consists of 22 members who are responsible for the planning, coordination and inspection of higher education. Seven members are university teachers selected by the Interuniversity Board; seven members are appointed directly by the President and eight members are appointed by the Government.

Nine members who are selected among the Board of Directors carry out the Board's daily functions.

There are two main boards of directors in higher education. These are the Interuniversity Board which consists of all the university rectors and one member from each university selected by the senate; and the Rectors Council which consists of all the university rectors and five ex-rectors. The Ministry of National Education represents the higher education and can be the chairman of Board meetings.

Two-Year Vocational Higher Education Schools

Vocational and technical education in Turkey at higher education level is provided in vocational higher schools which apply 200 programs for 230,000 students as well as the four-year technical and vocational faculties. The graduates of these schools are

granted an undergraduate diploma and are given the title of “technician”. The number of such schools is 469 in the 2003-2004 Academic Year.

The graduates of vocational and technical schools can enter these schools without being subjected to an examination.

VOCATIONAL AND TECHNICAL EDUCATION IN TURKEY

A well-trained manpower became essential to support industrialization after the establishment of the Republic. The demand for better-qualified and trained manpower has increased each year as Turkey has taken its place in the competitive industrial world. Turkey’s movement towards establishing closer ties with the European Community has made the need for a competitive, highly skilled workforce even more critical.

The other countries in the world started the apprenticeship training very long ago; but it was started in our country with the Apprenticeship – Journeymen and Masters Act No. 2089, enacted in 1977. Thus, the first legal basis of the system was formed.

Later the education – training services were appointed to our Ministry with the Apprenticeship – Journeymen and Masters Act No. 2089; and these services were carried out through the independent apprenticeship education centers and the apprenticeship training centers affiliated to the vocational industry educational centers and vocational industry high schools.

It is very important in our country for the students to have vocational and technical education at the secondary education level and for the workers of the service sector to increase their level of education. Thus, Apprenticeship and Vocational Training Act No. 3308 was enacted in 1986 in order to establish the principles regarding the training of apprentices, journeymen and masters and vocational training to be organized in schools and enterprises. (The name of this act was later changed as “Vocational Training Act” by the Act No. 4702.)

The Vocational Training Act No. 3308, which was enacted in 1986 in order to increase the efficiency and effectiveness of vocational and technical education in our country and to convey the vocational training services to a wide population, has been summarized and shaped under three headings:

- Apprenticeship training
- Vocational training in enterprises
- Vocational courses

Together with this act:

1. “Vocational Training Committee” was established in the Ministry’s center, and “Provincial Vocational Training Committee” was established in the provinces for the planning, development, and assessment of training.

2. “The Vocational and Technical Education Research and Development

Center (METARGEM)” was established as a local institution directly affiliated to the center for the purpose of undertaking planning, research, development and production services required by the Ministry on matters related to apprenticeship, technical and vocational education/ training. This institution was turned into a unit under the Education Research and Development Department with the competent office approval numbered 26330 and dated March 16, 2004.

3. Students of formal education were enabled to complete part of their applied education within the enterprises after they complete their basic education in the schools. This education is based on the cooperation between schools and enterprises. Moreover, the students may receive wages from the enterprises and may be insured by our Ministry.

The responsibility of vocational and technical education was appointed to the following 4 main service units with “Organizations and Tasks of the Ministry of National Education” Act No. 3797, enacted in 1992:

- General Directorate of Boys’ Technical Training
- General Directorate of Girls’ Technical Training
- General Directorate of Commercial and Tourism Training
- General Directorate of Apprenticeship and Informal Education

Vocational Open Education Programs were started to be applied between 1995-1996 within the Open Education High School which was established in 1992-1993 academic year to provide everybody the chance to continue his/her education anywhere and anytime.

The first distant education method applied in our country at the faculty level enabled to convey the education and training services at the basic education and high school levels in the Open Education Institutions.

The Act No. 4702 which makes reforms in the vocational and technical education system was enacted in 2001:

To provide more resources to the vocational and technical training;

To institutionalize the participation of government – worker – employer and the non-governmental organizations;

- To have a schooling rate of 65% for the era’s population in vocational and technical training, and 35% in the general secondary education;
- To establish system integration in the vocational education.

The innovations of Act No. 4702 are as follows:

- The students who complete vocational and technical secondary education will be able to go to the vocational higher schools in which programs on their subject of education or related subjects are applied without taking any examinations.
- The graduates of vocational high schools will be able to make vertical

transitions to the undergraduate programs after they complete the vocational higher schools. Foundations will be able to open vocational higher schools provided that these schools are non-profit organizations.

- Vocational Education Regions will be formed throughout the country. Thus, it will enable:
 - Efficient and effective usage of the resources;
 - Integration and continuity between the Vocational and Technical Secondary Education Programs and the Higher Education Programs;
 - Bringing up the manpower which has the necessary knowledge and abilities required by the business life;
 - More efficient participation and contribution of the social parties (government, employer, workers) to education.
- The number of members of the Apprenticeship and Vocational Education Committee has been extended so as to cover all the segments and has been re-established as the Vocational Education Committee. An obligation has been brought for the enterprises which will provide skills training to ten or more students to establish a training unit. Students will be able to have their theoretical training here in these training units.
- The principle to employ people with the appropriate vocational training was accepted in order to increase the production efficiency and quality and to encourage vocational training.
- The validity of Act No. 4306 which stipulates the contribution to eight-year compulsory basic education has been extended until December 12, 2010 and has provided an important resource for the financing of secondary education.

“Vocational and Technical Education School Improvement Model” has been put into practice in the vocational and technical schools in 2001.

The following understandings have been accepted for school management with this model:

- Turning it into a more flexible and dynamic structure which produces and programs through improving the efficiency, effectiveness and quality; and which continuously renews and improves itself;
- Participation of the local administration, parents, students, NGOs and sector representatives within the framework of total quality management.

Furthermore, it is aimed to provide education to graduates of the vocational and technical education schools and institutions so that the needs of the society, industry and service sector are met.

In accordance with Act No. 4702, “Vocational and Technical Education Regulations” was put forth in 2002 which brought a series of innovations such as employing the people with vocational education in enterprises, establishing training units in the enterprises, transition from the vocational high schools to the vocational higher schools

without taking any examinations, giving the opportunity of vocational education to the high school graduates. Some of the arrangements which were put into practice with the “Vocational and Technical Education Regulations” and which can be regarded as a reform are as follows:

- The principle of providing education to more number of people by the way of making use of the buildings, facilities, tools and equipment, and personnel of the vocational – technical education institutions was accepted.
- Under the scope of “Full Day – Full Year” practice, the institutions will be kept open for education and training between 07.00 a.m. and 12.00 p.m. including the weekends and the semester and summer holidays.
- The vocational higher education schools and the vocational and technical secondary education institutions within the same vocational and technical education region will share the personnel, buildings, tools and equipment etc.
- Based on the principle of integrity and continuity in the vocational and technical secondary education and higher education programs, the students who complete the vocational – technical secondary education will be placed to the vocational higher education schools where programs with the same or relevant subjects are implemented without being subjected to examination. Graduates of the vocational higher schools will be able to make vertical transitions to the undergraduate programs related to their own subject of education.
- The journeymen, masters and graduates of the general high schools who attend the compensational training programs and who become successful in these programs will be granted vocational high school diplomas. Graduates of the general high schools who attend the compensational training and who are granted the vocational high school diplomas will be able to make vertical transitions to the vocational higher schools on their own subjects of education without taking an examination.
- Within the provinces and for the professions which are covered by the law; the municipalities and the other institutions and organizations, which have the authority to grant permissions of opening enterprises, will request mastership certificates from the people who want to establish enterprises; and the trade associations will request mastership certificates from the people who want to become members as the enterprise owners.
- People who have mastership certificates or who operate these in their enterprises will be able to establish independent enterprises. People who want to open up branches will have to employ at least one person in each branch having a mastership certificate on the relevant subject.
- In the enterprises which fall under the scope of the law; people who have had vocational training on the relevant subjects will be employed. People who are employed will have at least one of these: vocational and technical secondary education diploma; course journeymen or mastership certificate, certificate to establish an enterprise.

- People who cannot document that they have taken vocational training appropriate for their job will not be employed.
- Sanctions will be applied for people who open up enterprises without first meeting the conditions under the scope of this law and who do not employ people with the set qualities.
- The enterprises will be made a natural extension of the vocational – technical education institutions.

Moreover, in accordance with the Vocational and Technical Education Regulations; starting from 2002-2003 school year, various programs in which secondary education diplomas on vocational and technical education were granted as well as the **Vocational and Technical Education Centers** which were established in accordance with the single management principle and where formal and informal education programs are implemented.

The studies to grant Computer Programming and Computer Information Management certificates under the scope of Vocational and Technical Open Education School programs over the Internet started in 2003.

Vocational and Technical Education in Councils

Six councils were held bearing the name “National Education Councils” of which the first one was in 1939 and the last in 1999. The National Education Councils are held with the participation of teachers, scientists, and specialists from various fields, educational executives, and representatives of the public and private institutions and organizations, NGOs, and non-profit organizations with the aim to improve the educational system and to increase the quality of education. Important decisions regarding educational issues are made in the councils; and the educational services are discussed and evaluated in a broad perspective with all the public segments.

The councils are useful for harmonizing the education with the developing scientific and technical, social, cultural and economic conditions; and conveying the innovations to the system. They are also very important in ascribing the educational services and problems to the public opinion.

With these characteristics, the National Education Councils being the highest level consultation organ of the Ministry of National Education have become an inevitable tradition.

The National Education Councils III (1940), VI (1957), IX (1974), XIII (1990) and XVI (1999) have been organized with focus on the vocational and technical education.

Vocational and Technical Education in the Development Plans

Turkey has emphasized increasing the society’s level of education and raising technical manpower relevant to the country’s needs and conditions within the Planned Development Period.

In the Planned Development Periods, changes in Turkey’s structure of economy and society have also affected the structure of educational system. Turkey has come out of the traditional agricultural economy and has rapidly entered in industrialization. This

development has also brought a structural change in the education of qualified manpower.

8th Five-Year Development Plan (2001-2005)

The following targets were established in the Eighth Five-Year Development Plan:

- Increasing the share of vocational and technical education in the secondary education by emphasizing the formal and informal vocational – technical education; eliminating different types of evaluation in the university entrance examination between the general high schools and the vocational and technical high schools; encouraging to make the vocational and technical education widespread; performing the vocational and technical education programs based on the professional standards; and developing a functional cooperation with the business life;
- Establishing division of labor and cooperation between the vocational higher schools and the vocational and technical secondary education institutions based on program integrity; providing practical education to students in the vocational higher schools which have a great role in raising the qualified manpower;
- Developing all types of informal education opportunity based on the adoption of life long learning understanding within the society; increasing the number activities to provide skills and vocational training for the young people who cannot enter in to universities; encouraging the local administrations, voluntary organizations and private sector on this issue.

Training of Teachers in Vocational and Technical Education

When the implementations of training and employment of teachers for the workshop and vocational courses in Turkey are investigated; it can be seen that the works on this field reach back to the Ottoman Empire Period and that the teacher training was based on the full day school model in the early years of the Republic Period.

In the beginning, foreign experts were used in this field and teacher training attempts were made abroad. Later, attempts were made to open up teacher training schools in the country and the experienced vocational school graduates of the industry and service sectors were made use of. The Constitution of the Republic of Turkey, the Basic Law of National Education No. 1739, the other laws regarding education, the National Education Councils, the Development Plans, and the Government Programs constitute the legal basis for the works which are carried out in Turkey on this field.

Still the training of teachers for the workshop and vocational courses are performed by the Technical Education, Vocational Education, Commercial and Tourism Faculties and Educational Higher Schools under the university structure based on the full day school principle within the pre-service stage. Students are accepted to these institutions with the examinations which are performed within the framework of central student selection and placement system.

In general, the teacher training system for the workshop and vocational courses was made subject of various discussions and investigations by different peripheries. Councils were organized, scientific meetings were held, and investigations and examinations were carried out on this issue.

Protocols of Sector Cooperation in Vocational and Technical Education

Educational cooperation protocols are made and implemented with various national and international institutions and organizations by the general directorates of vocational and technical education.

Furthermore, protocols of sector cooperation are drawn up and implemented in the needed fields based on the school development model and the needs analysis studies in the schools which are affiliated to the general directorates.

Projects in Vocational and Technical Education

Many projects originating from within the country and abroad are developed and implemented by the general directorates of vocational and technical education in order to reflect the technological developments to education; transfer the technological developments from the developed countries to our country; and perform the vocational education in line with the demands and needs of the business market.

The major projects are:

* Strengthening Vocational and Technical Education Project (Financed by EU grants.)

* Modernization of Vocational and Technical Education Project (Financed by EU grants.)

Moreover, the preliminary studies for the Secondary Education Project are carried out by the financial support of the World Bank.

As a result, vocational education has a long history in our country. Vocational training was performed through the traditional apprenticeship system until 19th century. Some of the still active vocational education schools and institutions were established in the mid 19th century.

As it is known, the locally established and managed vocational education schools before the Republic were considered as the State policy after the Republic was founded.

The importance given to the vocational and technical education in the Republic Period, the works carried out to improve this education and the opportunities based on strong principles have caused the vocational and technical education system to reach its current level.

Education and especially vocational and technical education in Turkey is considered to be one of the most effective tools of development and great investments were made on this field.

The number of vocational and technical high schools was 64 in the 1923-1924 Academic Year and the number of students having education in these institutions was 6,547; the number of schools increased up to 3,681 in the 2003-2004 Academic Year and the number of students to 1,129,481.

The figures for graduates of the vocational and technical education schools within the last five years are provided below.

EDUCATION OFFICES	NUMBER OF GRADUATE STUDENTS (FORMAL)				
	1998-1999 School Year	1999-2000 School Year	2000-2001 School Year	2001-2002 School Year	2002-2003 School Year
BOYS' TECHNICAL EDUCATION	91,385	86,289	94,437	87,909	81,122
GIRLS' TECHNICAL EDUCATION	27,588	27,152	29,855	26,594	30,790
COMMERCIAL AND TOURISM EDUCATION	58,038	63,439	69,050	66,515	60,970
TOTAL SUM	177,011	176,880	193,342	181,018	172,882

Today, developments that we experience in every field lead to a rapid enlargement in the dimensions of vocational and technical education. New educational models are continuously sought and new concepts appear each day in order to increase the efficiency of education. Concepts such as life long education and distant education have appeared and bringing these into the educational structures has gained importance. "Learning" concept took the place of "Teaching" and UNLIMITED LEARNING principle was accepted as the basic principle of these studies.

Parallel to these developments, VOCATIONAL EDUCATION is considered important in our country as well; and suggestions are made in the Development Plans, Government Programs and Education Council Decisions to take precautions in order increase the quality of education and to convey the educational services to a larger number of people, namely to everyone in need. Our country tries to take its part among the member states of the European Union and to increase its market share among the EURASIAN countries. It is necessary to change the VOCATIONAL EDUCATION so as to meet the needs of the employment areas in terms of quality and quantity in order to render these efforts successful.

The general directorates which perform vocational and technical education services under the body of the Ministry of National Education and the affiliated schools carry out their duties and meet their responsibilities with an active and productive effort in

order to raise the required human resources of 2000s and to increase quality of vocational education services to the required level.

It is aimed to have a schooling rate of 65% for the era's population in vocational and technical training, and 35% in the general secondary education in order to meet the European standards in vocational and technical education; and the capacity of schools in formal education is increased to reach this target. Also it is aimed to prepare the students who stay out of the system for employment through long and short-term courses which are held under the scope of informal vocational and technical education.

SCHOOLS AND INSTITUTIONS OF VOCATIONAL AND TECHNICAL EDUCATION

Vocational and technical schools in Turkey offer three and four year programs. These programs are designed to train skilled work force respectively. There are also Anatolian vocational and technical schools, which require an additional preparatory year. (Table 3 shows the structure of the vocational and technical education system).

A) Formal Educational Institutions

Vocational Lycees:

The vocational lycees offer education for the ones who complete their basic education and they have an educational period of 3 years. These schools provide background studies, which aim to teach a shared background at the secondary education level, and professional formation on vocational and technical fields in order to prepare the students for life, business life and higher education. The students who are graduated from these schools with a technician title can work in enterprises regarding their fields or they can establish their own enterprises, or they can continue their education in the higher education institutions.

Anatolian Vocational Lycees:

The Anatolian vocational lycees offer education for the ones who complete their basic education and they have an educational period of 4 years. These schools provide background studies, which aim to teach a shared background at the secondary education level; apply programs which prepare the students for life, business life and higher education; and offer courses on foreign language and professional formation at a level required by the professional fields. Some of the courses are taught in English, German, French or Japanese in the Anatolian Vocational Lycees. These schools accept students who pass a central examination. The students who are graduated from these schools with a technician title can work in enterprises regarding their fields or they can establish their own enterprises, or they can continue their education in the higher education institutions.

Technical Lycees:

These schools exactly apply the educational programs of vocational lycees and they have an educational period of 4 years. The ninth grade students of vocational lycees, students who have a certain success level in certain courses can continue their education in the technical lycees starting from the tenth grade in accordance with the relevant regulations. These schools raise technicians for certain professions; and their graduates can work in enterprises regarding their fields or they can continue their education in the higher education institutions.

Anatolian Technical Lycees:

The Anatolian technical lycees offer education for the ones who complete their basic education and they have an educational period of 5 years. These schools provide background studies, which aim to teach a shared background at the secondary education level; apply programs which prepare the students for life, business life and higher education; and offer courses on foreign language and professional formation at a level required by the professional fields. Some of the courses are taught in English, German, French or Japanese in the Anatolian technical lycees. These schools accept students who pass a central examination. The students who are graduated from these schools with a technician title can work in enterprises regarding their fields or they can establish their own enterprises, or they can continue their education in the higher education institutions.

Multi-Programmed Lycees:

These schools offer education for the ones who complete their basic education and they have an educational period of 3 years. They are established in small settlements where the population is small and scattered in order to meet the need for vocational industry lycees, girls' vocational lycees, commercial vocational lycees, secondary level religious schools, general lycees and foreign language lycees.

Vocational and Technical Education Centers:

These are institutions in which formal and informal education programs are implemented in accordance with the “multi-program, single management” principle and which grant secondary education diplomas, certificates and licenses on the field of vocational and technical education.

B) Non-Formal Education Institutions

Non-formal vocational education is the vocational education provided to the citizens who are older than primary education age limit and have not received any formal education or are at any level of formal education or have left at any level of formal education. This type of education is provided along with or apart from formal education. Non-formal vocational education is provided at the following institutions:

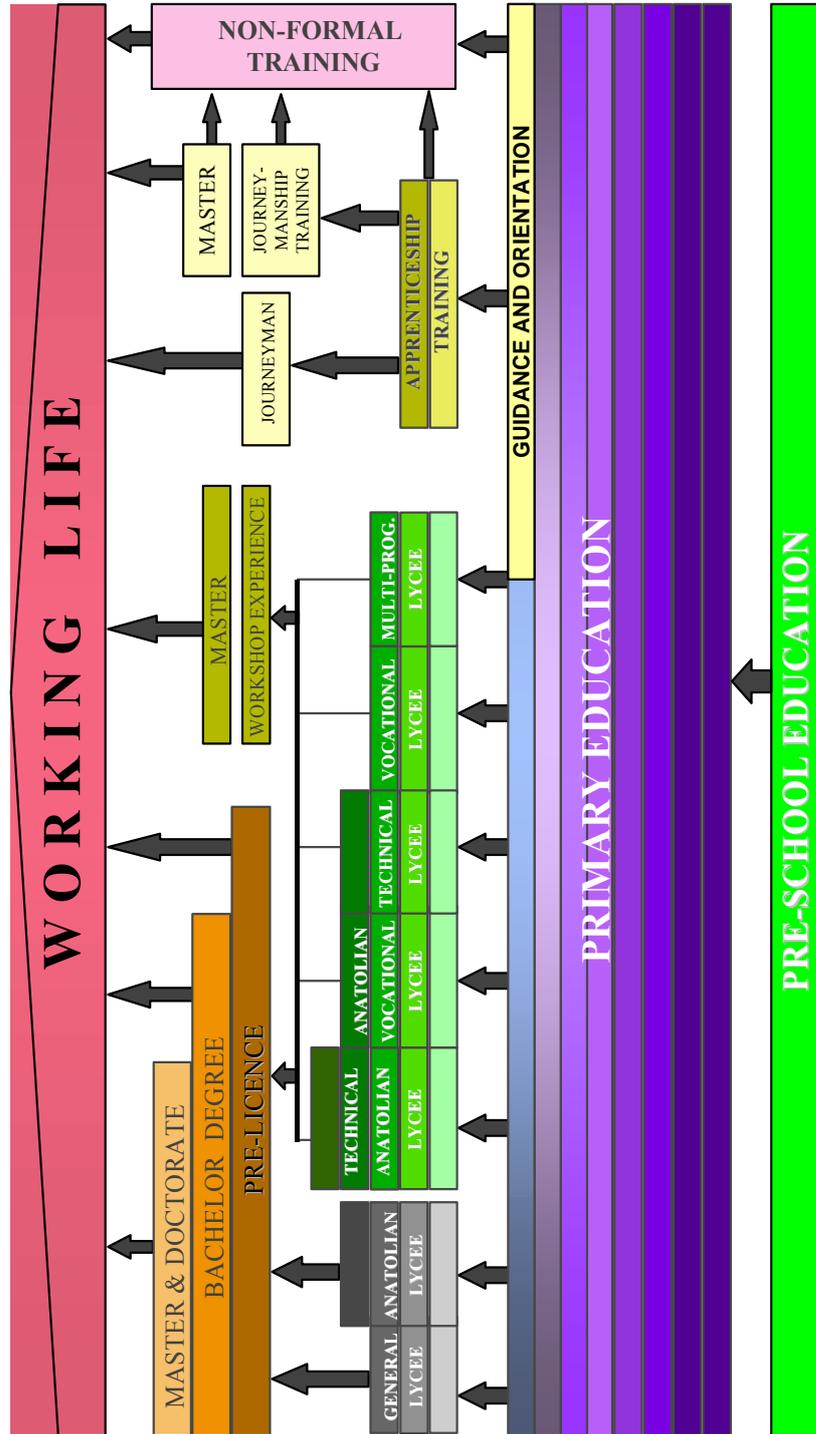
- 1) Technical Education Centers for Adults;
- 2) Technical Education and Maturation Institutes for Girls;

3) Practical Arts Schools for Girls;

4) Hotel Management and Tourism Education Centers for Adults

The programs, projects and protocols that provide education for middle level technical workforce needed by the economy of our country in order to increase employment and prevent unemployment are attached.

Chart.3
 VOCATIONAL AND TECHNICAL EDUCATION SYSTEM



OTHER TRAINING INSTITUTIONS

Generally, the above mentioned schools are considered as “*formal education*” institutions. On the other hand, Apprenticeship Training Centers provide training for candidate apprentices and apprentices and Public Training Centers offer training for everyone who is not involved in the formal education system.

Vocational Training Centers

These are institutions founded to train qualified middle level workforce needed by industry and they provide training to candidate apprentices, apprentices, experienced apprentices and master workmen on the vocations in scope of apprenticeship education and they open various vocational courses.

The students should be working in a job related to the vocation they will receive training and they should be between fifteen and eighteen years of age in order to be accepted for apprenticeship education.

Apprenticeship training period changes between 2-4 years depending on requirements of vocations. During their training, apprentices should come to Apprenticeship Training Centers once a week to receive theoretical education.

Public Education Centers

These education centers are charged with providing various courses according to education-training demands and needs of their environment they are located and designing and implementing all of the projects required by the Ministry. Literacy, vocational and social courses constitute a significant portion of the activities of these institutions.

REVOLVING FUND IN VOCATIONAL TECHNICAL SCHOOLS

The Ministry of National Education operates a Revolving Fund system since 1938 in order to use the resources for production purposes. To start the system, the Ministry provides an initial deposit as capital to each school from its budget to allow a financial return and provide for school purchases. The school may accept the order of a customer if the order meets certain requirements and if it is suitable to the students' acquired knowledge and skills. After the school purchases the necessary materials, students and concerned teachers produce the item. These items range from simple wood products to ironwork or complex machines. Schools set the prices for their producers based on the costs of inputs (raw material + wages to be paid to students and teachers + overhead charges + amortization etc.). A nominal wage is paid to the students and teachers who work in revolving and production activities. At the end of the financial year, the profit acquired from revolving fund activities is distributed as a “production encouragement premium” among the personnel who contributed to the realization of this profit.

Revolving funds have a potential for generating income which is both useful in it and helpful to finance the purchase of educational machines, equipment and materials.

HIGHER EDUCATION OPPORTUNITIES FOR VOCATIONAL AND TECHNICAL EDUCATION GRADUATES

One of the main objectives of all vocational and technical schools in Turkey is the preparation of students for entering into higher education institutions.

The higher education system is open for all vocational and technical school graduates subject to a centralized examination system for entering into particular programs. The graduates of these schools receive additional points in their score if they select higher education programs identified by the Higher Education Council as consistent with their vocational school programs. These programs are two-year vocational higher education programs and teacher training programs.

RESEARCH AND PROGRAM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION

According our National Education System, secondary education institutions and their education system are structured as formal and non-formal, general, vocational and technical secondary education pursuant to the provisions of;

- The Constitution,
- Law for the Unification of Education No. 430,
- Basic Law on National Education No. 1739,
- Law on Organization and Duties of the Ministry of National Education No. 3797,
- Decree on Private Education No. 573.

Formal education is the education provided to individuals who are within specific age limits and who are at the same level. This type of education is regularly provided at schools in accordance with the programs prepared consistent with the defined purpose. Formal education includes pre-school education, primary education, secondary education and higher education institutions. Non-formal education includes education activities organized along with or apart from formal education.

Pursuant to the Law on Organization and Duties of the Ministry of National Education No. 3797, education offices are charged with preparing curriculum, textbooks and education materials of schools and institutions and submit them to the Board of Education.

In addition, program development works in our Ministry are carried on by;

- Board of Education,
- Education Research and Development Department,
- Vocational and Technical Educational Research and Development Center,

- Institutes and units affiliated with relevant education offices and pursuant to the Regulation No. 63 of 27.03.1995 by National Education Directorates.

All education offices in our Ministry are carrying on their curriculum development activities separately. These activities are being carried on by commissions including experts of education offices, teachers who have expertise on relevant matters and representatives of relevant sectors. The curriculums developed by these commissions are approved by the Board of Education and send to schools where they are implemented.

Research and activities are generally performed by “*The Vocational and Technical Education Research and Development Center*” which is abbreviated as *METARGEM*. *METARGEM* was established in 1986 by Article 42 of Apprenticeship and Vocational Training Act No. 3308 for the purpose of undertaking planning, research, development and production services required by the Ministry on matters relating to apprenticeship, technical and vocational education/training.

The main responsibilities of *METARGEM* may be divided into six headings: (1) *Research and Planning*: to conduct research and to evaluate manpower requirements for industry and commerce; to prepare annual development plans; (2) *Curriculum Development*: to prepare, develop and evaluate curricula of vocational and technical training, particularly in new technologies; to develop in-service training programs; (3) *Design Projects*: to design projects for vocational and technical education system, including machines, tools and equipment specifications; (4) *Testing and Evaluation*: to design, improve and test measurements and evaluation tools;; (5) *Educational Technology*: to prepare and evaluate materials in educational technology; to organize seminars in the subject of educational technology; (6) *Technical Publications*: to publish and distribute research findings and plans; to prepare, translate and publish technical periodicals, books and other technical teaching materials.

METARGEM is governed by an administrative board comprising the representatives of the Ministry of National Education, trade unions, employers’ unions, small industries and related organizations. This center continues its activities under the body of Education Research and Development Department (EARGED).

CONCLUSION

Like the other countries in the world, Turkey is transforming into an information society due to the fundamental changes in production systems and technology. Advanced automation technology, which is a result of these developments in information technologies, has not only enabled utilization of unskilled workforce but also increased qualities of white-collar workforce. In this context, advanced production methods and information-based technologies that depend on qualified and high performance workforce have dominated these rapid changes.

In order to utilize science and technology that are repulsive power of the new era and that increase our competitive power in international markets, radical changes should be realized at institutions at every level. Turkey should establish workforce-education-

employment balance and especially should restructure its education system in order to take a high status within world economies. The most significant role in this restructuring process is to use all of the available information in order to increase qualifications of people. Education and especially vocational and technical education are the most important means of this change.

As stated in Development Plans and Programs of Governments and the 15th and 16th National Education Training Workshops, we should inevitably give importance and priority to develop and widespread vocational and technical education institutions, increase quality of vocational and technical education institutions, provide education to everyone, use available resources more effective, efficient and cost-effective ways and find new resources.

Basic principles of restructuring vocational and technical education is to establish a system that takes work/industry and school environment as basis; award certificate and/or diploma to graduates, apply modular programs that depend on vocational standards, accepts lifelong learning as its basic principle, support education system with new technologies and regards general and vocational technical education as components that do not conflict but complement each other.

TYPES OF PROGRAMS APPLIED IN VOCATIONAL AND TECHNICAL EDUCATION

SCHOOL TYPES AFFILIATED WITH GENERAL DIRECTORATE OF TECHNICAL EDUCATION FOR BOYS AND EDUCATION PROGRAMS PROVIDED IN 2004-2005 SCHOOL YEAR

ANATOLIAN TECHNICAL LYCEES

- ❖ Infrastructure
- ❖ Computer (Software)
- ❖ Computer (Hardware)
- ❖ Computerized Numerical Control (CNC)
- ❖ Electricity
- ❖ Electronics
- ❖ Industrial Electronics
- ❖ Industrial Automation Technologies (Electronics-Mechanics)
- ❖ Journalism
- ❖ Hydraulics Pneumatics Technology
- ❖ Construction (Superstructure)
- ❖ Form
- ❖ Chemistry
- ❖ Control and Instrumentation Technology
- ❖ Machinery
- ❖ Microtechnics
- ❖ Motor
- ❖ Automatic Control
- ❖ Radio-Television
- ❖ Textile (Dying – Sizing)

- ❖ Textile (Weaving)
- ❖ Textile (Thread)
- ❖ Textile (Ready-Made Clothing)
- ❖ Textile (Knitting Technology)
- ❖ Telecommunication
- ❖ Medical Electronics
- ❖ Aircraft Maintenance Technician – Electronics
- ❖ Aircraft Maintenance Technician – Body and Motor
- ❖ Structure Draftsman

ANATOLIAN VOCATIONAL LYCEES

- ❖ Wooden Yacht Construction
- ❖ Shoe-making
- ❖ Infrastructure
- ❖ Computer (Software)
- ❖ Computer (Hardware)
- ❖ Computerized Numerical Control
- ❖ Dying-Sizing
- ❖ Weaving
- ❖ Electricity
- ❖ Electronics
- ❖ Ship Electronics and Communication
- ❖ Ship Construction
- ❖ Ship Machinery
- ❖ Deck
- ❖ Deck – Fishing
- ❖ Thread
- ❖ Chemistry
- ❖ Ready-Made Clothing
- ❖ Jewelling
- ❖ Mechatronics
- ❖ Motor
- ❖ Knitting Technology
- ❖ Plastic Arts
- ❖ Industrial Electronics
- ❖ Industrial Mechanics
- ❖ Journalism
- ❖ Hydraulics and Pneumatics Technology
- ❖ Construction (Superstructure)
- ❖ Microtechnics
- ❖ Form
- ❖ Control and Instrumentation Technology
- ❖ Machinery
- ❖ Automatic Control
- ❖ Radio and Television
- ❖ Textile
- ❖ Telecommunication
- ❖ Medical Electronics
- ❖ Aircraft Maintenance Technician (Body Motor)

- ❖ Aircraft Maintenance Technician (Electronics)
- ❖ Structure Draftsman

TECHNICAL LYCEES

- ❖ Infrastructure
- ❖ Computer (Software)
- ❖ Computer (Hardware)
- ❖ Computerized Numerical Control (CNC)
- ❖ Dying-Sizing
- ❖ Weaving
- ❖ Electricity
- ❖ Electronics
- ❖ Industrial Electronics
- ❖ Food Technology
- ❖ Mapping and Cadastral Survey
- ❖ Hydraulics-Pneumatics Technology
- ❖ Construction (Superstructure)
- ❖ Thread
- ❖ Form
- ❖ Chemistry
- ❖ Ready-made Clothing
- ❖ Control and Instrumentation Technology
- ❖ Machinery
- ❖ Machinery Draftsman
- ❖ Microtechnics
- ❖ Furniture and Decorating
- ❖ Motor
- ❖ Knitting Technology
- ❖ Telecommunication
- ❖ Medical Electronics
- ❖ Structure Draftsman

INDUSTRY VOCATIONAL LYCEES

- ❖ Wooden Yacht Construction
- ❖ Infrastructure
- ❖ Shoe-making
- ❖ Printing (Typography-Offset)
- ❖ Computer (Software)
- ❖ Computer (Hardware)
- ❖ Computerized Numerical Control
- ❖ Dying-Sizing
- ❖ Paint Technology
- ❖ Binding and Serigraphy
- ❖ Tea Technology
- ❖ Tile making and Ceramics (Decorating)
- ❖ Tile making and Ceramics (Shaping)
- ❖ Decorative Arts
- ❖ Leather Ready-made Clothing

- ❖ Leather Technology
- ❖ Typesetting
- ❖ Weaving
- ❖ Casting
- ❖ Upholstering
- ❖ Industrial Electronics
- ❖ Industrial Mechanic
- ❖ Electricity
- ❖ Electronics
- ❖ Electromechanical Carriers
- ❖ Food Technology
- ❖ Graphics
- ❖ Mapping and Cadastral Survey
- ❖ Hydraulics and Pneumatics Technology
- ❖ Construction (Infrastructure)
- ❖ Thread
- ❖ Work Machines (Maintenance-Repair)
- ❖ Work Machines (Operating)
- ❖ Melting
- ❖ Form
- ❖ Chemistry
- ❖ Maintenance and Repair of Ready-made Clothing Machinery
- ❖ Ready-made Clothing
- ❖ Control and Instrumentation Technology
- ❖ Jewelling
- ❖ Librarianship
- ❖ Plastic Technology
- ❖ Machinery
- ❖ Machine Draftsman
- ❖ Printing House
- ❖ Marble Technology (Decorative Stonecutting)
- ❖ Metal Works
- ❖ Microtechnics
- ❖ Furniture and Decoration
- ❖ Model
- ❖ Motor
- ❖ Embroidery
- ❖ Knitting Technology
- ❖ Plastic Processing
- ❖ Process
- ❖ Reproduction and Cliché
- ❖ Restoration
- ❖ Industry Painting and Application Techniques
- ❖ Cooling and Air Conditioning
- ❖ Fishery Product
- ❖ Telecommunication
- ❖ Installation Technology (Heating – Natural Gas)
- ❖ Installation Technology (Heating – Sanitary Installation)

- ❖ Levelling
- ❖ Medical Electronics
- ❖ Structure Draftsman

MULTI PROGRAM LYCEES
PROGRAMS OF GENERAL DIRECTORATE OF TECHNICAL
EDUCATION FOR BOYS

- ❖ Computer (Software)
- ❖ Computer (Hardware)
- ❖ Dying-Sizing
- ❖ Tile making and Ceramic (Shaping)
- ❖ Leather Technology
- ❖ Weaving
- ❖ Electricity
- ❖ Electronics
- ❖ Mapping and Cadastral Survey
- ❖ Thread
- ❖ Mould
- ❖ Chemistry
- ❖ Machinery
- ❖ Machine Draftsman
- ❖ Metallurgy
- ❖ Metal Works
- ❖ Furniture and Decoration
- ❖ Petro Chemistry
- ❖ Cooling and Air Conditioning
- ❖ Fishery Products
- ❖ Telecommunication
- ❖ Installation Technology
- ❖ Levelling
- ❖ Motor
- ❖ Structure Draftsman
- ❖ Structure

PROGRAMS OF GENERAL DIRECTORATE OF TECHNICAL
EDUCATION FOR GIRLS

- ❖ Hosting and Food Technology
- ❖ Child Development and Education
- ❖ Handicrafts and Technology
- ❖ House Management and Nourishment
- ❖ Dressing
- ❖ Clothing Technology
- ❖ Ready-made Clothing
- ❖ Hairdressing
- ❖ Needlework
- ❖ Textile Ready-Made Dressing

PROGRAMS OF GENERAL DIRECTORATE OF COMMERCE AND TOURISM EDUCATION

- ❖ Accounting
- ❖ Banking
- ❖ Cooperative Operation
- ❖ Office Services

PROGRAMS OF GENERAL DIRECTORATE OF SECONDARY EDUCATION

- ❖ General Lycee
- ❖ Lycee with Comprehensive Foreign Language Education

PROGRAMS OF GENERAL DIRECTORATE OF RELIGIOUS EDUCATION

- ❖ Anatolian Imam and Preacher Lycee
- ❖ Imam and Preacher Lycee

FORMAL SCHOOL TYPES AFFILIATED WITH GENERAL DIRECTORATE OF TECHNICAL EDUCATION FOR GIRLS AND EDUCATION PROGRAMS PROVIDED IN 2004-2005 SCHOOL YEAR

FIELD/DEPARTMENT	VOCATION BRANCH
1-HOSPITALITY AND FOOD TECHNOLOGY FIELD (AVLG¹, VLG²)	1-Food Analysis 2-Housekeeping 3-Nourishment at Institutions 4-Kitchen Services 5-Service 5 Branches
2-SHOE TECHNOLOGY FIELD (AVLG, VLG)	6-Shoe Design 7-Shoe Manufacture 2 Branches
3-COMPUTER FIELD (AVLG, VLG)	8-Computer 1 Branch
4-OFFICE MANAGEMENT AND SECRETARIAT (AVLG, VLG)	9-Legal Secretariat 10-Financial Secretariat 11-Medical Secretariat 12-Administrative Secretariat 4 Branches
5-GLASS PROCESSING FIELD (AVLG, VLG)	13-Glass Manufacture 14-Glass Shaping 15-Embellishment 16-Stained Glass 4 Branches
6-SKIN CARE AND HAIRDRESSING FIELD (AVLG, VLG)	17-Skin Care 18-Hairdressing 2 Branches
7-CHILD DEVELOPMENT AND EDUCATION FIELD (AVLG, VLG)	19-Child Development and Education 1 Branch
8-HANDICRAFTS AND HANDICRAFTS TECHNOLOGY (AVLG, VLG)	20-Leather Accessories 21-Weaving 22-Hand Embroidery 23-Machine Embroidery 24- Baby Doll 5 Branches

¹ Anatolian Vocational Lycee for Girls

² Vocational Lycee for Girls

9-PHOTOGRAPHY FIELD (AVLG, VLG)	25-Press Photography 26-Photograph Laboratory Services 27-Portrait and Special Occasions Photography 28-Advertising Photography 4 Branches
10-GRAPHIC DESIGN FIELD (AVLG, VLG)	29-Assistant Graphic Artist 1 Branch
11-INTERIOR SPACE DESIGN FIELD (AVLG, VLG)	30-Interior Space Arrangement 31-Furniture Draftsman 32-Installation-Control 33-Customer Representative 4 Branches
12-JEWELLERY TECHNOLOGY FIELD (AVLG, VLG)	34-Jewellery Design 35-Jewellery Manufacture 2 Branches
13-ORGANIZATION SERVICES FIELD (AVLG, VLG)	36-Exhibition Personnel 37-Space Arrangement Personnel 38-Organisation Personnel 3 Branches
14-CERAMICS FIELD (AVLG, VLG)	39-Tile-making Artist 40-Decorator 41-Model-Mold Maker 42-Ceramics Laboratory Assistant 43-Ceramics Shaper 5 Branches
15-TRAVEL AGENCY MANAGEMENT FIELD (AVLG, VLG)	44-Operation 45-Reservation 2 Branches

16-DECORATIVE PLANTS FIELD (AVLG, VLG)	46-Floristry Services 47-Exterior Space Plants Producer 48-Interior Space Plants Producer 49-Flower Producer 50-Landscape Gardening 5 Branches
17-TEXTILE FIELD (AKTL, AVLG, VLG)	51-Weaving 52-Thread 53-Quality Control 54-Knitting 55-Threading 56-Textile Design 6 Branches
18-TEXTILE READY-MADE DRESSING FIELD (AVLG, VLG)	57-Child Clothing Design 58-Ready-made Stocking Weaving 59-Ready-made Leather 60-Ready-made Weaving Surface 61-Ready-made Straight Weaving (Tricot) 62-Men's Clothing Design 63-Men's Tailor 64-Ready-made Home Textile 65-Women's Clothing Design 66-Pattern 67-Quality Control (Production Supervisor) 68-Cutting 69-Fashion House Boutique (Women's Tailor) 70-Ready-made Round Knitting 14 Branches
19-SERVICES FOR ELDERS FIELD (AVLG, VLG)	71-Services for Elders 1 Branch
20-YATCH CAPTAINSHIP FIELD (AVLG, VLG)	72-Yatch Captain 1 Branch
1-STATUE DEPARTMENT (AVLG)	
2-CLASSICAL BINDERY DEPARTMENT (VLG)	

3-CONSERVATION DEPARTMENT (AVLG)
4-PASTRY DEPARTMENT (VLG)
5-PAINTING DEPARTMENT (AVLG, VLG)
6-RESTORATION DEPARTMENT (AVLG)

NOTE: Total 78 programs as 20 fields, 72 branches and 6 departments are provided at formal education institution affiliated with General Directorate of Technical Education for Girls. Also, Electronics (AVLG, VLG) Chemistry (VLG), Structure Drafting (VLG), Machine Drafting (VLG) and Printing House (VLG) programs of General Directorate of Technical Education for Boys are provided.

NON-FORMAL EDUCATION CERTIFICATE PROGRAMS PROVIDED AT TECHNICAL EDUCATION SCHOOLS FOR GIRLS

HOSPITALITY AND FOOD TECHNOLOGY

- ❖ Waiter
- ❖ Baker
- ❖ Sauce Maker
- ❖ Stain Remover
- ❖ Steward
- ❖ Cleaner
- ❖ Barman/Barmaid
- ❖ Pastry/Dessert Maker
- ❖ Yoghurt Production Worker
- ❖ Food Sale People
- ❖ Laundry People
- ❖ Cooker-Canned Food Maker
- ❖ Cheese Production Worker
- ❖ Boarding-house Operator
- ❖ Cleaning Company Operator
- ❖ Butcher and Meat Preparer
- ❖ Catering Service Operator
- ❖ Dry Cleaning Machine Operator
- ❖ Retail Sale Personnel

SHOE TECHNOLOGY

- ❖ Opening-Milling-Seaming Worker

- ❖ Stamper
- ❖ Shoe Designer
- ❖ Vamp Maker

COMPUTER FIELD

- ❖ Computer Operator

OFFICE MANAGEMENT AND SECRETARIAT FIELD

- ❖ Office Secretary
- ❖ Typist
- ❖ Document Officer
- ❖ Clerk
- ❖ Accounting Officer
- ❖ Switchboard Operator

GLASS PROCESSING FIELD

- ❖ Molten Glass Blower
- ❖ Empty Pipe Glass Blower
- ❖ Mould/Bar Maker
- ❖ Fusion Shaper
- ❖ Blender
- ❖ Blend and Annealing Furnace Worker
- ❖ Manual Embellisher
- ❖ Transferor
- ❖ Flattening Silvering Worker
- ❖ Glazed Paint and Silvering Furnace Worker
- ❖ Stained Glass Worker
- ❖ Sandblasting
- ❖ Glazer/Polisher
- ❖ Manual Engraver
- ❖ Pantograph Worker
- ❖ Acid Worker
- ❖ Computerized Foil Worker
- ❖ Foil Adhesion and Heating Worker
- ❖ *Malatura* Worker
- ❖ Cut Set Decorator
- ❖ Glassmaking (Plain Glass Embroidery Artist)

SKIN CARE AND HAIRDRESSING FIELD

- ❖ Depilation
- ❖ Epilation
- ❖ Masseur-Masseuse

- ❖ Make-up Artist
- ❖ Manicure – Pedicure
- ❖ Skin Care Specialist

CHILD DEVELOPMENT AND EDUCATION FIELD

- ❖ Babysitter
- ❖ Child Entertainer

INTERIOR SPACE DESIGN FIELD

- ❖ Model Making Personnel

ORGANISATION SERVICES FIELD

- ❖ Shopwindow Arranger
- ❖ Stand Arranger
- ❖ Congress, Exhibition and Stand Hostess
- ❖ Organisation Personnel
- ❖ Exhibition Personnel
- ❖ Space Arranger

TECHNOLOGY FIELD

- ❖ Touristic Knickknack Baby Maker
- ❖ Leather House Accessories Maker
- ❖ Bride Hairdresser and Bouquet Maker
- ❖ Filled Toy Maker
- ❖ Folkloric Baby Maker
- ❖ Basket Maker
- ❖ Jewellery Maker
- ❖ Flower Arranger
- ❖ Night Clothing and Bride Clothing Embroiderer
- ❖ Decorative Touristic Goods Embroiderer
- ❖ Cordon-Suzeni Stitch Maker
- ❖ Fabrics Embroiderer
- ❖ Artificial Flower Maker
- ❖ Pileless Carpet Weaver
- ❖ Carpet Weaver
- ❖ Picot Maker
- ❖ Hat Maker
- ❖ Purse Maker

PHOTOGRAPHY FIELD

- ❖ Portrait and Special Occasions Photography
- ❖ Press Photography
- ❖ Advertisement Photography
- ❖ Photograph Laboratory Services
- ❖ Photographer
- ❖ Photographer of Passport-size Photograph

- ❖ Digital Photography (Computerized Photograph)
- ❖ Scientific and Technical Photography
- ❖ Dark Room Personnel
- ❖ Laboratory Personnel (Printer)
- ❖ Photograph Sales Personnel
- ❖ Maintenance-Repair (Technical) Worker
- ❖ Retoucher

JEWELLING TECHNOLOGY FIELD

- ❖ Goldsmith
- ❖ Setter
- ❖ Engraver
- ❖ Niello Worker
- ❖ Enameller
- ❖ Presser
- ❖ *Ramat* Worker
- ❖ Candle Mould Preparer
- ❖ Filigree Worker
- ❖ Silk Manufacturer
- ❖ Mat Maker

CERAMICS FIELD

- ❖ Ceramics Laboratory Assistant
- ❖ Miller
- ❖ Raw Material Preparer
- ❖ Mud Preparer
- ❖ Lathe Operator
- ❖ Template Lathe Operator
- ❖ Plastic Mud Shaper
- ❖ Furnace Worker
- ❖ Glaze Worker
- ❖ Retoucher
- ❖ Patternmaker
- ❖ Moulder
- ❖ Glaze Decorator
- ❖ Embellisher
- ❖ Painter
- ❖ Net Applier
- ❖ Design Transferor

TRAVEL AGENCY FIELD

- ❖ Ticketing Personnel
- ❖ Hotel Guide
- ❖ Tour Guide
- ❖ Transfer Personnel
- ❖ Animator Guide
- ❖ Airport Officer

GRAPHICS DESIGN FIELD

- ❖ Illustrator
- ❖ Computerized Graphical Operator
- ❖ Web Page Design Operator
- ❖ Serigraphy Worker

TEXTILE READY-MADE CLOTHING FIELD

- ❖ Wedding Dress Sewer
- ❖ Clothing Repair Service Personnel
- ❖ Pattern Manufacture Personnel
- ❖ Cutting Personnel
- ❖ Machine Repairman
- ❖ Regulator
- ❖ Ironer
- ❖ Cutting Assistant
- ❖ Intermediate Quality Controller
- ❖ *Romeyoz* Worker
- ❖ Stoning Worker
- ❖ Curtain Maker
- ❖ Overlocker
- ❖ Buttonhole Button Maker
- ❖ Run Holder

TEXTILE FIELD

- ❖ Sizing Technician
- ❖ Stamping Technician
- ❖ Dying Technician
- ❖ Decating Machine Technician
- ❖ Treating Designer
- ❖ Filmdruck Stamp Machine Operator
- ❖ Raw Control Workmanship
- ❖ Thread Dying Machine Operator
- ❖ Laboratory Assistant
- ❖ Pre-treatment Technician
- ❖ Bobbin Worker
- ❖ Comber
- ❖ Cleaning Technician
- ❖ Serial Warp Machine Operator
- ❖ Conical Warp Machine Operator
- ❖ Weaving Operator
- ❖ Weaving Quality Control
- ❖ Weaving Technician
- ❖ Card Worker
- ❖ Weaving Template Worker
- ❖ Weaving Designator
- ❖ Threading Operator
- ❖ Straight String Operator
- ❖ Fixing Operator
- ❖ Synthetics Thread Distinguisher
- ❖ Synthetics Thread Quality Control (Treater)

- ❖ Fibber Manufacture (Upper Manufacture) Operator
- ❖ Silk Presser
- ❖ Blender Fluffer
- ❖ Band Connection Machine Operator
- ❖ Open-End Operator
- ❖ Piping Operator
- ❖ Water Machine Operator
- ❖ Silk Laboratory Assistant
- ❖ Wool Threshing Operator
- ❖ Wool Washing Operator
- ❖ Combing Machine Operator
- ❖ Pulling Operator
- ❖ Ring Operator
- ❖ Set Preparer
- ❖ Wool Thread Laboratory Assistant
- ❖ Knitting Machines Operator

DECORATIVE PLANTS FIELD

- ❖ Interior Space Decorative Plants Producer
- ❖ Plant Producer with Short Cut Branch
- ❖ Seasonal Flower Producer
- ❖ Grafter and Trimmer
- ❖ Flower Producer
- ❖ Garden Maintenance Worker
- ❖ Garden Arrangement Worker
- ❖ Flower Maintenance and Arrangement Worker

SERVICES FOR ELDERS FIELD

- ❖ Companion for Elders
- ❖ Care of Elders at Institutions
- ❖ Care of Elders at House

YACHT CAPTAINSHIP FIELD

- ❖ Master Sailor
- ❖ Cook
- ❖ Deckhand
- ❖ Service Personnel
- ❖ Seaman (STCW)

**SCHOOL TYPES AFFILIATED WITH GENERAL DIRECTORATE OF COMMERCE AND
TOURISM EDUCATION AND EDUCATION PROGRAMS PROVIDED IN 2004-2005
ACADEMIC YEAR**

SEQUENCE NO	SCHOOL TYPE	PROGRAM TYPE
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1	COMMERCIAL VOCATIONAL LYCEES	<ul style="list-style-type: none"> ▶ ACCOUNTING-FINANCE FIELD <ul style="list-style-type: none"> ◆ Accounting Branch ◆ Banking Branch ◆ Foreign Trade Branch ◆ Stock Exchange Services Branch ◆ Cooperative Management Branch ▶ OFFICE MANAGEMENT AND SECRETARYSHIP FIELD <ul style="list-style-type: none"> ◆ Managerial and Commercial Secretaryship Branch ◆ Legal Secretaryship Branch <ul style="list-style-type: none"> ◆ Medical Secretaryship Branch ◆ Office Services Branch ◆ Local Administrations Branch ▶ MARKETING FIELD <ul style="list-style-type: none"> ◆ Sales Management and Advertisement Branch ◆ Real Estate Brokerage Branch <ul style="list-style-type: none"> ◆ Insurance Business Branch ▶ COMPUTER FIELD <ul style="list-style-type: none"> ◆ Computer Programming Branch ◆ Computerized Accounting Branch
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2	ANATOLIAN COMMERCIAL VOCATIONAL LYCEES	<ul style="list-style-type: none"> ▶ ACCOUNTING-FINANCE FIELD <ul style="list-style-type: none"> ◆ Accounting Branch ◆ Banking Branch ◆ Foreign Trade Branch ◆ Stock Exchange Services Branch ◆ Cooperative Management Branch ▶ OFFICE MANAGEMENT AND SECRETARYSHIP FIELD <ul style="list-style-type: none"> ◆ Managerial and Commercial Secretariat Branch ◆ Legal Secretariat Branch <ul style="list-style-type: none"> ◆ Medical Secretariat Branch ◆ Office Services Branch ◆ Local Administrations Branch ▶ MARKETING FIELD <ul style="list-style-type: none"> ◆ Sales Management and Advertisement Branch ◆ Real Estate Brokerage Branch <ul style="list-style-type: none"> ◆ Insurance Business Branch ▶ COMPUTER FIELD <ul style="list-style-type: none"> ◆ Computer Programming Branch ◆ Computerized Accounting Branch ▶ TOURISM FIELD <ul style="list-style-type: none"> ◆ Front Office Branch ◆ Service Branch ◆ Kitchen Branch ◆ Floor Services Branch ◆ Travel Agency Management Branch
3	ANATOLIAN HOTEL MANAGEMENT AND TOURISM VOCATIONAL LYCEES	<ul style="list-style-type: none"> ▶ FOOD-BEVERAGE SERVICES FIELD <ul style="list-style-type: none"> ◆ Kitchen Branch ◆ Service Branch ▶ HOSTING SERVICE FIELD <ul style="list-style-type: none"> ◆ Front Office Branch ◆ Floor Services Branch ◆ Hotel Management Branch ◆ Host and Hostess Branch ▶ TRAVEL MANAGEMENT FIELD <ul style="list-style-type: none"> ◆ Travel Agency Management Branch ◆ Tour Operating Branch ◆ Entertainer Branch
4	ANATOLIAN COMMUNICATION VOCATIONAL LYCEES	<ul style="list-style-type: none"> ▶ JOURNALISM ▶ RADIO-TELEVISION ▶ PUBLIC RELATIONS AND ADVERTISING
5	MULTI-PROGRAM LYCEES	<ul style="list-style-type: none"> ▶ Commercial Vocational Lycee Programs ▶ Vocational Lycee for Girls Programs ▶ Industry Vocational and Vocational Lycee Programs ▶ General Lycee Programs ▶ Lycee with Comprehensive Foreign Language Education Programs ▶ Imam and Preacher Lycee Programs