



CAREER PLANNING CAREER ORIENTATION IN TURKEY

This report describes how to organize Turkey, manages and Provides information, guidance and counseling services, and what are perceived to be the key challenges which this country is facing to improve such services.

At the 2011 census, the population of Turkey was 77,803,927. It is the second largest country in Europe in terms of population. Resides in cities more than 60% of the population. The rate of population growth is approximately 1.5%. 70% of the population is below 35 years of age. Students constitute 25.3% of the population. The number of teachers in preschools, basic and secondary education schools is 628.738.

In Turkey Turkish Employment Service (ISKUR) Reserach and Guidance Centers coordinates the career guidance, and orientation and information services

According to the Basic Law on National Education No.1739, the Turkish education system comprises three main structures: pre-school education, basic education, and general secondary education and vocational secondary education. These include both public and private educational Institutions. The Ministry of National Education (MONE), which is Responsible for the services concerned consists of two main organizational structures: central and provincial.

Currently, alongside the 81 Employment offices across the country, there are 43 Career Information Centers operating in 39 provincial directorates, and 17 Job and Career Counseling Services operating in 16 provincial directorates: These centers and services cover 41 of the 81 Provinces. They offer information about jobs, training and working life to those who need such information.

The guidance and counseling services in Psychological MONE integrate educational, vocational and personal / social guidance services. Vocational guidance services at schools are THUS mainly provided by the school's guidance and Psychological counseling service. Reserach and Guidance Centers undertake coordination responsibilities with respect to guidance services in cities, including vocational guidance services. The Provincial Directorate for National Education, Special Education and Guidance Services Branch, the Provincial Directorate for National Education, and MONE's ORGM, Instead of these services are the structures that ensure Contents Provision. MONE is MBRD is currently the main service provider.

THE MAIN GUIDANCE SERVICES

Schools

• *Preschool education*

Preschool education programs include such objectives as raising awareness in terms of careers, raising awareness in terms of the jobs and careers of family members, introducing jobs and careers that attract the attention of the individual, and raising awareness about various roles in life. Guidance services in preschool education programs are provided by teachers.

• *Basic education*

Children enter basic education at the age of 6 and usually remain there until the age of 14. The school guidance counselor in basic education works in a School Guidance Services Unit. This unit provides information to students in the second term of the 8th grade on which careers can be pursued after which secondary education programs and what standard of life can be expected from these careers.

An Academic Self Concept Scale is used to help 8th grade students to discover their interests and talents and to help them choose the most appropriate academic program, including the choice between general secondary education and vocational/technical education, and the choice between science/mathematics, literature and social sciences in the general secondary education programs. Tests and techniques are employed to help students know themselves better and to decide on the education programs they wish to attend. Cooperation between school guidance services and class guidance teacher is necessary for the implementation of these tests and techniques. The responsibility for choosing the academic program that will be attended lies ultimately with the parents and the student.

- *General secondary education*

In secondary education, there is a total of 1,489,865 students (54% boys and 46% girls) aged 14-17 in a total of 2,111 schools. Of these schools, 1,580 are general high schools, 425 are Anatolian highschools, 58 are science high schools, and 48 are fine arts high schools. The students of the last three schools are chosen through an examination. In general secondary education, career guidance services are provided at each grade, except the foreign language preparatory grade. Students are guided to one of the following fields: sciences, social sciences, Turkish, mathematics, foreign languages, arts (painting/music) and sports. Career guidance is mainly focused around entry to higher education. Pressure to gain university places is intense: schools are ranked in public league tables in terms of their level of success in the university entrance examinations. The relationship of the main fields of study to higher education is presented in the 9th grade (which is regarded as an orientation grade); examination and evaluation of possible careers is covered in the 10th grade; and information about higher education choices, and preparation for entry to jobs and careers, are given in the 11th grade. Instruments administered by guidance counselors include the Academic Self-Concept Scale, the Career Maturity Scale, the Self-Exploration Questionnaire, and BILDEMER 2000 (prepared by the Student Selection and Placement Center (ÖSYM) to help the students to explore their interests and abilities and match their self-assessments to various program alternatives). Career guidance services are provided to parents and to children on demand, as much as resources allow. The ultimate decision is usually made either by the parents or jointly by the parents and the student; some students make the decision on their own. Career guidance services in secondary schools are provided by guidance counselors and by class guidance teachers. They are included in more general guidance and psychological counseling services.

- *Vocational and technical education*

Orientation in vocational and technical education may be carried out by the assistant principal, class teacher, guidance counsellor, or others. Students are guided to fields/branches in the 9th, 10th and 11th grades according to the level, type and properties of the programs implemented in vocational and technical schools and institutions.

- *General comments*

The quality and quantity of these services vary in public and private schools. It is a fact that the number of guidance counselors is higher, and that guidance and psychological counseling practices are implemented more extensively, in private than in public schools. This is true in relation both to basic and to general secondary education. Class sizes, too, tend to be lower in the private schools; many public schools still operate on a split-day basis, with some class groups coming in the morning and some in the afternoon. Where schools do not have a guidance counselor on their staff, specialist guidance services may be available from the local RAM (see below).

Guidance counselors and class guidance teachers cover career education and guidance as part of their wider guidance responsibilities. Visits are organized for basic and secondary school groups to Career Counseling Centers in areas where such centers are available. Here ISKUR gives, in cooperation with schools, detailed explanations to students about the importance of choosing a career, its relationship to educational choices, and the sources from which career information can be obtained. These explanations are supplemented by videotapes and films. ISKUR also has a "library/resource centre" where students can make use of the career files, which include information about the definition of careers and their tasks, qualifications required to perform these tasks, work environments and working conditions, vocational training, fields of work, employment opportunities, income, and promotion opportunities during and after training; there are also printed documents (books, articles, pamphlets) which give detailed information about opportunities for vocational training and about the labor market. Within the context of the protocol ISKUR also organizes class discussions and group discussions within both general and technical/vocational secondary education schools. Class discussions which take at least one class hour address such topics as the importance of choosing a career, points to consider when choosing a career, and the job and career counseling services provided by ISKUR. Group discussions focus on vocational training alternatives after graduation, careers and working life. Conferences or sessions aim at developing job-search skills. Interview techniques and some tools of testing and assessment are used in individual counseling sessions. Another activity is meetings with parents which aim at enabling parents to adopt more conscious approaches in helping their children in career choices. However, ISKUR is not currently resourced to provide such services on an extensive scale. Support is also provided to school guidance services by 127 Guidance and Research Centers (RAMs). These have three main functions: - to offer specialist diagnostic services for students with special needs; - to deliver individual and group guidance services in schools which do not have

a guidance counselor on their staff; - to offer a more general support resource to guidance services within schools. In the second of these roles, they provide around 6% of the total individual and group services delivered across all schools, including career guidance services. In relation to the third role, they are not equipped to provide much support in the career guidance area beyond organizing some seminars and meetings for local guidance counselors (to which ISKUR staff may also be invited), and indicating to ISKUR which schools do not have guidance counselors so that they can take this into account when deciding to which schools to allocate their resources. At least one RAM has also produced radio programs for students, parents and the general public on career issues. In general, the RAMs have serious limitations in terms of their number, the quality of their expert staff, and the technical equipment and hardware that they have to support their work. These problems currently prevent the RAMs from activating their full institutional potential.

Career education is included as part of class guidance programs in all types of school, integrated with personal and social education. For the 9th, 10th and 11th grades of secondary education, class guidance programs have been developed in order to ensure congruity in terms of class/group activities to be performed by class guidance teachers in weekly guidance hours at secondary education institutions throughout the country, and to prevent the use of these hours for other purposes. Teacher handbooks were introduced in 2000/01 to guide teachers through in-class activities; support is also offered by the school's guidance counselor(s). On average, half of the guidance program and handbooks cover educational and career guidance topics and activities.

In basic education schools, there is currently no national policy regarding class time or MONE resources for group guidance, though some schools do make regular class time available.

Tertiary education

In Turkey, university entrance is based on an objective and impersonal competitive system administered by the Student Placement and Selection Center (OSYM). Going through the processes in some cases taking advantage of special support from private university entrance preparation courses, students enter university entrance examinations upon completion of their secondary education.

Higher education choices are made by filling out a common application form after the examinations. Students use career guidance support at their schools throughout the whole process. Much of this is concerned with choosing the maximum of 18 courses that can be listed on the common application form, taking account of the information published by OSYM on the examination and grade-point-average scores of successful applicants in the previous year. Places are allocated to the best-qualified candidates on the basis of clear and mechanically applied rules. Many students who fail to gain a place retake the examinations in the subsequent year.

Vocational and technical secondary education programs are arranged so as to prepare students for careers and higher education, working life and fields of work. Law No.4702 entitles graduates of vocational and technical schools to continue their education in vocational higher education institutions (2-year courses) without having to enter the university entrance examination so long as they remain in the same field: up to 10% may then have the opportunity to transfer from these 2-year courses to university. Vocational and technical secondary education institutions provide the necessary career guidance to their students about the higher education programs they can attend.

In Turkey, university programs are strictly defined and the only variation is through elective courses. In only one of the universities do students take basic and social sciences in their first two years and choose their specific fields at the end of the second year. When students choose elective courses at their university, they receive help from academic staff appointed as academic advisors. Students may also get information and opinions from their departments about fields of careers presented in career information sources, opportunities of employment, levels of income after graduation, opportunities of promotion, similar careers and possible changes to careers in the future. They may in addition be able to attend conferences and sessions which aim at developing students' job-search skills. Where students are not certain which career they will choose, they can go through a career counseling process operated by guidance and psychological counseling services, and in some cases by career planning centers at the universities. Guidance and Psychological Counseling Centers within universities carry out individual and group activities to support individual and career development. In practice, however, they focus more on psychological counseling than on career guidance. Their services are generally provided in an integrated form, with the exception of three universities, namely Middle East Technical University (METU), Bogaziçi and Bilkent, which provide them separately. These universities have career planning centers which provide services for explaining job opportunities and offering job placement. More detailed information about METU can be obtained from <http://www.metu.edu.tr>, Career Planning page. METU is also in the process of setting

up an entrepreneurship center. In a few other universities, student organizations run some career activities, including liaison with employers. Students may also use ISKUR's job placement services, which include special provision for university graduates: its formal current monopoly of such services may have inhibited the growth of more systematic services within universities. As previously mentioned, ISKUR provides career counseling services to students, and employment counseling and placement services to job seekers. These services contribute to the process which consists of relating the qualifications of the individual to the requirements of the job, identification of the job or career that best fits the inclinations and talents of the individual, and helping the individual to make use of the training opportunities for the job or career concerned, to find a job and to adjust to the job. From an ISKUR perspective, however, its employment counseling services are not at present functioning adequately. There are problems in ensuring cooperation between different departments within the institutional structure. This is partly due to the negative image of the former Turkish Employment Agency, caused by the low productivity of its services in relation to job placement, career counseling, and job skills. The job counseling services being developed by ISKUR could contribute to changing this negative image by offering better and more comprehensive services, but this will require a sufficient number of qualified staff. Career counseling centers have career information files and briefs, information files on general and regional education and training opportunities, booklets on career fields in engineering, teaching and health, and related documents. Career information files are, as noted above, sources of information prepared by ISKUR. They include short texts on career definitions, tasks, qualifications, working conditions and environment, related vocational education, fields of work, job opportunities, income during and after education, and promotion opportunities, and are available for use by individuals from all sections of society. These career files are also available on the Internet. Career information briefs are one-page documents prepared by the Ankara MDM. They include very short texts on career definitions, tasks, equipment and materials used, qualifications required, working conditions and environment, fields of work, employment opportunities, promotion opportunities, places giving vocational education, duration and content of education, scholarships available, and credit and income opportunities. The briefs are open for use by all individuals who want to get information about the career concerned. 256 career information briefs have been prepared so far, 100 of which relate to intermediary careers and 156 to careers requiring higher education. Updates of career information files are extended to the briefs as well.

ISKUR has prepared 42 education and training information files that cover such topics as entrance requirements of educational institutions, application conditions, any quotas for male and female students, educational content, and opportunities for practical experience. In addition to information files on education and training at the general level, there are also regional files which cover information not only on formal provision but also non-formal provision such as apprenticeship training, general public education centers, and women's practical art schools. There are also booklets on the career groups in the engineering, teaching and health fields. These booklets cover topics like the definition and practice of the career, working conditions and educational requirements. Similar booklets on other fields are planned. Career briefs on intermediary-level careers prepared by ISKUR were published in 1998 in the form of a book titled "Guide to Vocational and Technical Education Institutions and Careers" which was distributed to all provincial directorates of education. Videocassettes about occupations were also distributed in the same way. In addition, there are posters and pamphlets giving information about the services offered by the Career Counseling Centers. University catalogues and programs prepared by ÖSYM are also available on the net. Students can choose and apply to universities electronically in the final stages of the university entrance examination procedures.

ISKUR provides career orientation services in accordance with: - A decree having the force of law on the Establishment and Duties of the Turkish Employment Organization, No.617. Article 3 paragraph (i) includes provision "to perform career orientation services, to provide job and career counseling services, to implement education programs aiming at developing job-search skills, to provide psychological counseling services via career counseling centers...". - Article 10 of the same law includes provision "... to expand and enlarge career orientation system gradually, to provide and improve guidance service, to offer employment and counseling services, to implement educational programs towards developing job-search skills".

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

- Article 3 of the Agreement on the Place of Career Education and Orientation in Assessment of Human Resources, No.142, states that: "Each member shall gradually make career guidance services, including continuous supply of employment information, more widely available in order to ensure that guidance is as accessible as possible and to provide extensive information to all children,

youth and adults, including special programs for all people with disabilities. This information and guidance shall include levels of responsibility in career choice, career education and learning opportunities, expectations of employment, promotion opportunities, working conditions, occupational security, hygiene, economic, social and cultural activities and other aspects of the various sectors of working life”.

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

- Article 4 of Part 2 of the European Charter states that: “The contracting parties undertake provision and improvement of appropriate career orientation, education and rehabilitation services to ensure that the right to work is actively enjoyed”. The Turkish Employment Organization is established by a decree with the force of law issued in the Official Gazette No.24190 dated 4 October 2002. Article 30 and the ensuing articles of this decree regulate the establishment, duties, authority and responsibilities of private employment agencies. These articles, which were expected to enter into force on 1 September 2002, did not do so, and have not been implemented because of their annulment by the Constitutional Court and because no other legal arrangement has been made. In accordance with the Law on Unemployment Insurance No.4447, Career Development, Change and Insertion Regulations relating to the unemployed came into force on 23 December 2000 after being published in the Official Gazette. These regulations arrange provisions about the education and job placement of insured unemployed in careers needed by the labor market, facilitating their process of job search and providing services to help them set up their own business. Reimbursements of unemployment benefits in the most recent nine months for which data are available are given in Table 2. As can be seen by comparing these figures with the total number of unemployed people (Section 1), the proportion of the unemployed who are entitled to such benefits is still low.

STATUS OF EDUCATION AT THE BEGINNING OF 2011

TOTAL SCHOOLS CLASSES INSTITUTIONS	:53.556
TOTAL STUDENTS (BOYS)	:9.525.641
TOTAL STUDENTS (GIRLS)	:7.965.483
	+ :17.491.124
TOTAL TEACHERS	:633.835

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