M.E.B.

T.C. MİLLİ EĞİTİM BAKANLIĞI

TÜRK-İŞ

Turkish Trade Union Confederation

Lifelong Learning and Employment Within the Accession Process to the European Union

MEGEP/SVET

Mesleki Eğitim ve Öğretim Sisteminin Güçlendirilmesi Projesi
Strengthening the Vocational Education and Training System in Turkey

26-27 April 2005
Ankara

TURKISH TRADE UNION CONFEDERATION

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ANKARA
APRIL 2005

Lifelong Learning and Employment Within the Accession Process to the European Union Meeting Programme

26th April 2005 Tuesday:

08:30-09:30 : Registration
09:30-10:30 : Opening Speeches
Salih KILIÇ (General Secretary of TURK-İŞ)
Hansjorg KRETSCHMER (EU Commussion Delegetion of Turkey Representative-Ambassador)
(Instead of Mr. Kretschmer; Holger SCHRODER General Clerk of the Representative of EU Commission Delegation of Turkey participated)
Murat BAŞESGİOĞLU (Minister of Labour and Social Security)
Hüseyin ÇELİK (Minister of National Education)

1st Session: The Goals in Lifelong Education

11:00-13:00: Chairman: Dr. Yusuf EKİNCİ (Turkish General President Advisor)
Speakers:
Mehmet TEMEL (Vice of MEB Undersecretary)
Namık ATA (İŞ-KUR General Director)
Dr. Fatma BARKÇIN (DPT Expert)
H.Alp BOYDAK (MEB Teaching and Instructing Committee Member)

2nd Session: Lifelong Education and EU Employment Strategy
14:30-16:30: Chairman: Enis YETER (Undersecretary of the Ministry of Labour and Social Security)
(instead of Mr. Yeter, Dr. Cem TOKER participated)
Speakers:
Gulay ASLANTEPE (Director of ILO in Turkey)
Esat SAĞCAN (MEB Apprenticeship and Wide Education General Director)
Jan De VOOGD (MEGEP / SVET Foreign Expert)
Mohsen Ben CHIBANI (ICFTU Advisor of General Secretary)

27th April 2005 Wednesday:

1st Session: The Expectations of the Social Sides from the Lifelong Education

10:00-12:00: Chairman: Prof.Dr. Nejat BİRİNCİ (MEB Undersecretary)
Speakers:
Mustafa TÜRKEL (TÜRK-İŞ General Education Secretary)
İskender ELVERDİ (TOBB Vice of the General Secretary)
Dr. Necdet KENAR (MESS Foundation General Director)
Dr. Naci SULKALAR (TESK General Secretary)

2nd Session: General Evaluation

14:00-16:00 Chairman: Salih KILIÇ (TÜRK-İŞ General President)
(instead of Mr. KILIÇ Dr. Yusuf EKİNCİ participated)
Speakers:
Salih KILIÇ (MEB Vice of the Undersecretary) (could not participated)
Cansın Inan KAVUKÇU (TISK Executive Committee Member)
Dr. Cem TOKER (Advisor of the Minister of Labour and Social Security)
Anthony TWIGGER (Expert of Improvement of Human Resources)
Erdoğan SERDENGEÇTİ (MEB President of the Project Coordination Centre)

PREAMBLE

Today, every society faces a different structuring under the impact of the development and change arising from globalization. Especially the innovations in data processing and communication technologies are facilitating the generation of information and the spreading of information flow. Due to this change, industry societies are converted into information societies.

Allied to globalization, which converts the world literally into a single market, competition becomes more significant. In this new order, competition can not be ensured through low wages and unhealthy working conditions as it has been until today, but through the use of new technologies and the generation of information. The only way to be able to compete at international and national level is to improve the knowledge and skills of employees, coupled with technological innovations.

To trace all these developments and to adapt them to the working practice is only possible with education. But such education should not be limited to schools. It should be stretched to our whole lives.

At this point, we are confronted with the concept "Lifelong Learning", and this concept gains importance with every passing day. This fact urges everybody, every segment in every country from worker to employer, from professional institutions to education institutions to take education more seriously and to invest in this field.

This international symposium, which is organized by our Confederation in cooperation with the Ministry of National Education and the contributions of MEGEP, aims at serving such an effort.

I would like to extend my thanks to everybody who contributes to this effort, and hope that this booklet containing the declarations of this symposium will be of benefit for everybody involved.

Salih KILIÇ
President, TÜRK-İŞ

HOST:

Welcome to the conference on "Lifelong Learning and Employment Within the Acession Process to the European Union" which is being supported by the European Union and MEGEP. Before the opening speeches of the meeting I would like to invite you to stand at attention in order to respect the Great Leader Atatürk and his friends and the workers and educators who passed to the eternity, then I invite you to the Turkish National Anthem. Please. Thank you.

Mr. Murat Başesgioğlu, the Minister of Labour and Social Security is now in a meeting in İstanbul, so he is not with us now, but he will be present tomorrow morning. Now I would like to invite Mr. Salih KILIÇ, General President of TÜRK-İŞ to make the first speech. Please sir.

SALİH KILIÇ:

Dear Minister, dear parliamenters, vice ambassodor, ICFTU represantative, the other representatives of the National Education Ministry and the representatives of the foundations. Welcome to the meeting on "Lifelong Learning and Employment Within the Acession Process to the European Union" which is being created by the assistance of National Education Ministry and MEGEP. I salute you for the name of TÜRK-İŞ and the executive comittee. Dear guests lifelong education is one of the 10 most important facts of the 21st century. Comprehension of lifelong education is not improved as desired in Turkey. Taking out the blocks in front of these comprehensions is the most desired facts and it is our social mission. Moreover, we are encountering the fact of the increasing value of the education. The competition which is being happening in the international platform, increases the importance of education. We have to admit that education is necessary to improve the skilled work force. The most important investment in this point is the education. The resources which are kept in Turkey for this view is inadequate, and this is being argued. The MEGEP (SVET) Project was signed between EU and Turkey in 2000 to strengthening the vocational educational training in Turkey as you all know. The main purpose of the Project is creating the vocational and technical training which fits the international standarts. That is according to the vocational educational standards and this is the very important issue for us as a social part of the issue. Therefore, I believe that this symposium is a very important meeting that is going to contribute to the future of training and education. Training, education and employment, those are very important concepts and

those are the complementary parts to the development and employment is the most dynamic factor and it is a driving force to the employment and the level of welfare is very important and in order to attain this level of welfare, the employment resources very very significant and the best use of the employment is very important. The State Statistics Institute has announced the level of employment by 15.5% and the investments to be done in the employment sector is going to contribute a lot to the decrease of the unemployment level. However, the economic growth by itself is very important for the provision of the related employment and the labor force but in order to get a space in the labor market you have to have the qualities, the productivity and efficiency and effectiveness each and every year according to the researches. The training given during when year the profitability and the level of increase in the income are co-related to each other. All of the institutions giving vocational training are not accessing to the people who are in need of this training. In most of the European countries, the number of students that are receiving vocational training is higher than the ones who are educated in the regular high schools. Therefore, the qualified labor force, the shortcomings, the qualified labor force, and the unemployment are also co-related to each other and the unemployment causes the poverty problems. Therefore, we should not neglect this problem. The social and economic unbalance is another problem that creates uneasiness in the society. Unemployment issue is hindering the hopes of the youth. Distinguish guests, this issue is very significant for Turkey and we have to provide some recommendations by the experts. With those recommendations and demands, we have to take into consideration the multi-dimensional employment and unemployment problems and we have to have broad scope policies accordingly. Those policies should be in harmony with the economic policies and they should be realized accordingly. Those are indispensable phenomenon. We have to create employment opportunities. Thanks to the foreign capital and investors and the appropriate provision of training and education. With the aim of employment, the incentive policies should be encouraged. Training, education and employment should be tackled as a whole and each and every level of training should meet the needs of today. In the present situation, the training system in Turkey should be restructured according to the needs of the labor market and the qualified occupations. That is why we have to provide harmonization between those two sectors. I mean training and labor force. So, Turkish Trade Union Confederation believes that we have to have those qualities. Leonardo Da Vinci youth vocational training policies and projects should be benefited and we have to develop those conditions as TÜRK-İŞ. Qualified labor force is very important and we have to attach importance to the lifelong learning and the

direction to the occupations and the guidance and counseling services are very important and in-service training is very significant and the vocational training and the industry should pay attention to the each other's needs. We have to implement certain projects accordingly, and therefore we will be able to develop the conditions that are going to develop the productivity. The productivity, effectiveness, and efficiency, those are very important concepts. The training of the labor force according to today's needs is very important in terms of productivity. The participation of women in to the labor force is another important issue. We have to embrace the strategy of involving women into appropriate vocational training systems and this is our preliminary goals. The vocational training of handicapped and youth and the workers is very important and they have to be provided skills according to the needs and requirements of the 21st century. This is what we admit. Additionally one of the most important concepts of the vocational training is that the enterprises should pay attention to this concept and they should not wait for the hopes come from the Minister of Education and Training. Distinguished guests, economical, technological and social developments are dependent on the vocational training. This is what we know. According to the 8-5 year development plan, we can see that those trends are established as the priorities. One and only way to develop the country is to increase the quality of training and giving the priority to the vocational training. This is something inevitable. Otherwise, if a country cannot produce the products and cannot sell the products, this country will be dependent on the products produced by others. I hope that this symposium will be very beneficial to the MEGEP project between the Ministry and the European Union. I hope that all of these activities shall be implemented. On behalf of TÜRK-İŞ Trade Union Confederation, I would like to salute each and every one of you with my deepest respect. Thank you very much.

HOST :

Thank you very much Mr. Salih Kılıç. Now I would like to invite Holger Schroder the first secretary of the embassy to Turkey of the EU commission.

HOLGER SCHRODER:

Minister, distinguished guests, it is a great pleasure for me to have the opportunity to participate in this important gathering. First of all, I would like to congratulate the organizers for organizing such a conference on lifelong learning and employment in the EU context. And for bringing together so many important actors, ministries, uni-

versities, the private sectors, the trade unions in this conference. To improve productivity throughout the economy and to be able to successfully compete, requires not only capital investment, but also work force that has the flexibility to acquire new skills for new jobs. The level of competence of a country skilled work force and technicians is crucially important for the flexibility and the productivity of its labor force. The merhants of the global knowledge, economy has put a premium on learning throughout the world. Ideas and know-how as sources of economic growth and development along with the application of new technologies have important implications for how people learn and for how people apply knowledge throughout their lives. It is more important than just education and training beyond formal schooling. A life on learning framework in compasses learning throughout the life cycle from early childhood to retirement and in different learning environments formal, informal, non-formal education. Opportunities for learning throughout one's lifetime are becoming increasingly crucial for countries to compete in the global knowledge economy. Within this life-long learning framework, formal education structures become less important in fact than learning and meeting learners' needs. It is essential to integrate learning programs better and to align different elements of the system. Learners should be able to enter and live the system at different points. The learning system needs to include the multitude of players such as learners, families, employers, providers, of course the state. So, governance in the lifelong learning framework therefore involves more than just ministries of labor and education. In the field of employment, Turkey continues to face high levels of unemployment and the figures were just sighted in the previous speech. Also youth unemployment is considerably high in Turkey with 20%. The total labor force participation is at 48% and as was mentioned in previous speech, the participation of women in the labor force is relatively low. In order to address these problems, Turkey is moving to align its employment policies and processes with existing EU practices. İŞKUR is currently working on the joint assessment paper on employment, which is a policy paper to form the basis for Turkey to draw its national employment policy in line and in accordance with the EU employment strategy. The joint assessment paper will be signed by the commission and the ministry of labor and social security, later this year. The European Commission will continue to provide financial and technical support to İŞKUR, in its efforts to combat unemployment. You are perhaps familiar with the active labor market strategy. An ongoing program, which is to support and assist İŞKUR under three different components. The aim of the first component is to train İŞKUR staff, as well as to assist İŞKUR to design and implement effective human resource development strategies and labor market policies. In this

regard, labor market analysis are carried out. modern public employment offices are being developed and national human resources strategy is being formulated and a new business plan for İŞKUR is being implemented. Under the second component and perhaps the most important, funds for active employment measures have been allocated to deliver extensive training to unemployed. The aim is to increase the employability of these people and to stimulate public private initiatives to boost employment at the local level. A total of 245 projects have been supported under this scheme all over Turkey. We hope that some 50 thousand people will benefit from the training activities provided by these projects. And the objective is at least half of these people will find jobs at the end of these projects. The last component, the third component aims to modernize İŞKUR's provincial offices and enhance functioning of its office network Allow me to say also a few words about the Copenhagen process and some recent developments regarding the labor market. Through engaging in a process of enhance cooperation, the ministers, various ministers from Europe have committed themselves to developing country tours which will facilitate the mobility of the citizens within the labor market. Whether between countries between sectors or simply between works and training programs what does this mean in practical terms? I would like to give only one concrete example: the Euro Pass. For all citizens that apply for a job or a learning opportunity it is vital that our qualifications and competences are clearly understood and properly appreciated. The so-called Euro Pass will help them to do so, in not only the homelands but also all across Europe. Euro Pass is in a way an easily readable certificate that describes according to common standards the contents of the vocational qualifications obtained by people. It will be a direct service to the citizens and the EC objective is in line with the Copenhagen process that some 3 million citizens will have used Euro Pass to improve their position and their employability in the European Union labor market and to take advantage of the European lifelong learning area. But let me come to Turkey and vocational education and training activities that have already been referred to in the previous speech. Turkey has continued to implement several activities in this field of vocational education and training under EU funded programs. I think as any reforms and education these activities might not bear immediate fruits. However, we believe that they are crucial over the medium and long term to prepare the country for accession. Within the two ongoing programs regarding vocational education and training the strengthening of vocational education and training aspect and the modernization of vocational education and training, the EU support in partnerships between universities, pilot institutions, employer or organizations, social partners and their respective

counterparts in the EU countries. Furthermore study visits to EU member states are also being financed which we think are one of the essential tools of the improvement of cultural understanding There are also ongoing mobility activities under the community programs and the names of these programs were already mentioned which facilitate professional information and knowledge exchange between Turkey and EU member states. In terms of support to technological development under the six framework program dealing with research, academic studies and technological innovations are supported. In the framework of the two vocational education and training programs that I mentioned, work on setting occupational standards is being carried out. There are already 145 training institutions where modular programs harmonized with the EU standards are being implemented. Important work is also continuing in regard to the establishment of national qualifications framework, which will coordinate all occupational and educational standards, will coordinate testing and examination, certification, accreditation and rewarding. This work also includes the drafting of a law, concerning the establishment of a national qualification authority. These efforts as you know are directly supported by the prime ministers, by the relevant ministries as well as all concerned social partners. I think it is fair to say that by its nature, the accession process is a long process in which different actors and institutions will be involved at different levels. I think the key for the success in education as well in the accession process is patience and is decisiveness. I am sure that the conference today the symposium will provide the good opportunity to exchange experiences and good practices regarding lifelong learning, its impact on employment and important link to the EU accession process. I would like to thank you very much for your attention.

HOST:

Thank you very much Mr. Schroder for your speech. Now, I would like to invite Hüseyin Çelik, The Minister of National Education.

HÜSEYİN ÇELİK:

Distinguished president of TÜRK-İŞ confederation, distinguished representatives, presidents of the trade unions, distinguished high-level representatives of the ministry of national education, his Excellencies, the deputy ambassador, the first secretary of EC delegation. I would like to welcome each and every one of you with my deepest respect to the symposium on lifelong learning and unemployment within the accession process to the EU. Dear friends, the ministry of national education is not only

directing its potential to its staff and personnel according to the needs of the participatory democracy and the cooperation and collaboration in every sphere primarily vocational training and technical training is very very important to the trade unions and the Turkish union of chambers, of industry and trade. In order to train the qualified labor force it is a very opportunitive moment for us to have the collaboration and cooperation of the other social partners. Within the framework of MEGEP project, our social stakeholders, our partners are very very important. We have three big confederations, workers' confederations and the employers' confederations TISK TOB TESK those are the acronyms of the employers' confederations within the framework of MEGEP. They are our social partners. Together with their efforts, we have a very close cooperation. I hope that this cooperation shall have the continuity in the future dear friends. The lifelong learning issue has been discussed much more in our country in recent years. The global change and the transformation process in the world are necessitating our pace accordingly. Therefore, if we do not renovate ourselves and if we do not keep up with the changing technology and if people are not trained on lifelong basis, they won't be able to integrate themselves in to this change and transformation. So the life itself by its nature is a change. By every hour, it changes and every season, and the entire universe there is a speedy transformation and change. In order not to have the monotonous life style you have to awake from stagnation. So if you are giving birth lets say in every moment, according to a very important Turkish philosopher, you will be able to change yourself, you will be able to transform yourself. This should be our principle. Previously we were utilizing the calculators by the simple machines but if you do not have your accounts according to the renovations of the developments in the accounting system, you won't be able to renovate yourself. So in the early childhood to the retirement you have to take your place during this process. Dear friends, in our country we have a very serious problem of unemployment. Yesterday the figures announced by the state statistics institute shows that this issue is a very critical issue, which is not only our issue. In Europe, although there is not that much of young generation in Europe, in Japan and in Europe there is a problem of unemployment. Especially with the production systems where there are no labor force intensive efforts, we have to renovate ourselves. And the EU, this is what I have rerated many times before; concerning the full membership of Turkey is a very important issue. However, for the EU it is a very long term process to absorb Turkey within the borders of EU. Our population is 70 million. In the EU, there is a skilled immigration, which means there is no limit to the immigration of skilled and qualified persons. They are afraid of unskilled people. In all over the world there is a concept

of technician worker. I do everything. I can work in every field. This is what is outdated. Old fashioned. I especially would like to thank for European Commission for their support for the development of the vocational training in Turkey. I believe that we are going to develop our cooperation together with them and we are going to cover a great distance. I have a call to the private sector. Sometimes when the presidents of the trade unions visit me, they tell me that we are in difficulty to find skilled labor force. We have announced one thing. All of the industrial, technical high schools and the vocational technical centers and the apprenticeship centers they are very important to us, we are ready to establish the curriculum together with your participation. The firms tell us that we are in need of such and such people with such and such skills. We would like to hear those calls and we are ready to open specific courses for them. We have a very important potential in Turkey concerning tools and equipment, concerning personnel to train those young people. We do not have any problems of course we have to experience the modernization process in the technical and industrial high schools. This is what we do at the moment. We have 922 public training centers and we have 345 vocational training and technical training centers. Only in the public training centers there are 300 courses and the number of participants to those courses is approximately 1 million 200 thousand and this number increases the 3.5 million people. In order to participate in to the apprenticeship courses there is a compulsory condition not to be 19 years old, according to the law number 4702. At the moment, 77% of the participants to those courses are undergraduates. However, their diplomas are not recognized in the labor market. They are not that much working for them and they are not that much useful. I mean the diplomas are not that much useful for them in the labor force and in order to evade from worst conditions they are participating in to those courses. At the moment, we have 35 thousand veterinarians and agricultural engineers and the economists and we have 94 science and literature faculties in Turkey. The graduates are facing very severe conditions of unemployment. Our problem is not only all about of giving diplomas to people. Our problem is not to be able to train people according to the needs and requirements of the labor market. If those diplomas are not working for them, it is in vain to graduate people as engineers, as economists, etc. Definitely, the titles are not promising employment and according to the identifications of İŞKUR, together with the EU, we have identified 300 types of occupations. Together with the support of the prime ministry and the ministries, and the confederations, trade unions of employees and employers, they are trying to exert their efforts in order to identify the occupational standards. Of 30 occupations in Turkey at the moment we have identified the standards for 30 occupations and in

order to have national standards authority we are trying to do our best and we are going to identify the occupational standards and the people are going to be trained according to the standards to be identified by the national standards authority as mentioned by the previous speaker. We have to take into consideration seriously the issue of Euro Pass. If you are not certified it will be difficult for you to find a job outside of your national borders. During this transformation process, Turkey is trying to do her best during this process and she is going to do so in the future. As I have told you a while ago in the labor market and the labor force we are trying to get together with the non-governmental organizations under the same umbrella. The technical and vocational training is facing a lot of blocks in Turkey and we have to eliminate those blocks. Moreover, the vocational and technical training should be encouraged. We are trying to do so at the moment. 10 days ago approximately 10 days ago, the senior bureaucrats of the ministry of the national education had a very important meeting and we have certain consequences concerning providing some incentives in order to encourage people to enter the vocational schools and of course there is an unjust situation concerning the coefficient of the vocational schools. There are some other blocks. For example last week I was in Diyarbakır together with my colleagues, we had a check up namely; we had an x-ray of Diyarbakır. The youth in Diyarbakır had the secondary education level. 87 % are enrolled in the general schools and only 13% are enrolled in the vocational schools and some of them are enrolled into the religious schools and there are some technical schools. Under the umbrella of 4 general directorates for vocational training, there is only 13% of ratio given to the vocational schools in Diyarbakır. Vocational applied schools in Turkey are established to provide vocational training. They have resembling to the polytechnics in Europe. 612 applied vocational schools are closed; high schools are closed because of the lack in the number of students. Because the students are not satisfied with the education and training given in those schools, they do not consider those schools seriously. There should be a very serious reform. In order to do this reform we have to amend the law on higher education institution. We have to evade from the prejudices and ideological obsessions. Turkey in this sense, if Turkey does not change its habits accordingly, we will be losing a lot. There is no examination while entering to these higher vocational schools and that phenomenon has killed the quality, has eliminated the quality of those high schools. Those are all the waste of efforts you might say that this is under your responsibility minister, why don't you correct the situation? But unfortunately as the minister of national education in Turkey, I do not have the authority to make certain arrangements according to the law numbered 31 and 32 of the constitution, this

authority is given to the higher education institution. We are approaching to the university entrance exam and a lot of parents are knocking our doors. They say that I cannot have medical report for my kid. This is what they say I cannot have medical report for my kid in order not to go to the school. Because the curriculum of the high schools are not overlapping with the questions asked in the university entrance exam. This is something weird and this is what you can not come across nowhere in the world. But we are not the one who is deciding on the questions to be asked in the university entrance exam. Therefore, the kids are saying that you have to ask the questions according to the curriculum that you provided in the high school or you have to prepare your questions according to the curriculum or you have to teach us those questions during the high school. If you are not asking any question out of the literature that you have provided in the high school, this is something considered as in vain. So the music course and physical training and drawing and painting and history, those courses are unnecessary to have in the high school. Because according to the mindsets of students, it is their priority to enter into the university. This is something hindering the quality of the secondary education. We have to change this situation. We have to allow people have the knowledge and the infrastructure to enter into a faculty that they want. Therefore, the vocational high school graduates are hardly entering into the universities, which are outside the scope of their learning. This is something psychological limit. If you want to be able to eliminate this limit you won't be able embrace all those kids and if the curriculum would overlap to the questions asked in the university entrance exam although you do that, you won't be able to have the graduates of the vocational high schools into the number of graduates. This is a psychological oppressor and as the ministry of national education, we think that we have to have a societal consensus but we do not want to create any tensions. We have the adequate number of majority to change certain things but we want to have a consensus with all partners. According to a Turkish poet, Süleyman Nazif, he says that although you are patient, the time is not patient, as patient as you are although we are patient. Certain things will be solved with the help of the time, with the help of the rationality, with the help of their rationally. And we have the participation of the presidents the trade unions. When somebody apply for a job, this person would not find a job if he says that I am very powerful and I can do anything. He has to be equipped he has to dotted with related skills. Let's say that you have to close your factory and you have to change the field of your activities. If you are not equipped with the knowledge and skills that are required in another field, you won't be able to achieve. Lifelong learning is a very vital issue for a country like us that has a dynamic and

young population, exerting our efforts on employment is much more important than the European countries. We have to think 10 times more than the European countries because unemployment is not creating severe problems because there related institutions, social security institutions, and social security system and the social state concept is there in Europe. However, we are standing on out feet with the concept of social nation not with the concept of social state. Therefore, unemployment can have bigger wounds in the country. Primarily with the participation of ours, with the panels, seminars, conferences, we have to discuss in order to have collect of rationally and collect of consensus and we have to find solutions accordingly. We won't be able to solve those problems overnight. Whatever we do to have to 0% of unemployment is something impossible. But we have to have the minimum ratio of unemployment and we have to open up new horizons, new doors, and alternative horizons for people. Unfortunately, frankly speaking, we are not growing the generations with the spirit of entrepreneurship. Because we do not have the related system and we are trying to change this system by changing the curriculum and the secondary school. We have to provide this spirit of how to establish their business. Expecting from the state is something historic something archaic at the moment. We are minimizing the amount of public personnel. Apart form the public services that should be given on compulsory basis we are decreasing the number of services. For example, training, justice and defense. We are going to experience this privatization process. Privatization of state economic enterprises. The president smiles actually he looks at me and smiles because he doesn't want to have the privatization of state economic enterprises. But we have to create the privatization. Thanks to the help of the private sector.

That is based on handmade production. However, the English people have passed to the mass production and industrialization and they have sold their goods to us with higher prices and they have made the proper transport with the development of the railway system and our industrial system had entirely collapsed. The primary goal of people at that era was to have an occupation from the state. This is how the mothers and fathers had grown their children. Our mentality had led to the collapse of the Ottoman Empire. There is a concept in the Turkish language, which is called "Hellif". It was previously used in artisans and crafts but the artisans and craftsman at that era were non-Muslim people. And Prince Sabahattin in 1899, he has devised a project in Geneva of which the name is the "Individual Entrepreneurship and The Decentralization". At the moment, the entrepreneurship means the market economy and the decentralization means to be decentralized. As you know, primarily in the training center there is a very strong centralized system. In 1899, Prince Sabahattin

had devised this project in those years. And 106 years have passed and people have reacted against us when we have prepared the draft law on the public management. There is a resistance to those changes, as you know each and every concept has its lifetime but the collapse of the Ottoman economy has this reason. Therefore, what happened, everyone has expected occupation from the state. And in order to pay the salary of those people state has had some depts. and in order to pay those depts. State has acquired some other depts. in order to pay those depts. Till 1881 the states have told us that you won't be able to pay those depts. with those revenues and they have confiscated 37% of the Ottoman revenues. And the building of Istanbul Erkek Lisesi (high school) used to belong to the state in 1853. We have paid the last installment of the depts. acquired at those years, after 100 years. If there is not a qualified and skilled labor force and if there is not a dynamic process in a country, in this respect, there is a problem. For many years, we have acquired our revenues like India and we have spent our money like Belgium. The ministry of national education is responsible of training of 20 million students and we have 1 million personnel. Maybe this is one of the biggest and problematic institutions in the world. Some people say that you are so weird Mr. Minister because you say that this institution is ill. You say to your ministry that this ministry is ill and this ministry is problematic. But we have a lot of items to be fulfilled. The appointment of the personnel and the provision of training and education in Turkey. Also, training in Turkey has the biggest priority that can not be handled only by the ministry of national education. So it is very important for us to have the participation and collaboration and cooperation of the social partners. The chambers and the trade unions, etc. Together with İŞKUR and together with the ministry of labor, together with the chambers and trade unions we have to speed up this process and I hope and I believe that this meeting and the speeches to be provided by the experts shall contribute a lot to this process. From the very beginning, I would like to thank TÜRK-İŞ for its support. I would like to also thank the European Commission for the financial supports and I would like to thank distinguished representatives of the European Commission for the provision of their financial support. Thank you.

HOST:

We would like to thank Mr. Minister for his speech. Minister His Excellency for secretary. Ladies and Gentlemen, we have fulfilled the inauguration speeches. Now we have the coffee break.

HOST:

We would like to go on with the first session and I would like to invite the Chairperson Dr. Yusuf Ekinci. The consultant to the president of TÜRK-İŞ.

DR. YUSUF EKİNCİ:

We have started the second section of the symposium and if you just allow me, I would like to invite our speakers, Mr. Mehmet Temel Deputy undersecretary Ministry of National Education, Dr. Fatma Barkçın from State Planning Organization an expert, Mr. Alp Bayduk Member of the Board of Education Ministry of National Education, I would like to apologize from Mr. Alp Bayduk as his surname was written wrong on this invitation. The most important capital in the 21st century as mentioned in the previous speeches is the social capital which means that the skilled and qualified labor. Our success is directly related to the capacity of this capital in a country. The investment made on labor, is the investment made for future. In our culture as you know that, this investment in our culture continues. It starts from the beginning, at the very early stages of life until the death. Today this significant training concept has made a peak within the context of EU accession and it is also called as lifelong learning. So it is possible to say that education and training has to be a continuous and going process and in order to find out the ways to provide the best possibilities to train those people, the old knowledge has to be renewed in a short time and these should be provided to those people who will be able to benefit from that. Lifelong learning can not be only provided through the schools but also be provided by the private sectors and private institutions. It can not be limited by time, however it should be measured with its quality. Lifelong learning responsibility should never be laid only to the state. It is not possible to take it into consideration like this, therefore all kinds of institutions and social partners should be involved in this process and should contribute either materially or physically. Otherwise it is not possible to succeed in this process. What is important here is that, there should be a very serious cooperation and collaboration between the labor sector and the state. If there is no collaboration in between those partners, it is not possible to talk about success. Today in EU, we are not talking about only qualified people but we are also talking about those people who always renews his qualifications through the lifelong learning possibilities and who is transforming his or her capacity in line with the new developments. And these people should be trained in order to cover the needs of the sectors. Especially the general insufficiency in the level of training and education is also very important and in order to provide new edu-

cation to those people will be cheaper. Those workers who say that they will be able to do any kind of job are not desired nowadays in the labor sector. Therefore, the vocational education system in Turkey is not able to cover the needs of the sector. That is why today all the speakers will be focusing on this topic and will try to provide us some guidance in this context. For this purpose, this symposium will be giving us some information about the objectives of our state and about the expectations of the social partners. I hope that this session will be a fruitful one. As a result, qualified training and the need for the qualified people and also the lifelong education, I believe that there will be a compromise between us and I hope that this will be a very fruitful session and if you allow me, I would like to give the floor in line with this invitation document. But prior to this I would like to introduce the speakers to you by giving information about their backgrounds. Mr. Mehmet Temel was born in Kilis in 1947 and he is a graduate from Metal Affairs of higher vocational school and he has carried out teaching responsibilities in different schools and he has been the member of the board of ministry of national education and he has administered higher schools and afterwards he became the deputy undersecretary in the ministry of national education and he is representing our state and ministry of national education in international symposiums. Now I would like to leave the floor to him and you have time for 20 minutes.

MEHMET TEMEL:

Thank you very much Mr. Chairman. Distinguished guests, I would like to greet you all. Briefly, in this century, production of knowledge and technology is going on very fast and also you see that the use of those newly exerted technology is getting limited. Therefore, lifelong learning is attached importance in this context. Therefore, we have to pay attention and we have to focus on this concept. And I will try to share some of my opinion with you regarding this concept. With the history we see that human beings in order to live a happier life in all opportunities and possibilities to try to develop himself or herself in terms of his capacity through any kind of education and training possibilities. Abraham Malcolm has stated that life is an education and training process and all the people are students in this process. Therefore, he also put emphasis to the indispensability of the education and training in this respect. The scientists also mention that the knowledge based technology is developing and this knowledge based technology is produced by people who are qualified and skilled. Through this method some new occupations are set up and while some of the occu-

pations are eliminated from the sectors. It is also very important that to pay attention to the productivity and efficiency and in order to align the persons with the new developments these people should be focusing on continuous development of their capacity. In line with the new technological development and to the transformation to the knowledge based society team working and leadership and creative and innovative technical development and entrepreneur real spirits are desired in order to be skilled and qualified. Those people who are creative, skilled and qualified enough will be more important than the physical capital in this century. The dissemination of science and technology has taken the learning activity aside from the schools and has increased the number of the platforms where these lifelong learning processes can take place. Therefore, instead of the approach of learning and education and training only in schools, there is the concept of lifelong learning in different arenas as well. For this purpose new technologies and new scientific skills have to be provided through the courses and certificate programs. Some institutions are established in order to do so who will be providing such activities on the full time basis or part time basis. The purpose here is to establish a society that has the possibility for lifelong learning. In addition to this, the persons who have the diplomas and certificates should have some occupational competences as well. Therefore, the employment based on certificate is going to be eliminated. Through the lifelong learning it is possible to integrate the society with individuals and to support the economical development and growth. Lifelong learning can also be supported through the strategies, which is focusing on individual. The other aspect of the lifelong learning is to increase productivity and to provide value added to the economical growth. The purpose of the lifelong learning can be mentioned as in line with the needs of the society and the social economy to develop the persons and individuals and to provide support within this framework. Therefore the social, political, and cultural systems have some developments and changes and these have some impact on the education system and forces education systems to be changed as well. Therefore the education should not be considered as a service that is going to be provided only by schools, but should be considered as a concept that has to be provided in all arenas and all platforms through the lifelong learning processes. Social and economic life which is becoming complicated day by day, has to be supported through the increased and enhanced knowledge and for this purpose, collaboration has to be established and in order to provide lifelong learning activities. In knowledge society in order to provide the continuity of learning activities, the awareness of the individuals has to be increased. Through this method, the individual can have the habit of lifelong learning and will be able to share

the knowledge and information that is provided to that person and will be able to use that knowledge in order to contribute to the development of the society that person is living in. All kinds of developments in terms of technological and scientific developments should be also followed-up in order to form the knowledge based economy within the society and in order to do so, a new type of person has to be raised who is focusing on these concepts. The main purpose has to be to establish superiority over competition and to bring along new kinds of technologies and scientific innovations, there is a high competition between the countries. Within this competition in order to be successful, knowledge based economy, knowledge based society, and all kinds of new developments should be taken into consideration while raising new labor force that is competent enough to compete in this market. This can only be done through the appropriate education system. This is very important for our economy as well. In order to increase the quality and effectiveness of the labor force, the changes and developments should be taken into consideration and education system should be aligned with those new developments taking place in the world. For this reason the developed countries has aligned their systems and has exerted their best efforts in order to align their systems with the new developments taking place in the world. The lifelong learning education concept has been announced in 1972 in a book called "Learning to Be" and within this book, the lifelong learning process has been addressed as the main tool for the educational policies. In terms of time and type if lifelong learning is not taking all the life of a person, all the educational systems has to be reviewed in order to provide such continuity. Lifelong learning should provide skills, competencies, and knowledge to the individuals during their lives and should enable them to make use of those skills that are acquired through the lifelong learning processes. UNESCO in 1976 has established a conference on lifelong learning and has mentioned that a new structure has to be applied in the educational systems in order to improve the capacity of the human resources in developing countries. For this purpose the educational systems should be aligned in order to raise the awareness of the individuals regarding the concept of lifelong learning and should be open to all the people who would like to access to the lifelong learning activities. All kinds of possibilities should be provided to those people. The new developments taking place in science and technology has also accelerated the transformation to the knowledge based economy, knowledge based society, and those economies that are based on knowledge should also provide some added value. In this respect the skills and qualities has to be attached importance and should be taken into consideration as a governance concept and should never be taken as a single framework. However, new

systems should be introduced in order to raise people who are in line with these approaches. According to international approaches, lifelong learning is important in order to increase the competitive force of a country and in order to attract people for lifelong learning the imagination of those people and research activities should be encouraged and people have to be encouraged to have such an approach towards lifelong learning. It should not be done only through the education for those people who have already participated in those activities but also for those people who have never activated in any kind of training possibilities. It is very important to find out who is developing new technologies and scientific developments and therefore in order to provide the continuous development it is very important to develop the human resources capacity. Such approach should be adopted in order to be successful in this competition. In this approach, the focus has been the individual and the individuals were considered to be able to acquire the skills and qualities that are desired for success. For this purpose, national and international objectives and goals should be set and principles should be set in order to develop some policies within this framework. For this purpose, by UNESCO in 1999 in Seoul a conference was held on the vocational education and lifelong learning has been the focus and for this purpose the countries has discussed some new policies that should be set up. European Council has held a meeting in year 2000 and in this meeting, EU has the strategic objective of becoming a knowledge based economy in the world and for this purpose the education systems should be aligned with lifelong learning processes and for this purpose, social adoption, employment, and competition should be increased. The employability and social participation should be encouraged and new skills and qualities should be accessed by individuals and should be reachable for each and every person in the society. This can only be done with the sharing of information. National and international mobility has to be also taken into consideration for the strategy development and policymaking processes. In Barcelona in year 2002 the summit that was held, all these objectives were affirmed and some references were made to some other meetings and some strict principles were laid in order to institutionalized and collaborate in the area of lifelong learning. In November 2002 in Copenhagen, a meeting was held and according to the declaration of the Copenhagen, EU has to go to a close relationship and cooperation in order to succeed in competition regarding the occupational training. In this declaration as a summary, it was mentioned that different levels of skills and qualities have to be described and it should be done in a transparent manner and European joint accreditation system has to be established and joint certification principles should be laid out and some joint measurement systems

should be introduced and the priorities should be set in order to take further steps. In Maastrich meeting between the ministers of education, some principles were set related to the skills and qualifications of those people in order to support the vocational education. The conceptualization of the vocational education norms should be done in line with the lifelong learning activities and this approach should be adopted and the principles were adopted in this regard. The horizontal and vertical development of these principles was adopted and the horizontal and vertical development of those principles should be taken into consideration for all kinds of occupations. There should be a general description. All kinds of skills and qualifications, especially related to the occupations should be defined clearly. Among the candidate countries and member countries, by EU, such projects were initiated in order to give support to lifelong learning activities. In addition to this, through the youth programs in EU, support was given to lifelong learning and employment. In order to reach the goals in this framework, some programs were initiated and these programs are still going on, as you all know. We, as the ministry of education, in order to be a knowledge based society and in order to increase our competitive power, to develop individuals and to support the economic growth, believe that importance has to be attached to lifelong learning activities. A network has to be established and should be implemented, all kinds of legislative arrangements should be done and planning and projects should be initiated under this framework. The education system should be regulated in order to respond the needs of the sectors and to cover the needs of the century. For this purpose, social partners, non-governmental organizations and related sectors should be participated. As it is mentioned by our minister, this subject has to be taken into consideration. This can also be taken into consideration in line with the 14 principles of the law regarding the national education. In article 9, in order to provide the lifelong learning activities for the youngsters, all aspects should be taken into consideration in order to give support to develop their skills and qualifications and related matters should be taken by the responsible authorities. The lifelong learning objectives should be reached through this method. Lifelong learning education should be taken into consideration in the development programs, especially by the relevant ministries. Some projects and programs are initiated within this respect. In order to be integrated with EU, and in order to be a technology and knowledge based society, in our country the education and training system should be aligned with those in the EU countries. For this purpose, some internal and external projects should be initiated. Among those projects, there is the ISPET project. This project is going to provide some support to lifelong learning and will carry out the analysis regarding the occu-

pational standards and occupational competencies and will also provide us some support in terms of introducing the modular programs and certification programs. In addition, it will provide us the quality insurance and will be able to introduce us transparent system in this regard. This lifelong learning strategy and policy should be taken into consideration in order to provide quality and continuity in the occupational and vocational training and education, so to cover the needs of the labor sector. And this can only be done with the participation of the social partners such as non-governmental organizations and this approach should be adopted within this regard. The joint qualifications framework and credit transfer system has to be introduced under this framework. Support should be given in this regard. Local administrations should be strengthened and local regional capacity should be increased. These can also be taken into consideration as objectives. The most important objective is, each and every individual has to be a good citizen, a good labor, has to contribute to the welfare of the society, should be in line with the needs of the century and should be able to develop himself continuously, in order to be able to find a place in this competitive market. For this purpose, all sectors of the society and all qualified and skilled persons should be participated into this process, where the education system will be introduced in line with the norms of EU. This should be considered as an indispensable training and educational service. Those people who are able to be contributive to the society and economy, will be able to be the people who have the consciousness and awareness related to their occupation as well. A happy person will be the main element of a happy and welfare society. Therefore, the way that is going to a welfare society will be the education and training. Thank you very much.

DR. YUSUF EKİNCİ:

Thank you very much Mr. Temel. I hope that in the very near future, we will be able to have the qualified labor force in Turkey as soon as possible and the ministry shall do its best to train those people. Distinguished guests, ladies and gentlemen, I would like to make an explanation if you allow me to do so, if you would like to ask your questions, please raise your questions in black and white. After the end of this session, we are going to take 5 minutes to each and every speaker to answer these questions. Now, Namık Ata is the next speaker. He was born in Sivas, Şarkışla in1956, Director General of İŞKUR. In 1978, he has started to work as a staff in Turkish Employment Authority and has worked in this institution as the Head of the Section or Direction in 1997. Between 1990 and 2000, he has worked actively in the institution

and he has appointed as the Deputy General Director of Turkish Employment Authority in 2000. He is married and he has two kids. Yes, Namık Ata, you have 20 minutes.

NAMIK ATA:

You can also ask me certain questions ladies and gentlemen. Distinguished directors and mangers of trade unions, employees and employers, ladies and gentlemen, dear guests. Before starting my speech, I would like to salute each and every one you with my deepest respect. If you will allow me, I would like to inform you concerning the labor force developments in Turkey and EU. The European employment strategy and the harmonization activities and concerning the active labor force activities. Those are the items that I am going to inform you about. Distinguished participants, the unemployment problem is related to the developmental level of the countries and it is one of the primary socio-economical problems. So according to the ILO estimations, the total number of unemployment people is 190 million. So in total 500 million. Some of them are partly working and some of them are unemployed. In the second half of the century, there has been a serious unemployment issue and there are some problems in creating employment opportunities. The demographic reasons, the aging population and the problems in transition to the employment by the youth. Those are very important problems. In 1960s, there was an unemployment level of 3%. In 1990s, this unemployment problem has gained a structural problem. In year 2004 this unemployment level has increased to 4%. In Germany, there is the highest unemployment ratio. And since there is going to be search and results and the socio-economic policies starting with the EU, there is not an arrangement in the social field and the economic crisis years the elimination of the unemployment is not that much attached importance, not that much actively. So we have to speak problem of unemployment. The economic organization and the developed countries are not creating the sufficient conditions for that. In the developing countries, the main reason behind the unemployment is related to the transition from the agriculture based economy to the industry based economy. According to the researches made, the unemployment problem in Turkey is related to the transition in economy and the participation of the individuals into the labor force. As you know, the recent economic crisis has severely influenced this issue. This crisis has also influenced the gross domestic product until the end of year 2000 and the starting of 2004. The unemployment ratio used to be 8% and it has increased to 10% and at the moment the level of unemployment is 10.3 and

the number of unemployed people are 2.5 million. As I told you, a while ago this unemployment ratio is the average ratio that is announced by the state statistics institute. This also covers the period starting from December to January and February. The participation to the employment is below the European average and the productivity is low. And the half of the employees are primary school graduates and most of the labor force is working in the agricultural sector and the unqualified and unskilled labor force is the result of this situation and there is a low level of relation between the training and the labor force. The training is not meeting the needs of the labor market. The speedily developing technology, the knowledge based economy, the globalization and the increasing international competition are influencing the working life and the labor market. There is a great need for qualified and skilled labor force. That is why the labor force should not only be trained in one field. Instead of doing it, the labor force should have the skills in order to adapt itself to different fields. This is also what we mean by lifelong learning. As you know there is an interactive co-relation between training and employment. Training is as qualified as the number of people that are gained by the training to the labor markets. So the training policies should be in line with the requirements of the labor market. Therefore, the qualified labor forces also increasing the productivity. The active labor force programs are getting much more importance. Distinguished guests, as we all know, the unemployment is not only influencing negatively the production and development it is also creating certain social problems and social isolation. That is why the employment is not only producing, it is not only a phenomenon that is creating the income, but it is a very important concept of establishing peaceful environment. Therefore, the economic and social development can be done by doing it. It is the primary goal of each and every country. In order to decrease the unemployment level, we have to have the sustainable growth level. The global economy has grown by 5% in last 5 years and together with the growth rate of 9.9, our country has been amongst the countries that are speedily growing. After 18 years Turkish economy has experienced growth repetitively in 3 years. However those developments are not that much sufficient to create high salary jobs. This also necessitates the investment in the human resources and the investments to be made in the active labor force policies. The vocational training of labor force providing skills and career guidance. Counseling and the professional accreditation such labor force programs are very very important tools of intervention into the labor force. The main philosophy is to increase the employability and their main feature, the feature of those problems is that, by target group, it has the flexibility to be with the increase of unemployment and the increase of problems in the economic sphere

there is an increasing responsibility and the public employment authority has increased. Those, this authority, this public employment authority should also keep up with the recent requirements while establishing its policies. Our country İŞKUR responsibility has been extended and in addition to finding job for the people the surveillance of labour force market qualification of labour force, the vocational career guidance and the job creating opportunities are the programs and the unemployment insurance and the related activities are the other extensions of the duties to be fulfilled by the employment board and there is a participatory system provided by the institution in question. There are some special employment offices in abroad and in domestic level. In Europe long term based problem which is unemployment in order to eliminate this problem, Europe has taken a very big step with the Maastrich treaty in 1994 in Essen Summit, the white paper published by Delorth is attaching importance to the competitiveness and growth and employment. And though this paper is providing the solutions for the employment and it has adapted the five priorities that I am going to cite you. One is the incentives to be directed to the vocational training. The economic growth should be based on employment and the decrease in the labour force cost and the sustainability of the efficiency of the labour force, labour market policies and increasing the measures in order to find jobs. In the Amsterdam Treaty the situation has entirely changed. The employment is given importance as the key factor of the growth, of the economic growth. In the Luxembourg summit in 1997 the European employment strategy is started to be implemented. In 1997 the first principles of employment have been identified by the council so this summit has paved the way for countries to prepare their national employment strategies. The European national strategy is attaching importance to the active employment strategies and it has four main pillars, so increasing the employability, encouraging the entrepreneurship, with the lifelong learning principle making the business organizations and the keeping up with the changing conditions for the staff and the provision of the equal opportunities for each and every staff. One of the main important benchmarks of the European employment strategy is Lisbon Summit which was held in 2002 and the most competitive and information based environment, sustainable economic growth and social coherence, those are the main topics of the summit in question which is the Lisbon Summit. So, the information economy is the biggest part of the pie so the strategies have been laid down, the participation by the general public is planned to be %70 and for women %60 in year 2005 for women participation for women is planned to be made %57 and for men %67 and the impact assessment is made, according to this impact assessment between 1997 and 2000 and the EU this 6 million women, in total

10 million people are provided with jobs and mostly women participation has increased by 5 million according to the impact assessment the European employment strategy has been focusing on the consequences in order to attain the Lisbon goals and ten primary areas have been identified. According to the three main goals. Those three main goals is the provision of the full employment, increasing the quality and productivity and the strengthening of the social integration. So for the unemployed the implementation of the active policies is very important and entrepreneurship should be encouraged. And the coherence in the business should be encouraged. The human resources should be made much more important and lifelong strategies should be payed attention to, the gen...quality, the integration of the disadvantaged people to the labour force and the struggle against the isolation, and leaving the labour market as later as possible and encouraging the mobility of the labour force. Distinguished participants, the candidate countries are also trying to do their best in order to get integrated into these activities on life long learning since 1999 so the commission is providing financial and technical support to the candidate countries in question. In order to be involved into this European employment strategy, we are also doing our best concerning coordination. And the structure of the labour force is very important for us to understand. And we, under the coordinatorship of our institution we have prepared the commission. The next stage of the process is to have the joint assessment paper and under the light of the employment status quo condition we, as a team are preparing this paper. This year we are going to be finishing and completing this paper and we are going to be identifying the related policies and this paper shall be signed by our country and by the EU and within the framework of this harmonization issue we are going to be taking the first step in order to modernize our system and in order to have the harmonization into our system. And for the public opinion and for the EU this is going to be an official commitment, the third stage is that we are going to be preparing the progress report that is going to be prepared each and every year and the last stage is to participate into the employment programs of the union, distinguished participants as you can see the European employment strategy and its implementation, the public employment authorities are the main actors of this business. Each and every year the national employment guidance books are mentioning the main principles to struggle against the unemployment issue and İŞKUR is trying to do its best to take the active employment measures and it is also providing financial and technical support and concerning the active employment strategies, there are certain projects that we have been implementing as you can see on the slide I am going to mention only the names especially for the unemployed and the ones

who are not in the employment there are going to be active policies to be implemented and especially within the framework of these projects the privatization social support project and the labour force programs project and the labour market analysis and the establishment of active policies for the development of human resources, the institutionalization, the support for institutionalization and the social participation and the active employment projects. Those are the main aims of the project that we have been implementing. Apart from those projects, especially the ones who have lost their jobs and who are paid by the unemployment insurance, it is very important for us to have them in the labour force once again and we are also preparing the projects to be directed for those people and for the disabled. And together with the social partners those are the main themes that we have been implementing with the social partners without having your time much more I would like to finish up my presentation thank you very much for your attention.

CHAIRMAN:

Thank you very much Mr. Namık Ata while preparing this symposium together with the Ministry of National Education, together with the city planning organization and the Ministry of Labour, we wanted to invite Fatma Barkçin from the city planning organization, she was born in 1961 in Ankara, she has many publications in training and she is expert in city planning organizations. She speaks English very well and pre-school training, the delegation of authority in training, the alternatives and finance in the training sector, those are the fields that she has worked for previously, yes she is already on the floor in the room

FATMA BARKÇİN:

Distinguished guests, I would like to greet you on behalf of my institution, I will also talk about the concept regarding the development programs, especially policies regarding the education and training and I will try to give you brief information about the activities that have been carried out up to this day. As it is known, the education systems were strictly argued in 1960's in developed countries and especially due to the reason that the needs of the sectors were not covered, the institutions have to be changed. According to those critics, there have been some serious changes in the educational concepts, therefore at the end of 1960 a radical change took place in the education system and a new definition of education system was introduced. And a renewable education concept was introduced and the concept was introduced as a

comprehensive strategy that is going to cover all the related areas. And this concept was in focusing on the individual's entire life. These are the main principles of the newly described education system and as you can see it is important that the formal and informal education should complete each other and institutional education opportunities should be disseminated and for high school and higher education systems some approach should be adapted that these two systems should complement each other. As you know, the first five year development plan, the objective was to cover the 1963, 1968 and the main objective was to approach to the education system as an integrity and a new approach has to be adopted and some solutions were introduced and for this purpose education within this sector has to be developed, qualified labour has to be attached importance and skill improvement has to be given priority. And in the second five year development plan, the basic education concept was broadened and it was covering the basic education, primary and secondary education and some broad training activities should be given priority in this regard. And in the third development plan, vocational and technical education's share was planned to be increased however the numeric objectives were not reached. And in the fourth five year development plan the education policies were also focusing on vocational education and the importance was attached to the employment conditions and some priority should be given to the courses related to the employability and in the fifth five year development plan the education should be focusing on knowing the student and also administrating the education system and for this purpose all levels, at all levels of administration the skills should be provided to the students which will be useful for those students during their entire life. And these students should be encouraged to participate in labour market and education should start right from the beginning till the end and the emphasis should be given to the lifelong learning. And in the sixth development plan vocational education was given priority as well as a important subject and in this planning period it was seen that the formal education was not in high level and especially for those years the purpose was to establish some policies and strategies in order to introduce some vertical and horizontal passes between the formal and informal training institutions and for those people who have completed their education and training and for those people who were obliged to leave schools or drop out of school to be enabled to use and develop their skills and qualifications in their own area. And in the vocational education, introduction of the modular system, curriculum should be aligned with the modular program and formal and informal training should be provided to those people who will be able to get equal level of accreditation and certification and for those people efficient system for certification and accreditation

should be introduced. When we have a look at the planned period we see right from the beginning of this period the resources that were allocated for the education and training. There was an increase and the planned objectives however were not reached at the desired level. And in the 8th plan which is the plan covering this period, and in this period the approach for training and education is that to provide methods for acquiring skills and competences and focusing on production and focusing on the needs of the sector and focusing on the transfer of power and to share with all stakeholders to regularize the education system. In the 8th five years development plan Turkey regarding the relationships with the European Union has introduced some projects regarding the projects that are going to be implemented in years between 2004 and 2006 and in this development plan there will be four development axis and one of them will be focusing on the development of the human resources and increasing the employability. In order to develop the human resources and in order to increase the employability, and in order to reach this objective there are some measures to be taken. And the most important measure is to strengthen the lifelong learning activities. And within this approach, in order to disseminate this approach of lifelong learning processes for those youngsters who are not able to go to universities some activities should be carried out in order to acquire some skills and competences regarding occupations and as it was stated in the principles of those plans there are various studies going on and one of the most important ones is that as known as the EU Mediterranean Program the strengthening of the vocational education and training project. And this project is, MEDA project will provide as an infrastructure for 12 years for the transition period and the standards will be aligned with those of the developed countries and socio-economic needs and lifelong learning principles will be taken into consideration and some strengthening policies will be pursued. And in this context there will be some activities to be carried out, first of all the labour market need analysis will be carried out and occupational standards will be reviewed and educational standards will be strengthened, modular programs will be introduced and national qualification competences system will be introduced and lifelong learning activities will be introduced. ESVET project will be implemented in 35 provinces with social partners and has already been started to be implemented. And I see that we have some colleagues in this room who are implementing this project and I think they will be able to give us some information about this project, and there are some active labour sector projects and within this project twenty five thousand people will be able to be employed and minimum %50 of those people will be provided some job opportunities. And another objective is to provide sustainability in this regard and to con-

tribute to the economic and social development of Turkey. In addition to these as it is always mentioned in all meetings I would like to also mention the national competencies draft law and this is as it is known this is carried out by the state planning organization and Ministry of Labour and Social Security and Ministry of Education, and this is submitted to the Prime Minister and I hope that in the future it is going to be adopted as a legal framework. And through this draft some competencies regarding the concept and mobility of the labour and support to the strengthening of the vocational education the infrastructure will be established and increase in the employability and competition will be provided, providing security for the individuals regarding the occupational areas is transparent and fair system will be introduced. Non governmental organizations and trade unions have sincerely collaborated with us in the area of education and training and this is going to be a mile stone in order to reach our goals in this context. And with the contribution of TÜRKİŞ to implement and actualize the educational policies I believe that we will be able to take some further steps. TÜRKİŞ has gathered the parties together and has shown us how sensitive they are about this subject and I would like to say that I am very pleased to see this, therefore I would like to thank to TÜRKİŞ and to the staff of Ministry of National Education for their organization of this event and I would like to greet them all. Thank you very much for your participation and attention.

CHAIRMAN:

Thank you very much Ms. Barçin. Now as we have started with the Ministry of National Education we will be going on with the second speaker from the Ministry of National Education and this time Mr. Alp Bayduk from the board of education will give us some information. Mr. Bayduk was an English instructor in Britain and afterwards he was given some assignment by the British Council and within this context he has conducted some teaching jobs in different institutions and he has many publications. One of them is focusing on the student oriented education and learning, and why we have to pay attention to this concept and accreditation in training and road map for education and training systems. You have twenty minutes the floor is yours sir.

ALP BAYDUK:

Thank you very much Mr. Chairman. Distinguished Undersecretary distinguished guests, I also would like to talk about training. As you know, everything is dependent on training in Turkey if somebody is not brushing his teeth we can say that this prob-

lem is related to the lack of training. Training is that much important to us but we think of very little things about the content, the real content of training. At the very beginning we heard the bell ringing at the entrance I used to be adviser to a project. We have asked the question why there is a problem of providing obedience to the time schedule in Turkey, we have identified that this has got to do with the training given in the schools in Turkey, so in the schools in Turkey each and every step and each and every tiny behavior that we do in the schools is influencing us in the entire life. So, what do we do in the schools to have the problems in time management We have decided that I think this has got to do with the bell because we are dependent on the bell so much because we do not enter in the classroom without hearing the bell ring and the teachers do not even enter the classrooms without hearing the bell ring. The teachers used to say that ten minutes break is okay but we have seen that they have taken twenty minutes but although even in 15 minutes people have difficulty in coming to the classroom in 15 minutes and we have identified some pilot schools concerning the time management. The teachers have told the students that there is not going to be a bell ring every body is going to look at his watch and enter the classroom and that was a very interesting study we had done and I hope that I will be able to make some speech concerning this time management issue but training is that much important to us, each and every behavior that you do in the school has certain effects and influences on the lives of students, on the entire lives of students. Of course the family culture is very important in this issue, so since our issue is on the behaviors and relations developed by the students and the teachers I am going to be focusing on this issue, for example if a teacher puts his hand on his back and if he warns a student to pick up the garbage might influence the lifetime of a student or in a canteen, if the teacher is not, shall not take his place in the queue and if he stays in front of the students in the queue this will also set the mindset of the students so, lifelong learning, where does it start? Of course it starts within the family and then comes in school but we have to observe much more carefully according to our training system what do we have n our hands? Why, how where, those are the unanswered questions by the students because all those, all the behaviors done by the students are done for the sake of making the teacher happy. For example if a homework is given to a student, the student reads about a Turkish writer, Ömer Seyfettin just for the sake of making homework but the student should know why he is making such a study on Turkish writer than she or he will decide on what he or she is going to study. When we look at this issue with this perspective we will be able to change certain things the teacher is the only one that is making the teaching process so the

students are not learning by themselves so naturally students think that "I won't be able to learn things by myself" I have to be instructed by somebody else. This is the kind of mindset developed by, emanating from the training system so when the people start to work this has negative reflections to their business life. So the people will not be able to, so the colleagues of this person will not be able to help him in the situation. Let us say he has graduated from a university. Although he has a diploma he has to find a job but he might not be able to find the job that he has been desiring but the jobs that he has been applying for should, might make him understand that he has to revise the training that he had before and he has to make some researches and he has to have the knowledge that is required by a field of occupation. And I have picked up certain features, certain specialties if you make the changes on certain features you will be able to adapt yourself and adapt people to adapt themselves into the lifelong learning concept. So, the first item of mine is that the teacher is not the resource of information or knowledge in the classrooms it is very very easy for the student to learn anything from his teacher if he wants of course, I mean if a student wants. Since we are loading a lot of information, a lot of unnecessary information there should be a demand of learning to be developed by the student and the teacher is the only introductory to learn from. So next comes, it says that the teacher is not the instructor; I cannot learn by myself, somebody should teach me. This is what is said by the students if you think like that you won't be able to teach, you won't be able to be a teacher, so we have to make related arrangements as the teachers. The teachers should be the guides otherwise the students will be dependent on the teachers during their entire life the students only know and only recognize the teachers in terms of learning certain things. So next comes, I am going to read it on the slide by the way, the text books should not be oversimplified and should not be utilized as the only source of information. We have very nice and neat textbooks we say that if we give, if we load all of the information on the textbooks in the minds of the students there would be nothing to do by us, there is such a kind of belief, so all of the teachers are concerned with, are concerned by teaching the information in the textbooks and the other resources can also be utilized, this is also what should be taught, so the textbooks are very short and neat and like a kind of pill that is going to be swallowed and however the students should go to the library and they should scan all of the information but since they are, they have the prejudice, the prejudice that the textbooks are very short and neat and very nice and easy to be used, they are not going to the library to make researches. So the textbooks should also be the guides for the students. We are developing a pilot implementation in the faculties. This is what we have

by the way noticed in the recent years. But there was a problem by the way the students were accustomed to get information from the textbooks and it was the kind of overload to make some scan in the library to make some research in the library, one of the students has told me that "This textbook is not that much useful for me because it is asking me questions instead of giving me answers" so those textbooks should only be resources, those should only be resources where there is no resource for people when they go to the library to make some research because one paragraph of information is gained as a result of making research in the libraries for a long period of time. We should not be preparing such virtual environments otherwise we won't be able to have the students make the research in the libraries if we make some such books. According to the evaluation programs, for example analysis synthesis and evaluation, this is what we do, but we measure and we evaluate the information but the person does not know this awareness, because we are measuring the information. If you are giving a sentence to a student this is at a level of analysis but this student can also see the similar sentences of a sentence that is written by the teacher on the boar in the examination papers, our concern should be that the student should make the self assessment. And in order to make the self assessment the student should have the skills so when they graduate students will not be able to find somebody to say I have learnt such and such I could not learn such and such. When they graduate the students should have the skill to evaluate the information and the skill that they have and they should make the comparison with the requirements developed by the market so in our programs this is what we should have as a trend. Maths for math, Turkish language for Turkish language, literature for literature, this is something wrong. We have to learn certain things to solve problems. Not for the sake of learning something, we have to give priority and we have to prioritize information and skill over the other things because the students will have to think on something and the will have to make certain researches and they will have the skill to solve their problems. And when they are adults in the lifelong learning they will have the advantages they will have better earning so this is what we attach importance. We can say many things. I also want to save time. The instruction and education board in 9 provinces in 120 schools we are preparing a new program and we are implementing those features that you see on the slide and 120 pilot schools we are making a lot of researches under the umbrella of the units of the ministry and under the units of the private sector and we are bearing the fruitful results of our efforts only starting from the first grade to the fifth grade, we are implementing, we are going to be able to implement new programs. This is a kind of earning for us, this is a plus for us because

lifelong learning is something inevitable is something sine qua non for us. Apart from those some non governmental NGO's are also making some researches for example white point foundation are also making some researches and they are providing some training for the university graduates. In order to establish their own business, in order to provide their self esteem. In order to make them stand on their own feet and this is what is provided by this white point foundation. Thank you very much for listening to me.

CHAIRMAN:

Thank you very much Mr. Bayduk. Now we are going to have the second round of speeches concerning the questions to be raised by the audience if you would like to ask a question please write down your question on a piece of paper and give it to us. Could you please hand the questions. Yes this question is to Mehmet Temel, any other questions you would like to ask? Give me all of the questions I can classify them. Namık, this question is yours. Yes Mr. Temel.

MEHMET TEMEL:

Thank you very much Mr. Chairman I would like to again salute each and every one of you with my respects. There is something that I would like to share with you, some opinions of mine although we admit it or not, although you want it or not in every field of the world there is a transformation and change process on global basis. The change has become indispensable rule for life time. Each and every country is trying to develop its economy have the growth in the economy and each and every country is trying to have the balance between the training and employment level. So how are we going to have the economic growth then? If the countries shall have the competence to provide, shall have the people shall have the citizens who have the competence to provide added value, this means that this country has been successful concerning the creation of employment. In order to have, in order to provide the added value to the employment you have to have the spirit of entrepreneurship and you have to have information and knowledge and skill in the service sector or in the industrial sector, this is something valid. This creator, this spirit of creator and this spirit of entrepreneurship and being skilled this is very important in order to provide those concepts by the training centers because they are the key factors to this change and transformation. In order to do that each and every country, in order to have the balance between training and employment they have to, I mean countries have to develop

their training systems and increase the level of quality and the knowledge based economy should be created by this skilled labour force. In our country we have the awareness of the importance of this change and transformation so we have to have the citizens obtain the competences necessitated by the knowledge based economy and in these citizens and this human resources should meet the needs and requirements of today's world. So the provincial vocational boards used to be named as the provincial apprenticeship guidance boards. In one of the meetings of those boards I heard that we are not happy with the personnel you have trained for us this was the idea put forward in this meeting together with .. projects and MEGEP projects, in the past. Or protocol based school management implementation we have thought that w should not do all of these projects by ourselves so, we have thought of devising an idea to train those students. You should train... to employ them. But this is very old-fashioned idea; we have to take into consideration the demands on the competences to be obtained by the employees as mentioned by Namık, as mentioned by the president of TÜRKİŞ the continuing employability is very very important but in order to do that we have to have the participation and we have to have the participatory approach to be provided by all the social partners and NGO's and trade unions. And we have to be goal oriented, objective oriented; we cannot say that no country has training related problems, because training has a dynamic characteristic. Technical and vocational training has much complex dynamic features, as I had mentioned in my speech, training should experience transformation and change, so we are going to be facing new problems emanating from this change in the transformation process. But we have to embrace the participatory approach in order to solve this problem to have the balance between training and employment, so starting from the classroom to the office we have to provide a broad employment hat is based on the demand, so we are in need of this close cooperation and collaboration when we compare the status quo with the past we have to have the institutionalized approach and I am very happy to see those changes, and this symposium, concerning the organization of the symposium I also would like to thank the representatives of the Ministry of Education and Training and I also would like to thank Salih Çelik, the president of TÜRKİŞ trade union and confederation and I believe that these series of seminars and meetings are going to contribute a lot to the lifelong learning and the knowledge based society and the training of the citizens according to the needs of this knowledge based society, and we are going to be devising new solutions, new ideas, new opinion and we are going to be providing new environment to do so, thank you very much, I think there are certain questions raised to me, I think I have mostly answered the questions that

are asked me, one of the questions was that in order to have the lifelong learning we have to have the opportunity for the vertical and horizontal transition, by making the necessary arrangements in the law we have to have the vertical and horizontal transition in the schools. If we have this system later we are going to be having healthy process if this process, I mean the educational vertical and horizontal transition is not provided properly we will be facing certain problems, so in the national training system we should not have the dead ends and the tensions in terms of educational horizontal and vertical transitions, and with different opportunities the minister is making related declarations concerning the law arrangements concerning the teacher training and concerning the increasing in the training quality. The speedy change that I have been talking about should be created by you so you should be the one who is producing and selling, you should not be the one who is purchasing and utilizing, So we have to develop the training system and in order to have the harmony with the European norms and standards. And our efforts to do so are very important and are very detailed but we have very limited time so I am not going to detail them. What can we do concerning the strengthening of lifelong learning? This was one of the questions, so technical and economic and social aspects concerning those fields. You have utilized 45 non Turkish words didn't you pollute our language? This is another question raised again at the speaker. So there is no limits or constraints in a language so you have to pick up the proper terms while you are speaking, so thank you very much for asking me this question.

Mr. ATA:

Thank you very much Mr. Chairman, first of all I would like to start with the questions asked me, asked by Şükrü Ermiş, there are certain blocks in front of the technical and vocational training, how are we going to overcome those problems during the process to the European Union, although we have lifelong learning, will we be able to eliminate the problem of unemployment, of unemployed 35 thousand veterinaries and 60 thousand academicians, thank you very much for asking this question. As mentioned by the minister in the inauguration speech delivered by the Minister yes unemployment problem is the joint problem of underdeveloped and developing countries in medium term and in long term basis, it is not something that we can solve on medium term and long term basis. There is always going to be a problem as mentioned by the previous speaker, it is important to have the minimum level of this problem so this struggle against the unemployment is something that should be done on continuous

basis. So we have to take in the democratic increase rate so 750 thousand people are participating into the labour market, so 300 thousand or 250 thousand people are immigrating from the rural areas to the urban areas, which are unskilled labour force, so on annual basis, on average, on average basis you have to create one million new jobs, new occupations for those people and you should not be confined with those creations, you have to create good opportunities, good jobs for those people those can be done by the utilization of new investments and new technologies, so are those efforts sufficient? We have mentioned previously that all those efforts are not sufficient in any moment. As the institution, we are also experiencing this issue. Having, obtaining a diploma is not only, is not sufficient to be employed, so what should you do? There is a very clear cut formula for all countries which is that you have to make your labour force much more skilled and qualified. So what should we do to do so? This is the theme of our discussion. We have to embrace the philosophy of lifelong learning continuing learning for unemployed or for the ones who are going to take their place in the labour force. And we have to provide qualities for the young generation s and there are some workers who face the risk of losing their job and with the harmonization programs we have to keep them trained thanks to the in service training to be provided for them. Apart from those, in the action plans we have to identify the priorities of our country. So what are the priorities of Turkey concerning the problems, we have a very young generation, this can be considered as an advantage or a disadvantage because most of the young generation is going to take their place for the first time in the labour force because we have, by the way, on the other hand we have a very low participation by the young generation in the labour force, in the European countries people are talking, are discussing the participation of the young generation into the labour force by 60% but we have only the 40% of the young generation. Only 20% of the qualified young women can participate into the labour force but on the other hand we have the problem of illegal workers, we have the labour force produced by children so we have to devise our training and education policies according to those concepts. The third question is that, this question is directed to SPO experts, the health care expenditure are given priority but according to the budgetary expenses those are not that much attached importance, so what are your recommendations and advice to overcome this problem? By the way I am not a representative of the government but this is my individual opinion and of course training and health care services are the priorities of our country and we have to allocate the necessary ratios or portions out of the total budget. Maybe this is something wrong but I do not sympathize with you.

We are talking about the blockage provided by the IMF or the World Bank. This is not something realistic, if you identify your programs and priorities and if you can make people understand your priorities, the resources provided by IMF are going to be generous. And if you can make the IMF people understand your sources of income you will be able to benefit from their support so we have to identify our priority and we have to make the budgetary balances accordingly and we have to make people understand those priorities in a better manner. Maybe there might be some additions to be said by the SPO expert there is another question from the railway general director, especially there is a speedy railway. What can we do with respect to the integration of this? We have to develop the harmonization programs, in parallel with the new developments; we have to make the labour force ready for that. Quick start customize is a concept developed for the technological developments, maybe we can do like this, with the completion of a project starting from the construction project to the operation project we have to make the labour force ready to have, to get quick start maybe this is something we do wrong, on simultaneous basis, we have to train the labour force apart from the harmonization projects, the occupation change and the development of the skills, this is what you can do. We have to train our personnel. This is a similar question the socio-economic issues, the NGO's alternative problems, policies and programs You have utilized 71 non Turkish words is it proper to do, so this is the question. This is what I have learnt I am sorry for that, I am sorry for utilizing non Turkish words, I wish we had Turkish equivalents of those foreign words, I wish we had some improvements in the Turkish language I am sorry for that but this is what I am accustomed to utilize. Last but not least, I would like to tell you one more thing, which is that in the labour force, in the labour market, the efforts to develop the labour market, to qualify the labour market, the market surveillance is a very important issue that we have to make. Together with our social partners, together with our public representatives and together with the non governmental organizations, together with the city planning organizations we are trying to make the market surveillance as we have been doing in the State Statistics Institute when certain periods, in regular periods we have to maybe announce the results of the market surveillance studies, it is a kind of systemized issue in the other countries the labour market has second demand which is the second dimension which is the demand dimension of course working together, collaborating, the collaboration with the social partners, this mind set especially in recent years, has been developed in our country in recent years considerably. We are doing our best in order to do so. But market surveillance, having to do the market sur-

veillance cannot only be made with the participation of the social partners. We have to find out the ways on what we can do altogether, so thank you very much for your attention.

CHAIRMAN:

Thank you very much Mr. Ata, yes Ms. Barkçin you have the floor.

Ms. BARKÇIN:

Yaşar Şahin asked me a question which is that in most of the developmental plans the technical and vocational training has the estimation of 65% so what are the main causes of not attaining these goals? Wouldn't it lower the prestige of your institution? I would like to start from the second part of your question. As you know, City Planning Organization is making some advice to the Prime Ministry; we do not have the responsibility to make the observations and the inspections or audits. We also question this issue in order to find a solution to this problem we are trying to do our best, by the way thank you for asking this question. Concerning the non attainment of the goals in the vocational training, there is not a relation between the curriculum and the labour market. The graduates, when they would like to have their place in the labour market the employers are not satisfied with the skills of the employees. We were in Konya last week; we were discussing the situation of the graduates of vocational training. Unfortunately, 80% of the secondary school graduates are employed and only 20% of the vocational training graduates are employed as explained by Mr. Minister there is a psychological pressure in the university entrance system, there is an unjust situation concerning the multiplication of the coefficient that is allocated for the vocational school. Secondly this is something costly by the way, vocational training is something costly. We have been experiencing a lot of economic problems concerning the financing we cannot allocate an adequate amount of the resources, the budgeted resources in 1997 there was a law concerning the compulsory schooling of the primary school education, so most of the resources are allocated to the primary school education, so unfortunately in Turkey we are not solving the problems with a holistic approach, where there is a problem we are allocating our resources, while we are solving the problems of one side we are neglecting the problems of the other side. Similarly, Mustafa Gürbüz has asked me another question politics program and those are the foreign words, non Turkish words that you have utilized, you have utilized 67 non Turkish words, aren't you polluting our language? This is the question raised to me

again. Unfortunately, like Namık, like Mr. Namık, this is how I am trained. They do not sound weird to my ear, of course I do sympathize with you, unfortunately, we are expressing ourselves with non Turkish words, I mean English words or French words etc. We have to learn foreign languages but of course we, while we are speaking Turkish we should be careful in utilizing the language, the mother tongue, of course learning a foreign language is something important but we have to be careful in utilizing our language. I would like to ask a question to one of the speakers. You have by the way expressed the problems in the education board, he has talked about the pilot implementations in certain schools but these programs and the implementation of these programs, is it sufficient to implement these programs? So what are the duties, what are the activities to be done by the teachers, instructors and parents in order to have better ground for the implementation of these programs? Thank you.

CHAIRMAN:

Thank you very much Ms. Barkçın, I think this was about the resources, about the budgeting.

Ms. BARKÇIN:

Well in line with the policies of course we have to allocate the required finance, however from time to time we have some difficulties in Turkey and we have very limited resources and in order to have a balance in terms of use of those resources, we have to make some restrictions. Like Namık Bey I believe that if we can utilize our resources and organize our resources in a very logical and rational basis we will be able to reach our goals and none of the international organizations will be intervening to this process.

CHAIRMAN:

Well before giving the floor to Mr. Alp I would like to ask you a question about this subject. Lifelong learning starts in the school however we believe that this should start right from the beginning and as you have mentioned lifelong learning has to be started in the family and at the very early stages of the childhood. And now I would like to give you an example. I hope this will be explanatory For instance the Egypt or Cairo travels of some of the Ottoman Empire should be learnt and what we do is that we usually use maps to teach these issues, historical issues to children and what we usually prefer to do is that we would like to have group work and we would ask the chil-

dren to bring us some newspapers, in order to check out the titles that are written in those newspapers and to make some examinations and analysis regarding those titles. For instance we prefer to check out the advertorials that were published in those newspapers and we would like to hear their opinions, for instance we ask them a question, to publish a newspaper regarding the historical event and this has been experienced on the pilot basis on some of the schools and we have seen that those children examine the newspaper and they will try to learn about publishing a newspaper and they do not have the information related to the historical events. For instance it is not possible to learn about the Egypt expedition of the sultans for instance, therefore they have to go and scan the resources and they have to make the relevant researches for instance whenever we talk about a research, a teacher instructs the student to go and collect some data regarding the publications of Omer Seyfettin for instance. However the situation has to be that the students have to make their own decisions in order to make the research and on what subject they have to make the research. Therefore we have such a pilot study and we are talking about innovation and creativity and this is a very creative activity because they have to focus on these subjects while they are preparing a newspaper and we are asking them not to learn about that information but we also want them to disseminate that information through this newspaper. Whenever we have such a study, you know that there is a theory related to the utility of the brain. The right hand side of the brain becomes active and is able to record all that information that is collected through this method. And this person is able to remember that data collected and stored in the right side of the brain 40 years after and sometimes it is the case that that information will be recorded on the left side of the brain. And those data that are recorded on the left side of the brain will be forgotten actually therefore it is possible to inactive the right side of the brain and this is a very efficient manner of teaching things to the student. And in this example of publishing a newspaper we see that this is very important. We have some other examples as well, for instance when we have a title from a student saying: Yavuz is going inside to Egypt or another student of ours has made an examination related to the Ebru production, Ebru is a Turkish style of art and there was an advert for instance the student who has made an advert looking for some artillery people as there will be a conquer taking place in that part and those army forces will be going to another country therefore they are looking for artillery person. So these are all very important elements. In the curriculum that we are preparing right now we have introduced some new activities for the teachers and if you go to the web site of the ministry of education you will be able to see those activities that are identified for the

1st to 5th grade. There are some activities and you will be able to see those similar kind of activities. Of course this is not going to be sufficient therefore since the beginning of this year is mentioned by the professor here what we are trying to do is that we are trying to hold continuous seminars and meetings with our instructors and administrators and all the auditors are able to participate to these seminars and training activities and even though I have mentioned that such kind of activities are very important to improve the creativity and innovation of the students we also have to improve those skills of the teachers and the administrators also thank you very much. I also would like to answer a question about this using of the foreign words. Before the closure of the session I also would like to express my opinion. Training is focusing on the acquisition of behaviors and to transfer the things that we have learnt and to the behaviors and if you cannot transfer that knowledge to the act or behaviors it means that you are not successful enough. Which means that if we have difficulty to implement those things we are talking about during our schooling times, for example the instructions that we are giving or the knowledge that we are giving to the students then we have to criticize ourselves. For instance we just make some examinations regarding history to the students and then we just try to find out whether that student has certain level of knowledge or not, however the objective here should never be that this student is aware of that knowledge verbally or theoretically but we have to find out whether that student has the awareness and consciousness regarding the history and is bale to make use of that knowledge in his life and if we are able to see that all those elements that are given to the student through the training activities are implemented outside of the school and if these information and knowledge that is given to the students are transferred to the acts of the students then it is possible to say that these training activities are successful and the system is successful. I would like to thank all the participants here and I would like to thank all the speakers and I would like to thank you for your attention. We will convene back in this hall at two o'clock.

SPEAKER:

Now I would like to declare the third session of the "Lifelong Learning and Employment within the Accession Process to the EU" and the chairman of this session was supposed to be Enis Yeter, undersecretary of the Ministry of Labor and Social Security, however, as he is absent today Mr. Toker will be the chairman substituting Mr.Yeter. Again as Mrs. Gülay Aslantepe is coming from Antalya will be here

by the end of this session and our third speaker will be the Director General of Apprenticeship and Non-formal education, Mr. Esat Sağcan. The third speaker will be the labour market expert from Esvet project Ian De Voogd and the final speaker will be the ICFTU consultant to the secretary general, Mr. Mohsen Ben Chibani and the floor is yours Mr. Toker.

Mr. TOKER:

Dear representatives of the employee and employer trade unions, and distinguished guests. I would like to greet you all and I would like to say welcome to you all about this, to this seminar on "Lifelong learning and Employment within the Accession Process to the EU" Primarily as you know, the chairman was supposed to be Mr. Enis Yeter, undersecretary, however, as he has to be participating to another meeting he is absent today, however, he conveyed his message that he greets all the participants here and he wishes that this seminar will be a fruitful seminar. The title of this session will be "Lifelong Learning and EU Employment Strategies" In this symposium there is no doubt that this session will be very important and for this reason I would like to thank all the speakers for the valuable information they will be giving to us. We have very distinguished speakers and Mrs. Gülay Aslantepe, the ILO Turkish representative will be participating to the session by the end of this session. And as you know, Mr. Esat Sağcan is the director general of Apprenticeship and Non Formal Education and Ian De Voogd is the labour market expert for Esvet project. And Mr. Mohsen Ben Chibani is the consultant to the secretary general ICFTU. Now if you allow me I'd like to express my opinion regarding this subject, and afterwards I will let all the speakers speak for twenty minutes and finally we will try to answer the questions that will be put forward by the participants. And then we will make the assessments. As it is known the unemployment and the solution for the unemployment and the theories regarding bringing a solution about this problem. There are some approaches and one of the fundamental approaches about this structuralizing of this problem. And especially in those countries like Turkey who have a high rate of growth, we see that unemployment is also high and the explanation for this unemployment is that unemployment can be considered as a structural unemployment. And in order to strengthen the equilibration between the employment and education and training is very important to solve the problem especially in the structural arena. Structural unemployment explanation means is mainly because of the incoherence between the unemployment and the education system. And when we have a look at the situation that occurs in the

world during the recent years we see that there is a high demand for the skilled and qualified workers in specific and particular sectors. This is valid not only for those people who have not entered into the sector yet but also for those people who have already entered the sector. Therefore in order to increase the employability of those people these people have to increase their skills and competencies for their entire life. Especially in Turkey about the relation when we talk about the correlation between the unemployment and the training system here in Turkey we see that in other countries its around sixty five and for the vocational education its around 35 percent. However it is quite the opposite in Turkey. And in parallel to this especially for the higher for those people who have a higher education and who are still unemployed, have a very high rate in turkey and when we compare these figures, we see that especially we do not, we see that in Turkey we do not attach importance to the vocational education and we cannot make those people employable. Therefore in Turkey, the relationship between the employment and with the education we have to find some sustainable policies. And if we focus on the subject of our session, as it was mentioned in the book, white paper of the year 2003 of the European Commission, the employment is very important and it should be based on fundamental thinking based on the growth and development and the EU in the initial stage with US and with the other countries like China or some other countries in far Asia, try to develop some employment strategies in order to increase the competitiveness in the international arena. And the main key element here is the competitiveness and competition. And for this purpose the social capital was attached importance to be invested on human capital and in the second phase to implement life long learning strategies. In year 1997 after the Luxembourg process the European employment policy has been established. And there were four pillars within this structure. The first one was to increase the employability and to over the needs of the labour market through the individuals who have acquired the necessary skills and competences and to make it sustainable and to make it a continuous process. And for the third category under those titles life long learning has to be provided for those people who are working in workplaces already. And according to this European employment policy, Barcelona has made an emphasis on the vocational training. And for the European employment strategy there are three complementary elements, these are the quality work, efficiency and productivity of course for this purpose the individuals working have to equipped with the necessary skills. The European employment strategy has an institutional element and this is the European Employment Institution and when this institution was established there were four requirements that were mentioned by this institution. These were the

adaptation of the employees and employers to the labour market, and to make more investment and efficient investment on human capital and as it is known there are ten guidelines of the European Union policy and these ten guidelines there are interrelated and overlapping objectives, however one of them has a direct impact on lifelong learning and within this context the support and the encouragement of the lifelong learning should be sustained. And in order to do so European Employment Institution has mentioned that support should be given to the youngsters in order to improve their skills and competences and for the vulnerable people and disabled people and disadvantaged people, some possibilities for training should be provided and access for all people should be provided, and individual needs of the persons should be identified for training and some training and development programs should be initiated. And electronic learning tools have to be used for this purpose and training reforms should be introduced. European employment strategy has announced ten guidelines and as it is known by the end of 2004 there was an argument about this and among those ten guidelines there were some approaches saying that some of those guidelines should be eliminated and only four of them should be maintained. And there was a report issued and in this report the four main objectives were focusing on lifelong learning as well. As a result, the labour, the flexibility of the labour and effectiveness and efficiency of the labour is the key element here that we encounter. When we talk about flexibility it means that not to avoid invalidation of the skills in a short time and this brings along the mobilization, including the geographical mobilization and vertical and horizontal possibility and another important element is to develop the human resources and making the necessary planning regarding this issue and these are all mentioned briefly in the European Union employment policy as the key element. Now I'd like to finish up my presentation here and I'd like to say that these kinds of activities in order to provide support to lifelong learning and all kinds of development of all kinds of training activities and I'd like to say that this is an indicator of the sensitivity of the social partners to this issue and therefore I would like to thank you for your participation and I would like to leave the floor to Mr.Esat Sağcan director general of Apprenticeship and Non formal education. The floor is yours sir.

Mr. ESAT SAĞCAN:

Dear chairman, ladies and gentlemen learning as a right is a tool, is a responsibility that should be shared and I would like to thank you very much for sharing this responsibility before the afternoon, we have the same number of participants after

lunch some people had to participate had to leave the room but we have newcomers in the room so thank you very much for your participation again. Why, we have to ask the question of why in the administration now I am asking you have you ever been unemployed? Have you ever been in a situation where you could not earn money even to buy a loaf of bread? Have you ever had a time, moment while you were thinking severely on how to earn money? Just think of it and listen to my presentation within the framework of this perspective. There are two things. One: the feeling of responsibility and the duties. Duties are identified by the law, but the responsibility, the feeling of responsibility is a voluntary will. There are two types of people who go to war. One says "Allah Allah Allah" and he says "Oh my God, Oh my God what is this." So this is a matter of unemployment. So the main issue in the 21st century is the globalization and we have to recognize the importance of the technological revolution and the fulfillment, fulfillment of the utilization of the IT technologies is very important for 6.4 billion people in the world, however, on the other hand, unemployment is expanding and the forty percent of the global population has to earn its living with two US dollars per diem. The equity, security, safety, poverty, unemployment, those are the global problems. We have many citizens workers with the citizenship of Romania and Bulgaria, but the Ministry of Labour says that the ratio is much less they are decreasing the wage, per diem wage and the foreigners are also seeking for jobs and they are decreasing the wages paid to the workers but according to the statistics of the Statistics Institute, the unemployment ratio is 10.3 percent but we know that its much more than this. And in order to access the EU we have to know the advantages of the free movement of capital and the free movement of human beings and it is a very important issue to develop while you are entering the EU but we have to embrace the strategies that are in line with the European employment strategies and we have the negotiating within the, in the sphere of health they have told us that, European experts have told us that you are graduating midwives from the high schools but we have graduates, but we have university graduates of midwives. So your midwives will not be able to work in the European countries. That is what they have told us and we are trying to harmonize with the European standards. In 1997 there were 17 million qualified unemployed people in Europe and in order to increase the employment there is a consensus within the framework of the Luxembourg Summit. So this strategy is the judicial basis so according to the related jurisdiction each and every year the European Council identifies the employment goals and the countries have to prepare their national employment plans on annual basis this is something compulsory to the European countries so the commission and council shall over review the action plans

and they have to prepare recommendations in order to revise the employment report and employment goals of the commission and therefore the council shall vote with the qualified majority in order to prepare their recommendations for the European member countries. So the Luxembourg employment has four pillars as mentioned by the previous speakers, the employability means that you have to provide skills for the unemployed people and you have to extend the opportunities for the unemployed people and in order to struggle with unemployment on a long term basis you have to take preventive measures and you have to embrace the policies to encourage people to participate to labour force so we have to support the newcomers into the market. We have to work all together to train those people. Entrepreneurial spirit, entrepreneurship, so we have to support the entrepreneurs in our country and on this topic, unfortunately we have to cover a very great distance. Most of our workers who have acquired the certificates for mastership are working in some other people's business place. They have told us that, those people have told us that if we had enough capital we would be establish our own business that is why we are working in somebody's factory. So if they will be able to have this entrepreneurial spirit we will be able to increase the level of employment and they have certain concerns that they are not benefiting from the credits and loans. Adaptation is very important in the globalizing world in order to adapt somebody to the requirements of today's needs. So the equity, providing equal opportunities for men and women, this is what it means, equity and equal opportunities for men and women so there is a joint motivation in Europe where there is a transparency in the employment system. However the employment is not increased as desired. I am not going to read the decisions of Lisbon Summit and Stockholm Summit. You can see all those decisions on the screen; however let me talk about the revision of the strategies identified. But please ask yourself what is the strategy of our country while you are reading the strategies on the screen. And preventive measures for unemployed people and entrepreneurship creating job opportunity, adaptation and mobility and harmonization according to the needs of the labour market. And the development of the human resources and the increasing of the demand to the labour force and employment of the elderly and the gender equality in the employment and the participation of the disadvantage groups to the labour market and making some incentives to make people work and to take certain measures against the illegal economy. Shall we be able to do all these strategies by decreasing insurance premiums? Those are the questions that we should ask ourselves. So in order to attain the goals of Lisbon and Stockholm Summit we have to work a lot. The European countries have recognized the problem, the severity level of the problem of

unemployment and that is why they have identified certain strategies so time and space should be identified while you are identifying a problem. So what are we going to do concerning employment? How many people are we going to employ, in which fields are we going to employ them? What type of incentives are we going to introduce to employ these people? We have to identify our strategy; therefore we will be able to prepare this strategy by asking those questions to ourselves. In the main focus is of the macro economic policies of the countries is the employment issue it is very important to have healthy functioning of the training and employment policies. And we have to provide the motivation. So let me describe the human capital concept. The information owned by a person will facilitate its individual and societal harmony and economic harmony and economic welfare, on lifelong basis you have to have related skills. This is what it means. If some people are unemployed in order to make those people adapt to some other fields they have to embrace the concept of lifelong learning. Japanese people say that you might be a professor but if you are a new starter in a field you are a new starter anyway. This person, although he is a professor, should be informed and should have the orientation; otherwise it would be in vain to pay the wage for these people. Morita, the founder of Sony Company says that you can transplant a tree into another place. You have to take care of this tree carefully. Nemawashi is the method of doing it. And Nemawashi method shall give you big prices. Let us say you have a factory where there is automation and you have unemployed five hundred workers. It is the wrong behavior to unemploy those people, you have to provide orientation, and you have to provide orientation for those workers who are going to be unemployed in the future in order to make them find some other opportunities in some other fields. So with the transition to the information knowledge based society, it is a very important issue to have the incomes and earnings, social and economic incomes and earnings on equal basis. The traditional training and education is something comprehensive. And the shortcomings in the theoretical arrangements are threatening the acceptance of these new phenomenons. Learn to know, learn to do, learn to integrate, learn to coexist. Therefore, the industrial and service related structure can be done by doing the below mentioned items. The training can be costly and opening new schools can be costly, but instead of doing it in the short cycle courses, cheap courses, we have to implement goal oriented programs. You have to pay fifty billion Turkish liras for CMC frames. You put CMC frames in some places you can open courses in order to provide orientation information for people who are going to utilize CMC frames. So, adult instructor Senta Jacaubi says that if there is a big unemployment level and if people are unemployed, I mean if university

graduates are unemployed, and if they cannot find jobs, you have to revise the schooling system and you have to allocate much more money to the schooling system in order to have the harmony between those two sectors, I mean employment and training. So fifteen percent of the ones who are enrolled in the formal training is fifteen percent and on full time basis and eighty five percent of them are part time people. Five thousand people on annual basis are working in the textile sector. And the employment is developed accordingly. According to the vocational training law numbered 3308 if a work place has more than 200 workers this workplace should establish a training unit in order to provide in service training. So according to the same law, if, in order to work in an occupation you have to be trained in this domain, in this specific field. In the EU countries if you are not vocationally trained in your sphere and if you are not keeping up with the EU criteria it is not possible for these people to find jobs and you, we have to keep up with the related legislation. In this case the European people will be able to find job in our country but the Turkish citizens will not be able to find jobs in the European countries if they will not adapt themselves to the EU criteria. So that is why the lifelong learning is a very important issue to develop somebody. The university graduates should not be lazy they should search for the alternatives, maybe eight or seven newly graduates should come together to open a business place. Maybe they should identify what are the marketable good to a factory but they should not sit and wait for the cure to come to their hands. They should exert effort and work a lot instead of waiting somewhere to receive an occupation. Şükrü Kızılok has told me that more than one hundred factories have been closed. Unfortunately a very successful university graduate has sent many cv's to many of the factories however he cannot find any job he is the most successful student in the Middle East Technical University and he has entered in the Middle East Technical University as the first student who has been successful in the university entrance exam and the mother and father they are very concerned about the situation of their kid. Everyone is responsible for this situation. That is why we have to share the responsibility. There is an African proverb which says that every morning a gazelle wakes up in order not to be killed he knows that he should run faster than a lion. Every morning a lion gets up in Africa in order not to be hungry, he knows that he has to run faster than the slowest gazelle. Either you are a lion or gazelle; you should be running when the sun shines. If you are sleeping when the sun shines, if we are sleeping when people are getting members to the EU we will be food of the big lions, and if we are lions we will be hungry, I hope everybody shall run when the sun shines.

Mr. TOKER:

Thank you very much Mr. Sağcan. It was a very impressive presentation to tell the truth. Now the second speaker of this session is Jan De Voogd labour market expert Esvet, I would like to inform you concerning the CV if you let me do so. Mr. Voogd, in Netherlands in 1948, he was born in 1948 for 20 years he has worked in the Netherlands as labour market expert and adviser in the Ex Soviet Union countries and in the Middle Eastern countries on the social policies and training and evaluation are the topics that he has worked on since August 2004 in MEGEP in MEDA he has been working as main expert on the labour market estimations and he has also worked, has been also working as the coordinator in writing the paper concerning lifelong learning in Turkey, yes you have the floor sir.

JAN DE VOOGD:

Ladies and gentlemen, Mr. Chairman. It is an honor for me to speak here in the afternoon about lifelong learning, one of my key tasks in this project. I would like to address the subject that has been neglected until now in several conferences on lifelong learning where I participated. Namely the financing of lifelong learning. But, before I start, I understand that there is one observer in the audience who tries to count the number of non-Turkish words. I apologize for using about 1,000 non-Turkish words in the speech. Financing. If a country has committed to improve its lifelong learning strategy two questions should be addressed. How many resources should be spent on lifelong learning and who should pay for lifelong learning? This afternoon shall especially address the second question. I do not have the time to explain the full slide shows that I prepared but I resume it will be somewhere in the documentation. I've also heard that there will be an opportunity in the next conference or next symposium to discuss more about financing mechanisms. So, I would like to stick to the issue of who should pay for lifelong learning. It is a bit funny that when I prepared the speech I had to base myself more on documentation of especially the OECD and the World Bank as the European Union seems not have to address this issue until now extensively. So, the question who should pay for lifelong learning. Note that in what follows I will refer more to lifelong learning in terms of adult training, then in terms of initial education. I also do this from the perspective that I am speaking in a conference organized by TÜRKİŞ. So, the first interest in this audience may be in this fear employee training. The most direct answer to that question – who should pay for lifelong learning – is of course those who benefit from lifelong learning. They should pay

for the costs. From this perspective it is not so obvious that it is government responsibility alone. On the contrary, the primary responsibility lies within the individual who is supposed to invest himself in lifelong learning provided of course that he may expect a return of his investment. That would be in terms of higher earnings. We call this in economic literature "the private return on investment in human capital". The similar argument would apply to the firms which for their employee training may expect that their investment will yield benefits in terms of higher productivity. Also the first bullet point on my slide between brackets some organizations – for instance, charity and interest organizations – may have direct interest in providing resources for learning and training for their member or for a wider target group according to their strategic objectives. Now, if we consider that three actors that I just mentioned, if they would have the first responsibility for lifelong learning why should there still be an argument for intervention and financing by the government. To explain that, I will need about 3 or 4 slides. In practice, governments are strongly involved in financing lifelong learning but also in the provision and regulation of education and training including adult training. This may be based on political reasons. In purely economic terms there are a number of reasons. They are linked with each other for government intervention. The main reason is that the socially optimal amount of investing in a particular type of lifelong learning is higher than what can be expected to result fro private choices. In other words if the social return on investment is higher than the private return on investment then there is a need for government intervention. There is a reason to believe that the social and private returns on investments can differ due to market failure. If market failure is defined from a narrow perspective namely in efficiency terms additionally and I will deal with that in the last slide, equity considerations will a ground for government intervention. Externalities are gains to society at large over and above those received by individual investors in lifelong learning. Again a source for underinvestment by individuals they may be considered an additional argument for government intervention. To be separate from the above mentioned market failures as far as they refer to social effects that can not me measured in money they returns. So, about market failures they may be of different type. We first of all think about the particular educational sector under consideration. Early childhood, the forms of adult training etc. There we may find a failure if we look at them as markets. However imperfections in related markets are to be considered in the first place. In capital market one may expect that individuals or companies will try to raise their human capital through investment in for instance lifelong learning. Up to the point where the price they pay and that is directed at abjured cost of lost earnings is equal to the present value of the

gain in earnings resulting from the training that is in standard economic literature. This however is only the best optimum if the capital market works perfectly. In reality many market failures prevents such perfect working of the capital market. I shall elaborate on these market failures and the equity grounds in the next slides. Individuals can in principle borrow to finance their investments that would e a possibility for paying for lifelong learning. If the rates for borrowing are substantially than the social discount rate then they would underinvest their training. Social discount rates are often thought of as a waited average of the yield on government bonds and the borrowing rate for cooperate borrower. They are considered to be lower than the borrowing rates for the individuals. This suggests that there will be underinvestment by individuals. Why are individuals wishing to finance lifelong learning? Why do they face higher borrowing rates? The reason is oblivious. The human capital can not function as collateral for loans. That is the classical answer. Contrary to the way loans are secured in for instance the housing markets they are the property can serve as the collateral. Additionally for formal education and young employee training it will be difficult for the trainees to finance the trainings from their savings or indirectly by accepting lower wages as savings at young age are non-existent or usually too low. The borrowing constraints also refer to equity considerations as they will depend on family income and socioeconomic background. Especially children from low income families will have less access to funds as they are less able to invest in better quality of education and training, less than the children in well-off families. This may not only apply to higher education but to many forms of lifelong learning training investments as well. Another source of capital market imperfection is risks and uncertainties for individuals and companies. And the answer to this falls on fluctuations and the unpredictability for the demand for skills. This is caused by strong and rapid technological and sectoral developments. Secondly, individuals are uncertain whether they will be able to finalize a training course and master their investment. It may also be that individuals under estimate systematically the returns of lifelong learning investment as they misperceive the effects of the technological change and globalization on employment opportunities and income generation for them personally. Moreover, it can be expected that individuals are more risk in investing and lifelong learning than companies or governments. As they are respectively protected by limited liability or they can spread their risks in companies more effectively than individuals. Information issues there are cemeteries in difficulty to get good insights in the quality of the service. The lack of insight in amounting quality may act as a disincentive for individuals to invest in lifelong learning. Government regulation especially accreditation system may serve as

an instrumental to remedy this information problem. Taxation. Returns on lifelong learning investments are likely disproportionately reduced due to taxation wages or income tax. This implies again that the private return on investment is lower than the social return and again the consequence may be that individuals underinvested in lifelong learning. The externalities – I mentioned them in the beginning – they are gains to society over and above those received by individual investor in lifelong learning. This may be a reason of government intervention to provide incentives for individuals to increase their investments. For instance, tax incentives or subsidization of the cost. Ampirical evidence for externalities circlely pointed to the direction of early childhood education. Social gains are to be expected in reduced drop out during the next stages of education. More effectiveness of primary and secondary education less use criminality etc. but less evidence is found of externalities for higher education. In other words, there is less reason to intervene by the government in the financing sense in higher education compared to early childhood education. For the business community another important problem often debated in the literature is the so-called free writer problem for firms. What does it say, this argument? It says that firms may tend to invest less in the training of their employees due to the fact that in the free labor market trained employees with the higher productivity after being trained may leave the firm for a job in a competing company. Other firms may be the way the trained workers without having contributed to the cost of training themselves. That is to say they are writing free on the firms who actually paid for the training. This risk may lead to underinvestment by firms. The argument is considered to be controversial but it is often used by governments for intervention in lifelong learning. For instance, by regulating the system of revision grounds to compell employers to increase the training. Also voluntary sectoral regulations by companies in the forms of a fund for employee training that may serve similar purposes. I will go to my last slide but I do not know how to find it. Anyway that is about equity arguments for government intervention. I have referred to them when I dealt with capital market imperfection. Essentially this addresses the problem of the fairness of the distribution of chances to benefit from investment in lifelong learning. The fairness is not always guaranteed beforehand. We can also speak about equality of access to all the relevant levels of lifelong learning ensuring that no groups are excluded from access and benefits of lifelong learning. Previous speaker spoke about equity in terms of equality of chances for men and women, but it would also refer to other groups. The identified groups in many countries in the framework of lifelong learning are older worker, persons with poor initial education that could be employed as well as unemployed persons, long-term unem-

ployed to some extent only and to a decreasing extent in Europe women, the handicapped and sometimes socially disadvantaged groups of specific cultural or ethnic origin. It is to be considered to use means tested government support for lifelong learning costs for these groups rather than giving them a full entitlement for anyone who complies with one of these group criteria. This at least is to be considered in situations where means, task and efficiently be applied. It is not the case in every country. The equity argument is the key one behind the central role the government plays in providing and financing primary and secondary education because you may have asked yourselves. If it is the primary responsibility of an individual to finance his own education and training cost, why would this not apply also to primary and secondary education? Well, this is the answer, the equity argument is dominant. Equity arguments also play a role in the discussion on greater costs sharing by students or their parents in higher education. For instance in replacing scholarships in the form of grants by loans. In order to avoid deadweight cost governments are to abstain from direct subsidization of firms to retain all the workers if we take another category. Instead subsidies should be integrated into a package of measures designed to pick all the worker into employment through enhanced training and retraining mainly. Now the issue of retaining all the workers in the labor force is more important for aging societies with the shortage of labor than at the moment for Turkey. So, I shall not further elaborate on this issue. I thank you very much for your attention. Probably I exceeded the time given to me, hoping that this maybe two academic presentation will never be less useful for the discussion on the role of the Turkish government, the employers and the employees stimulating and financing lifelong learning. Thank you very much.

MR. TOKER: I would like to thank Mr. Jan De Voogd and especially after the criticism that was put forward for the speakers of the morning session he has made a joke saying that he would speak fully in English and therefore I would like to thank him for his joke and for the valuable information he has given. Now we would like to go on with the next speaker. Now I would like to give some information regarding his background. Mr. Chibani was born in Tunisia and since 1991 he is working as an economist in ICFTU and he is also a consultant to the Secretary General and he has a masters degree on economy in Tunisia and he has worked on the structural reforms of the Middle East and African countries and also about social reforms and international employment standards and also he also worked in some campaigns and he also works for the World Bank and for some NGO's and provides consultancy and he has

participated to some of the meetings held by these international organizations. He has twenty minutes for his presentation. The floor is yours sir.

Mr. CHIBANI: Thank you brother. Selamun aleykum in Arabic distinguished guests and participant ladies and gentlemen. First of all I would like to thank the Turkish Trade Union organization for this invitation and offer me this opportunity to address this international symposium. To exchange with you some trade union idea about this important items and I would like to start with shedding some light to the history of lifelong learning of which adult learning is an element still gaining importance. Contrary to what many of you might have expected the concept of lifelong learning was not invented by international organization or by academic scholars during the 20th century. Its origin goes back at least until the 19th century. Evidence for that is that found the writing of Goethe. One of great masters of world literature, however Goethe is not only widely recognized as the greatest writer in the German tradition, his genie extended to many other fields of human endeavor including the lifelong learning and I quote: "Did I become eighty years of age in order to become the same? And still I am rather striving every day for something else of something new to think. I don't want to become boring." Goethe uses these words in conversation with visitor late in his life, it can be considered as the vital point fascinating his contemporaries as well as it is to us to day, a restless spirit always in search of new knowledge, always peevish against approaching boredom. Goethe expressed the idea of lifelong learning more precisely in his classic novel titled "Elective Affinities" In history of the novel and relations between science and literature. The hero of his novel, Edward complained of the need of labour learning, I quote: "It is rather bad that one can no longer learn all at once for whole life. Our assistors adhered in education which they received in their youth we however have now to adapt our knowledge. Every five years if we don't want to fall completely out of fashion." What is important to note is that this value set up by Goethe remain with us today providing a challenge for all of us engaged in education and training. The challenge is even greater when it comes to continuing vocation trend of blue and white-collar workers and their opportunities to cope with technological change and globalization. Although it is now widely recognized that life long learning has a central role to play in the knowledge economy there has been slow progress so far in making it really happen. All of you know inequities exist in both educational attainment and acquisition of competences. This observation applies in particular to work place education of adult workers. Access to lifelong learning contributes to individual development and individual fulfillment. The promotion o

equal opportunities, the development of active citizenship and promotes greater social cohesion and integration in the context of societies which are becoming increasingly multicultural. It also stimulates economic development. It has always been a central objective of trade unions to assert the right of education and training. For working people and their families. That objective has also included the creation of opportunities for education and training, notably through workers education movement. In recent years these unions relies in the problems caused by their members by lack of skills and competences, have worked to develop broader access to learning for employees. We know good learning and development skills are at the top of our agenda. We negotiate training agreement with employers raise member awareness of learning advise learning member and help to the profession of education and training with colleagues and universities. Union representatives are being training and accredited to learning representatives. Much of the work is being done but much more is needed. If lifelong learning is to be made a reality. We are, there is a need for individual entitlement to access foundation level learning and skills. And for employers to be given obligations and incentives to provide such opportunities. Our vision is for every work place to be learning centre every worker a learner and every union representative a learning representative. Trade union in particular teaching and education unions are working to strengthen high quality public education. As corner stone and democratic societies. Teachers and education personnel are expected to manage new educational and teaching challenges. In ...trade unions are prepared to contribute to transform an education and training system to address more effectively the challenges brought about by globalization, related economic and social changes innovation and technological progress. Educational institutions at all levels have role in promoting democracy good governments, particularly development and human rights, their role is to respond to all educational needs including special learning needs. Those whose first language is not their home language, those with disabilities, the entailment of lifelong learning must be extending through society. Full access to education and training for everybody will reinforce the foundation and process of democracy. When democracy is .. in this way citizens are more likely to promote and defend it. Education and training must include the use of new technology and teaching and learning. One of the characteristics of future of the transition to the knowledge based economy however with regard to the new challenges in education the old question re emerges. What is the role of education? What are the social and political commitment to education. How does one define quality education? What are the social and political commitment to education? How does one define quality education? What should

be taught and learnt and what stage and in which context should that learning take place? Also it must be emphasized that education has intrinsic value. The promotion and pleasure of learning for its own sake will enhance education and training for educational process and employment. It also contributes to social cohesion and a sense of involvement in society. The first key message from the international trade union movement is one of the strongest support for the goal of raising the quality of learning for all. We want the best education for our children and fair access to quality learning. We want equitable access to further education and training opportunities throughout life. We want the satisfaction of working in education systems that perform well in terms of both quality and equity criteria. Given the nature of challenges in education in the early 21st century, there is a good reason for those with political responsibility for education the ministers to engage in partnership with trade union centres and education unions. And we are glad it is a reality here in Turkey that when we saw it this morning with the Minister of Education. That is the second key message of the trade union movement. But let us be realistic about this message. Relationship between education ministers and trade union are often adversarial. One of the goal of the dialogue of our partnership should be to move beyond reciprocal frustration to acknowledgment of robust but constructive debate about the aim of education and how to achieve those aims in our societies. The third key message is that trade unions and employers find a great deal of common ground on education and training policy issues. And both assert the importance of strong foundation in general education of all the citizens, of the need to develop competences beyond basic literacy, numeracy and vocational skills. Of the significance of education for innovation and relevance of lifelong learning. So trade unions are ready to engage in a constructive, result oriented dialogue with both government and business about one raising performance living for all, two teacher supply and the improvement of teacher effectiveness, three education and social cohesion and four, education for citizenship for democracies. Minister will understand that sharing of goal and openness to dialogue does not imply acquiescence, far from it, the message is tough. One, because the reality is tough, the centrepole we make is that governments simply have to face up the investment question. Trying to drive change in education through the so called performance testing, without allocating the sources required, to achieve quality and equity is not the answer. The final message is that whatever dialogue is engaged, with its time constraint and necessary level of generality, the dialogue of government trade unions and businesses must be pursued at a national level with a degree of vision and wisdom, the parties to such dialogue can work effectively together to realize the potential of

education as force for the balanced development of national societies and the well being of their citizens. Social cohesion relates to what brings society together. Social cohesion is an essential condition for security. Divided and unequal societies are not only unjust they cannot guarantee stability in long term. Many people are excluded in practice from the benefit of social and economic progress. When governments commit but fail to deliver lots of confidence alienation and disillusion with politic processes become more apparent and thereby weaken democratic foundations. It is increasingly recognized that governments need to aim not only at making the economy work, but also at enabling society to work for all. Economic development without accompaniment of social development will result sooner or later in serious problems. A social cohesion strategy must involve action to combat poverty and social exclusion. Particularly in areas such as housing, help education and training employment and social services, gross disparities in the distribution of income and wealth also impinge social cohesion. But any strategy must go beyond treating the symptom of exclusion and also seek more positively to strengthen those forces that help to create social solidarity and sense of belonging. Policies contribute effectively to social cohesion must recognize the human dignity, making the individual person the centre of policies and guaranteeing social and human rights. Help to vitalize economies and capitalize of the contributions made by social partners and over and bodies particularly in creating employment, stimulating enterprises and ensuring employment opportunities for all. Meet people's basic needs and promote access to social rights, develop an integrated approach bringing together all of the relevant policies areas, colleagues and participants. Lifelong learning for all is the challenge for Europe. European Union is facing major challenges as a result of the globalization of markets and economies and the introduction of new technologies. Especially information and communication technologies. These challenges have a direct impact on job creation, as well as on the organization of work, services and production. Europe must construct a new culture of lifelong learning. In order to accomplish that it must develop innovative and integrated approaches as well as greater synergy between different policies and the authorities responsible of their implementation both nationally and at European level. This means defining new objectives new rights and new responsibilities of the actor concerned. It is obvious that the promotion of high quality lifelong learning policy will not be enough on its own to solve the serious problems of unemployment, social exclusion, poverty and underdevelopment in certain regions as well as mismatched qualifications and skills in relation to the labour market's needs. The European strategy in favor of employment in which education and vocational training are transversal

objectives in the conclusion of Lisbon Summit emphasizing the importance of successful transition to knowledge, economy and society. The conclusions of the .. Summit inviting the member states to commission and the social partners to define consistent strategies and practical measures to ensure that lifelong learning is accessible to everyone. The conclusions of Venice European Summit and particularly the adoption of the social agenda, the Stockholm European Council, calling for an action plan in favor of lifelong learning to be presented to the Barcelona European Council in March, 2002 and the European Commission Memorandum on Lifelong Learning can be considered as providing the basis of a new start and of a real European strategy. Guaranteeing the establishment and implementation of mechanism to ensure that lifelong learning become reality. At company level access is still very much restricted to those who already have very high level of qualifications and access remain particularly impossible for old workers, those with a typical contract n particular women, seasonal workers, ethnic minorities, disabled people or those having low level of basic qualifications. Employers must also be motivated and consider access to lifelong learning in terms of a strategic potential as a way of improving a company performance and labour relations. Trade union organizations are the case of Turkish organization here in Turkey must also play an essential role in motivating employees with regard to the benefits of lifelong learning through collective bargaining of trade union training program at all levels. Trade union organizations must contribute to increasing the awareness of workers and the trade union delegates of the challenges posed by the knowledge based society. With regard to lifelong learning, particular attention must be given to the need to strengthen equal opportunities and to close gender gaps in education training and employment. Education and training systems, as well as the process of learning, must be designed and organized in order to improve women job success and access and career progress. It is important to change actual organizations rather than to simply enable women to adopt the existing structures. Appropriate provision for training can help women to overcome the gender gap. If we have the resources to pursue such policies, then the question is simply whether an effective political coalition can be forged to press for them in the absence of politic will we are likely to see more of the same. Thank you for your attention.

Thank you very much Mr. Chibani. Even though he has started with the trade union perspective he has put emphasis on the social cohesion governance and human rights democracy aspects of the lifelong learning concept. He has given us

valuable information. Therefore, I would like to thank him for this valuable presentation. Now, we will go on with the final speaker. He has finally stated that European Union has to bring some new implementations in this regard and now we are going on with the final speaker, Madam Gülay Aslantepe from ILO. She is the Turkish representative. I would like to thank her for her participation to this seminar and I would like to leave the floor to her.

Gülay Aslantepe: Thank you Mr. Chairman dear friends I am sorry for being a bit late, I have participated in a meeting held in a Turkish Textile Employers that is why I was in a hurry to catch up the meeting so I am very happy to be with you. Primarily I would like to thank Turkish Trade Union confederation, it is a very important activity, the importance of lifelong learning and employment is an inevitable issue with a qualified labour force. There is nothing for the countries to overcome. So employable, growing and training employable labour force with qualities and skills is something inevitable for the countries. So what do we understand from lifelong learning? From three I so people are born they live and die, during their entire life so on every conditions they can develop to adapt themselves to the changing conditions. and of course, while those things are being realized the gender equality is another issue for the countries actually in Turkey the equality between men and women from this perspective unfortunately the girls are not equally benefiting from the opportunities as boys do, but there is a great sensitivity raised by the public opinion and at the moment in the public agenda there is a great importance attached to the training of girls and the training of skilled labour force and this is a very important issue mentioned by the great leader Atatürk in the early years of the republic. He said that the next generations to be raised by skilled women will be able to be successful in the future while benefiting from the opportunities on training and all of the segments of the society should, must benefit form the training opportunities so today's world this is what we are at the moment dictated. MEGEP project is very important especially the vocational schools, the restructuring of vocational schools is very important and within the framework of this main frame vocational schools should renovate themselves, should restructure themselves according to the needs of our country and of course the employers and employees assume a very important role and of course the social dialogue mechanisms are the phenomena that we face at the moment. So the Trade Unions industries and so the capital in general necessitate certain qualities, certain skills for labour force. So when you graduate form the vocational school, if you feel that you won't be able to find a job, this means that there is something wrong with the system. So there-

fore the capital actually apart from the industry, the service sector is another employ ment creating sector because IT technologies, ICT in general necessitate larger scal investments. But this also shows that the industrial facilities are not open so we ar facing a different modal of production. In another country there can be a productio and all those production can come together in a specific point in the world so all o those new productions should, are in need of the vocational school graduates who ar capable of modernizing their skills according to the requirements of the capital, so while identifying this need, this requirement, the social partner should have a contin uous dialogue and they should continue working hand to hand and shoulder to shoul der, this is the responsibility necessitated by our era. While we are forming all of thos conditions and of course the demand and supply balance and the labour marke should be established in which area we are in need of labour force. What are the qual ities of this labour force, what are the requirements for this labour force and we have to reshape, reform our training curriculum. As world we are experiencing a very dif ferent concept which is globalization. Everyone is making different definitions of glob alization but what we know at the moment is that we are living in a very speedily changing world. It is so speedily changing that it is not possible for you to keep up with your professional life only with the skills that you are given in the high school. Maybe in your lifetime you have to obtain a few skills as I told you a little while ago. There are changes in the production methods and the utilization and the change in ICT makes speedy movement of knowledge, know how and capital. So this means that we are in need of speedily moving and developing human resources and the admin istrators of Turkish can remember that on February we had the 7th European Regional Conference, we have discussed the lifelong learning. We have discussed the flexibility and security, flex-security so this means that the employability of the labour force on flexible basis but provision of the security. Of course this flexibility should also be supported by the security which means the social security system. We have to equip people with the flexibility and skills and we have to protect them under the umbrella of social security and social insurance. Otherwise after a short period of time this labour force will not be able to be utilized by you in an efficient way if you do not do so, we have been experiencing cross border emigration, the qualified labour force can't find jobs abroad so you might face the risk of qualified labour force. During your life time, obtaining more than one skill is not easy, this is what you need during your business life, according to the newly shaped business environment of course, the employers should assume certain roles and the vocational schools should adapt themselves to the changing production models, they should renovate themselves.

While doing those renovations of course the vocational schools should not be expected to change their curriculum all the time and purchase the related equipment. And of course industry and social partners and the collaboration to be established amongst themselves is something inevitable something sin e qua non while you are establishing the dialogue mechanisms. If you won't be able to have the cooperation, collaboration amongst the social partners, you won't be able to succeed in decreasing the unemployment level which is 10.4 % So we have to take long term measures and we have to identify the long term politics and MEGEP project is one of the primary politics that are identified. So all of the UN organizations and social partners know and show the importance of lifelong learning so without having lifelong learning you do not stand any chance to pursue your life in a qualified basis as the social partners can remember pretty precisely in June 2004 there was an ILO conference and there was an advisory decision numbered 191 which was on lifelong learning. In order to provide lifelong learning for the workers there were some guidelines, actually measures for the member stages I told you a little while ago. The primary principles identified in this meeting were that the social partners should cooperate and they should attain the level of full employment and they should do so by providing lifelong learning. Lifelong learning is not something compulsory for the workers as I have told you we have speedily changing market shares and production methods and the competitiveness all those concepts make the employers equip their personnel according to the needs of today. Maybe this is one of the main problematic of today. You have to have the competence to manage all those problems therefore it is something valid, I mean lifelong learning is something valid for the workers, so together with their workers they have to make themselves ready and the state with a restructuring process should also make those changes by experiencing a restructuring process. Unless you do all these, unless you fulfill all these items you won't be able to attain the level of full employment which is something difficult for us and for all of the member states as well. For the masses who are not equipped with those skills, it will not be something possible for them to keep up their professional life so I also in this frame would like to thank each and everyone of you for your participation ad for your contribution actually. And I believe that the social partners have learnt a lot out of this process, the first, primary thing that we learn is working together, we are not waiting for somebody to prepare and cook and serve us, we are going to succeed in everything together so maybe this is a change of approach, change of cultural approach and we are learning all of those together and the public sector is learning a lot out of this process and the social partners learn a lot out of this process, we each and every individual we are

actually learning a lot in this, thanks to these projects. I would like to give an example. I am almost sixty years old, at the moment, I am still learning new things at the moment apart from my domain as a hobby I am trying to learn new things as long as I live in order to be supple I am trying to learn a third language, a third foreign language. I am trying to learn how to play an instrument, how to play a musical instrument so without exerting any effort it is impossible to live, it is impossible to survive. These are the items that I wanted to share with you, thank you very much for your attention.

Mr. TOKER:

Thank you very much, thank you very much Ms. Arslantepe, before passing to the questions I would like to make a very short evaluation or summary let's say. So active policies, active policies and their implementation there is a very important issue, there is a very important place to be allocated to lifelong learning, so who is going to pay for lifelong learning, so there should be an equal sharing of the responsibilities. In addition to the states, the stake holders and the trade unions the confederations of employers should also contribute to the payment of LLL so maybe there is only one person who is paying for that but the earnings are for the society, for the government and for the state in general. There is an external interest gained by the beneficiary of course, thirdly the lifelong learning concept is not only related to employment and training. The social coherence, governance and the equal opportunities and equal competition and the democracy and all those.

According to our panel's name concerning the lifelong learning and employment within the accession process to the EU amongst the ten guidelines the lifelong learning takes a very important place in the joint assessment paper while forming the national plan and we have to devise new policies and methods and systems, so in relation with that we have to identify the occupations and occupational standards and we have the draft law that is prepared and that is transferred to the prime ministry's office and the labour market is another issue where we should make the human resources management. This is, those are the consequences of the first day of our two day panel, now, if you would like to ask your questions to the panelists please use microphone for the translation, please use microphone for the translation if you would like to ask your questions please use the microphone and ask you questions. Before asking your question please say your name and say the name that you are asking this question.

Question: (Muharrem Uslu):

I would like to thank you very much for organizing this panel, I am a director in a training centre I have listened to the speakers but Abraham Maslow could you please, you know the first pillar of the hierarchy is the physiological needs, so the people of this country, have they.. from the physiological needs or have the citizens evaded from the physiological needs or eliminated the physiological needs? Who are you asking this question? Maybe we have understood the question but could you please repeat the questions? I am sorry I am incapable of hearing the speaker that is why I cannot translate.. Behavioral scientist Abraham Maslow according to him the change in behavior in order to understand the change in behavior we have to identify the first pillar of this change and so we have to meet the physiological requirements, the physiological needs, which means alimentation, food, housing etc. After meeting those needs they have to be secure, they have to feel the safety and security, and then they have to socialize, I mean people have to socialize, and if a person is socialized in a group of society this person can be successful after meeting those primary physical needs. So are the people for this country ready for this project, have they met the physical and primary requirements because they have to be provided with alimentation, food and housing. So how are you asking this question?

Jan De Voogd please.

JAN DE VOOGD:

The question you are addressing is the question of poverty. Although I have been in Turkey for quite some time I do not have a full overview of the poverty issue in Turkey. Is this the way you presented the question? Anyway, the link I could make is that. The way I would try to address this question is....

You can take off your headphones so that you are able to speak fluently, What is the relevance of lifelong learning also in a Turkish context for reducing poverty, yes there is a link and it was expressed by my neighbor on the left. Of course raising employability in favor of economic growth more employment, better employment, also have a link to income generation and finally reducing of poverty that is the way I look at it but I did not fully understand your question. I don't think we have to discuss the Maslow theory here that is not relevant within this context so I didn't quite understand the meaning of your question.

Mr. TOKER:

I would like to say a few things because as we have understood from the panelists what we had to understand from the panelists is that of course the employability is a very important issue after providing the employability for people we will decrease the level of poverty and therefore they will be able to meet their needs and the hierarchy of needs, it is going to be an advantage for people to meet their primary needs and the hierarchy, so as mentioned by Mr. Chibani, lifelong learning and social coherence and democracy and the struggle against poverty, those are all the other related items in order to answer this question.

Ms. ASLANTEPE:

Actually it is a very interesting question raised by the audience, after you have a certain level of welfare, maybe there is an understanding that after having a certain level of welfare you will be able to find your path to training. The reason of the poverty is the lack of training. Maybe we could not perceive the importance of training that is why we could not receive the importance of training that is why we are not sending our kids to school. There is a correlated cycle, in Turkey if you can benefit from the men power it is a country of opportunities because we have natural resources, we are surrounded as country with sea, we have a lot of people who are employed in better conditions and who have the imagination to create the employment although we do not open new factories in the service sector, they will be able to find better jobs, let me share my experience with you if you allow me. In the eastern Anatolian region, the GAP project, an agricultural development project, we have implemented this project, some people dropped out in the second grade of primary school but we have trained thirty women who knew only reading who can read the figures on the bank notes so if you provide the related opportunities for people, they will be able to have the power to change their life. At no level in the hierarchy is training so much compulsory, please use the microphone.

MUHARREM USLU:

At the basis of my question people have kids, women to provide food for, they are providing, they can be provided with training while receiving those courses while benefiting from those projects, they should not have their concerns in mind concerning how to earn money while they are benefiting from those projects and programs.

My dear friends MEGEP projects is a project that is organized for the restructuring of the vocational training and it is supported by the EU with a financial support of fifty one million Euros. This project is not at the status of providing additional income to the teachers within the framework of the pilot schools, working in the pilot schools. There are programs, modular working programs when you finish those programs concerning qualifications and standards we are going to work all together so a person who is given three models, if this person would like to have two other models, he will be able to benefit from other facilities. In your mind we are not talking about an additional premium or salary, this is not what we are talking about, this is not our aim.

Question (Dr. Irfan Mısırlı):

I am an expert in training actually he has given a speech without permission, I would like to answer him, of course concerning the motivation of people we have been talking about this hierarchy for a long period of time but we have given up this hierarchy issue, if there should be a relation we know that the signs are changing each and every day in Financial Times paper the information in Financial Times is equal to the information given in the 1990's in 1870 , the head of American Patent Institute, has said that we have made all of the inventions and we won't be able to make an invention so we are not in need of a patent institute, is what he said. This is what is said by the president of the American Patent Institute. So as the, concerning the future of adult training, you won't be able to provide training for adults, if adults are not in need of this training. For example, concerning my cellular phone, there are many functions that I do not need and when you look at the user's books there are a lot of unnecessary information for me as an adult for me, so we have to give adults the awareness of there should be a lifelong learning during their entire life, so, there, by the way some people there are some people who are participating to some conferences, they do not have happy faces and I am asking them why do you have these unhappy faces, and they say: "I am sorry I am going to retire in two years" and then I ask another question to him: "are you sending your child to the university entrance exam?" why? In order to make him learn much more, so, you are given only one chance to live this life so what do you do to have life long learning, and benefit from the training related opportunities? Thank you very much for your participation. Any other questions?

Mr. SAĞCI:

Dear participants, adult training is a voluntary training and there is nobody who is forcing adults to take those training courses. In this case the adult is the person, the individual who feels the need for training and he goes to those courses on a voluntary basis. And it is always said that in the developed countries there is no need for adult training. It is not the case, it cannot be considered as a valid argument while those people who are living in developed countries are also in need of some training therefore in countries like Turkey, people are watching from television and they see the developments taking place in the world and they also would like to get training about those subjects and for this purpose they would like to get in contact with some, certain institutions in order to receive some courses on their topic.

Mr. TOKER:

Thank you very much Mr. Sağcı I think we do not have any other questions therefore I'd like to declare the closure and I'd like to thank all the participants and the speakers for the valuable information that is given. In this seminar under the title of Lifelong Learning and Employment in the Accession Process to the European Union and I would like to thank you for your attention and participation, I'd like to see you tomorrow again.

HOST:

Mr. Chairman and distinguished guests tomorrow we will start at ten o'clock and our Minister of Labour will deliver a speech and then we will start with the first session. Now we have a coffee break and then we will close today's session. Thank you.

You are listening to the translation. Could you please raise your hand? Thank you. Undersecretary, Distinguished Undersecretary, Distinguished Presidents of TÜRKİŞ and Distinguished Representatives of TURKİŞ, and Distinguished Representatives coming from different Ministries, Distinguished members of press. I would like to welcome each of everyone of you with my deepest respect on behalf of my government and on my behalf. The name of the meeting is lifelong learning and employment within the accession process to the EU. We have a common sense that the increase of employment and the elimination of unemployment is our priority area. The unemployment problem in Turkey is something structural. So, it is not something seasonal. It is not a temporary phenomenon. There is the continuity in the problem of unemploy-

ment. However, it is not only our problem. It is one of the most important problems in the world. According to the calculations, in the next decade the world shall have to create 1 billion new employment areas, which is a big figure but in order to see the distance in front of us it gives us some clues. So, how are we going to struggle against this gigantic problem of unemployment? So, how are we going to decrease the level of unemployment to a minimum level? How are we going to provide employment and jobs for the university graduates? We do not have magic stick. We need time to solve this problem. First of all, one of the most important methods of hindering the unemployment is the economic growth. If your economy is not growing on continuous basis, if it is experiencing fluctuations all the time, it means that you do not have the most important argument in your hand. This is the reason behind the doubling of the unemployment in year 2004. Previously the unemployment ratio has increased to 12% in year 2000 and 2001. That is why I would like to emphasize the importance of this problem. So, what type of path did we choose? We, for a certain period of time, have an economic and political stability. Maybe this is the stabilityThis stability is admired by everyone. The stability has certain figures. For example, last year the economic growth was 5.7; this year 9.9. In the European countries the stagnation is sometimes even recognized as a kind of success. So, no one should be surprised to have such big economic growth rates in Turkey because there is stability for a period of time but of course the sustainability of this economic growth is very very important. From the point of view of employment, solely the economic growth is not sufficient. If it is not opening up new doors for the employment, it is not important for you to experience economic growth. There are some countries that prefer to have economic growth without employment but in our mind, in the public authorities' mind, in the mind of private authorities and NGOs the economic and social policies should go together and the economic growth that is based on employment is much more important than anything else. This is the responsibility that should be shared because in the decision-making processes we have to take this employment issue into consideration. If we are going to reach a decision we have to lay down our idea on the provision of employment. Of course economic growth is a very important key factor but apart form that the active employment policies are commonly used in Turkey. In the labor market those active employment policies have been implemented for certain period of time. Related to the Turkish organizations our gaining experience on the implementation of those policies and they are trying to pave the way to utilize the earnings and we have been opening up the projects to 135 projects thanks to the grants gained from the commission thanks to the cooperation between commission and TÜRKİŞ. Half of the

ones who are going to be benefiting from this project are going to be employed and they are going to be participating in to the labor force. The participation of 20,000 people or 40,000 people it would not be sufficient for us to solve this problem of unemployment. Of course we have to extend this number together with TÜRKİŞ and the Ministry of National Education. Lifelong learning and vocational training the seminars on those two subjects are very significant for us to discuss more and more. An Italian researcher has certain findings. According to his findings, in the next decade the 70% of the technologies that we are utilizing at the moment will not be utilized in the next decade. The skills gained by a human being from his birth and the 70% of these skills will not be useful in the next decade. So, human being should renovate himself with some other skills. Maybe this research is something discussible but what is important for us as we understood from this research is that we have to train our people because technology is influencing all sectors in the globe. We are having new concepts and we are having new parameters in the business life. So, we have to renovate our labor force. We have to train and equip our labor force according to the needs of the century. Of course this cannot only be done by the formal training. The training in the business life in the work place and the lifelong learning, those are the other instruments that can be utilized in the vocational training sphere.

Distinguished participants, we have a very important richness as a country. You can notice the situation when you visit the Europeans countries. Sometimes your proud of this feature of your country because each and every meeting that you participate all of the participants are mentioning the risk of aging population in Europe and participants of those meetings reveal some percussions and reflections of the aging society. This is what I have come across in each and every international meeting that I participate but as Turkey as country, as everybody knows, we have a young generation and young labor force. This is our most important richness. The human resource is very important amongst the components of our production. This is something that ca not be substituted by something else. Of course with the advances in the technology and the mechanization those are the speedily advancing items. Of course this is what we can not neglect but human resource is something else. The only thing that we should do is to qualify our labor force. If we have the labor force that we desire no one can stop us in the competition and the international arena but we have to admit that, unfortunately the Turkish labor force is not qualified because there is a very big gap between the employment and training. We can not read the newly developing sectors. Although we read the newly developing sectors, our vocational training

curricula are not sufficient, are not renovated accordingly. We are newly institutionalizing those systems of employment and vocational training. Actually there is no need for us to mention the benefits of vocational training. Of course we admit that the only way to qualify our labor force is to improve the vocational training. So, what shall we do then concerning all of the institutions who are responsible for the vocational training? Should review their activities or they should question each and every institution, public or private, organization should question their activities whether or not they fulfill their duty as a social partner to renovate the vocational training. It is such responsibility that is shared between the partners on equal basis. As a public partner, I do not assume 80% of the pie in question. The unions of the employees and employers and public and private sector, those are the actors those are the stakeholders. We can only employ 4000 people or 50,000 people as the public authority, I mean the state government. However, in Turkey 700,000 or 800,000 people are employed in Turkey. So, this is beyond our capacity. Therefore, we have to cooperate as public and private partners. After questioning yourself there should be an inter-institutional coordination. The activities and efforts you do should reach the goal, should be economical and we have to mange this coordination. Another thing is that we have to push the doors of the international organizations. We have to require them to assist us. So, we can benefit from the capacities of the commissions of European Union either technically or financially. Actually the investment to be done in Turkish labor force is not only important for us. This is something related to the entire geography and it is also going to be a contribution to the regional labor force. We can not deny, Europe can not deny one fact that they are going to be in need of new labor force. They, the European countries say that we are going to establish some permanent limitations to the labor force but they can not neglect the importance of Turkish labor force because they are going to be in need of Turkish labor force in the near future. This is what we and they can not neglect. So, we have to take into consideration the domestic needs and European needs and therefore we have to provide vocational training programs for students and we have to establish a relation between vocational training and employment. We have to work a lot. We have to put a lot of effort in it but they are not impossible of course. While ending my speech I would like to say a few words. The investment to be done in human resources is very important. Maybe in short term you will not be able to bear the fruits of it. You will not be able to have the return of it but on long term basis for the future of the country it is eminent to make investment in human resources and we have to be generous. We should not be abstained on making investment in human resources. It could be either public human resource or private human resource or

NGO human resource. It is a matter we have to have a broader scope, broader view. I hope this meeting shall contribute to the increase the level of employment and the quality level of vocational training in our country. I would like to thank each and everyone of you. Thank you very much.

For the first session I would like to invite Nejat Birinci, the Undersecretary from the Ministry of National Education to chair the first session which is on the expectations of social partners from lifelong learning.

The reason why I do not invite the speakers is to wait for those people who were saying good-bye to the Minister. Now, I would like to invite the speakers as I have been informed that they are in this room. Now we will be focusing on the first session of second day of this seminar and I would like to invite the speakers. The first speaker will be from the TÜRKİŞ and he is the Secretary General for Training, Mr. Mustafa Türkel, and Mr. İskender Elverdi, Deputy Secretary General of TOBB (Turkish Union of Chambers and Commodity). Now I would like to invite Mr. Necdet Kenar, the General Secretary of MESS Foundation. Our fourth speaker will be Mr. Naci Sulkalar, Secretary General of TESK.

Distinguished participants, distinguished speakers. We are going to take twenty minutes to each and every speaker. After each and every speech to be delivered we are going to have five-minutes discussion session. We are going to receive the questions in black and white. I would like to microphone to first speaker who is Mustafa Türkel. Yes you have the microphone.

Thank you very much Mr. Chairman. Mr. Chairman, distinguished participants, distinguished guests; I would like to salute each and everyone of you with my deepest respect on my behalf and on behalf of TÜRKİŞ. Each and every society is facing different structuring. Especially the advances in IT technologies and information technologies necessitate the change in the other fields. In our society the industrial society has become information society. Sometimes information influences the production and cost in general. World is becoming only single market together with the globalization. We are also facing the concept of competition, low wages. The competition conditions are creating low added value production with low quality. With the participatory democracy we can improve the stability for those fields. The national/international competition is dependent on the level of quality of people. So, in the international competition the training is very very important for the success. The formal train-

ing is not only sufficient. In a very short period of time you skills that you have gained in the formal training in the schools become invalid. So, lifelong learning has very important significance. This reality in each and every country influences the industrialist unions of employees, employers, merchants and those actors should allocate much more resources out of their general budget. Training and education is a very important priority area and each and every decision maker should pay attention to this subject to share the responsibility. Mr. Chairman, distinguished participants; the competitive power is the decisive factor and there is a demand for labor force. There is a need to make much more investment on R&D and training and education. That is why we have to qualify basic training and we have to meet efficiently needs of the apprenticeship market. The training and human resources are the most critical components of training. The dynamics of change and societal transformation is the dependent on these two concepts, which is lifelong learning and vocational training. In comparison with the other countries, Turkey is xxx behind the global investments. The development of the countries is dependent on the qualified human resources. The relation between the industrial society and the vocational training is something undeniable but there are some financial bottlenecks, financial problems on resources. In line with the globalization the organizational technology and production necessitate the change in the vocational training. In a few academic years, the skills that you acquired during those years it is impossible for you to perceive your life only with those skills and of course the management system, socioeconomic structure and the development level are the determining factors in your society. So, training is one single piece of those. The training and education system can not change by itself. Training is not something qualifying the skills of the persons. It is also the tool to develop the entire society. The economic and social development can be done in line with the harmonization and the cohesion between vocational training the training in general and employment. If there is not coherence between training and education and employment, we can not be expected to succeed in the development in the society. So, you can be successful in line with the social and economic conditions of your society. At that moment, the approaches of the social partners are very significant. The significance attached and the participants attached by the social partners can be healthy if they really care about this. Lifelong learning is not all about providing skills to people in general. This is a training of citizenship. We have to grow free minds that are embracing the national values that are embracing the national accumulation that should have the cultural profile. They should contribute to the national production and they should have the skills to do so. Lifelong learning can not only be provided in the schools, either in public or

private schools. In you domestic life, in your business life you should implement the lifelong learning. A training system that is keeping up with democracy and changes should necessitate actually is necessitating the establishment of such a system. On lifelong learning we have the problem of qualified labor force Mr. Chairman and dear participants. There has not been a functional relation in terms of qualified labor force. The training identifies the quality level of course. The relation between the employment and training reflects itself in the influence made on each other. In the labor markets there is an increase in the unqualified labor force. The demands for the qualified labor force necessitated by the technology and the advances are not met. The speed advances in each and every sector necessitate the training of persons on this subject of future. The modern relations can be established on peaceful basis with the help of social dialog and participation. So, the training policy should have a consensus provided by the social partners and the program on strengthening the vocational education and training system is very important. So, sharing is much more important in the growth. We have to create equity and the participation of everybody in the qualified labor force. For the efficiency of qualified labor force we have to identify the demand for qualified labor force on rational basis. We have to make the analysis for the demand on qualified labor force. The quality and the quantity of the labor force should be identified on realistic basis. Since it is not done on realistic basis we are providing training on estimations. Unfortunately that is why the young people can not find proper jobs and there is a lack of qualified labor force in the labor market. On the basis of the development of the training programs there should be a research of the labor market, and this should be the basis of the construction for the training center. The human resources are one of the most important criteria on the establishment of the developmental level of the countries. So, the development of the human resource and qualifying the human resource having adequate quantity of human resource are very important for the success of the countries. The international competition emanating from the globalization is going to be identified by the qualified labor force and skilled labor force. The training of human resources starts from the primary school to the graduate level, to the post-graduate level. Scientific and technical social change can be done with the lifelong learning concept. Training is not finished in the schools. Training is entirely covering the lifetime of persons. The advances show that the persons should be trained according to the needs of future that is the vocational training has a very important place in the training sector because the renovations made in the different sectors are in line with the technological advances. So, it is an obligation for a person to renovate his skills. So, the power of labor force is dependent on the power

of training and the training is the input of the labor force. The skilled people should certify their occupational skills. It is important for the employees and the employers. If you have a very reliable certificate that is trusted by employees and the employers can find job in the national market and in the international market and therefore, we have to identify the training standards. Therefore, we are filling the gap between the employment and the training. Therefore, the training institutions and organizations and the employment creating institutions should come together in the identification of the national employment standards. Of course the communication, coordination are very important for them to realize. The relation between employment and training in Turkey has been dealt with in detail in recent years. We are having a much more holistic approach to this situation and he trade unions of employees, employers, NGOs, public and private organizations have put a lot of effort into the development of the cooperation amongst them. Especially in the new boards established in the national and international programs the social partners have come together to create a coordination amongst them and make some standards, identify some standards. The societal consensus and collaboration can be done by the dialog and the low level of organization narrows the capacity of the representation of the unions of employers and employees. So, the cooperation efforts should be institutionalized. In the technical and vocational training and he development of the plans and programs in the lifelong learning, the local governments the chambers, the NGOs should be involved in the decision-making process. Those approaches are in line with our goals as the confederation. So, the social partner should have a consensus and should work together on the identification of certain standards. Such kind of problems thanks to the contribution of European Union can be done are implemented with the participation of social partners. Distinguished participants, while ending my speech I would like to mention one point which is that the final goal of the business life is to have a permanent peace. This is also going to contribute to the societal peace and the peace in the business world. Of course the efficient participation and the dialog by the social partners is going to contribute a lot to the fruits that we are expecting to bear. Of course the organized structure should be power and you should have the freedoms and rights emanating from your organization as confederation or union. Thank you very much for your attention.

Thank you very much Mr. Musatafa Türkel. The most successful of the speaker is the person who finishes completes the speech within the limited time. That is I would like to thank you. Mr. Türkel in his text he mentioned that there are some problems

that are experienced regarding the globalization and the requirement for lifelong learning and for this reason why there should be some investments to be done in this area and he also mentioned that the Ministry of National Education has to carry out the projects in corporation with the social partners such as the projects that we are discussing here like ESVET. Therefore, he also emphasized that the skills and the qualifications of the people has to be improved and will be very important for the social welfare and social peace as well. Thank you very much for the valuable information you have given. Now our second speaker will be Mr. İskender Elverdi, Deputy Secretary General of Turkish Union of Chambers and Commodity Exchanges.

Distinguished guests, I would like to greet all on behalf my organization and I would like to mention that as you all know all the phenomena around us especially the technology is changing rapidly day by day. The trade is getting globalized. Entrepreneurships are getting broader and trying to adopt themselves to the international competition conditions and to survive within this market that is by lifelong learning is very important. According to the studies done, a qualified person looses 15% of the acquired of the knowledge of him every year and this means that for about six weeks a year he has to spend time in order to renew the information and knowledge that he has acquired in the past. It is seen that those people who are at the age of 45 are little bit behind the technological developments. Therefore, we have to fid ways in order to improve the skills and qualifications of those people through the lifelong learning activities. We, as the Turkish Union of Chambers and Commodity Exchanges, in line with the legislation is focusing on the interest of our country and is also putting emphasis on the interest of the public, therefore trying to protect the rights of the employees and employers and under an umbrella of this framework has established some structural organizations. Under our union there are 364 unions and the entrepreneurships in the different regions has to be the member of our unions in order to benefit from our activities. Those industrials entrepreneurships which can be called as small and medium size entrepreneurships are also the members of our unions. Well these entrepreneurships do not have a brief description yet. Enterprises do not have a brief description yet. However, it is possible to say that it is not so important to have definition of those organizations or institutions but what I would like to emphasize is that these enterprises are providing services including this service sector and also in other sectors and is covering 98% of the whole sector and 98% of this area is covered by small and medium size enterprises and these enterprises provides an employment of 63% and it is around 38% of the employment that is provided by these

enterprises and the share of the export of these enterprises is around 13% and these enterprises are using the bank loans. Therefore, it is possible to say that these enterprises even though providing a huge amount of employment however low amount of credit use amount and also they are not able to provide services in line with the framework and in line with the principles that are established for sustainable development that is for sure that we have to make some improvement in this area. So, what we have to do. When we have a look at the characteristics of these enterprises we see that they are usually the family enterprises and when they transfer their skills and qualifications to the industry they usually do not prefer to renew their skills and we see that the owners of these enterprises are usually the people who do not have a broad vision and who do not have a technical equipment in order to compete in the international arena. Therefore, due to their structure and they usually have some problems regarding the management, administration and finance. KOSKEP has made a survey related to 40,000 enterprises. According to survey the primary schools and we have seen that only 24% of those managers are the university graduates, and only 29% of those have an academic background. The people who have the academic background are very low. According to this survey, the people who do not speak a foreign language are about 41% and the managers are about 18%. Those enterprises who have an internet connection are above the 50% and this shows that it is very important them to increase their competitive force power to be active in the international arena. However, those enterprises who have internet connection do not use the e-trade or e-commerce efficiently. It is seen that even though it is a very low rate they usually make use of these systems during the design and planning. When we have a look at the education of those people who are working in those enterprises, in SMEs. Therefore, under this framework we see that the main objective here has to be to improve the skills and qualifications of those people working in these enterprises. The main objective has to be here to establish some training systems to employ skilled and qualified people and to increase the number of people who are employed under this category. However, as it was mentioned previously according to the survey these enterprises do not buy any consultancy services externally and among them the training is considered as a costly activity. Therefore, that is why they do not benefit from expert consultancies. For these enterprises, the activities are little bit higher than the others. It is usually the training in the work place. The reason why these enterprises avoid from such kind of training is that they can not reach the objectives of the training. These trainings that are provided by other institutions do not meet the needs of those small and medium size enterprises. Especially the time that is spent for training

is considered as a waste of time and the employees do not prefer to go to these trainings. In these SMEs, the circulation of the personnel is found to be rapid as well and as the training does not return to the organizations itself the managers do not prefer to send their employers to such kind of trainings. As the training awareness is not very well-known within the society and as the consultancy services is provided for those SMEs and as the organizations avoid from getting such services they prefer not to be involved in such activities. Distinguished guests, especially I have to say that the lifelong learning activities are very important for those people who are already employed in such kind of activities. The reason why is they can not respond the needs of business life. Such kind of programs do not prepare the students to the business life; however, prepare them for the universities or the occupational training activities. Therefore, I believe that it is very important to prepare such kind of appropriate technical and occupational training programs. These can only be done through the lifelong learning activities. In order to cover the needs of such kind of enterprises low cost investments should be done for training activities. Especially, for these enterprises the owners of those enterprises have to be aware of the opportunities that will be provided through these training activities and for this reason finance, marketing and strategic planning and planning areas should be identified for the training activities. It is usually the case that these kind of enterprises are not qualified enough to identify their problems in these areas. Now I would like to give you some information about the institutions that are providing lifelong learning activities to such kind of small and medium size enterprises. Universities are the main organizations that are providing such kind of trainings. The universities are providing lifelong learning activities in a rapid and increasing manner. There is an example in Ankara, in Middle East Technical University (ODTÜ) such kind of activities are provided. In Ankara University center has been established for continuous learning activities and through these centers consultancy services are provided for such small and medium enterprises. The Ministry of Industry and the National Productivity Center and KOSKEP, TODAİE and some private and public institutions are providing training and consultancy services. The small and medium size enterprises are not aware of the training activities that are provided by these institutions unfortunately. Therefore, it is very important to let them know about these training activities in order to increase their competitive power and in order to increase their capacity. Distinguished guests and dear chairman now I would like to talk about the activities of our union related to lifelong learning. In order to raise qualified labor and in order to equip individuals with the necessary skills and qualifications our organization has taken some responsibility. For this purpose we

have carried out some activities in order to construct some schools and establish a university in order to increase the training possibilities. In addition to this, the legislation and the statue of our union provide us the mandate to provide us such kind of training activities. Within this context the chambers are providing various kinds of training activities. According to a study that we have carried out; those chambers of our union have provided training activities to small and medium size enterprises. These training activities were usually provided by the chambers themselves and in cooperation with the universities or with some other NGOs or through the purchasing or procurement of some services. The cost of such training activities are usually covered by the chambers and a support is provided by international or national organizations. Our union, in addition to this, is providing some services to İGM or MGM or KOSKEP which are the institutions that are providing support in terms of training activities in order to improve the skills and capacities of its members. Those activities date are prepared and organized by the chambers. We see that CE marking related to quality and like patent-related activities are carried out and incentives sometimes trademark all intellectual property and in relation to these SNS functioning training activities are provided. Some of our bigger chambers are providing such kind of trainings in their own training centers that are established by themselves. This year we have provided training for 235 students in our university and this university was planned as an entrepreneurial university that was established by Turkish Union of Chambers and Commodity. The objective of this university is to make Turkey independent of the technological developments and to get ready to the international arena for competition. As the University of the Real Sector, we believe that this university will be very efficient and effective. In addition to this, this university through the lifelong learning center that is going to be established will be providing contribution to the social development. This will be the mission of this university. Now, I would like tc complete my speech and I would like to thank you for your patience. I would like to thank especially to the Ministry of Education and to TÜRKİŞ for organizing this event. Thank you very much.

We also would like to thank to Mr. İskender Elverdi. He has tackled this subject emphasizing the general concepts. He also mentioned the value of knowledge and information in changing world. Afterward he also mentioned and introduced the Turkish Union and Commodities and also he has given us information about the small and medium size enterprises. These are the enterprises which can be considered as the engine of such a development. He has also given us information about the behav-

iors of those enterprises and I believe that this is a very important subject. He mentioned that these enterprises are usually the family administered enterprises, lack of skilled and qualified employees. He has also given some information about the activities that are carried out by this university that was established by TOBB that is going to be providing highly skilled people to the labor force in the market. Therefore, I would like to thank for the valuable information he has given. Now, I would like to invite our third speaker, Mr. Necdet Kenar from MESS Foundation.

Thank you very much Mr. Chairman. Distinguished participants, ladies and gentlemen; today in this meeting I am going to inform you concerning the point of view of the employers' confederation. Therefore, I would like to salute each and everyone of you with my deepest respect on behalf of my confederation. Sometimes we are not happy with the discussion made on employment and training. Maybe we feel a little bit sleepy in these minutes of today. I would like to show you some power-point presentation. So, I thought that I have to benefit form the technology as much as possible. Maybe I can keep you awake thanks to this power-point presentation. So, first of all let us know what the employers think about the lifelong learning. In order to so we have to know their conditions that, their aim. So, from our point of view, let me inform you briefly. First bullet is globalization. We have been utilizing this concept a lot. We are alleviating the quotas, customs, duties etc. and the commercial barriers. The developments in IT technologies are also giving momentum to the international commerce. You can have a spare part from California only in one day. On the internet you can make your order to a company in Japan and today you can obtain the spare part you want from the firm that is in Japan. So, we are going to have a single market, single global market with no commercial barriers or quotas or customs duties. Of course there are some implications of it. There is a serious global competition. There is the production of new products. There is a speedy production. The costs decrease. The production methods are renovating themselves. So, each and every field of business is subjected to globalization. Even in the service sector. I am going to give you two striking examples. Call centers for example. Call center management centers are Canada and India. For example, if you are calling from America the other person is replying from India or Canada. The computer expertise in America is immigrating to India. Most of the software experts are working in India serving for America. This is what they do. There is a very obvious rationale behind it. In America a computer programmer's cost is 80,000 dollars but this cost is 20,000 in India. Many of the multinationals calculations on their accountings are done in India. The documents in America

are sent to India via internet and the accountings are made in India because of the low costs and those calculations are sent to America. There are some opportunities and threads on local basis, on regional basis. If you are a company on regional basis you become international firm thanks to the elimination of those borders. Previously you were competing with a few regional or local firms but on global basis you are competing wit the other international firms. This is the thread that can emanate from the situation. The information economy, info-economy, the economy based on information so behind the information economy there is a human capital behind it. So, a human capital has a very proper formal training and this is the training that necessitates the theoretical, analytical information learning. After the formal training, the continuing learning is another component to be embraced by the qualified labor force. Of course the being expert, having the expertise is very important on the identification of your skills and qualities but passing from one business sphere to another business sphere can not only be done only one training. So, you can not be continuously employed in another business fields. So, continuous learning is very important. When the method of production or method of one thing changes, you have update yourself as well. So, economy based on information has its engine coming from the human resources that know how to learn. Of course the schools are the key institutions. It is not important to have the bigger quantities of schools. The quality of schools is very important. For example, in Great Britain London School of Economics, Oxford, Harvard or Middle East Technical University or Bosphorus University in Turkey. The quality of those schools is very important instead of having the bigger quantities of schools. So, this also influences the success of people. Maybe I should have shown you the slide before. I have talked about the global competition a little while ago. This also gives attention to your competitiveness. You should have the competitive capability to have your place in the international arena. Of course there is a very strong relation between the productivity and the competitiveness. If you provide low input with high productivity it means that you reach the developed countries have provided their success with the productivity. There is a pizza research made by OECD and you can see this research in the web site of the Ministry of National education. According to this pizza research; there is a research made in the training systems of developed countries and underdeveloped countries. Again in the global economy in the information based community while you are passing from the industrial societal structure to the information based society you have to revise the administrative systems and the work cycle processes and of course learning is very effective. The learning enterprises are gaining importance. Of course the best way of learning is teaching and the enterprises are

becoming the learners and teachers at the same time. Let's look at the situation of Turkey. You know all of those figures and data with regard to the competitiveness and the level of productivity and the per capita income. Turkey ranks one of the last countries in the list. According to the research of pizza; from the point of level of training Turkey is better than Mexico but it is in the very low levels of the list. As mentioned by the Minister, if you eliminate the problem of training Turkey will be able to solve her problems on the productivity and development. Let's look at the human capital. There is very big advantage of having young generation but it is not the solution. We have to qualify this human capital. The level of education of the young generation is very low according to the international indexes. So, lifelong learning is very important topic that we are going to discuss. Of course the development of the competences and skills are dependent on the lifelong learning that includes all of the learning activities in your domestic life, in your school life, in your business life. So, during your entire life it includes training and learning. It is not all about training and learning. It is a broader concept which is also related to the employment. From this perspective, the training and learning the professional guidance and the benefiting from the active employment policies and the recognition of all your skills. This is what it means actually by saying "lifelong learning". Iskender has given a lot of useful information on SMEs. I am also general director of MESS Foundation. We have made a questionnaire in the work places that are also members of MESS. It is going to be very important information to make the comparison. We have 81% of big enterprises. So, most of them are dealing with export or they are making industrial goods for the exporting countries. 83% of those big enterprises are making its export to the European countries. They are blue collar by the way. They are workers. They are working in the operation. 7.5% are graduates of high schools and 44% of them have graduated from the vocational schools and 8% of them have graduated from the secondary schools and 19% of them have graduated from the primary schools and 20% of them have graduated from the general high schools. However, they lack skills, 77.3% of them lack the qualified skills. They are above the average level of training in Turkey. However, they lack training skills and it is sometimes above 80%. The information on maths, reading and writing, utilization of measuring tools, problem solving skill, technical drawing etc. On many fields the workers are insufficient to have skills, in terms of having skills. In order to survive in the international arena 85% of the enterprises are providing in-service training for skilling their personnel. 57% of them have training unit and 52% of the enterprises are providing training for the masters, and 52% of the big enterprises are providing the training for the personnel. The data concerning SMEs is not suffi-

cient. There is a research made by KOSKEP. This is also not sufficient for us to identify the statistics of the present situation. So, we have to understand first of all the present condition in Turkey. We have to have clear view of Turkey concerning what the present situation is. So, what should we do then? The role of the state, the government changes. All of the governments in the world have to make much more investment on training. Everybody should be given the opportunity to access the lifelong learning in the villages. Most of the population, especially the 40% of the general population of Turkey is living in the rural areas and the villages. There is another problem behind it. Of course the compulsory schooling of twelve years should be increased. IT technologies should be benefited by all of the citizens. That is why we have to develop the IT infrastructure. We have to have the access to the national and international networks. Of course social partners have a big role to play. Some portion of this role is fulfilled yesterday and today, that is why I would like to thank TÜRKİŞ. We have to have national strategy within the framework of MEGEP project. We are going to identify a national strategy as far as I know. Of course social policies and economic policies should be in line with the training policies and they should support the training policies that should be a part of the entire picture. A local and sectoral collaboration and cooperation should be developed. Concerning the provision of training, the private sector's giving priority is getting much more important in the play of the role in the entire globe. The enterprises are very important. The provision of training under the umbrella of enterprises is very important. Training of the personnel is very very significant. Providing the incentives for enterprises is very important. We passed a law. We say then that if you have 20 personnel you have to provide such and such training. We put the burden on the shoulders of the enterprises by passing a law but this is a first labor. This is considered as the first labor by the enterprises. Maybe this is something good but if it is a sanction put by the law this is not embraced by the enterprises. The enterprises should be encouraged. There are very good examples. For example, MES is providing training for 120,000 workers of Turkish Metal enterprises. We have provided training up till now 25,000 personnel of Turk metal enterprise. We have the president of Turk Metal over here. We have to listen to those people. We have to listen to best practices. There is a very good example of YOLİŞ-İNTES. They have a construction training center. The president of YOLİŞ, Fikret Bey and Şükrü, I would like to thank them very much. We have to extend those best practices and we have to show those best practices. Of course we are talking about the modular and flexible training programs that are attaching importance to the development of the skills. The change in the training and learning methods is anoth-

er issue that should be encouraged also in the private sector. The trainer's training is very important. The adult training is dependent on the will of the individuals. This is not only the problem of public or private sector. We are facing a global competition. The adults should update and upgrade themselves. So, there is a very important duty to be fulfilled by the individuals. There should be tax decrease to be introduced by the state for the individuals. Guidance and counseling on the selection of their profession can be provided, can be given not only in the schools but... The active labor market is very important after the school of course. They drop out the disadvantage groups. They should be trained. They should be involved into the training system. We can do it with İŞKUR. İŞKUR should be much more active. I do sympathize with Mr. Minister. He has talked about the projects by İŞKUR. He has said that those projects are not sufficient. Those projects should be developed. I just sympathize within this example. This best practice by TÜRKİŞ should be extended by TÜRKİŞ. We do not have the problem emanating from the money or resource. Everybody knows that we have big financial resources to support those projects. The political will should assume a role to facilitate all those. Another important subject is that people are trained. We are not only talking about the formal training. We are also talking about informal training. There is not a system of recognition of the skills gained out of those training systems. If you do not have the national qualification system it is not important for you to have lifelong learning of course. Unregistered economy or illegal economy is growing each and every year. Each and every year there is an increase by 1 point. In year 2004 the increase of the employment in the illegal economy is doubling the employment in the registered economy. So, why do we have this situation? This is because of the non-productivity. The unregistered economy does not have the capacity to pay the costs that emanate from the registered economy. They are evading from those costs. I mean the unregistered economy can not only be alleviated with the policing activities. Maybe this can result in the lost of employment. Bt the way this is very important subject. I would like to thank very much for giving me the opportunity to address you. There are many things to tell you but thank you very much.

Mr. Necdet Kenar has given us a very important and very focused presentation. If we would have an academic environment maybe I would find myself in a discussion concerning how to make an academic presentation. He has given us approximately 60 bullets of items. If we combine the mostly related ones this would be equal to 10 presentations which is the entire program of the symposium. So, now I am trying to understand why he has invited all of us to be awake. Of course it is very difficult for a

human being to listen. It is very difficult to do. Thank you very much for you patience. I am not going to summarize his presentation. I am going to talk to him later on concerning my negative and positive ideas about his presentation. I think you have identified 60 bullets haven't you? Each and every item should be detailed and we would like to thank him very much for giving us this information in a very broader scope. We are going to have the last speaker of the morning session Dr. Naci Sulkalar, Secretary General of TESK. He is going to give us information concerning lifelong learning. We do not know his topic of his presentation. Now I am going to give him the microphone to make his presentation.

Thank you very much Mr. Chairman. Distinguished guests; as the Secretary General of the TESK Confederation I would like to greet you all. Since yesterday we have been discussing about these topics in this seminar. I hope this seminar will meet the expectation of the participants. I would like to thank to the Ministry of National Education and to the administration of TÜRKİŞ. I would like to thank them for organizing such an event. Distinguished guests; social partners have general expectations from lifelong learning. Our confederation and related organizations have opinions related to lifelong learning. I would like to share those opinions and expectations of my organization. The artisans and the tradesmen in our country are usually the biggest sector in Turkey. Currently in our country there are 3.5 million of artisan and tradesman. According to the numbers of the State Planning Organization's plan; the most of the artisans and the tradesmen are under our umbrella and these are usually the small and medium size enterprises covering 99% of the whole sector. The total employment is around 63% in this sector by these enterprises. TESK has a broad organization network and the tradesmen and artisans are usually the members of our chambers in the provinces. The center of our organization is in Ankara. We have 3 organizations and the confederation is an umbrella organization; is the administrating body. About the training activities TESK is carrying out some activities especially focusing on vocational training. In 1991 in line with our statute we made some amendments. In line with the occupational training law, we brought some new arrangements. We provided a broad scope for the training activities to be held for the tradesmen and artisans. I will give you some information later on about these activities but before giving information about those now I would like to focus more on the concept of lifelong learning. Distinguished guests; lifelong learning in general is a continuous activity for learning more during the life time of an individual. The individuals usually try to improve their qualifications and skills through the activities and are provided some

possibilities for this purpose to acquire new skills. In our country there is a saying: "From birth to death learning". You will know what the saying what we are trying to mention is importance of learning. In the eight development plan, the learning has been tackled as a priority area. It was mentioned that all kinds of possibilities should be provided, especially for those youngsters who are not able to get a university education. For this purpose, the local administration and private sector has to be involved and encouraged to take part in those activities. According to the KOBİ strategy action plan of the State Planning Organization; there are some objectives set for occupational training. In that part it was mentioned that some training activities should be developed in order to improve the active employment in the sector to meet the needs of the demands of the sector. Lifelong learning concept does not have a very long history even in the developed countries. It was started to be argued by 1970s. ın those years the education/training system was found not to be in line with the technological developments. That is why the scholars decided that there should be some changes and renovations in the education/training system. Especially for those individuals who are already in the business sector should be adopted to the new technologies rapidly. Due to the new technological developments the people whoa re working in the business sector can only survive through the new skills that are required. Regardless of their education and training it is not possible to guarantee them a life time work. We all know that lifelong learning concept is one of the concepts that are given priority by the European Union as well. The European Union has a lifelong learning policy. However, I am not going to go into the details of that policy right now. However, I would like to mention two main points of this. As you know, 1996 was announced as the year of lifelong learning and during that year the importance of the concept was given priority, especially in order to add value to the welfare of the society. According to the Lisbon objectives of the 2002 and according to Copenhagen declaration of European Union; in order to be the most powerful knowledge-based economy by year 2010 lifelong learning has been given importance and was emphasized by the European Union. For this purpose, the possibilities should be provided for those people who would like to benefit from such possibilities. There should be an increase in terms of the percentage of those people who will be able to get some training. According to their data; this is going to be increase rapidly in the future. About this subject it is understood that as Turkey we are well behind the understanding of European Union. Therefore, we have to pace our steps and we have to make some further improvements in this area. Especially, TESK has undertaken some responsibilities in order to provide training according to its statute. Our confederation is

responsible to provide training activities for the artisans and tradesmen. According to our legislation; in line with the needs we are able to provide occupational training activities. Within this framework, for the people who have participated in apprenticeship training and for those people who are going to be working with the tradesmen and artisans will be provided such training activities. However, it is not possible to say that those activities are carried out in a systematic manner. The members of our chamber try to convey their needs to us. However, it is usually the case that the financing is not enough to cover their needs. Distinguished guests; when we talk about the lifelong learning it is known that the individual is in a continuous process of learning in order to cope with the new developments taking place in the area of business. This description is the main element for lifelong learning in terms of employment. For this reason, therefore, when we have a look at the situation of unemployment or employment in Turkey we have to touch upon some of the issues related to this topic. First of all, Turkey is country that has the youngest population in Europe. However, 20% of the population has the basic education who are either or sometimes the graduate of primary school and have basic literacy skills. According to the survey carried out by the State Statistical Institute (DİE); the labor force in our country is weak and the education period for these people who are employed in the business sector is usually around six years. The unemployment rate among youngsters is around 20 percent. It is also seen that it is around 30% in the agricultural sector. The participation to the labor sector is above 70% in OECD countries. However, it is 48% in Turkey. Especially, we all know that the participation of woman in labor market is also insufficient. It is around 25% in Turkey. When we have a look at the education system we see that according to the occupational training law it should be based on a participatory democratic structure. However, we have not been able to solve these structural problems yet. The youngsters after the compulsory education has to be sent to the occupational training and should be encouraged to collaborate with the business sector. An international certification for the occupations should be established for this purpose. Even though we are discussing about this subject for ten years now, we have not managed to establish systems up to date. During the recent years under the scope of the ESVET project the modular structuralization of the occupational training and to establish the lifelong learning strategies, and to allow providing certification program is going to be very helpful and useful of course. I hope that this kind of projects will bring added value to the improvement of our system. In addition to this, the structuralization of the education and training system within approach of lifelong learning we have to take some further steps. As the confederation in Turkey, we believe

that this is going to be very important chance for us to get involved in this process as well. At the end of my speech I would like to say that as the confederation we have some expectations from the lifelong learning. Within this framework I have some suggestions to do. With those policies to be pursued related to lifelong learning these people should be given some possibilities to be employed and should be qualified and skilled enough in order to contribute to the country's economy. For this reason, lifelong learning has to increase the employability of those individuals. Especially when we focus on the rate of the unemployment here in Turkey, such activities are attached significance. For this reason, I believe that there are some other steps to be taken. There are some courses who are already providing such trainings. We all know that the courses that are provided by some organizations are also very important. Not only should the workers in such organizations be trained but also the managers and administrators of those organizations should be trained as well. These people should be given the chance to add new skills and qualifications in order to increase their capacity. Especially when the appropriate lifelong learning activities are established especially in organized industry zones will decrease the costs and increase the efficiency of the institutions and firms. In the economy context, to produce the qualified products with the lowest cost these kinds of skilled individuals will be the most important element. Therefore, the quality of the knowledge that is going to be used during the lifelong learning process an the equipments to be used during the lifelong learning process are also very important in order to increase the efficiency of those training activities. For this reason, I think there should be some flexible programs to be provided for all the individuals who are in need of lifelong learning activities. In our society we also have to construct everything depending on individual. Therefore, guidance and carrier consultancy should be provided for the youngsters. The guidance and counseling should be provided to the students during the compulsory education period. For those people who are looking for new jobs or who are trying to further their carriers should be provided some trainings as well. If we can not adopt the carrier consultancy services to the business area then there will be some big problems faced in the business sector and most of the people will not need to improve themselves. İŞKUR and Ministry of National Education have established a cooperation network to provide guidance and counseling services on the regular basis and in a comprehensive manner. When we talk about the lifelong learning phenomenon in our country and in order to establish it in Turkey we have to provide some certification systems, and this should be the prerequisite for the lifelong learning activities as well. As the implementation of the law is not fully done there should be some measures to be taken to

implement the legislation fully as well. Those people who are not able to have the certificates and who do not have the consciousness of the improvement will not need to improve themselves. In order to attach importance to lifelong learning activities the other qualifications of those people should be taken into consideration and a national qualifications authority has to be established in this respect. For unemployed people and for those people who are already working or who would like to change their jobs has to be given a certificate. This certificate has to be valid in the international and national arena. That is why they will be more volunteer to improve their skills. Therefore, we have to establish such a system in Turkey. Currently there is a draft prepared by the Office of Prime Minister and I believe that this draft has to be fully enacted in order to be implemented in the near future and to increase efficiency of the system in Turkey. The structure of the education system in our country is also very important. The education system has to be organized in order to be in line with the technological developments and has to have a broad vision that is opened to everyone and encouraging the participation of all the sectors of the society. In the recent years by the Ministry of National Education some reform activities have been carried out for the occupational training and we have a positive approach as the confederation to such efforts put in this area. The cost of those activities should be low and there should be no discrimination based on the region. For instance, the computers and the use of internet have to be encouraged in order to reach to the mass population. Especially, primarily by the government all the parties to the occupational training should allocate more finance to this kind of training activities and those resources should be used efficiently. As it was mentioned by Mr. Kenar, in less developed countries the resources are scarce and those scarce resources are usually used in a bad manner. Therefore, we have to find ways to use those resources in a rationale basis. Distinguished guests now I would like to complete my speech with a couple of mor sentences. Lifelong learning concept is not only important for the occupational inst tutions but also very important for the employees and the employers, and also attach es responsibilities for different sector of the society. According to our opinion; the parties within the process of lifelong learning has to undertake their roles as mentioned by the Minister previously and has to question roles as the Minister mentioned. In order to meet our expectations related to the lifelong learning we definitely have to make some contribution to this process. In this symposium there are some opinions that will be discussed during this symposium about the lifelong learning activities. I hope that this will be a fruitful symposium for our country. Thank you very much.

We would like to thank Mr. Naci Sulkalar. As he has given us information about the approach of TESK and about eh structure of TESK, and about the employment situation and the statistical information that he has given. Especially, the information he has given in the second part of his speech related to the evidences given by TESK about lifelong learning activities and about those suggestions that are brought along by TESK. Distinguished participants, the representatives of four important institutions of Turkey have given us information about the expectation of the social partners from lifelong learning. They have also given us some suggestions. Now we would like to get your questions for twenty minutes or we would like to hear your contributions. We would prefer to get your questions in written. We kindly ask you to let us know to whom you are asking that question to. Therefore, we are looking for your questions. We will collect your questions. This part of such kind of symposiums I believe are the most efficient parts because the participation becomes very important while discussing these topics. We all try to express our opinions. Therefore, through the question and answer sessions we will see how those opinions are reflected. Thank you very much.

As we can receive the questions on one hand and answer the questions on the other hand. We have the first question to Mr. Türkel. He can read it and answer the question accordingly. Again we have question for Türkel. We have questions for Undersecretary and the chairman.

Thank you very much Mr. Chairman. The question is; what are the activities that are planned and that are being implemented to the members for TÜRKİŞ. Thank you very much Ayşe Arcan from the Ministry of National Education, from the General Director of Commerce and Tourism. I have tried to have a general framework in my speech but with realities of Turkey on lifelong learning our confederation has been providing activities for its members within the framework of its capacity. We are trying to have those trainings as much as possible but we have understood that this training is not sufficient. It is not possible to say that there is a sufficient interest raised by Turkish public. First of all, who are you going to provide training as confederation? You have to make this identification to your members, to unemployed or to the public servants. When people are employed they tend not to participate in training activities. That is what we come across. In the openings of the meetings we have 100 people, in the afternoon we have 50 people and in the last day of the meeting you can only have 20 people. How can we develop the training policies to be directed to the unem-

ployed people. We do not have this tradition in Turkey. Maybe within the framework of MEGEP Project for the facility of the adaptation through the technologies maybe this could be one of the pillars of the training. Maybe we should train the unemployed people in accordance with the newly emerging employment areas. As confederation in Samsun we are making preparations to activate the training center in Samsun province. This is going to be a very huge training center in Samsun in the days to come. We are going to have an opening ceremony of the training center in question. First of all, one of the classrooms is going to be allocated for the lifelong learning. Other classroom is going to be continuous for the provision of the training on the professional security, job security. For new skilling of workers there is going to be another classroom that is going to be specifically allocated. If we can have the legal arrangements our confederation is going to start TV broadcasting and radio broadcasting in order to provide public information.

I am reading the second question. For the labor force it is important to identify the demand and requirements in the market. We have to identify and measure those demands. In other words the analysis in the labor market should be done for making certain estimations on the labor market. What do you think about those? Namık Ata, the General Director of İŞKUR is asking this question. Thank you very much Mr. General Director.

In the general content of the presentations of the speakers, there is one reality emphasized every speaker. Turkey cannot access the information that it has. This is what it is in the trade unions in the confederations. If you can not access the information as soon as possible you won't be able to provide fruitful solutions. The arguments for the system should be identified with the healthy data and healthy infrastructure. Every field of our life including our social and political life we can fill the change. We can not even calculate our gross national product. We can not have our identifications emanating from the national senses. Unfortunately we can not identify that information. This country should benefit from the IT technologies, ICT technologies. If this country, Turkey can not benefit from ICT technologies we won't be able to find proper solutions to the problems. We have to identify how many people are unemployed, how many graduates are unemployed and in which field are they trained, what are the skills that they do not have. If you do not know this information we can not talk about making efficient planning in the labor market. So, in order to do that we have to access information as soon as possible and we have to find the meth-

ods of accessing information. What are the opportunities? Yes, we have the opportunities in front us. What we have to identify the information flow. On the other hand, we are incapable of integrating the information on by different institutions. We should do it with inter-institutional cooperation. So, all of the institutions should have come together and share their opinion under the umbrella of an information network. This is what we should do. Thank you very much.

Let me give you an information if allow me. According to Türkel; Professor Mübahat Kütükoğlu has published Edirne paper in 1524 concerning the number of chickens, number of eggs, and number of cabbages entered into the market. This is what it is identified in 1524. This is what we have in our culture. The identification of the economic input is laid on as such. This is very important to identify the information the data. If we establish the system accordingly, we can do it today as we did it in 1524.

I am sorry. I am going to take 1 minute for answering the last question. Sorry, I could not see this last question. Are there any training activities for the ones who lost their jobs? Concerning the privatization there are a lot of unemployed people. What do you think about doing those? I am gonna combine those different questions raised in one paper.

Yes, we have training activities for the ones who have lost their jobs. Together with TESK we have identified a pilot project supported by the European Union in Malatya. There is another project in Kocaeli province that is going to be active. The program is for the rehabilitation of the one who have lost their jobs. This is the project that we have been implementing for a period of time. Can we construct a school and transfer it to the hands of Ministry of National Education? Yes, we have a law on it but I can not understand why we should transfer the school that we are going to construct to the hands of Ministry of National Education. Turkish Union of Chambers and Commodity Exchanges has established a university and there is no transition to the Ministry of National Education. So, why should we transfer the school that we are going to construct to the hands of Ministry of National Education? Yes, there is a law number 2821 but individually I am in difficulty to find the solution. You can operate; you can run this school on private basis. We do not say that you should give it to the hands of Ministry of National Education. This is what should be done says Mr. Chairman. Yes, we should be capable of constructing schools and establishing schools. Yes, we have the necessary infrastructural studies and works to be done in

the path of constructing school. Yes, Mr. Türkel. Rıfat Türkel has asked the question which is that the teachers, the instructors in lifelong learning; is it important for those instructors to have the skills for the adult training? Do you take this competence into consideration in your activities? Yes, both of those questions. Yes, it is very important. Thank you.

Necdet Kenar, for lifelong learning what should be the learning topics? What should be the content of the lifelong learning? Do you have the statistical data for the establishment of the data base for that? Yes, it is a very important question. We have serious problems concerning collection of data in Turkey. In Turkey there are a lot of trainings given by the enterprises. The individuals try to invest on their individual trainings. It is difficult to know all those training activities. We do not have the documentation system. If you do not know what is going on concerning collection of data it is very very difficult for you to have an identifying policy. Who is going to do this statistical data collection? So, State Statistics Institutes, NGOs, social partners are responsible for that but the thing is to establish the coordination. I think the coordinator can be the Ministry of National Education. Maybe we can be in charge of doing the coordination. Maybe as MES or TESK we can do such activities. We can prepare the questionnaires. We can prepare the questions to be asked in the questionnaires. So, in short, under the coordination of Ministry of National Education we can include all of the social partners.

Another question is a common question raised to me and Naci. I think I am going to give this question to Naci because he is much more expertise.

I am not an expert but it is a much more difficult question. I believe in democratic participation. There is no name under this question. Yes, all those ideas should be expressed as they were expressed 1791 French Revolution. According to this question; you have polluted our language by utilizing non-Turkish words, approximately fifty non-Turkish words. Didn't you pollute our language? I have been worked as the Undersecretary of Commerce. We did not permit the companies to utilize the foreign names but concerning the implementation the international law is above the national law, domestic law. This is what we can not deny. Of course we are going to pay attention to the utilization of fully Turkish words. Thank you very much.

There is a question to the chairman. Two questions. First question is from Ekrem Kayacı from İŞKUR expert and employment. Unemployment and training especially

vocational training is a very important issue to be dealt with and there is a very low quality in the vocational and technical training. There is a very big blockage in front of he vocational schools. The information and the knowledge given in the schools emain theoretical and there are very long hours of courses. We have the population of 70 million people. By the way, this is an explanation. How do you consider the situation? We can only send 70 sportsmen to the Olympic Games although we have 70 million populations. How do you explain the situation? Concerning the skills on cultural and sports sphere can't we license our students? Before the noon we can provide information and knowledge before the noon and maybe in the afternoon we can allocate their time for the cultural and sports activities. Can't we do it like that? Those are the questions. The Minister of Culture and Minister of National Education have signed a protocol last year. All of the art experts of the Ministry of Culture shall participate into the training of the students in order to establish an intellectual ground. We so not accept any questions. In the intellectual sphere the expert of the Ministry of Culture shall participate into the training of the students in order to establish an intellectual ground. They are in close cooperation. I mean the Ministry of National Education and Ministry of Culture are in close cooperation thanks to this protocol. By the way we have opened sports high schools and between the Ministry of National Education and the General Directorate of Sports the student are given licenses as sportsmen.

Another question, this is the similar question raised to Necdet Kenar and Naci Sulkalar. In the communication and learning, the utilization of mother tongue is very important. Isn't it important? Yes, you have dreams in your mother tongue. The A language that you learn we can not have our subconscious mind. This is how it is expressed by the psychologists. If you are in your own country the communication language is your mother tongue. It is the most efficient way but in the globalizing world you are competing with the world you have to utilize what is utilized by the globe. This does not mean the neglect of mother tongue. We have to raise personnel who are expert on language. In 15th or 16th century French, Italian, Roman and German empire were trying to do their best to learn Turkish language in order to have commercial activities with the Turkish merchants. The first Turkish grammars have been prepared by the Italian monks in order to teach Turkish language in the European continent. Turkey did not know these grammar preparation activities but in 19th, 20th, and 21st centuries because of the colonization the French language was given opportunity. In the 21st century we are utilizing English as the common language of commerce.

I do not say the common language of culture. It would be something very assertive. As said by Mr. Kenar, the best universities are the Bosporus University and Middle East Technical University. They are very expert on language. For example, on history, on Turcology, on history of arts. No, we ca not talk about the quality and dominance of those two universities but with regard to the language yes they are pretty dominant and they are very successful. Aren't we polluting our language with Latin and English words? Language is the tool for communication. We can not say domestic language and foreign language. We do not mean the race or the origin that we are coming. If we use the language, kalem, kağıt – those are Turkish words – my name Necdet, Mustafa... Those are not Turkish words originally. My name is not even Turkish word but there is an understanding embraced by the linguists. If the society can understand the words, utilized and if this society can express itself with the language utilized no matter what the origin is it is he Turkish language. If you try to find out the Anglo-Saxon words it is almost two 2,000 words. However; in the Turkish language there are more that 60,000 words. When you visit the web site of Turkish Language Institute (TDK), there are many many words compiled by Turkish History Institution (TTK). We do not any other questions by the way. I can not accept this question. The French have passed a law in order to protect their language against English. Shouldn't we pass such a law? In 1994 there was a draft law submitted to the Parliament, but you can not protect the languages with the law. You can only protect the languages with the training or education to be given. There are a lot of magazines and newspapers with a lot of readers. Maybe you should allocate linguists to each and every magazine and newspapers. I do not believe that we can be that much successful. The French are very nationalists. Maybe they have succeeded in doing it but there are many Latin words. So, German, English and French they are utilizing approximately 6,000 words. The owner of the question is Mustafa Gürbüz, from the Turkish Language Admirer's Association. Yes, we are not going to receive any more questions. There is another question asked to me. It is no name question by the way. It is an explanation, it is not a question. The personnel development is also related to the lifelong learning. How should the institutions take the measures in order to provide the personnel development? The vocational technical training, the apprenticeship training delivered by the Ministry of Education is raising the personnel that is demanded by the market. It has the adequate capacity of demand, infrastructure and supply. We just want to hear your demand as the Ministry of National Education. The business world is employing the students that we train. That should not only contribute to the infrastructure of the Ministry of National Education by the taxes they pay for the equipment, for the estab-

lishment of the schools, and for the development of the programs. They should work together with the Ministry of National Education and this MEGEP is ready to welcome the social partners to device ideas on this project. We believe that is going to be very fruitful. Distinguished participants and distinguished panelists; I would like to close the first session of the second day of the organization made by TÜRKİŞ and MEGEP. We are finished the first session of the second day. Thank you very much dear panelists. Ladies and gentlemen, the audience thank you very much for you participation with you questions. Thank you very much.

I would like to invite Mr. Yusuf Ekinci to chair the general evaluation part.

YUSUF EKİNCİ

Distinguished guests, this is going to be last session of this seminar. The unfortunate thing that happens to such kind of symposiums is that some of the days it is very crowded; however some of the days it is not that crowded. What is important for us is to prepare the speeches of those people and we are planning to prepare a book to be distributed to you in the future. If we decide to make general assessment about lifelong learning as we have discussed yesterday we tried to get the opinions of all the parties involved. Our objective here is to identify the objectives of the government. That is why yesterday's session in the first part from State Planning Organization and from the Ministry of National Education and from about lifelong learning in the European countries, how it is implemented, and we tried to get the opinions of the foreign experts. Then we tried to hear the opinions of the social parties. We tried to find out what they are expecting from the state and how do they identify their role. For this purpose, the speakers have given us some information. We tried to get the opinion of the social partners in a session chaired by a state representative. We tried to get the opinions of those trade partners in a session chaired by the social partners. Therefore, we tried to see the complete picture in this regard. In the afternoon session the Deputy Undersecretary Erdoğan Serdengeçti was with us and we were having dinner. Unfortunately one of the waiters has dropped a bottle of water on him. I just tried to find out where that person was graduated from. We tried to make an analysis of the situation of that person. We figured out that even though he was able to be employed he had some short comings in terms of lifelong learning as he had some mistakes. Now I would like the invite the speakers of this general assessment. Now I would like the invite Mr. Salih Çelik. I can not invite Salih Çelik as he is not in Ankara. Therefore, I would like to invite Miss. Cansın İnan Kavukçu, the member of executive board of

TESK. Then I would like to invite Dr. Cem Toker, consultant to the Ministry of Labor and Social Security. Then we have Anthony Twigger, expert on human resources development strategy. Finally we will hear the opinion of Mr. Erdoğan Serdengeçti, the Head of Projects Coordination Unit, Ministry of National Education. Now I would like to leave the floor to Cansın İnan Kavukçu who has established the Employer's Trade Union and who is the head of that union. She is actively participating in training activities related to this sector. Since year 2000 she has participated to the executive board actively. Then she has established the company. She has made some successful organizations in the food sector. She speaks English and she is focusing on IT technologies. She has participated in different types of international and national training and education projects. She is married and has one child. Even though we have agreed upon with these colleagues of mine here we will try to finish these speeches within 15 minutes. If the speaker can not finish it by that time we will try to be flexible. Therefore, I kindly request you to send your questions after the end of this session in written form. We do not want to reject any of the questions like in the past session. Therefore, I kindly invite you to write down your questions to be referred to us after this part. The floor is yours madam.

CANSIN İNAN KAVUKÇU

Thanks you very much distinguished guests. I would like to greet you all. I would like to thank Ministry of National Education, TÜRKİŞ, and ESVET for the organization this event. Training is the main element that regulates the development of countries. Lifelong learning process is very important in order to make a sustainable development in a certain country. For under new economic conditions, in none of the countries, there is a guarantee of employment and the employability concept has become valid. Therefore, those skilled and qualified people were desired for the labor market. Therefore, in order to increase the national competition power and in order to increase the welfare of a certain country the demand of the labor market has to betaken into consideration in order to provide the skilled and qualified labor to the market. This is a very important subject. This is not something that is only valid for Turkey but for all the countries who have all the desire to get developed. Therefore, in Lisbon summit of European Union in year 2000 there were ten objectives described. According to those objectives; knowledge-based economy, the competitive economy will be taken place within the next 15 years and by making some radical changes but not only through those radical changes, additionally through some skillful and qualified

employed people. Additionally in a declaration that was issued in Copenhagen in November 2002 a process was initiated in order to strengthen the cooperation between the parties. The main objective was to focus on development and improvement of the lifelong learning activities; to make it more attracted for the involved people; and to strengthen the cooperation and collaboration between the parties. The Copenhagen process had identified some specific objectives related to this topic. These objectives were for seeing Europe us which would be a transparent system and which would be under the umbrella of a cooperation and collaboration, and which would also compromise a formal or informal kind of training activities. For the lifelong learning policies the systems should established and strengthened. Sectoral adequacy should be strengthened. For the trainers and teachers the needs should be identified. These objectives were discussed between the Ministers of National Education on the 14th of December of year 2004. Therefore, the relevant strategies were identified in order to reach those objectives. According to year 2000 competition data; Turkey among those countries who are competing in the international market is on the 37th rank among 80 countries in terms of skillful and qualified employment labor. According to the same survey; it is seen that the skillful and qualified labor in the Middle East countries is higher than that of Turkey. Therefore, in order to increase the rate employed and skilled employment in Turkey, the competition has to be increased and the needs assessments have to be carried out. Therefore, we have a great opportunity for us in order to stop this negative approach. Therefore, the national qualifications system that we are planning to establish in cooperation with ESVET has to play an important role in order to solve these problems. If the system is planned accordingly and appropriately and the needs are taken into consideration with the involvement of the social partners 5 years later on we will not be speaking about the same things that we are speaking about today. The national qualifications system will help us to match the labor with the labor market and will provide guidance and counseling to the individuals. We will be taking into consideration all kind of competences, skills and qualifications of a certain individual for the carrier improvement. The national qualifications system that is planned to be established has to be touched upon in details. I would like to share some of my criticisms relating to law and legislation in this regard. As it is very well known in our training system, as you see on the slide, there is a big gap. For the national qualification system this gap can be eliminated. Instead of this gap there may be a system which is overlapping with each other and covering the needs of the parties. Why do we have to establish a national qualification system? The reason why is that Turkey has a dynamic and young population and

in order to get this country developed we have some serious problems regarding this population and the occupational and vocational education and training the objective is set to raise highly skilled labor. However; we are not able to reach that level yet. While preparing the training programs, the needs of the labor market is not taken into consideration and education is provided separately to the individuals. The diplomas and certificates are not in accordance with the labor market and are not fully valid. For the occupational standards, as there is no system established yet, there are some serious problems. The lack of occupational standards has a negative impact on the quality of the education, therefore, causes some obstacles to development this system. Due to the lack of the certification and documentation the trustable criteria can not be set. As there is no national certification and examination system, there are some certain problems. Those people who have some basic skills or some certain amount of skills can not get certification in order to certify the skills and competences that they have acquired. Therefore, this gap between the education and the labor market causes some problems and disputes. This is something that is experienced between the parties involved in the labor market such as the social partners, employees, and employers. Distinguished guests, I would like to remind you some of the statistical data that you already know. According to the survey that is carried out by the State Statistical Institute; 63% of our population are graduates of high school; 20.2% of them are the graduates of the occupational schools; and 9.87% of them are the university graduates. This shows us that we have serious problems and for this reason even though we have great difficulties, our employers are putting their best effort in order to overcome this problems. They take their place in the competition market in order to solve these problems. Now I would like to touch upon these issues about the occupational standards and about the certification. I would like to talk about the benefits of such a system for the parties concerned. Who are these parties? I would like to talk about the benefits of such a system for the unemployed people and it will enable people to have some guidance in terms of carrier and it will also enable people to change their jobs or sometimes increase their skills and to improve their capacities. Through this certification they will be able to move from one occupation to another one. It is going to make it possible to open up some new possibilities for those people who are already in the labor market. The occupational standards have to be correlated with the job descriptions. This is a very important subject because in a certain enterprise this kind of job descriptions can not be identified clearly and some confusion may be experienced during the employment of certain people in a certain enterprise. The individuals should be working in the area which is in line with the skills and

competences. This is going to make the life of the enterprise more efficient as well. For the trainers, lifelong learning can be considered as a guide and this should be prepared in line with the needs of the sector. The programs should be updated and upgraded. Long term training activities should be held and our trainers will be informed about the needs of the labor market. While establishing such a system of course this can only be done under the framework of law. Within this process our confederation has received a couple of different types of draft laws. We, as the confederation, have made some analysis. Even though there are great differences among them we made some suggestions regarding these draft laws. We tried to express our opinions; however, we did not have the opportunity to do so. If you are able to convey your opinion and express you opinion in a written form it will different than conveying it in a verbal form. Therefore, this system and this law will be initiated for the employers initially. Those people who will be raised to take part in that certain job and occupation will be qualified and skilled enough. The employer will be the person who is going to give them a chance under that enterprise. Therefore, I would like to emphasize that this draft law should be in cooperation with the social partners in addition to the employers in detail and then should be planned in detail again. As I have mentioned there are a couple of items in this draft law to be criticized. We had to have the chance to criticize this draft law. If you allow me Mr. Chairman I would like to say that if this draft law is enacted we will be still having the same problems regarding the occupational training system in Turkey. However; we will be able to eliminate the gap as I have previously mentioned. While we are planning the institutional structure, we have to take into consideration the national qualification system which is taking the needs of the labor market into consideration. It should be carried out by private institutions. We have examples regarding this issue in Europe. The purpose has to be the cooperation among the social parties like the state and the other parties. The occupational standards data bank has to be established. Occupational competences have to be identified in line with these modular programs. Some training activities should be held. A credit modular training has to be developed and for the occupational competences a certification system should be established. The duties should be as follows: establishing standards and to identify the roles of the relevant institutions. What would we like to say is that we are just planning to establish a system. However, we can not expect that institution to carry out all the activities alone. We have to take some of the responsibilities from the state and we have to transfer those responsibilities to the private institutions. We have to find ways to develop the system in such a manner. Therefore, the occupational standards should be identified by certain organ-

izations either by a single organization or by a couple of organizations, which will be responsible for the accreditation as well. The same thing will be applied for the occupational standards as well and is going to be accredited by the certain organization. For the informal and formal institutions the occupational standards should be established. These standards should be accredited. As a result of the examination those people who have acquired the relevant competences should be accredited by the relevant institutions and the regulation should be applied for those people. The monitoring activities, coordination activities should be carried by those institutions as well. Among those institutions that do not act in line with the principles should be also referred to the relevant organizations. There are some other issues related to this topic, for instance, for foreigners to certify their competences or to approve their skills and qualifications and to check out their certification level. What is important here is that when we are talking about the formal training we have to focus on those issues. However, this subject is a subject of informal education. For instance, those people have to be able to go to night courses, evening courses and should be able to upgrade their levels of certification. If you can just add this to the legislation related to this certain occupation and if you just add some additional conditions for the requirement of the certain documentation those people who would like to improve themselves will be voluntarily going to such kind of lifelong learning courses. Therefore, with this law I believe we have to make some amendments in the Labor Code as well. We have to make some improvements in the related law in order to encourage the lifelong learning. We can of course increase the number of such kind of duties. What is important here is that the institution will not be carrying out all of those activities alone itself; however, will be cooperating and collaborating with the social partners in order to establish the mechanisms that will be monitoring the system. As I have mentioned previously about this draft law, when we examine that draft law we have figured out that there are some items which can be problematic for us. Therefore, I would like to touch upon those issues. What are those occupational standards? Those occupational standards are going to be taken into consideration while defining the national occupational standards. According to those standards; the national qualification authority or through the organizations that are accredited by the national qualifications authority will be announced and will be implemented through those organizations. The question here to be asked is that those institutions to accredit such kind of activities can be identified by different types of organizations. As you know Ministry of National Education may identify different types of organizations and it can be discussed. So, there should be a consensus regarding the training to be provided and

also about the defining of the occupational standards. Again the occupational standards should be revised in every 5 year and some amendments should be done in the draft law. However, we believe that this 5 year of the ration is a very long time. Therefore, it should be done in a shorter time. After the announcement of the national occupational standards, the formal and informal training has to be transferred to the modular credit occupational programs that are allowing horizontal and vertical transits. The Higher Education Institution can also be involved while preparing those programs. We do not see any problem here; however, what we have to pay attention is that whether those programs are going to be in line with the occupational standards or not, and who is going to be the monitoring authority about their accordance, and who will be the vocational training organizations, and how are those organizations going to be identified. What is important here is that when we are talking about the modular system we advocate the modular system and we say that the certification levels have to be analyzed. The organizations that will be responsible for the monitoring of the system should be enabled. Therefore, the standards for the trainees and the standards for the equipments should also be taken into consideration. The problem here is that if each and every occupation to establish the occupational standards will take a very long time because we have thousands of occupations. To accredit thousands of training institutions will take a very long time as well. For this purpose, we believe that this responsibility may be transferred to the relevant organizations in the provinces of the Ministry of National Education and the Higher Education Institution. The problem here is that in draft law the implementation examination has to be carried out with ten members. So, it is going to be a very difficult situation, especially for the formal education training this may be applied. It is not possible to carry out an examination in every six months. For instance, if you are going to take someone into this examination who has been already certified and who is a graduate of the tourism technical school. This will be a very big problem. Therefore, these examinations should be done according to the dates that are identified by these organizations that are defined in line with those institutions. We have figured out some mistakes in this draft law and it should be rewritten and while it is revised the cooperation should be established between the partners. While establishing the bodies some issues have to be taken into consideration and those mistakes that we have figured out in those draft law is that the head of the National Qualifications Authority will be assigned by the council of ministers. It is a big mistake. Well, this is against an autonomous structure of this institution. Therefore, we believe that this would be a big mistake. That is all I would like to say. I would like to retreat that this draft law will be a very important

step for us to solve the problems that we have been discussing for the last two days. For this purpose, the involvement of the social partners has to be encouraged while the draft law is revised. If we can establish a system that it is going to embrace all the partners we will be able to initiate a new process. Thank you very much for your patience. I think I have exceeded my time.

HOST:

Thank you very much Madam Cansın İnan Kavukçu. You have given us valuable information about the occupational standards and about the draft law regarding this subject. As you have mentioned this is something on edge and for the employees and employers for a long time. However, as far as I know even though there is a consensus to some extend the law has not been enacted. In a meeting we have talked that there was a consensus to put this draft law into effect. However, it has not been done yet. The second speaker is Cem Toker born in 1961, graduated from Ankara Political Science Faculty. He has worked in Turkish Grand National Assembly on legislative expertise. He has previously worked as a civil administrator as District Governor. In year 2002 he has become the head auditor and he had his degree in Oslo University. On the unregistered economy, employment, and unemployment he has a lot of publications on those topics. At ministerial level and at Prime Ministerial level he has also participated in the commissions. Within the framework of the European Union Accession process he has participated in many financial meetings concerning the social plans and employment in Netherlands. He has been certified in a university in Netherlands. He is working in the Ministry of Labor and Social Security. Yes, you have the floor Mr. Toker.

CEM TOKER:

Thank you very much Mr. Chairman. Distinguished participants, we are in the last day of two-day presentation. We are a little bit tired. I am going to make my presentation in three sections. I would like to summarize the consequences of this two-day meeting. In parallel with those consequences it is obvious that lifelong learning is key factor for us. After saying a few words about it lastly, the last but not the least, I am going to inform you concerning my observations on what we can do as private and public partners. The information-based society and globalization, having expertise and making investment in the human resources, those are the important items that have been previously mentioned by the previous speakers. On the other hand, the

approaches concerning the unemployment there should definitely be a close relation between employment and training. There are some theories developed with regard to the structural unemployment. On the other hand, the technological advances, as a result of these advances there is an erosion of the skills and the certain skills that are gained have become invalid. We have to update our skills. This is what is being said. Active employment measure should be taken in order to increase the level of employment. This is what we know in lifelong learning in this sense, and the vocational training has shown us importance. Active employment measures do not only necessitate the active position of the state but also active position of the private sector and NGOs and the Trade Unions of Employees and Employers. Of course the workers should definitely be active. So, all of the stakeholders should definitely be active. This is what we mean by saying active employment policies. Mr. Sağcan has given a very interesting example of gazelle and a lion. Whether you like it or not in the European literature, with regard to unemployment it has been said that people have to be hunters of job. When they first enter the labor force and in order to sustain their employability people have to be active. Anyway, the people have become the job hunters. People have become the job hunters or they have been trying to do their best in order to keep their space in the labor market. This is also related to the activities of the worker, not only the activities of the public or private sector. Another thing is that the approach of lifelong learning is not only related to the training factor and employment. Of course democracy, human rights, harmonization and governance, those are the related components that are also covered by the lifelong learning. After making those identifications, there is a very important key that we are holding in our hand, which is lifelong learning, continuing vocational training and technical vocational training. So, there are two important things. One is the efficient utilization of this key and the identification of the content of this key that we hold in our hand. Of course primarily this has to do with the Ministry of National Education. I do not have anything to say about it. Of course the experts of the Ministry of National Education shall do their best. This lifelong learning content, this key actually, should be designed in such a way that people are efficiently skilled and employed. As I have told you yesterday, it seems that we can not provide employment for the ones who have experienced vocational training. We are facing the unemployment figures of those people. This also shows that the employment issue is very very crucial for us. So, another topic that should be tackled is that in parallel with the accession process to the European Union, especially there is a green paper published in recent years. It is identified according to this green paper that there is going to be a need of employment of millions actually. There are two

things that are important to us. One is the planning of human resources and the planning of the development of the human resources. Mr. Twigger is going to inform you in a detailed way concerning this issue because if you do not make this plan on local, national, regional, and global level the direction of the professions and the emerging professions should be identified and our labor market plans should be done accordingly. Secondly, the occupational standards and the recognition of the occupational standards. No matter what you have in your hand as diploma if your competence is not recognized at international level it is impossible for you to send your labor force abroad. It would be an illusion for you. As mentioned by DİSK representative concerning the National Qualifications Law, we have a mature law. All of the social partners are going to provide their support and contribution to this draft law in order to make the plan. The plans on human resources (HR) at European Union level or at global level let's say we have to identify national qualification system. So, what are the frameworks of the European Union? It is obvious for us that European Union is embracing the strategic approach and the practical solutions would not work for you and there is a European employment strategy is developed and of course lifelong learning is one of the priorities of the European Union employment strategy. Therefore, we should also harmonize our system with European employment strategy. As you know, we have prepared employment report and we are going to have a joint-assessment paper, and we are going to have a national action plan either in the joint-assessment paper and in the national plan we are going to identify priority areas in order to exert our greatest efforts and of course we have to make this concept of lifelong learning meaningful. In the periods to come, in each and every national action plan there is going to be a section that is going to be allocated for the key indicators for lifelong learning and vocational training. According to, in line with the positive consequences of those plans we are going to direct our efforts accordingly. Last but not least, who are the beneficiaries of lifelong learning and who is going to pay the lifelong learning? Although there is only one party who is paying the cost, the beneficiary is the worker and the society itself, and the labor market. There are a lot of beneficiaries. So, who is going to pay the lifelong learning? So, we have to share the cost, share the burden. So, both employers and employees and their confederations and the state itself should share the responsibility to pay the cost of lifelong learning. With regard to this subject the fund for unemployment insurance. In this fund, for the training, you can benefit from the unemployment insurance. All of the unemployed registered in İŞKUR can be benefit from this fund of unemployment insurance. Of course this present situation is submitted to the opinion of the social partners, and for the

training and the continuous vocational training state is going to contribute a lot to welcome the citizens in the labor market for the first time. State, employees and employers should be canalized accordingly by sharing the cost. Before ending my speech I would like to thank the Ministry of National Education, TÜRKİŞ and ESVET Project. I would like to thank you very much for giving me the opportunity to address you today. Thank you.

Thank you very much Mr. Toker.

...Yes, you have the microphone sir.

ANTHONY TWIGGER:

Merhaba, thank you very much Mr.Chairman. I'm very pleased to be here and very excited to be part of the developments that are happening in Turkey. I have some slides to show so I'd like to go and stand up.

Okay, thank you again. I have been asked to talk today about the project that is giving assistance to the Turkish Employment Agency (İŞKUR). So, that is what I would do. I am trying to extend a little bit to talk about some of the things we are trying to incorporate into the report, the final report on human resource development. So, the İŞKUR Project comprises four components. One with I am working on is the first one; it is a policy component. There are four areas in policy. I mentioned human resource development but there are also labor market studies, the private employment agencies, and employment. So, these are the four areas of policy. The other components; they are institution building, training and staff development mainly with İŞKUR personnel and the ground skins. So, we are gonna concentrate on number one: The policies and specifically human resource development. The next slide shows the, there are frameworks that we are going to use in our final report. In fact while preparing this slide before this presentation we have changed it a little bit, so it is not the final version, but it gives you some idea of what we are trying to do. Very quickly we will be looking at some of the economic and social trends. We will be considering the active labor market policies. This is going to be probably six major areas. The way we tackled the production of the support is that we have formed a national human resource development committee. So far we are very excited by the fact that its members all seem to be very highly motivated, highly committed. They all seem to want to get the results that we think are necessary and possible. That committee is supported by six task forces. My apologies, I haven't got the task forces on the slide but I just

mention them because I think it is absolutely the sensual part of the process. So, the task forces, there is one on lifelong learning; but, we are not trying to duplicate what this project is doing here and we are very interested in what has been said and we will build on that and we will use it. The chairman of this task force is from the Ministry of National Education, Mr. Çiçek and he is also a member of the HRD committee. The second task force is on the reinforcement of the education system. And again there is very much the Ministry of National Education involvement in that, but with a lot of other people as well. And again it is Ministry of National Education person who is in the chair, Mr. Kılıç. Third task force is on rule development and rule employment is the thing we are working at. The fourth task force is on active employment measures. Fifth is on adoptability and mobility and the sixth one is groups with limited opportunities. Now, in my book, in my experience lifelong learning comes into all of these task forces. So, although we've got a task force which we headed a lifelong learning it really comes in every aspect of what every task force will be looking at. I said lifelong learning is not going to put the same emphasis on it as the project is. We'll take from the project if we may but really one of the things we especially looking at is workplace learning. Again in my experience working with the international labor organization there is a tremendous interest. There is a surge of interest in workplace learning, partly as a result of government's realizing that they can't do always skilled training. It is just not possible. No country no matter how rich it is can afford to do it on their own. They have to rely on the employers. They have to rely on the workers to organize training and want to try and implement training for themselves. So, we see it as workplace learning is one of the key thing that needs to be developed. What do I mean by workplace learning? We think it has got three components. It links the employees' learning to their work roles, but it sometimes goes outside that because many of the things you learn in your work roles are also pickable to the life that you are leading in the society and so on. But we see three components to it. One is the structured learning in the workplace. Second one; it is on the job training, and in fact can be made a little bit more structured than it is in most enterprises. Then the results are far of the proportion with a matter of effort that goes into it. The third one is the offer job learning opportunities which supplement the training that takes place in the workplace. There are some very exciting things going on around the world in the area of workplace learning. Although I have not lived in the United Kingdom, for 25 years now I am a member of the learning organization network where there is a group of people from enterprises who swap their experiences and it is very very effective. It has been so successful. However, for the last 25 nobody has left that group. It is the same group

of people who meet all the time. So, that is one of the exciting things. Another area that we want to draw attention to in our report is the idea that how can we make employers demand higher skills from their employees. There are various ways to do that. I am sorry, my Turkish is so bad. I can't tell what on the slide. But, this one is drawn on some research that was done by a friend of mine in the UK. The government asked him to do a research report not on what was happening in the UK but what was happening on other countries in Europe and outside Europe if he could get the information. What they asked him to do was to say how our employers creating higher skill levels amongst their employees. The end result of the research was three main things. First of all, it seems to be done in this way. One is encouragement of new technology and the improve work organization. We have a little bit mentioned on that just a short time I have been here but flat a work structure and so on. There a re lots of details on how to organize work to get the best possible results. So that is the first one. The second one is shaping the national training system so that it encourages higher skilled works. It is possible to do that. The third one is organizing the delivery of training and learning. Now, I am certainly not advocating that state does all this. I am saying that this has to go down right down different organization levels until everybody is trying to do it. We have the fourth one to that list. As part of our project work we said can we find proof that training pays because if you can show into enterprises whatever they do in this for you it has a result in the bottom line and it has a positive result. Then it is worth-doing. There are research work that I know that has been done. Some of them myself which indicate that training does produce extra profits for employers. Even the apprenticeship training is a very good report. It was written by a professor in the London School of Economics which shows that if you take it over an apprenticeship period the employee gains more than he pays. The most enterprises would argue the other way, but, that piece of research seems to indicate that it is in fact a profitable piece of work for the enterprises. Another area we want to look at is the one which has been touched several times. It is economic competitiveness of enterprises at the national level. We want to look at human resources development and knowledge management, and the key here that I would like to push is I know Turkey is trying to move towards to knowledge economy by 2023 or 2024. But, the key to it is I see it is the idea of knowledge productivity that the ability of any organization to gather knowledge to generate knowledge to disseminate it to actually use it to its own advantage. So, here is a concept of knowledge productivity. Then improving of those is going to have a big result. Again there is a lot of evidence to show how much benefit this does give to organizations. Human resource development and infor-

mation communication technology – I do not need to say very much about that, I know a lot of has been said, and I know that Turkey recognizes that it is a very important issue. HRD and high performance working is the next heading that we have. High performance working is not solely productivity although productivity is part of it. But it a way of running an enterprise so that decisions are devolved than the organization where people have much more responsibility that maybe they did in other forms of work organization. It is a different sort of concept of how you run of your business. I was lucky enough to do some research on that when I was working with the International Labor Organization and subsequently when I move from there to unpresently employed by and we worked ten cases studies of high performance work organizations. They are on the web site of the ILO. If anybody wants to know anymore about that, please give me a ring or an email. I will give you my email address before I leave. I am getting so old now that I don't mind sharing anything that is on my computer with anybody who wants it. I do not need to keep it. At my age, possession of this is not necessarily equal to beginner. The final one there is a human resource in upgrading the informal economy workers. The third one references to that, but we want to look at it in a bit of detail. The ILO has had a project running in that area for some time. They put some results, but, the problems are usually about how you can provide training and learning to the people in the informal economy. They usually are not able to take advantage of the formal type of course and special arrangements need to be made. The next slide looks a lit bit more detailed at the informal sector. I do not think we've got time to get into that. It is described in further detail in the paper that I produced for this session. Let's move onto the next one. Sorry that in the previous slide I was looking at the wrong one; it is adaptability and mobility of the works force and again in the paper you can look at that. So, some of the conclusions just to draw some of these together if I can. First one is to get choice in human resource development activities. If we get choice then we get the second thing. We get better labor market works in a better way. Third one is HRD choices alone are not sufficient. Turkey or any other nation could do as much as they want in this area but that is al they do. Then they do not get any much further. Human resource development has tc be in conjunction with other economic and employment growth policies. The whole thing has to balance. Now, if I can just finish by recommending booklet that Miss Aslıhan Tepe mentioned briefly yesterday it is the new international labor office recommendations on human resource development, education, training and lifelong learning. The good news is that is now available on the ILO's web site. The even better news is that the project I am working on here is translating it into Turkish. So, by

the end of next week it will be available for everybody. Thank you for listening. Thank you very much.

CHAIRMAN:

I would like to say that he has already mentioned that he is going to be happy to share the information in his computer with you any time. He also said that he is going to give his email address. Therefore, you can get in contact with him. As we have previously mentioned, human resources is a subject which is very important for countries like us and we are trying to focus on the development strategies regarding this subject. I think we will be successful in the future. Thank you very much. Now, I would like to give the floor to Mr. Erdoğan Serdengeçti. He was born in 1970. he was graduated from the Department of Economics of Middle East University. Well, I have made a mistake, sorry. He has graduated from this university in 1992. Then he became the expert to the State Planning Organizations. He has focused on regional development and international technical assistance. Then he has working as a consultant to the Ministry of Finance. In 1997 he had a master's degree on Finance in United Kingdom. Then he has become the head o Projects Coordination Unit in the Ministry of National Education. he spoke about planning yesterday; however, today he will be focusing on training in his presentation, and he is going to make a general assessment for us.

ERDOĞAN SERDENGEÇTİ

Thank you Mr. Chairman. We had a very intensive two days of seminar and I will be the last speaker of the session. Well, if you have any question we will be pleased to receive your questions in written form so that the presenters will be prepared to answer your questions. Yes, the floor is yours sir. Well, in my speech as the chairman has mentioned, I will try to focus on the general assessment and I will try to give you information about what we are doing in the Ministry of National Education regarding these topics as the summary. Mr. Chairman has mentioned during the opening remarks that this organization was organized with a very careful initiative. I would like to thank you for all the parties who have been involved in the organization of this event. Today we have focused on the opinions of the social parties and now we are in the session of general assessment. Then we will declare the close of the session. In the European Union accession process these topics are very important for us because we hope that in October the negotiation talks will start with the European Union and we will be assessing our situation about the steps we have already taken

regarding the training and education while we are carrying out the negotiations with the European Union. We will be focusing on these in details. Therefore, as the Ministry of National Education, during the review process I think we will be very luck Ministry as we have already established a projects coordination unit in 1999. We have carried out international projects with international organizations already. In this coordination unit we have foreigner experts and we have co-experts and we have project directors and co-director of projects. We are focusing in each and every element of the education and training system. We are focusing on pre-school period, school period, and vocational education and training. We are exchanging opinion with the international experts and with international organizations such as the World Bank and the European Commission. I am sure that the issues regarding the symposium are all important for everybody here but for me there are some items that I would like to emphasize. First of all the main problem for Turkey is not to be able to establish a balance with the employment rate as it was mentioned by Madam Cansın İnan. There is a huge gap between the labor force and the employment in Turkey. There a re some examples for instance. The veterans or the graduates of the Agricultural Faculty are usually the people who are unemployed. However, even though we have such a problem the universities still goes on receiving students to those departments. Each and every year we have more graduates of those faculties who are still unemployed. Sometimes the same situation applies for the geology engineers as well. When we focus on these issues of course we have to answer a couple of questions such as why do we have so many agricultural engineers in a country of agriculture and these are the questions that we have to answer. This has a different dimension or perhaps this is a subject of another discussion. Perhaps it may be the case that we have to make some changes regarding the administration of the universities. For instance, science and literature faculties have to make some changes in their own structures in order to establish a balance for the training and education between employments. About lifelong learning all the speakers have mentioned that the new developments and new technologies have to be followed up and the skills and the qualifications of the employees should be improved. Due to the recent developments taking in the word and globalization even the employed people have the risk of losing their jobs if they do not improve their skills through the lifelong learning processes. Therefore, it is a necessity for all the people to improve their skills through these activities. In today's session one of the speakers mentioned that the theoretical knowledge information that is gathered through the school is lost 15% each and every year. Therefore, this has to be compensated every year. This has to be responding the labor market. Cem

Bey has been a sub-governor; therefore, he has some experiences regarding this issue. For instance, the sub-governors are not able to find the platforms where they are able to improve their skills. He mentioned that we are assigned to this duty as a graduate of the Faculty of Politics. However, we are in a situation to drop out our assignments because we do not have the possibilities to improve our skills and qualifications. Of course we have to take into consideration the individuals' motivations as well. About the competitiveness we know that the efficiency is in close relation with the competitiveness. Those countries who have high power of competitiveness have fully equipped labor force and there is a direct link between those two. For the productivity, what is essential is a society that is continuously learning new things. There are some milestones in the European Union. A memorandum was issued in the European Union regarding this issue, regarding the concept of learning society. Most of the speakers have touched upon the figures related to the labor force and have touched upon the issues regarding the problems in the employment and labor sector. The low quality of the people who are going to be in the market and they also mentioned that we definitely need a lifelong learning strategy and for this purpose I have to say that we do not have to look for new strategies. For the 40 years our country is in the integration process with the European Union and has adopted the European employment strategies already and can be used as the guidelines for our country as well as a best example. European Union has already set up some objectives and as some of the speakers have mentioned the unemployment is a big problem even for the European countries. When we make a comparison between the unemployment rate in Turkey and those in European Union, even though we see that we have equal rate, we as Turkey have serious problems regarding the participation of the women into labor market. We have many women who are not involved in labor or who are working as housewives or we do not consider those 35% of population working in the agricultural sector. As an employed sector however if we just assess their situation in line with the international standards I can not say that we will be in full compliance with the international standards. We, as the Ministry of National Education, in the projects coordination unit under the leadership of our Minister for the last two years producing many projects. Some of the people criticize us saying that you will be the grave of the projects; however, I have to say that in Turkey even though there are thousands of projects – and among them there are some dead projects – I have to say that the difference of us is that these projects are carried out in cooperation with the international projects. Like in all days today we have IMF policies to be followed. IMF has put forward some principles and as Turkey is obliged to carry out these policies in line with

the standards of IMF, I have to say that these projects that we are carrying out in our coordination unit can not be compared with those policies pursued by IMF because we have made the needs assessment, and we have mentioned that we have some needs for projects. Therefore, we have made some planning for the development. We have made some budgeting and financing in order to find the funds. Therefore, we have worked with our own institutions in order to figure out our needs. Therefore, the European Union is involved in this project and providing us some funds. If they do provide us support which is in accordance with our objectives, we of course can make use of the support provided by the European Union. What we have to focus on is the sustainability. In order to maintain sustainability in all those projects, for the objectives of our projects we take the green paper and white paper into consideration and we are trying to issue a paper in line with those documents. For instance for SVET project we will be issuing a green paper soon. It will be a policy advice document and there will be a legal arrangement taking place in line with those documents. Those will be issued in order to maintain the sustainability. The social participation is also very important for sustainability and the laws, the plans are important. Unfortunately up till today State Planning Organization has not done any strategic planning yet. Therefore, we have to take steps to initiate strategic planning processes regarding these topics. We have to get all the units of the relevant institutions involved into this process and we have to focus on national development plan for year 2006. We have the priorities that are set in this plan for each and every sector. We have identified the roles of the related institutions. We have a similar kind of project coordination in our unit. Therefore, we are trying to incorporate the NGOs into our projects, especially for the national qualification system that is to be established we are trying to get the opinions of the NGOs. We have the representatives of the NGOs here you see from TİSK, TESK, and different organizations. Therefore, we are trying to get their opinions. We have sub-commissions in ESVET project. The strategy and policy group. They are working with us as the member of the commission. For instance, Ferhat Bey is working with us. We are working with them while we are preparing the draft law. However, if they are not working hard we are warning them to work hard, and we are trying to encourage their involvement to our projects. Now, I would like to talk about our projects. We have projects carried out in cooperation with World Bank and European Commission. In the World Bank projects there are phases. We have the first and second phases and this is about the basic education. It was around 300 million dollars. Through this project we were trying to cover the needs of our schools such as educational materials and for the construction of the schools. There was a loan provided

by the World Bank. By June probably, we will be initiating the secondary school project with the World Bank, and we will be focusing on the structuralization of the secondary school education. We will be focusing on curriculum development. What we are going to do is that we will try to compensate our shortcomings through this project that we couldn't complete through the European Commission's project. At the end of this project we will be able to achieve a system that is functioning in accordance, in line with the standards of the European standards. About those projects that I carried out in cooperation with the European Union we have a basic education project. Through this project we are trying to focus on the development of the curriculums of the primary education, between the first and fifth grade. We are focusing on the sixth to eighth grade right now. Through the support that is going to be given by this project we will be focusing on the competences of the teachers in compliance with the European Union standards as well. Therefore, we will be identifying the qualifications that are required for our teachers as well and we are discussing these issues with the Higher Education Institution as well. At the end of those discussions what we are going to say is that we as employer who is hiring thousands of teachers will demand some qualifications for the teachers to be employed. The benefit of this is that as this is going to be the result of a European Union project we would have the European Union that you have sent us the experts and we have developed these competences fort he teachers. Therefore, those teachers who will be graduated according to these competences you required you have to recognize their diplomas and certificates. For the SVET projects strengthening of vocational and Technical education we are trying to establish standardization as well and we are focusing on the 7 sectors mainly: textile, construction, electricity and electronics, automotive, metal and tourism sectors. In 17 fields we will be focusing on 64 branches to develop curriculum. We have already developed these curriculums and we have an international classification called İSNET 97 and according to those standards we have started implementing these in 105 schools. We have started providing training in line with those standards. We have noticed that as mentioned by the Minister yesterday that coefficient issue related to the university entrance examination. There are some further steps to be taken. We definitely have to provide the modern equipments to out students and we have to find ways to provide some sort of guarantee for employability and we have to provide them education where the modern and comprehensive curriculum provided and you know that the hardworking students will be able to enter those schools. We will be able have successful graduates. The average grade of our students currently is 4 out of 5, and this is a high rate actually. So, I have to say that the argument only the lazy students

would look for vocational or occupational education is eliminated. Therefore, the hard-working students are also successful whenever they are given opportunity or possibility in this regard. Therefore, I do not want to take more of you time. I would like to thank you and I would like to thank especially to the relevant organizations, to TÜRKİŞ for the organization of this event. Thank you very much.

CHAIRMAN:

Mr. Serdengeçti thank you very much for the information you have given. There are no questions but I would like to make a short assessment. Yes, we have a question I think.

Well, it was mentioned that in 10 years of time the individuals will loose 70% of their acquired knowledge. Therefore, there should be a way to compensate that loss of knowledge. We are living in a highly competitive world. Therefore, we have to work hard. Today in European countries the only desired labor force is not composed of people who only have the required skills but who can also take some risks, who can also take some initiatives to improve himself and his skills. There were some complaints regarding our education system and of course the education system should not answer the needs of today but should respond the needs of future as well. New developments should be taken into consideration in order to adopt the system in line with. Therefore, for the development and progress we have to take all of those developments into consideration. We have to regularize our education system in line with the recent developments. As Mr. Twigger mentioned, the occupational education and training has to go on at eh workplace. If we are away from the new technological developments we will not be able to be successful; therefore, we have to improve our skills in line with the recent developments taking place in the technology. Therefore, such principles have to be adopted and the policy making processes have to take in to consideration the opinions of the social partners as well. For the two days of this seminar we asked the social partners to get involved and we got their opinions. You see that none of the person who has talked here said that we will not see any benefit out of this lifelong learning process. Therefore, what we have to do is that we have to focus more on details and focus more on needs; and we have to collaborate in order to carry out such kind of activities. What we have missed here is about the coordination. For instance, we have the flavor, we have the oil but we can not produce food here, you see as the Turkish saying actually. Therefore, what we have to say is that we have to come together; we have to find ways to collaborate; and we have to

take the opinion of each party in order to improve our system. Another subject that all the parties have agreed upon is that the training is one of the basic needs such as food and accommodation for individuals for this 20th or 21st century. Therefore, we have to find ways to provide quality trainings for the individuals. What we have emphasized is that the State Employee and Employer Cooperation has to be established. Then this cooperation has to be a strong cooperation. One of the results of the symposium is that in our own culture we have an understanding of lifelong learning actually. As a Turkish saying we have the learning activities from birth to death; therefore, lifelong learning is not a new concept for our society. Therefore, we have to explain this concept clearly to our society. We have to find ways to make the society and one of the most important complaints is that about the investments on education and training. For instance I have seen in one of the newspapers a couple of days ago in which they say that we have failed in the education. It is true, we have failed but what we have to is that we have to allocate the necessary resources for investments in this sector. Even though we do not have any difficulty to find resources we have to make a rational use of these resources to get the biggest benefit out of it. Now, before I conclude my speech I would like to leave to floor to my colleagues here in order to answer the questions. Perhaps Madam Cansın can answer the question that was asked to her.

Mr. Bora Polatkan from İŞKUR has asked me a question. He asked about the draft law opinion. He has to make a correction because this draft law is prepared by the commission working on the occupational standards. I think that commission is the commission who prepared 250 occupational standards. Well I have to say that I am aware of the situation that they have made some amendments and the chairman of the commission is TİSK. There are some sub-commissions studies going on. Well the criticism here is that these occupational standards are identified by TİSK, TESK, and TOBB. Well, while I was doing this criticism I did not mention those things without knowing the details. Therefore, last week or during the recent weeks we have received the draft law. This is the first one actually that was prepared by the examination commission. Then the second one with the suggestion coming from European experts and this is the final draft law. This is the one that I was focusing on while I was bringing some criticisms. I just wanted my friends in TİSK to make an examination whether there was a new participation from TİSK, TESK, and TOBB. I wanted them to answer this question. That's for sure that we were not invited to this process and they did not get our opinion. We can reach consensus in different subjects. We might

seem that we are talking about the same thing but the point is what it is written in the law. There is not an organ called president neither in the draft law prepared by MSK. There is not an institution called "presidency". The point is what it is written in the law. We were not involved in the preparation of this draft.

Thank you very much. We hope that Madam Cansın's message shall be received by related. Parties, I have received a question. After answering this question I would like to close this session. In the exams of apprenticeship investors, in the vocational competence centers are those centers qualified? Do you find them qualified? Can't we provide the apprenticeship and mastership training via ICT? I think there is a mistress in the system. This is what it is understood but of course the theoretical exams can be done ICT but the hands-on exams should be done in the related centers. We had the experts yesterday from the Director General of the Apprenticeship and Informal Education. Maybe they could answer this question properly. On behalf of the confederation of TİSK at the preparatory level and up till today we have prepared this symposium together with the efforts of each and every one of you. Therefore, I would like to thank everybody starting from the projects coordination center and SVET people. I would like to site their names: TOBB, TİSK, and TESK. What else? EU experts and the personnel of the Ministry of National Education. We would like to thank everybody, technical staff and even the ones who have served us tea and coffee. This has been a very successful seminar. I would like to thank all of you who have contributed a lot. Thank you very much. By the way Mr. Twigger wants to give us email. He has his business card. If you want to have his business card, please come here take his business card as many as you want. Thank you very much for you participation and contribution. Now, I close the last session of the last day.

T.C. MİLLİ EĞİTİM BAKANLIĞI

MEGEP/SVET

Meslekî Eğitim ve Öğretim Sisteminin Güçlendirilmesi Projesi
Strengthening the Vocational Education and Training System in Turkey