



Youth Wiki national description

Youth policies in Turkey

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

TURKEY

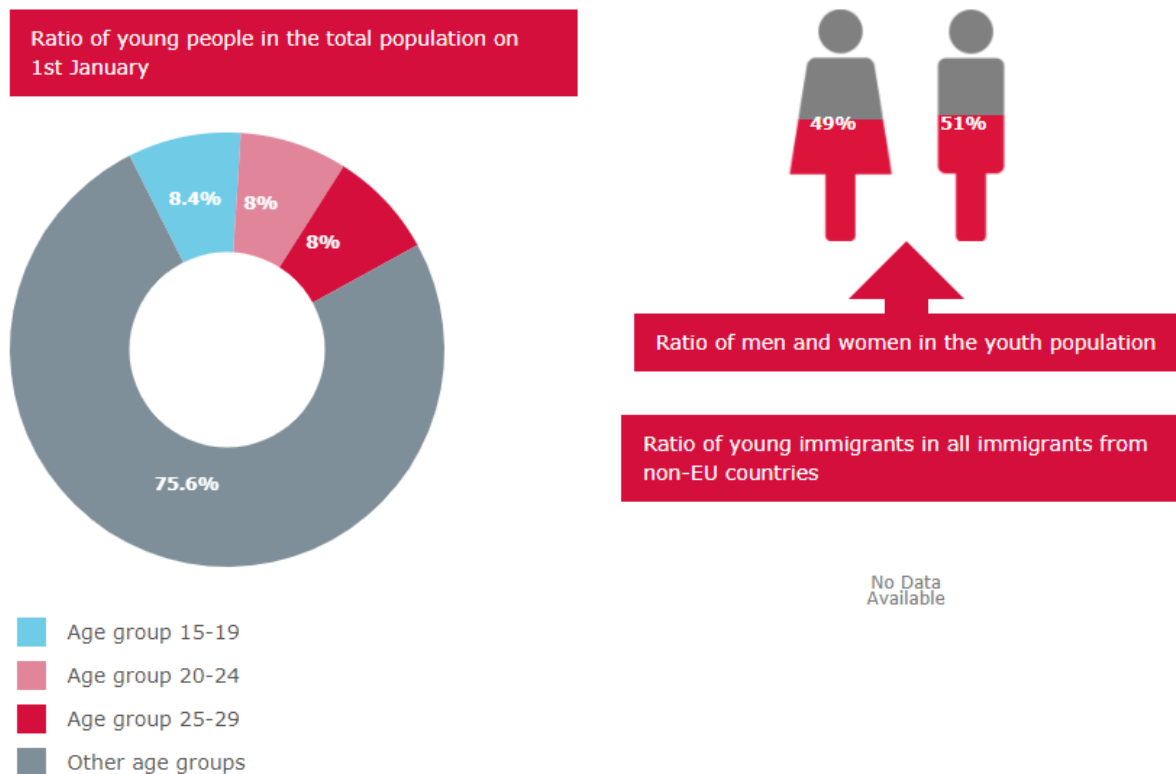
Overview	7
1. Youth Policy Governance	9
1.1 Target population of youth policy.....	10
1.2 National youth law.....	10
1.3 National youth strategy	12
1.4 Youth policy decision-making	14
1.5 Cross-sectoral approach with other ministries	15
1.6 Evidence-based youth policy.....	15
1.7 Funding youth policy.....	16
1.8 Cross-border cooperation	16
1.9 Current debates and reforms	17
2. Voluntary Activities	18
2.1 General context.....	18
2.2 Administration and governance of youth volunteering	20
2.3 National strategy on youth volunteering	21
2.4 Laws and regulations on youth volunteering	23
2.5 Youth volunteering at national level	27
2.6 Cross-border mobility programmes.....	28
2.7 Raising awareness about youth volunteering opportunities	28
2.8 Skills recognition.....	29
2.9 Current debates and reforms	29
3. Employment & Entrepreneurship	29
3.1 General context.....	30
3.2 Administration and Governance.....	32
3.3 Skills Forecasting	34
3.4 Career Guidance and Counselling	36
3.5 Traineeships and Apprenticeships	38
3.6 Integration of Young People in the Labour Market.....	41
3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities	44
3.8 Development of Entrepreneurship Competence	44
3.9 Start-up Funding for Young Entrepreneurs.....	47
3.10 Promotion of Entrepreneurship Culture	48
3.11 Current Debates and Reforms	48
4. Social Inclusion	49
4.1 General context.....	49
4.2 Administration and Governance.....	50
4.3 Strategy for the Social Inclusion of Young People	51
4.4 Inclusive Programmes for Young People	54
4.5 Initiatives promoting social inclusion and raising awareness.....	56
4.6 Access to Quality Services	57
4.7 Youth Work to Foster Social Inclusion	59
4.8 Current Debates and Reforms	61

5. Participation	62
5.1 General context.....	62
5.2 Youth participation in representative democracy.....	63
5.3 Youth representation bodies	64
5.4 Young people's participation in policy-making	68
5.5 National strategy to increase youth participation	70
5.6 Supporting youth organisations.....	72
5.7 "Learning to participate" through formal, non-formal and informal learning	73
5.8 Raising political awareness among young people	76
5.9 E-participation	79
5.10 Current debates and reforms	80
6. Education and Training	80
6.1 General context.....	80
6.2 Administration and governance	86
6.3 Preventing early leaving from education and training (ELET).....	88
6.4 Validation of non-formal and informal learning	91
6.5 Cross-border learning mobility	94
6.6 Social inclusion through education and training	96
6.7 Skills for innovation	96
6.8 Media literacy and safe use of new media	97
6.9 Awareness-raising about non-formal and informal learning and quality youth work.....	99
6.10 Current debates and reforms	100
7. Health and Well-Being	100
7.1 General context.....	101
7.2 Administration and governance	103
7.3 Sport, youth fitness and physical activity.....	105
7.4 Healthy lifestyles and healthy nutrition.....	109
7.5 Mental health.....	114
7.6 Mechanisms of early detection and signposting of young people facing health risks	116
7.7 Making health facilities more youth friendly	119
7.8 Current debates and reforms	119
8. Creativity and Culture.....	119
8.1 General context.....	119
8.2 Administration and governance	121
8.3 National strategy on creativity and culture for young people	125
8.4 Promoting culture and cultural participation	127
8.5 Developing cultural and creative competences	130
8.6 Developing entrepreneurial skills through culture	133
8.7 Fostering the creative use of new technologies.....	134
8.8 Synergies and partnerships	135
8.9 Enhancing social inclusion through culture.....	135
8.10 Current debates and reforms	137

9. Youth and the World	137
9.1 General context.....	137
9.2 Administration and governance	138
9.3 Exchanges between young people and policy-makers on global issues	139
9.4 Raising awareness about global issues	140
9.5 Green volunteering, production and consumption	142
9.6 Intercontinental youth work and development cooperation	143
9.7 Current debates and reforms	145
Glossary	145
References	145

Overview

Young People in Turkey



Total number of young people:

19 162 916

References:

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

Youth Policy in Turkey

The strong aspect of the youth policy in Turkey has always been the policies aimed at strengthening the youth. In this scope, policy measures and targets for strengthening the youth are designed to include all dimensions, situations and future projections of the young person's life. This comprehensive point of view for strengthening the youth manifested itself in the determination of the policy fields of the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). These policy fields are: Education and Lifelong Learning, Ethics and Humanitarian Values, Employment and Entrepreneurship, Disadvantaged Youth and Social Inclusion, Health and Environment, Democratic Participation and Citizenship Consciousness, Culture and Art, Science and Technology, Youth in the International Arena, Using Leisure Time, Informing the Youth and Volunteering and Mobility.

Turkey has a young and dynamic population. %48,3 of the Turkish population is under the age 30 and %24,4 is between the ages 15-29. The definition of youth expressed in

the National Youth and Sports Policy Document that is the legal document determining the framework concerning the youth policy in Turkey covers the youth between the ages 14-29. Although historically, the youth work in Turkey had been adhered to steps aimed to strengthen the youth, by the contribution of civil society's increasing effectiveness since 1990s, youth participation has become an important component of the youth work.

The principal public authority carrying out, supporting and coordinating the activities aimed at strengthening the youth is the Ministry of Youth and Sports and the document in which policy measures and activities aimed at strengthening the youth with its responsible and concerned partners are set is the National Youth and Sports Policy Document. The Ministry of Youth and Sports is the one responsible for implementation and monitoring of the document in question.

The compulsory education in Turkey is 12 years and the formal education service in Turkey is offered under the governor operation of one public authority, namely the Ministry of Youth and Sports. The General Directorate of Lifelong Learning within the body of the Ministry of National Education sets forth the general framework of the non-formal education in Turkey and assumes the principal duty in designing and assessing many education models. Furthermore, the Ministry of Youth and Sports has an important position in offering non-formal education opportunities for the youth through Youth Centres, project grant supports and implementation of educational-cultural projects.

The youth having a regular and peaceful family life is one of the fields of interest of the youth policy. The Ministry of Family and Social Policies provide consultancy service for the youth. Furthermore, the Ministry of Youth and Sports organises seminar and make publications that nurses the mutual bond between the family structure and healthy youth.

The existing employment structure of Turkey supplies an adequate environment for the young entrepreneurs and the youth to joins the work life for the first time. İŞKUR (Turkish Employment Agency) assumes the duties of creating new job opportunities for the youth for employment and entrepreneurship, improving and documenting the skills of the youth, offering consultancy to the youth for business life. KOSGEB (Small and Medium Enterprises Development Organization), however, is the most important entrepreneurship organisation with its grant support offered to the young entrepreneurs and entrepreneurship education organised for the youth.

"Social Inclusion" is based on works and activities carried out in cooperation of many public authorities among themselves and civil society in Turkey. Youth works carried out by all public authorities solely are coordinated by the Ministry of Youth and Sports in line with the policy measures and activities in the National Youth and Sports Policy Document. Youth Centres affiliated to the Ministry of Youth and Sports realise many activities for social inclusion of the youth, in addition to targeting the disadvantaged youth and the youth under the risk of being socially excluded, the activities might target the youth that are under provisional protection for taking refuge in Turkey.

The matter of youth health is shaped within the framework of national youth policy around the measures to combat against the habits affecting health of the youth adversely, rendering dietary habits healthy, and the aims to get the youth acquire physical activity habits. Along with campaigns carried out by the Ministry of Youth and Sports emphasising the combat against addiction and obesity and health-sports relationship, there are formal education programs carried out by the Ministry of National Education to get the students acquire the habit of physical activity. Steps aimed at facilitating the access of the youth in the general health services are provided through partnerships by the Ministry of Health with its other public authorities.

Projects and project support programs carried out by the Ministry of Culture and Tourism and culture and art projects carried out by the Ministry of Youth and Sports have important role in generalising cultural and artistic hobbies and activities among the youth that would enhance their exploratory and creative skills and raising awareness of the youth on culture and art.

Youth Information is one of the important headlines of the National Youth and Sports Policy Document and this policy field has been developed to increase the awareness in the youth on the opportunities offered by the youth policy. In this context, Youth Centres, strong organisation in the local base within the body of the Ministry of Youth and Sports offer informing the youth on many aspects of the youth work and opportunity for sound guidance to the youth.

Even though volunteering works do not have a legal framework in Turkey, the increasing effect of civil society works in Turkey on shaping the youth policies brought the youth volunteering in the centre of the youth work. In this scope, the Ministry of Youth and Sports carries out joint works with various non-governmental organisations in order to include the youth in the youth volunteer initiatives and to encourage youth volunteering. The cooperation the Ministry of Youth and Sports forms with international NGOs and other countries have significant role in terms of increasing participation and representation qualifications of the youth in the international arena and ensuring access of the youth to the means through which they could contribute to solution of global issues.

As well as in determination of policy measures and aims for strengthening the youth, the youth participation in Turkey has become an important component of the youth work all by itself. The youth participation in Turkey forms the centre of the youth work as a result of both the youth section in political parties being an effective part for the political life and increasing participation of the youth and youth non-governmental organisations in the decision-making mechanisms. Youth participation has become a strong actor in determination and implementation of youth policies through its powerful effectiveness and organisation within local governance scale, education system, university and civil society.

1. Youth Policy Governance

Introduction

The title youth and youth policy is an important factor of public polices in Turkey and by establishment of the Ministry of Youth and Sports, this factor has been handled in more detail and more comprehensively. The most general framework concerning the youth work in Turkey is shaped with undertakings for protection of youth in the [Constitution](#) (Anayasa); with the [Decree Law on Organisation and Duties of the Ministry of Youth and Sports](#) (Gençlik ve Spor Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun Hakkında Kararname), youth work in Turkey is explained in the manner that includes many subtitles and under the relevant headings, assigned public units are stated. Components of youth work and duties based on these include supporting personal and social development of the youth, improving services provided to the youth, ascertaining procedure and principles of youth work, supervising projects aimed at the youth, providing inter-institutional coordination carrying out works regarding the youth and enhancing opportunities for youth participation. Thus, the main legal instrument that is shaping the youth work in Turkey determines policy and targets aimed at both strengthening the youth and ensuring youth participation. As resolved in the mentioned Decree Law, the National Youth and Sport Document has been established and through policy areas ascertained under 13 headings, both the process of implementation and monitoring policies in the youth field is activated and a more efficient substructure of cooperation and coordination with institutions working in the youth field is set.

Decision-making mechanism on youth policy is based on inclusion of new approaches and suggestions in the light of assessment of the outcomes of previously implemented polices and measures in the process in a participative manner. Reflection of the requests and opinions of many groups working on youth, making an effect or with potential to be effected from policies to the policies to be formed is adopted as the main approach. In this direction, the policy ascertained towards the youth, public authorities and partners

responsible for executing the target and policy measures and monitoring are clearly stated.

1.1 Target population of youth policy

According to [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) which is drawn up based on the article 18 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011 and passed on with the Cabinet Decision dated 26/11/2012 and No 2012/4242 and took effect after being published on the Official Gazette dated 27/01/2013 and [No 28541](#); individuals in the 14-29 age range are defined as “*young*”. In that respect, the target population of youth policies in Turkey is assumed to be individuals in 14-29 age range.

According to 2015 data of the [Turkey Statistics Institution](#):

- Population of Turkey is 78.741.053.
- 48.3% of the population (38.049.136) is younger than 30.
- 24.3% of the population (19.162.916) consists of young people in 15-29 age range.
- 16.3% of the population (12.899.677) consists of young people in 15-24 age range.

1.2 National youth law

Existence of a National Youth Law

In article 58 “Protection of Youth” of the [Constitution of the Republic of Turkey](#) (Türkiye Cumhuriyeti Anayasası), legal commitments and duties of the state for protecting the youth are defined and thus the broadest legal framework in relation to youth is defined.

There is no exclusive youth law in Turkey’s legislation. However, it is assumed that [Legislative Decree Number 638](#) on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011 includes the provisions that should be included in a youth law. Therefore, Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports may be considered as the youth law of Turkey.

Scope and contents

In article 2 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports, duties of the Ministry are listed as follows:

Duties

- a. Determining the policies which support personal and social development of youth, enabling young people to realize their potentials by taking needs of different young groups into consideration, developing suggestions to ensure effective participation of the youth in every field of social life with decision making and implementation processes and carrying out activities in that direction and providing coordination and cooperation in services of the relevant institutions which are related to the youth.
- b. Carrying out investigations and research on the needs of youth and the services and opportunities offered to the youth and developing suggestions, carrying out information, guidance and consultancy activities in the field of youth.
- c. Determining principles and procedures in relation to youth studies and projects.
- d. Carrying out youth studies and projects, supporting such studies and projects and inspecting the implementation and outcomes of them.
- e. Supervising that sports activities are carried out as planned and in accordance with the legislation, taking measures to ensure that sports activities are improved and become widespread.
- f. Determining the policies to be implemented in the field of sports and ensuring that international rules and directives are implemented.

Ministry of Youth and Sports carries out abovementioned duties by means of following service units:

- Directorate General of Youth Services
- Directorate General of Projects and Coordination
- Directorate General of Education, Culture and Research
- Sports Department

Duties of Directorate General of Youth Services are:

- a. *Taking necessary measures and developing suggestions with the purpose of preventing abuse and violence towards young people and preventing all kinds of discrimination among young people.*
- b. *Organizing youth meetings, courses, seminars and similar events in or outside the country, attending and supporting such events.*
- c. *Determining the principles and procedures of establishing and operation of youth centres and similar facilities as well as youth and scout camps and carrying out activities to improve and promote such facilities.*
- d. *Developing suggestions to ensure effective participation of youth in every aspect of social life.*
- e. *Carrying out registration, visa and transfer procedures of youth associations.*
- f. *Carrying out studies and activities to keep young people away from bad habits.*
- g. *Organizing youth events at national and local level.*
- h. *Organizing youth week events.*
- i. *Maintain relationships with non-governmental organizations and related departments of public organizations and institutions, local administrations and universities which operate in the field of youth.*

Duties of the Directorate General of Projects and Coordination are:

- a. *Carrying out projects and works in the field of youth or sports, evaluating, participating in, supporting and inspecting the results of projects and works in this field and determining principles and procedures about the projects and works to be supported.*
- b. *Supporting the projects for young people with disabilities and youth mobility primarily.*
- c. *Providing coordination and cooperation between organizations and institutions in its field of duty.*
- d. *Carrying out preparation works for establishing National Youth and Sports Policy Document and monitoring the implementation.*
- e. *Submitting requests, suggestions and complaints about the services and opportunities offered to the youth to relevant authorities.*
- f. *Carrying out similar duties to be assigned by the Minister.*

Duties of the Directorate General of Education, Culture and Research are:

- a. *Providing guidance and consultancy to the youth and carrying out activities to improve education services and opportunities.*
- b. *Planning activities in the field of education and culture to contribute in the development of youth.*
- c. *Making publications about the field of duty of the Ministry, having such publications made and supervising them.*
- d. *Carrying out investigations and research about the youth within or outside the country, sharing the outcomes of such investigations and research with related organizations and institutions.*
- e. *Carrying out activities to increase the interest of young people in science, arts and cultural fields and supporting activities carried out in that scope.*
- f. *Carrying out similar duties to be assigned by the Minister.*

Revisions/updates

Youth policy is a dynamic concept. Youth policy of each country is shaped within the scope of its own political, economic and cultural codes. Within the context of this dynamism, various revisions and updates have been made in the content of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports since 2011 and these works still continue.

For instance, in line with the suggestions of NGO's working in the field of youth, a change related to the formation of legal basis for National Youth Council has been introduced into Decree Law in 12.7.2013. Besides, in 27.3.2015 changes related to provincial organisation of the Ministry have been adopted.

1.3 National youth strategy

Existence of a National Youth Strategy

[The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), which is drawn up in accordance with the below provision of Article 18 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011; "*National Youth and Sports Policy Document is drawn up by the Ministry and submitted to the approval of the Council of Ministers with the purpose of providing coordination and cooperation between public institutions and organizations which carry out policies and activities directly or indirectly affecting young people and sports. The National Youth and Sports Policy Document is reviewed and updated in periods of four years at the latest. In the updating process of the National Youth and Sports Policy Document, recommendations of the relevant public institutions and organizations, sports federations and non-governmental organizations are taken into consideration.*", is passed on with the Cabinet Decision dated 26/11/2012 and No 2012/4242 and took effect after being published on the Official Gazette dated 27/01/2013 and No 28541.

Scope and contents

The vision of youth policies is to provide opportunities and to establish a ground where young people can truly realize their own potentials as individuals who have universal and humanitarian values, respect for the environment, a sense of social belonging, who participate actively in social life, make use fundamental rights and liberties efficiently and who are committed to national and moral values, are informed, self-confident, active and enterprising and at a level to be able to compete with their peers in the international arena.

The main objectives of youth policies are;

- *To place the perception about youth on a correct ground*
- *To determine the needs, expectations and concerns of young people,*
- *To determine institutions and organizations working on youth and to ensure cooperation and coordination among them,*
- *To provide necessary support and encouragement in order to enable and strengthen the activities of the non-governmental organizations in the field of youth,*
- *To use resources in a way that fully contributes to the development of youth,*
- *To support the personal and social development of young people,*
- *To develop consciousness of young people as citizens,*
- *To help young people fulfil their potential by taking into consideration the needs of diverse young groups.*

[National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) consists of two chapters and 20 main policy areas. First chapter of the Document is "Youth Policies" and the second chapter is "Sports Policies". Youth Policies chapter contains 13 main policy areas. These main policy areas are:

- Education and Lifelong Learning,
- Family,
- Ethics and Humanitarian Values,
- Employment, Entrepreneurship and Vocational Training,
- Disadvantaged Young People and Social Inclusion,
- Health and Environment,
- Democratic Participation and Civic Consciousness,
- Culture and Art,
- Science and Technology,
- Youth in the International Area and Intercultural Dialogue,
- Utilizing Free Time,
- Informing Young People,
- Voluntary Work and Mobility.

In Sports Policies chapter, there 7 main policy areas. These policy areas are:

- Sports Management,
- Sports Culture and Sports For All,
- Training Elite Athletes,
- Sports Law,
- Disadvantaged People and Sports,
- Athletes' Health,
- International Sports Organizations and Olympics.

As it can be understood from the above listed policy areas, National Youth and Sports Policy Document is prepared with a quite comprehensive content.

Responsible authority for the implementation of the Youth Strategy

In accordance with the paragraph (ç) of the article 8 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011 "*Carrying out preparation works for and monitoring the implementation of the National Youth and Sports Policy Document*", Ministry of Youth and Sports is assigned to carry out related works and monitor the implementation of the Document. In addition to this, public organizations are determined to collaborate in each area which constitute the youth policy.

Revisions/updates

In accordance with the below provision of Article 18 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011; "*National Youth and Sports Policy Document is drawn up by the Ministry and submitted to the approval of the Council of Ministers with the purpose of providing coordination and cooperation between public institutions and organizations which carry out policies and activities directly or indirectly affecting young people and sports. The National Youth and Sports Policy Document is reviewed and updated in periods of four years at the latest. In the updating process of the National Youth and Sports Policy Document, recommendations of the relevant public institutions and organizations, sports federations and non-governmental organizations are taken into consideration.*", update works are organized in periods of four years.

Revision and update works of the Youth and Sports Policy Document which is an important compound of legislation on youth in Turkey is in progress and it is planned that these works are concluded by passing a new Youth and Sports Policy Document as of 2016.

1.4 Youth policy decision-making

Structure of Decision-making

[The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) was prepared with a democratic and participatory method in accordance with the opinions and recommendations of public institutions and organizations, universities, non-governmental organizations, trainers and most importantly, young people. For this purpose, 17 comprehensive workshops were held at home and abroad, the 2nd Youth Council was organized, sports workshops and post Olympics evaluation meetings were held, written opinions were taken and online platforms where everyone shared their opinions and recommendations were established. A reasonable frame analysis method was used in the preparation of the Policy Document in order to determine youth and sports policies and set targets to realize these policies. Within the framework of this method, problem and target analyses were carried out.

Decision-making processes in relation to youth policy depend on participation of numerous groups which carry out studies on youth, have an impact on or affected from the policies. Youth councils are held in every four years to determine needs and problems in terms of activities related to youth services and develop suggestions in that direction.

Main Themes

There are 13 main policy areas in Youth Policies chapter. These main policy areas are:

- Education and Lifelong Learning,
- Family,
- Ethics and Humanitarian Values,
- Employment, Entrepreneurship and Vocational Training,
- Disadvantaged Young People and Social Inclusion,
- Health and Environment,
- Democratic Participation and Civic Consciousness,
- Culture and Art,
- Science and Technology,
- Youth in the International Area and Intercultural Dialogue,
- Utilizing Free Time,
- Informing Young People,
- Voluntary Work and Mobility.

There are 7 main policy areas in Sports Policies chapter. These policy areas are:

- Sports Management,
- Sports Culture and Sports For All,
- Training Elite Athletes,
- Sports Law,
- Disadvantaged People and Sports,
- Athletes' Health,
- International Sports Organizations and Olympics.

The National Agency for Youth

[Ministry of Youth and Sports](#) (Gençlik ve Spor Bakanlığı) has undertaken the mission to coordinate the studies on strengthening the youth and youth inclusion which should be carried out by the National Agency for Youth.

Policy Monitoring and Evaluation

Objectives and activities of the Strategic Plans required by the [Law No 5018](#) (5018 nolu Yasa) as well as Policy Documents, Strategic Documents and Actions Plans which are the milestones for the Employment and Entrepreneurship industry are determined together with their terms and indicator criteria. A given objective and activity is assessed by means of term and indicator criteria by taking into account performance data and

feedbacks from establishments responsible for such objective and activity. The strategic plans shall cover a five-year period. The Performance Program ensures determination of annual objectives and indicators by respecting mission and vision of the Strategic Plan. In this sense, the Activity Reports ensure monitoring and assessment by providing outcomes of annual objectives and indicators. The activity reports cover outcomes of the activities and projects, performance objectives and their achievement, deviations in the performance indicators and their reasons and solution offers.

The authority responsible for the coordination and implementation of the strategy is the Ministry of Youth and Sports. The Ministry of Youth and Sports annually asks the institutions what they do in relation to related policies and targets by means of the implementation and monitoring plan. The Ministry draws up the activity report in accordance with the data obtained from the institutions.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

In accordance with the below provision of Article 18 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011; *"National Youth and Sports Policy Document is drawn up by the Ministry and submitted to the approval of the Council of Ministers with the purpose of providing coordination and cooperation between public institutions and organizations which carry out policies and activities directly or indirectly affecting young people and sports. The National Youth and Sports Policy Document is reviewed and updated in periods of four years at the latest. In the updating process of the National Youth and Sports Policy Document, recommendations of the relevant public institutions and organizations, sports federations and non-governmental organizations are taken into consideration."* In that framework, meetings are held with the organizations which have an impact or studies on related policy area and contributions of such organizations are evaluated during the updating stage of the Youth Policy.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

Law no 5018 requires that all public organizations draw up a strategic plan, performance schedule and activity report. Therefore, political commitment to evidence-based practices of youth policy is guaranteed by law.

Cooperation between policy-making and research

Ministry of Youth and Sports determines the vision, mission and strategic objectives of the Ministry activities by means of the strategic plans which are updated in every two years and redrawn in every five years. Priorities, performance targets and source requirements are determined with the performance schedule drawn up within the Strategic Plan. In accordance with the targets determined in these documents, an activity report is drawn up in which results of the activities, performance targets and realizations as well as deviations and causes are presented. Thus, the success achieved in the priority, target and performance activities of the youth policy is statistically evaluated.

The National Youth and Sports Policy Document was prepared with a democratic and participatory method in accordance with the opinions and recommendations of public institutions and organizations, universities, non-governmental organizations, trainers and most importantly, young people.

In the stage of revising and updating the Policy Document, inter-ministry study groups are formed as required by the belowmentioned provision of the Legislative Decree on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011 and Numbered 638; *"Ministry may form temporary study groups with the participation of other ministries, public organizations and institutions, non-governmental organizations,*

private sector representatives and related experts.” Representatives from non-governmental organizations and universities also participate in these groups.

National Statistics and available data sources

The authority responsible for Official Statistic Program in Turkey is Turkish Statistical Institute. Turkish Statistical Institute reports **“Youth with Statistics”** (İstatistiklerle Gençlik) annually.

Budgetary Allocations supporting research in the youth field

Ministry of Youth and Sports supports research projects in the field of youth which are submitted to the Ministry within the scope of Youth Projects Support Program and which are approved. In addition to this, annual budget allocated to the Directorate General of Education, Culture and Research is used by the Department of Youth Researches for this purpose.

1.7 Funding youth policy

How Youth policy is funded

Youth Policy is funded within the annual budget allocated to the Ministry of Youth and Sports from the General Budget without any specific budget discrimination.

What is funded?

Although Youth Policy is not specifically funded, Youth Policy is funded in the titles specified in the National Youth and Sports Policy Document by means of funding the service units of the Ministry which are responsible for fulfilling the duties and objectives mentioned in the above Document.

Financial accountability

Budget of the Ministry of Youth and Sports which is the highest authority in the field of youth in Turkey is audited by Turkish Court of Accounts which carries out financial audit duties on behalf of the Grand National Assembly of Turkey. Turkish Court of Accounts submits the reports of audits to the Grand National Assembly of Turkey each year.

Use of EU Funds

In relation to EU Funds, “Supporting Young Employment” operation is implemented under Operational Program of Improvement of Human Resources in 2007-2013 IPA 1st Term within the scope of Turkey-Europe Financial Cooperation.

In 2014-2020 IPA 2nd Term, it will be possible to develop projects for young people within the scope of “Education, employment and social policies”.

Turkey takes place in EU Programs in 2014-2020. Young employees of the related sectors can benefit from the project calls opened within the scope of programs such as Horizon 2020, Creative Europe Funding and COSME.

Especially the projects carried out within the scope of Erasmus+ Program provide important knowledge, skills and experiences to the young people. By participating in this program, young people can be foreseen to have the EVS (European Voluntary Service) experience.

1.8 Cross-border cooperation

Cooperation with European countries

“Protocol on Cooperation in Youth Policies” was signed and took effect between the Republic of Turkey Ministry of State Responsible for Youth and Sports and Federal Republic of Germany Ministry of Family Affairs, Senior Citizens and Youth on 18 April 1994. In that scope, Turkish-German Mixed Experts Commission was established.

Commission meetings have been held in both countries in turns since 2002. In accordance with the decisions made in the commission meetings, various training activities have been carried out by means of youth and expert exchanges. All planned activities are recorded in reports and carried out by the parties within the predetermined schedule in accordance with the reciprocity principle. Young people who are registered in the youth centres and managers of the youth centres are included in exchanges. In the last decade, about 4.000 young people participated in exchange program. Approximately 500 people from Turkey and Germany participated in the youth exchange programs carried out in Germany and Turkey in the last year.

International cooperation

Japan – Ship for World Youth Program

Ship for World Youth (SWY) is a mobility and intercultural learning themed youth project organized by the Japanese Government. Committees from Turkey also participate in the program which has been organized by Japan since 1989. Within the scope of the program, Japanese Youth Committee visits Turkey each year.

Turkey-South Korea Youth Exchange Program

Within the framework of the Cultural Agreement signed between Turkey and South Korea in 1972, mutual youth exchange programs have been organized since 2007 with the purpose of increasing friendship and cooperation between the two countries. Youth committees consisting of 23 people participate in the program.

Turkey-Tunisia Youth Exchange

Within the framework of the "Cooperation Agreement Between the Republic of Turkey Government and Republic of Tunisia Government In the Field of Youth and Sports" signed between the Republic of Turkey and the Republic of Tunisia in 2012, various activities have been carried out with the purpose of increasing friendship and cooperation between the two countries.

International Youth Camp

Ministry of Youth and Sports organizes international youth camps in Turkey with the purpose of gathering together young people of countries which have a common civilization, history and cultural heritage within the framework of "Common Values, Common Future and Young Leaders" theme; These international youth camps aim to strengthen friendship and fraternity relations among young people and societies; contribute to the development of the young leaders of the future who can contribute in humanity and society by increasing sensitivity to the world's and society's problems, to fight against all kinds of discrimination especially Islamophobia and to build a common future which is filled with tolerance and who protect their own values. Participant countries were Turkey, Albania, Tunisia, Morocco, Bahrain, Bosnia-Herzegovina, Azerbaijan, Saudi Arabia, Qatar,

1.9 Current debates and reforms

Ministry of Youth and Sports continues working on establishing new mechanisms to increase the participation of young people. In that framework, negotiations and technical preparations have been carried out for establishing Turkish National Youth Council. In addition, activities are maintained to update the National Youth and Sports Policy Document which is the key document of the Youth Policy and its implementation in Turkey in a participatory manner.

2. Voluntary Activities

Introduction

Even though volunteering refer to efforts of individuals towards their desires to be useful to the society without self-interest for the purpose of solidarity and cooperation based on their own free will, it also come out in different principles and shapes depending on the cultural and traditional differences. The sense of volunteering in Turkey sits on the moral principle of selflessness depending on the foundation culture with historical and cultural background. Foundations and associations, the first thought volunteering institutions in Turkey, increase their numbers and strengthen their institutional capacities in the adequate environment presented by the recent economic and social changes. The vital interventions by the volunteers after the Marmara Earthquake in 17 August 1999, "[Associations Law](#)" (Dernekler Kanunu) accepted in 2004 and "[Foundations Law](#)" (Vakıflar Kanunu) implemented in 2008 are important developments in understanding of importance of the volunteering institutions and formation of the legal ground.

Although Turkey lacks a legal legislation defining the volunteering and drawing the framework for non-governmental organisations' responsibility on volunteer management, policies and targets concerning volunteering are determined in the main policy field "Volunteering and Mobility" which is deemed one of the main policy fields in the National Youth and Sports Policy Document regarding the youth volunteering and it is aimed to ensure cooperation and coordination among the related institutions and organisations.

There is not an independent law on volunteering or youth volunteering in Turkey but there are some laws including the term "volunteering": [Special Provincial Administration Law \(İl Özel İdaresi Kanunu\)](#), [Municipal Law \(Belediye Kanunu\)](#), [Environmental Law \(Çevre Kanunu\)](#), [Police Organisation Law \(Emniyet Teşkilatı Kanunu\)](#), [Law on Disabled People \(Engelliler Hakkında Kanun\)](#), [Law on Mobilisation for National Forestation and Erosion Control \(Milli Ağaçlandırma ve Erozyon Kontrolü Seferberlik Kanunu\)](#), [Basic Law on Health Services \(Sağlık Hizmetleri Temel Kanunu\)](#), [Civil Defence Law \(Sivil Savunma Kanunu\)](#), [Law on Social Services \(Sosyal Hizmetler Kanunu\)](#), [Law on Probation Services \(Denetimli Serbestlik Hizmetleri Kanunu\)](#), [National Education Basic Law \(Milli Eğitim Temel Kanunu\)](#), [Law on Primary Education and Training \(İlköğretim ve Eğitim Kanunu\)](#) .

One of the primary issues in the [2016 Action Plan of the 64th Government \(2016 64 üncü Hükümet Eylem Planı\)](#) is the introduction of civil society law by the Ministry of Internal Affairs. The issue is mentioned in the 2016 Action Plan of the 64th Government as: *A framework law will be introduced on the improvement and strengthening of civil society. In this context, legal statutes of civil society institutions, their institutional structures, activities, their relations with public institutions and financial resources will be regulated.*

2.1 General context

Historical developments

When it comes to voluntary organizations, foundations are the first to come to one's mind in Turkey. Our country has a rich foundation history of centuries. There is a strong foundation tradition which has survived since the Seljuk and Ottoman era. Foundations which are based on the charity approach in Islam have played an active role in the execution of social and infrastructure services. Except for justice, security and freedom, many social services from education to health, which are provided by the government today, had been carried out by foundations in the Ottoman Empire.

Development of associations is the result of the developments in the 19th and 20th centuries. First regulations related to association law were included in the "Associations Law" of 1909 which was inspired by the French Associations Law. The Turkish Civil Code of 1926 which was drawn up after the foundation of the Republic based on the "Swiss Civil Code" includes provisions regarding associations. "Associations Law" was passed in 1938, "Associations Law no 1630" was passed in 1972 and

“Associations Law no 2908” was passed in 1983. Current “Associations Law” was passed in 2004.

Voluntary organizations in Turkey increase their numbers and strengthen their organizational capacity after being affected by domestic and international economic, political and social sciences. Number of associations and foundations in our country has increased since 1990’s with the impact of administrative, financial and legal regulations. Largest voluntary organizations in Turkey such as Community Volunteers Foundation and Education Volunteers Foundation have been founded in this period. Turkish Education Volunteers Foundation and Turkish Education Foundation carry out activities in the field of education, TEMA Foundation carries out activities in the field of environment, Foundation for Children with Leukaemia (LÖSEV) carries out activities in the field of health, Sabancı Foundation carries out activities in the field of culture and arts and Aid Foundation for Weak and Homeless People carries out activities in the field of aid.

Vital interventions by the volunteers in the aftermath of the 17 August 1999 Marmara Earthquake caused that the value of the volunteering and voluntary organizations are understood and made people think that voluntary organizations should be improved. “Associations Law” passed in 2004 and “Foundations Law” which took effect in 2008 are important legal regulations for increasing the number and strengthening the structural capacity of the voluntary organizations.

Ministry of Interior did not make any classification in the name of “volunteering” when classifying the associations according to their fields of operation. However, according to a study which was carried out with 2487 Voluntary Organizations in 26 provinces, only about one fifth (18.6%) of the voluntary organizations in Turkey have positioned themselves as aid and solidarity organizations, about one tenth (9.4%) stated that they were sports organizations, 7.8% defined themselves as educational, 7.6% as cultural and 7.2% as vocational/sectorial organizations.

As of March 2016, number of active associations in Turkey is 109.292. According to 31.12.2015 data of the Republic of Turkey Prime Minister’s Office Directorate General of Foundations, number of foundations founded in accordance with the new Civil Code is 5.012. Number of associations and foundations per capita in our country is still rather low compared to developed countries. Rather low number of voluntary organizations causes that volunteering activities are limited. When we look at the number of members, the number of female members of non-governmental organizations is 1.606.739 while number of male members is 7.246.168. When these numbers are evaluated in terms of volunteers other than members, the rate of volunteers in Turkey is 6.7%.

Main concepts

Definitions of legal regulations which determine the definition of volunteering and framework of the responsibilities of the non-governmental organizations and public organizations in the management of volunteering are given below:

With a decision which was made by United Nations General Assembly in 2012 due to the 10th Anniversary of the International Volunteer Day and which was approved by Turkey (A/RES/66/67), volunteering is considered *as an important part of strategies for reducing poverty, sustainable development, health, strengthening youth, climate change, disaster prevention and management, social integration, humanitarian aid and especially fighting against social exclusion and discrimination.*

According to the Article 2: Definitions of the Environment Law no 2872; “Environment volunteer is the person who is chosen by the Ministry among the people who have appropriate qualifications and who is responsible and authorized to report any violations of this Law and regulations implemented by this Law to the Ministry”.

Another definition of volunteering in Turkey is included in the National Youth and Sports Policy Document (2013). In this Document, volunteering is defined as; *“the individual’s using his/her physical power, time, knowledge, ability and experience together or*

separately on his/her own accord for the purpose of solidarity and cooperation, without pursuing any personal benefits and without any materialistic expectation only with the desire to be useful for the society”.

According to the Article 4: Definitions of the Regulations for Voluntary Participation in the Services of Special Provincial Administration and Municipalities; “*Volunteer is any real and legal entity that participates in the local administration services by means of using his/her knowledge, skills and abilities, collaboration opportunities and time without expecting any material income and the public organizations which will assign their volunteers in these services”.*

2.2 Administration and governance of youth volunteering

Governance

There is no legal legislation in Turkey which determines the definition of volunteering and framework of the responsibilities of the non-governmental organizations in terms of volunteering governance.

Public organizations and non-governmental organizations are the main actors in youth volunteering in Turkey. Organizations which are stated as stakeholders in Volunteering and Mobility main policy area of the National Youth and Sports Policy Document are:

Ministry of Youth and Sports,

Ministry of EU Affairs (Turkish National Agency),

Ministry of Interior,

Ministry of Family and Social Policies,

Ministry of National Education,

Ministry of Development,

Ministry of Environment and Urbanization,

Prime Minister’s Office Disaster and Emergency Management Administration

Local Administrations,

Universities,

Media Companies,

Non-Governmental Organizations.

Cross-sectoral cooperation

In the body of Ministry of Family and Social Policies, The Departement for International and Voluntary Organisations is one of the main public authorities dedicated to ensure the cooperation between public agencies and civil initiatives in the field of volunteering. Its main activity areas covers the cooperation with civil organisations working for social help, disseminating information on fighting poverty, collaborating between international organisations for welfare work, raising the awareness of social solidarity by forming cooperations among public authorities, universities, local administrations and civil society organisations.

One of the primary ways of forming cooperation between public authorities and civil society organisations is the grant programmes designed to support civil initiatives in the field of voluntary work. To this aim, Ministry of Youth and Sports in the framework of Project Support Programme grants a number of volunteering projects every year.

2.3 National strategy on youth volunteering

Existence of a National Strategy

Although there is no direct national strategy in relation to youth volunteering in Turkey, “Volunteering and Mobility” is one of the main policy areas in the National Youth and Sports Policy Document.

Scope and contents

Detailed information regarding the scope and contents of the National Youth and Sports Policy Document was given in the previous chapter. Only the scope and contents of “Volunteering and Mobility” policy area of the National Youth and Sports Policy Document will be mentioned in this section.

In the “Volunteering and Mobility” policy area of the National Youth and Sports Policy Document, three policies and fourteen targets are determined in relation to volunteering. These are:

Policy 1. Increasing the participation of young people in volunteering activities and removing obstacles in the way of volunteering.

Target 1: *To organize voluntary activities which aim to enable young people to acquire vocational skills apart from educational activities, which increase their learning competence, develop employability opportunities and the sense of solidarity, encourage them to adopt into the society more easily and to become active citizens.*

Target 2: *To perform studies which encourage young people to get integrated into certain voluntary institutions to make voluntary work instead of volunteering on their own and to conduct their voluntary activities in this way.*

Target 3: *To conduct studies in order to establish platforms which will increase the number of activities based on social volunteering, to increase the number of voluntary institutions, to improve the present voluntary institutions and to support such institutions.*

Target 4: *To make studies which will increase the influence of voluntary institutions and non-governmental organizations to make voluntary work more widespread and systematic.*

Target 5: *To strengthen communication between voluntary organizations and their support for each other.*

Target 6: *To increase young volunteers’ participation in non-governmental organizations and to help young people engage in activities which will support their success.*

Target 7: *To conduct necessary studies for the adoption of volunteering and for the establishment and expansion of awareness of volunteering at every level of educational programs.*

Policy 2. Raising awareness of young people about the participation in voluntary activities for disadvantaged people.

Target 1: *To conduct joint studies with young people who volunteer for the integration of disadvantaged young people and children into the society.*

Target 2: *To promote and to support voluntary activities which will enable young people to come together with disadvantaged citizens.*

Policy 3. Supporting voluntary activities of young people and non-governmental organizations and informing young people about non-governmental organizations and volunteering.

Target 1: *To increase the number of scholarship programmes provided by public institutions and to enable non-governmental organizations and young people to benefit from these scholarship programmes more.*

Target 2: *To provide the support of the private sector in addition to central administration and local administrations for non-governmental organizations and to conduct practices encouraging this support.*

Target 3: *To make introductory studies for young people about non-governmental organizations and volunteering programmes by means of benefiting from the power of educational institutions, media and social media.*

Target 4: *To carry out works which will highlight volunteering activities more, increase the coverage of these activities in the press and encourage young people to participate in voluntary activities.*

Target 5: *To make controls which are conducted by public institutions and organizations in the task fields of non-governmental organizations more efficient in order to prevent the abuse of volunteering.*

Responsible authority

- The Ministry of Youth and Sports,
- Ministry of National Education,
- Ministry of Development,
- Ministry of Family and Social Policies,
- Local Authorities,
- Supreme Council of Radio and Television,
- Media Companies,
- Non-Governmental Organizations.

Revisions/ Updates

As it is mentioned in the previous chapter, National Youth and Sports Policy Document was passed on with the Cabinet Decision dated 26/11/2012 and No 2012/4242 and took effect after being published on the Official Gazette dated 27/01/2013 and No 28541.

In accordance with the below provision of Article 18 of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports Dated 03/06/2011; "*National Youth and Sports Policy Document is drawn up by the Ministry and submitted to the approval of the Council of Ministers with the purpose of providing coordination and cooperation between public institutions and organizations which carry out policies and activities directly or indirectly affecting young people and sports. The National Youth and Sports Policy Document is reviewed and updated in periods of four years at the latest. In the updating process of the National Youth and Sports Policy Document, recommendations of the relevant public institutions and organizations, sports federations and non-governmental organizations are taken into consideration.*", update works are organized in periods of four years.

Revision and update works of the Youth and Sports Policy Document which is an important compound of legislation on youth in Turkey is in progress and it is planned that these works are concluded by passing a new Youth and Sports Policy Document as of 2017.

2.4 Laws and regulations on youth volunteering

Stand-alone law

There is no stand-alone law in the field of volunteering or youth volunteering in Turkey. However, volunteering is mentioned in various laws, regulations and other legislation documents. Some of the laws which includes volunteering are given below:

1) Special Provincial Administration Law

Voluntary Participation in the Services of Special Provincial Administration

Article 65- *The special provincial administration shall implement programs intended for the participation of volunteers for the purpose of ensuring solidarity and participation in the provisions of health, educational, sports, environmental, traffic and cultural services as well as services towards elderly the women and children, the disabled, the poor, etc. and increasing the effectiveness, savings and efficiency in such services.*

Qualification of volunteers and the rules and procedures applicable to their employment shall be laid down in a regulation to be issued by the Ministry of Interior.

2) Municipal Law

Parish of a county and its administration

Article 9 - ... *"The chief aldermen shall be committed to determine common requirements of the inhabitants with the participation of the volunteers, to improve the living standards of the parish, and to carry on relations with the municipality and other public institutions and corporations, as well as to declare opinion on the matters which concerns the parish, to cooperate with the other institutions and to perform the other duties conferred upon by the laws." ...*

Voluntary participation in municipal service

Article 77- *In order to enable public participation in the services and to increase the efficiency and to carry out the activities in the most economic manner, the Municipality shall prepare programs for the volunteers who are willing to contribute health, training, sports, environmental, cultural and social services, formation of libraries, parks etc. and other services rendered to the old people, women and children, disabled, poor people and to those in destitute.*

The qualifications and working principles and procedures of the volunteers shall be set out in a regulation to be published by the Ministry of Interior.

3) Environmental Law

Definitions:

Environmental Volunteer: The person who is chosen by the Ministry among the people who have appropriate qualifications and who is responsible and authorized to report any violations of this Law and regulations implemented by this Law to the Ministry.

Additional Article 3 –

The Ministry may employ people who have the qualifications in the regulation as environmental volunteer. Volunteers are not paid for this assignment.

Environmental volunteers who are determined to be involved in misconduct, will be discharged.

Procedures and principles of work and training of the environmental volunteers are arranged in a regulations to be issued by the Ministry.

4) Police Organization Law

Traffic Research Centre

Additional Clause 22–

Traffic Research Centre will be founded within Directorate General of Security under the Head of Traffic Services Department which is responsible for carrying out all kinds of research in relation to traffic safety and monitoring scientific developments and making suggestions with the purpose of preventing traffic accidents in collaboration with universities and volunteering organizations related to traffic.

5) Law on Disabled People

General Principles

Article 4- *The following principles are followed in performing the services under this Law:*

b) The participation of the disabled people, their families and volunteer organizations are provided for the decisions to be taken in relation to disabled people.

6) National Afforestation and Erosion Control Mobilization Law

Application

Article 4 – *Public organizations and institutions and legal entities which will participate in afforestation and erosion control mobilization within the scope of this Law on their own fields or sites which are allocated or for which construction servitude is granted to them and the works that they will do are listed below:*

s) Chambers, Professional Organizations, Unions, Syndicates, Foundations, Associations, Sports Clubs, Volunteering Organizations and Similar Entities can carry out afforestation and erosion control works on their own fields or sites which are allocated or for which construction servitude is granted to them.

7) Health Services Fundamental Law

Main Principles

Article 3 – *Main principles of health services are:*

j) Training and monitoring citizens in the fields of protection against diseases, healthy environment, nutrition, mother and child health and family planning and similar matters is carried out in the responsibility of all public organizations, professional organizations with a public organization quality, private and volunteering organizations.

The volunteer on whom a study is or to be conducted, can withdraw his/her consent at any stage of the study and without being bound by any condition.

Apart from insurance, no incentive or financial benefit can be offered to the volunteer to be involved in or remain in the study. However, costs of the volunteers' involvement in the study and income reduction due to the loss of working days of the healthy volunteers are indicated in the study budget and covered from the budget.

In the event that the information obtained as a result of the study is published, identity of the volunteer is not disclosed.

If Ministry of Health determines that one of the conditions which were present when the study is permitted no longer exists, it will stop the clinical study immediately. In the event that these conditions are not met in due time or it is understood that it is not possible to meet such conditions or the health of the volunteer is in danger, the study is directly ended.

Ministry of Health will establish ethical committees with the purpose of ensuring that rights, health safety and welfare of the volunteers in clinical studies to be conducted on humans are protected and evaluating the clinical studies ethically and Clinical Studies Advisory Board with the purpose of providing opinion on clinical studies to the Ministry.

8) Civil Defence Law

Article 38 –

d) Daily training wages at the rate of 1/30 of the minimum wage determined by the Minimum Wage Determination Commission for the ones older than 16 to be paid to the obligated and volunteers who participated in the tasks, trainings and drills, except for the officers, workers and contracted personnel, the obligated,

e) Expenses related to the food and accommodation of the civil defence personnel and local forces and volunteers during the time they participate in the search, rescue and aid activities in case of mobilization and war, trainings and drills, disasters and all kinds of accidents.

Additional Article 8 –

Volunteering individuals and organizations may participate in civil defence services in coordination of the civil defence organization within the framework of principles to be determined by the Ministry of Interior.

9) Social Services Law

Article 3 – In the Law;

f) Social service organizations are organizations which act in accordance with the objective of this Law and specified principles and;

"Society and Family Consultation Centres" are daily social service organizations which are responsible for providing protective, preventive, educating, improving, guiding and rehabilitating functions with the purpose of making the individual participatory, productive and self-sufficient to improve society and family along with other organizations and volunteers if necessary.

"Social Service Centres" are daily social service centres which are responsible for determining people with needs and providing and monitoring social service intervention and providing protective, preventive, educating, improving services as well as guidance and consultancy services together and in an easily accessible manner to the children, young, women, men, disabled, old individuals and their families together with public organizations and institutions, local administrations, universities, non-governmental organizations and volunteers if necessary.

Article 4 – General provisions related to social services are:

a) Activities related to the social services within the scope of this Law are carried out under the supervision of the Government in a unity with the voluntary participation of the non-governmental organizations and the public. Scope of the care and other services to be provided and the permits, working principles and procedures of the real and legal entities that will provide these services and other provisions are regulated with a regulations to be drawn up by the Social Services and Child Protection Institute.

b) Coordination and cooperation is established between the public organizations and institutions and volunteering organizations which operate in the field of social services and available resources are brought into force in the most effective manner.

10) Probation Services Law

Scope

Article 2 - (1) This Law regulates the rules on help and execution procedures to be carried out by Probation Services Advisory Board, Department of Probation, directorates of probation and protection boards as well as the duties, authorities, rights and liabilities of the people who are involved in this process.

Duties Following Release

Article 15 - (1) Duties of the Directorate following release are:

d) Protection boards cooperate with the public organizations and institutions, professional organizations with public organization quality, foundations and associations which work for public benefit and approved volunteering real and legal entities and help released people find a job or start a business in relation to their profession or skills and solve their psycho-social problems with the environment and their families in accordance with the article 90 and 91 of the Law on Execution of Penalties and Security Measures No 5275.

Volunteers

Article 22 - (1) Volunteers may be employed in probation, help and protection service in accordance with the principles stipulated in this Law. In that case, provisions related to public employees shall apply to the volunteers in terms of duty, authority and responsibility.

(2) Provisions regarding the crimes committed against public employees shall apply to the crimes committed against volunteers for their duties and provisions regarding the crimes committed by public employees shall apply to the crimes committed by volunteers for their duties. Provisions of the Law No 4483 on Trial of Civil Servants and Other Public Officials shall apply to the crimes committed by them for their duties. Investigation permit in relation with the crimes committed by volunteers for their duties is given by the Head of Justice Commission.

Training of Personnel

Article 24 - (1) Personnel employed in the directorates are trained in pre-service, candidate officer, in service and promotion training as well as training for their duties at Department of Corrections Personnel Training Centres. Training may be provided to the volunteers if necessary.

Duties of other organizations, incentive and cooperation

Article 25 - (5)

Professional organizations with public organization quality, foundations and associations which work for public benefit and volunteering real and legal entities are encouraged to contribute in probation, help and protection services.

Financial Provisions

Article 26 - (3) Adequate allocation is provided in the Ministry budget for probation, help and protection services. The amount of daily payment to the volunteers working in these services upon their request for each day they work actively for their transportation and subsistence expenses and number of total days for which payment can be made to all volunteers are determined by budget laws. No tax or deduction can be applied on these payments.

12. National Education Fundamental Law

Education Everywhere

Article 17 – Objectives of national education are tried to be realized not only at public or private education institutions but also at home, in the environment, at work anywhere and anytime.

Activities of public, private and volunteering organizations related to education are subject to the inspection of the Ministry of National Education in terms of compliance with the objectives of National Education.

Coordination

Article 42 – Coordination between the works of the public, private and volunteering organizations working in the field of overall, vocational and technical education is provided by the Ministry of National Education.

13. Primary Education and Education Law

Constructing and Equipping Primary Schools

Article 75 – With the purpose of evaluating helps and services in constructing and equipping schools and reducing the construction costs;

a) Aids to be offered by citizens in kind such as rocks, sand, pebbles, mud bricks, lime and bricks;

b) Aids in cash to be offered by citizens, organizations and charity associations are accepted and evaluated.

c) Services of the volunteers who will physically work in the construction and repair works of schools are accepted.

Other official documents containing guidelines on youth volunteering

There is no official document on youth volunteering other than the National Youth and Sports Policy Document.

Regulations on standards of quality

There is no regulations on standards of quality available currently.

Target groups

The target audience of the National Youth and Sports Policy Document is determined as the young people in 14-29 age group. In addition to this, one of the criteria to volunteer at www.gencgonulluler.gov.tr is being 14 years old or older.

2.5 Youth volunteering at national level

National Programme for Youth Volunteering

There is no national program related to Youth Volunteering available.

Funding

No funding source has been determined within the framework of any document or program directly related to volunteering in Turkey. However, regulatory organizations and institutions allocate budgets for specific volunteering programs.

Characteristics of youth volunteering

There is no information available on this subject.

Support to young volunteers

In the paragraph (a) of the 1st clause of article 8/A of the Legislative Decree Number 638 on the Organization and Duties of the Ministry of Youth and Sports, it is said; “Providing guidance and consultancy service to young people and carrying out activities to improve education services and opportunities”. In addition, first policy under the title “Volunteering and Mobility” which is one of the policy areas of the National Youth and Sports Policy Document which was published on the Official Gazette dated 27 January 2013 and No 28541 is “Increasing the participation of young people in volunteering activities and removing obstacles in the way of volunteering”.

Within the framework of supporting and extending youth volunteering in Turkey, Ministry of Youth and Sports has established a volunteering platform at www.gencgonulluler.gov.tr. On this platform, it became easier for young people to have access to volunteering activities.

Quality Assurance (QA)

There is no quality assurance system available in Turkey in relation to evaluation of volunteering.

2.6 Cross-border mobility programmes

EU programmes

Turkey has been participating in European Voluntary Service (EVS) within the framework of Erasmus+ programme since early 2000’s. Works and procedures in relation to Erasmus+ programme are carried out by [Turkish National Agency](#).

Other Programmes

International/national public and non-governmental organizations such as UN Volunteers, EUAid Volunteers, [Kızılay](#) (Red Crescent), [Search and Rescue Association](#) (AKUT), [Young People Ready for Disaster](#) (AFAD Volunteers), [Young Earth Doctors](#), [Human Rights and Freedoms and Humanitarian Aid Foundation](#) have cross-border volunteering programmes, projects and activities.

Legal framework applying to foreign volunteers

There is no special legal framework for foreign volunteers.

2.7 Raising awareness about youth volunteering opportunities

Information providers

The top-level public authorities and bodies responsible for disseminating information on volunteering opportunities are:

1. [Ministry of Youth and Sports](#),
2. [Ministry of National Education](#),
3. [Ministry of EU Affairs](#),
4. [Turkish National Agency](#),
5. Youth Centres,
6. Non-Governmental Organizations,
7. Online Portals.

Key initiatives

Top-level initiatives in Turkey to disseminate information on volunteering among young people are:

www.gencgonulluler.gsb.gov.tr

www.ab-ilan.com

www.vopool.net

2.8 Skills recognition

Policy Framework

There is no information available on this subject.

Existing arrangements

There is no arrangement available on this subject.

2.9 Current debates and reforms

One of the prioritized matters in the 2016 Action Plan of the 64th Government is that Ministry of Interior passes a civil society law. This matter is expressed in the Action Plan of the 64th Government as follows: *"A framework law shall be passed for improving and strengthening the civil society. In that scope, legal statuses, organizational structures, activities, relationships with the public organizations and financial resources of the non-governmental organizations shall be organized."*

3. Employment & Entrepreneurship

Introduction

The first legal regulation on public employment services in Turkey is the [Labour Law \(İs Kanunu\)](#) numbered 3008 and dated 1936. In line with these law provisions, the Turkish Employment Agency was founded by the [Law no. 4837 \(4837 sayılı Kanun\)](#) in 1946. In the concerned Law, the duty of the Agency is determined as, "finding jobs for the workers matching their qualifications and finding workers for the employees with matching qualifications for the jobs". The Agency engaged in different activities according to the conjuncture changing through the years. Going under a transformation by the Law no. 4904 promulgated in the Official Gazette dated 5 July 2003, in addition to its classic services for finding jobs and workers, the [İŞKUR \(Turkish Employment Agency\)](#) was turned into a structure that could effectively implement active and passive labour force policies by monitoring labour force market all the time.

When the General Situation in Labour Force Market in Turkey is looked into, decrease in the agricultural employment while able-to-work population is increasing, aspiration of the woman population with gradually increasing education level to work at higher rates in jobs other than agricultural ones are primary factors to cause high increases in labour force supply for a long time. Therefore, the labour force supply is increasing.

The main actor in employment in Turkey is the (İŞKUR) Turkish Employment Agency. Ministry of Economy, Ministry of Science, Industry and Technology, Ministry of Customs and Trade, Ministry of Development are other important actors in this field. In entrepreneurship in Turkey, [KOSGEB \(Small and Medium Business Development and Support Administration\)](#) that was founded in 1990 by the Law no. 3624 is the most important public organisation. Development Agencies are also significant actors in the entrepreneurship field as to stir public and civil society cooperation locally.

Through Profession Information Centres organised countrywide, İŞKUR serve as profession consultancy for the youth who are at the verge of choosing a profession, are starting to train on a profession, and as job consultancy for the ones who are to be working for the first time, have been unemployed for a long time, the unemployed receiving unemployment insurance pay, the adults who want to acquire a profession,

change profession, advance in their career. Furthermore, for the integration of the youth into the labour force market, the Highest Level Measures for Enhancing Flexibility and Security in the Labour Force Market and the Highest Level Measures to Encourage A Good Business-Life Balance are taken.

3.1 General context

Labour market situation in the country

The first legal arrangement in Turkey relating to public employment services is the Labour Law of 1936 and No 3008 which foresees prohibition of private offices engaged in employment services and conduct of such employment services under public monopoly. In line with provisions of this Law the Public Employment Agency was established in 1946 under the Law No 4837. According to the Law duties of the Agency were “to find jobs for workers compatible with their qualifications and to find employees for employers compatible with theirs”.

The Public Employment Agency concentrated in 1960s on activities relating to sending workers to foreign countries due to increasing labour need of industrialized countries, in particular Germany, and since they meet such need through foreign workers. In 1970s, due to economic problems in many countries and increase in unemployment its roles and responsibilities relating to employment development became intense and the Agency had a central role in development and implementation of employment policies.

The recession in industrialized countries after the Petroleum Crisis and increasing unemployment led to suspension of labour demand from foreign countries. Public Employment Agency failing to provide services needed by the labour market due to this progress and the liberal policies put into force intensively entered a new period with the Law on Unemployment Insurance No 4447 put into force in 1999; in this new period an intense change and development started for the Public Employment Agency which was rapidly changing with the new duties assigned to it.

In parallel to changes in public employment institutions which recently became actors leading the labour market with active and passive labour policies implemented and which continuously follow up the labour market in addition to conventional employment activities changing labour markets, increasing duties and responsibilities as well as harmonization with the European Union have required the Agency to get restructured. Therefore, [İŞKUR](#), which is Turkey's national public body for employment, was instilled with a structure that is able to implement active and passive labour policies effectively by continuously following up the labour market in addition to conventional employment services with the [Law No 4904](#) published in the Official Gazette of 5 July 2003.

[KOSGEB](#) (Small and Medium-Sized Enterprises Development Organization) which was established with the Law No 3624 in 1990 and which is the most important public establishment in Turkey engaged in entrepreneurship had provided services and support only for SMEs (Small and Medium Scale Enterprises) engaged in manufacturing activities until 2009. However, increase in the potential of industries other than the manufacturing industry in Turkey in terms of generation of economic added value and employment and demands from SMEs engaged in non-manufacturing industries brought the necessity to extent target group of the KOSGEB to cover all SMEs into question. Accordingly, “The Law No 5891 on Amendment of the Law on Establishment of [KOSGEB No 3624](#)” was published in the Official Gazette of 5 May 2009 and No 27219. The legal basis necessary for support of non-manufacturing SMEs by KOSGEB was provided with the said Law amendment.

The population in working age between 15 and 64 in Turkey composes 67.2 % of the total population. Accordingly, Turkey is still experiencing a period in which population increase continues despite its decreasing speed and named as “demographical transition period”. In general, workable population increase with the increasing population. Taking into account demographical characteristics of Turkey, non-agricultural industries should

create employment opportunities for more than 450 thousand people each year in order to keep the unemployment rate at reasonable level. However, continuous increase in the workable population, the agricultural industries which will keep losing employment due to economic progress and desire of women population whose educational background continuously increases to work at non-agricultural industry are the main factors that will lead to high increases in labour supply.

According to [2016 January data of TUIK](#) (Turkish Statistical Institute), number of those employed reached 26 million 275 thousand people by increasing by 821 thousand people in comparison to the same period of the previous year and the employment rate is 45 % with an increase equal to 0.7 %. During this period number of those working at agricultural industry decreased by 30 thousand people and that of those working at non-agricultural industries increased by 851 thousand people. 18.3 %, 20.2 %, 6.7 % and 54.8 % of those employed are working at agricultural, industry, construction and services industry, respectively. Labour force was 29 million 565 thousand people in 2016 January with an increase of 852 thousand people in comparison to the same period of the previous year and the rate of participation in the labour force was 50.7 % with an increase equal to 0.7 %. Number of those unemployed for age equal to or more than 15 throughout Turkey was 3 million 290 thousand people in 2016 January with an increase by 31 thousand people in comparison to the same period of the previous year. Unemployment rate was 11.1 % with a decrease equal to 0.2 %.

According to [TUIK](#) (Turkish Statistical Institute) [2015 data](#), youth employment rate was 34.2 % in 2015 with an increase by 0.7 % in comparison to 2014. 18.5 %, 31.4 % and 50.1 % of young people employed worked at agricultural, industry and services industry, respectively. Young unemployment rate covering the age group between 15 and 24 was 19.2 % with a decrease by 0.8 %.

The labour market in Turkey is characterized by strong labour supply due to rapid population increase, small scale enterprises covering the major portion of the employment rate and various wage levels. It is known that some important structural reasons underlie such characteristics of the Turkish labour market. Which are in general;

- Young population increasing with the increase in general population;
- Difficulties encountered by educated labour force in finding job in terms of labour demand;
- Those with educational background lower than high school grade including illiterate people composing more than half of the total labour force;

High share of agricultural industry in employment rate in terms of employment rate by industries and higher rate of informality.

Definitions and concepts

When assessing the youth employment in terms of existing institutional structures and legislation, according to Article 4 of the "[Regulation on Rules and Procedures relating to Employment of Workers](#)" the workers between 15 and 18 years old are "young workers", the workers between 14 and 15 who completed their primary school education are "child workers". *On the other hand, in accordance with Article 71 "Age of employment and prohibition of employment of children" of the [Labour Law No 4857](#) which is regulated by taking into account the European Union Directive 94/33/EC those younger than 18 years old are divided into two groups "child" and "young workers". According to expressions used in the Law (art. 71/III, art. 73/I and art. 85/I, art. 87), those between 15 and 18 years old are defined as "young". However, those younger than 15 years old are defined as "child".*

3.2 Administration and Governance

Governance

Turkish Employment Agency

The Turkish Employment Agency (İŞKUR) was established with the Law of 25/06/2003 and No 4904 in order to facilitate activities relating to protection, improvement, generalization of employment, and prevention of unemployment and to provide unemployment insurance services.

Duties of the institution are as follows:

- a) To facilitate activities relating to development of national employment policy and protection, improvement of employment, prevention of unemployment and to carry out activities relating to unemployment insurance.
- b) To compile, analyse, assess and publish at local and national level the labour market data; to establish the Labour Market Information Consultation Board and to coordinate activities of the Board; to make and ensure conduct of labour need analyses for determination of labour supply and demand.
- c) To make or ensure conduct of business and vocation analyses; to provide or ensure provision of business and vocation consultancy services; to develop and implement labour training, vocational training and labour adaptation programs in order to enhance employability of the labour force; to organize training seminars for employed labour.
- d) To make studies relating to regulation of worker demand and job search; to mediate employment of the labour force at jobs in domestic and foreign markets which are suitable to their qualifications and finding suitable labour force for several jobs and signature of foreign service agreements; to contribute in employment of labour force that workplaces have to employ and labour force hard to employ; to fulfil duties imposed to the Agency in relation to private employment offices; to carry out procedures relating to provision of workers to be employed by employers in their own jobs and activities in foreign countries and allowing or prohibition of mediation of employment in agricultural activities.
- e) When necessary to provide institutions and establishments with training and consultancy services at national or international level by participating in tenders relating to the Agency's field of activity.
- f) To follow up decisions taken by the European Union and international agencies relating to labour, employment and working life; to implement bilateral and multilateral agreements, conventions and recommendations to which the Republic of Turkey is a party and which are covered by responsibilities of the Agency.

The General Assembly of İŞKUR is composed of representatives of public institutions and establishments engaged in employment activities, professional organizations having the nature of public institution and worker and employer confederations.

Duties of the General Assembly are as follows:

- a) To facilitate development of national employment policy compatible with the governmental economic and social policies; to assess progress in such implemented policies.
- b) To facilitate protection, improvement and generalization of employment and prevention of unemployment; to provide suggestions.
- c) To discuss periodic activity reports of the Agency; to provide suggestions to improve services of the Agency. Outcomes of the General Assembly meetings shall be documented in the form of a report and such report shall be submitted to the Ministry within two months.

Resolutions of the General Assembly are taken into account in policy making and implementation activities of the Agency and other relevant institutions and establishments.

Active elements at local level of governance are the Provincial Directorates of Labour and Employment Agency. The most needed professions are determined according to the results of Labour Market Need Analyses made by Provincial Directorates of Labour and Employment Agency located in 81 provinces throughout the country and the Provincial Directorates of Labour and Employment Agency develop Annual Labour Training Plans in order to organize courses/programs for such professions.

Small and Medium-Sized Enterprises Development Organization

[The Small and Medium-Sized Enterprises Development Organization \(KOSGEB\)](#) was established with the [Law of 12.04.1990 and No 3624](#) in order to enhance share and effectiveness of small and medium scale enterprises in meeting social and economic needs of the country, to enhance their competitive power and level and to ensure integration in industry according to economic developments.

Duties of the Organization:

- a) To ensure establishment of Technology Centres, Technoparks, Consultancy Centres, Institutes and similar units in order to support and implement research and development activities in industry;
- b) To enable enterprises to get use of the Science and Technology infrastructure at universities and Public and Private research centres; to strengthen industry-university cooperation;
- c) To have access to existing technological knowledge and to generate new technological knowledge, to generalize knowledge accessed or generated in order to higher the technological level;
- d) To establish or ensure establishment of Technology centres and Technoparks in which new and advanced technology-based information is compiled, assessed, improved and made available to enterprises for use by production purposes through opportunities provided by universities and research centres;
- e) To establish or ensure establishment of Expertise Centres which will implement project profiles in order to guide investments in various industries to ensure that enterprises adopt a planned management understanding, modern and contemporary business level, get use of unutilized capacity, enhance efficiency and carry out comprehensive "Technical Assistance and Support programs and Projects" in fields of modernization, production, management, marketing, information and technological adaptation;
- h) To enable enterprises to get strengthened and improved in terms of knowledge and skills in the fields of investment, production, management and planning;
- i) To look for solutions to marketing problems of enterprises; to carry out necessary activities in order to enable enterprises to be capable to compete in domestic and foreign markets and to organize consultancy services for the same purpose in the most efficient manner;
- j) To take necessary measures for improvement and generalization of entrepreneurship culture and environment; to support entrepreneurs and enterprises;
- k) To enhance cooperation between enterprises; to support development and generalization of joint investments to be made with the participation of domestic and foreign capital contribution; to take necessary measures and provide supports in order to improve the investment environment.

The General Assembly of KOSGEB is composed of representatives of public institutions and establishments engaged in employment and entrepreneurship activities, professional organizations having the nature of public institution and worker and employer

confederations. Duties of the General Assembly, in line with the Development plans and Programs, are to take improvement and supporting decisions for enterprises, to take measures to plan implementations and ensure coordination, to give regulatory instructions, to assess annual activity reports of the Ministry, to determine principles of annual working program and to provide suggestions in order to ensure adaptation of enterprises to technological developments and free competitive environment.

The main actor in Turkey in terms of employment is the [Turkish Employment Agency](#). The Agency is the relevant body of the [Ministry of Labour and Social Security](#) (Çalışma ve Sosyal Güvenlik Bakanlığı) and a public establishments subject to private law provisions, having a legal personality, and autonomous in terms of its administrative and financial aspects. Other important actors are the [Ministry of Economy](#), [the Ministry of Science, Industry and Technology](#), [the Ministry of Customs and Trade](#) and [the Ministry of Development](#).

The main actor in Turkey in terms of entrepreneurship is [the Small and Medium-Sized Enterprises Development Organization](#). KOSGEB is a public establishment related to the Ministry of Science, Industry and Technology, has a legal personality and is subject to private law provisions in its procedures. The Ministry of Economy is the main actor in terms of foreign trade and investment entrepreneurship. The Development Agencies autonomously engaged in activities under the Ministry of Development is a significant actor in terms of entrepreneurship in relation to mobilization of public and civil community cooperation at local level.

Cross-sectorial cooperation

In Turkey the main actors of employment and entrepreneurship, respectively İŞ-KUR and KOSGEB interact with other public authorities, organisations of employers and employees. There is a close cooperation between İS-KUR and the Ministry of National Education in the field of training high quality workforce and vocational education thanks to the [Protocol for Training Workforce and Service Concord between the Ministry of National Education and the Ministry of Ministry of Labour and Social Security](#). In the same vein, İŞ-KUR collaborates with universities to inform the students about professional career possibilities.

KOSGEB following the example of İŞ-KUR as a part of its role for providing non-formal education in the field of entrepreneurship carries out cooperation with municipalities and universities.

Ministry of Youth and Sports implements several programmes for promoting youth entrepreneurship by using the educational programmes of İŞ-KUR and KOSGEB.

3.3 Skills Forecasting

Forecasting system(s)

All activities carried out under responsibility of the [VQI](#) (Vocational Qualifications Institution) and included in the [UMYS](#) (National Vocational Qualifications System) aim to provide a vocational profile that will define the qualities demanded by the labour market and to bring the individuals with qualifications suitable to the developed profile to the labour market. Therefore, a participatory understanding is adopted in development and verification of the UMS (National Vocational Standards) and UYs (National Qualifications), conduct of exam and certification activities in an objective manner and development and put into force of the TQF (Turkish Qualifications Framework), and future demands of the labour market are taken into account.

UMSs aim to define the labour profile needed by the labour market and to meet qualified labour need of the labour market while UYs are the documents which contain learning acquisitions that an individual should have, used for learning and assessment and based on national or international vocational standards. All elements defined in the UMS and UYs (duties, procedures and performance criteria, etc.) reflect properly expectations of

the industry for the relevant profession and clearly define expectations of the industry from individuals to practice relevant profession. The UMS and UYs are developed by working groups developed by the VQI or institutions/establishments capable to represent relevant industry as assigned by the VQI. The drafts developed are examined, assessed and verified by industrial committees with sufficient technical knowledge and skills in the profession in which all the interested parties are represented.

After the verification process carried out by the industrial committees, the UMSs and UYs are approved by the VQI Board of Directors which represents all interested parties (public, educational society, young people, employee and employer and professional organizations) and put into force by being published in the Official Gazette.

[The Turkish Vocational And Technical Training Strategy Document and Action Plan](#) has been developed according to priorities underlined in top policy documents and in line with national and international developments in order to establish a flexible, permeable and innovative vocational and technical training system which enables active participation of stakeholders, prepares people for employment and which provides all segments of the society with the opportunity to learn and which supports social and economic development. In this Document skills and professions needed by the labour market are explained and elaborated with statistical data. In this sense, İŞKUR and social stakeholders make labour market need analyses throughout the country in order to determine professions needed by the labour market, to identify skills necessary for such professions, to predict professions for which employment increase or decrease is foreseen for upcoming periods, to monitor changes and developments in the labour market and to reveal effects of such changes and developments on the labour force need and to determine the measures that should be taken.

[The Skills 2020 Report of Turkey](#) was developed with the participation of public authorities and civil community in Turkey, support of the ETF (European Training Foundation) and under leadership of the Ministry of Labour and Social Security. The ETF has developed the *Skills 2020 Report of Turkey* with the participation of international experts and national policy leaders and stakeholders. The report contains skills vision and road map. In the report various issues such as what activities should be prioritized in terms of skills development in the mid-term, until 2020, and how the educational and training system and applicable methods for activities can be adapted to a lifelong and inclusive approach in order to develop necessary skills when existing resources and capacities are taken into account.

Skills development

[“Program for Development of Basic and Vocational Skills”](#) among the prioritized transformation programs included in the [10th Development Plan](#) which covers the period 2014 to 2018 has been developed accordingly. In the said program, importance of individuals having basic skills required by business life in addition to vocational skills and strengthening of relationship between the educational system and the working life in terms of development of human resources in Turkey was underlined.

In the Tenth Development Plan (2014 - 2018) following objectives were determined to be the basic components of the Program for Development of Basic and Vocational Skills:

- Enhancement of Harmonization of Educational System with the Labour Market
- Development of Basic Skills of Young People at Educational Age
- Development of Basic Skills of Young Labour Force
- Development of Artistic and Sportive Activities
- Enhancement of Vocational Qualifications

The law on Vocational Training is one of the basic legal documents in Turkey in terms of vocational qualifications and skills. Purpose of this Law is to regulate the principles relating to training of apprentices, foremen and master workers as well as vocational trainings in schools and enterprises.

The Vocational Qualifications Institution is one of the most important establishments in Turkey in terms of development and assessment of vocational qualifications and skills. This Institution is responsible to determine principles for national qualifications in technical and vocational areas, to establish and operate the national qualifications system necessary to carry out activities relating to audits, measurements and assessments, certifications and documentation and to regulate issues relating to the Turkish Qualifications Framework on the basis of national and international vocational standards.

The Public education centres are the establishments which contribute in skills and vocational development which are organized throughout the country. They provide services with at least one branch everywhere (in districts) in Turkey without discriminating between provinces or districts since they are public institutions. Everyone older than the obligatory education age can get use of such opportunities without any upper age limit.

The Directorate General for Lifelong Learning within [the Ministry of National Education](#) has determined objectives under the following topics in the [Lifelong Learning Strategy Document and Action Plan \(2014 - 2018\)](#).

- Enhancement of participation rate in lifelong learning
- Development of vocational training activities at workplaces
- Generalization of awareness raising activities in terms of lifelong learning
- Monitoring and assessment of lifelong learning system
- Access of disadvantageous groups to lifelong learning
- Promotion of flexible learning means

[The Youth Centres](#) within [the Ministry of Youth and Sports](#) whose is number is about 300 participate in development of young people's skills through free courses provided for young people at many branches.

3.4 Career Guidance and Counselling

Career guidance and counselling services

Since 2009 [İŞKUR](#) is the National representative of the Euroguidance network which interconnects the Vocational Guidance systems throughout the EU by the EU Commission. İŞKUR provides services relating to vocational counselling for young people who will start vocational training and who are about to select a job or profession and services relating to vocational counselling services for who will start working life, long-term unemployed people, unemployed people receiving unemployment insurance allowance and adults wishing to have a job, change job and get advanced in their professions through its [Vocational Information Centres](#) organized throughout the country. It assists young people in terms of awareness rising relating to important of profession and job selection, workplaces, professions and training opportunities and in knowing themselves. In addition, training on development of job search skills is provided in order to assist unemployed people seeking job and applying to the Agency, students of vocational training centre, vocational high school, vocational schools and universities and rank and files about to complete their military service in job search, job finding, interview with employer and development of resume.

İŞKUR provides "job and vocational counselling" services for young and adult people wishing to change job/profession, improve their vocational skills and those with problems in vocational inconformity, problems in job finding/selection or profession selection who are about to select a profession. Since whether personal characteristics and skills of those wishing to change their profession or unemployed people are compatible with the labour market and the professions they are incline to is assessed by the counsellors through the job and vocational counselling services it is possible "to guide the right unemployed to the right job and to guide the right trainee to the right training". In this sense, the job and vocational counselling services are the most effective method in active employment policy tools in terms of costs.

[The Lifelong Learning Strategy Document](#) (Hayat Boyu Öğrenme Strateji Dokümanı) has been designed to provide lifelong guidance and counselling services which will assist employees in improvement in their careers and thinking of alternative job opportunities in addition to vocational guidance services provided to job seekers. The vocational guidance and counselling services is one of the basic components of the lifelong learning system.

The VQI (Vocational Qualifications Institution) has guaranteed provision of guidance and counselling services to individual under its responsibility by means of institutional legislative arrangements and international documents. The VQI as the EQF (European Qualifications Framework) National Coordination Point (NCP) of Turkey, qualifications and the TQF (Turkish Qualifications Framework) provide stakeholders with technical knowledge and guidance in many subjects such as common and free learning. The VQI which is also the [National Europass Centre](#) carries out activities such as management of Europass documents, promotion of Europass and Europass documents and effectively informing the information and guidance centres of Europass and Europass documents. In the VQI institutional legislation it is an obligation to provide guidance services to applicants and candidates by Certification Bodies authorized to carry out measurement, assessment and certification activities in line with the elements defined in UYs (National Qualifications).

University Career Centres have been established in many universities in Turkey based on Article 7 of [the Law on Higher Education](#). Basic purpose of these centres is to ensure improvement of competencies of candidate students, students and graduated people in terms of career planning and improvements relating to their skills, knowledge and qualifications and to contribute in improvement of human resources potential and performance of Turkey.

Funding

[The Turkish Employment Agency](#) meets costs of its vocational guidance services from its own budget.

Incomes of the Turkish Employment Agency are as follows:

- a) Allocation provided in the Ministry's budget for the Agency each year.
- b) Price of training and counselling services provided by the Agency and fees collected from private employment offices as well as employers and agricultural agents.
- c) Incomes from movable and immovable properties of the Agency.
- d) Donations given and wills made by real or legal persons and income from sale of standard forms, etc. developed by the Agency and other incomes.

[The Vocational Qualifications Institution](#) (Mesleki Yeterlilik Kurumu) is a public institution with special budget. The activities relating to improvement of National Vocational Standards and National Qualifications are, in general, carried out under cooperation protocols made between the Vocational Qualifications Institution and establishments which are able to represent industries and on voluntary basis. Costs of services measurement, assessment and certification and related audit activities and guidance services arising out of such activities as well as, when necessary, development of National Vocational Standards and National Qualifications are met from the Agency's budget and such services are under the field of activity of the Agency.

Quality assurance

The Authorized Certifications Bodies are subject to regular qualification and quality monitoring activities by the [Turkish Accreditation Agency](#) (TURKAK-Türk Akkreditasyon Kurumu) and the [Vocational Qualifications Institution](#) (VQI). The surveillance audits made by the VQI are carried out at least once every two year and during the surveillance audits fulfilment of requirements given under the title "Requirements for Authorization" is assessed. The items assessed during the audits also cover provision of guidance and

counselling services for individuals making applications to establishments through a certification application. During the surveillance audits compliance of establishments to relevant requirements and procedures is assessed and the audits are based on the assessments, processes employed and the records obtained after such processes. Results of such audits are reported to establishments and establishments are informed of any inconsistency identified in the report. Establishments should conduct corrective and prevention actions for the inconsistencies and inform the body (TURKAK or the VQI) making the audit of the actions taken and their results.

3.5 Traineeships and Apprenticeships

Official guidelines on traineeships and apprenticeships

Traineeship and apprenticeship in Turkey are regulated by [the Law on Vocational Training](#) and [the Regulation on Vocational and Technical Training](#). A trainee is the person who is employed by an employer in order to improve his/her knowledge level by observing practices and to learn activities carried out by a workplace. An apprentice is a person who improves on-the-job knowledge, skills and working habits required by a profession in accordance with principles set forth in apprenticeship agreement in the Law on Vocational Training. In accordance with Article 18 of the Law on Vocational Training No 3308 a public and private institution, establishment or workplace producing products or services and employing more than nine personnel provide skills training to students of vocational and technical educational schools and institutions provided that their number is not less than five per cent of the total number of employees. Regarding university students, students who have to make traineeship under the educational and training program they are studying and students whose traineeship is found appropriate by the school upon their applications although they do not have make traineeship are covered by the trainee status.

The Regulation on Vocational and Technical Training issued to determine rules and procedures relating to many subjects of apprenticeship which is covered by the title Vocational and Technical Training is an official guide. The basic legal arrangement relating to management and implementation of the Turkish Qualifications Framework (TQF) which aims to cover all general training qualifications, vocational qualifications and academic qualifications is "[the Regulation on Rules and Principles relating to Implementation of the Turkish Qualifications Framework](#)" which was put into force by a Cabinet Decision.

The Regulation was put into force by being published in the Official Gazette of 19/11/2015 and No 29537 and has been developed to regulate rules and procedures relating to development, improvement, implementation and updating of the TQF in line with the activities carried out in order to develop policies, processes and protocols that will ensure functionality of the TQF by taking into account the principles relating to implementation and management of the TQF.

In addition, each educational and vocational institution which requires traineeship develops guidelines in which requirements and method of traineeship are explained in details.

Promoting traineeships and apprenticeships

The On-the-Job Training Program which is one of the active labour market programs employed by the Turkish Employment Agency in order to reduce unemployment is an on [the job learning program](#) aimed at ensuring that unemployed people registered to the [Turkish Employment Agency](#) reinforce their professional knowledge at workplaces registered to the Turkish Employment Agency through practices and learn business and production processes. Basic aim of the program is to instil those without any vocational experience and job experience with vocational and job experience and to enhance their employability. Another aim is to provide employers encountering problems in providing qualified labour force with the opportunity to inquire about the persons to be employed

and to take the right decision in terms of recruitment by observing such persons on the job and providing them with trainings.

Accordingly, people seeking job but not having job experience are provided with job experience and employers find the opportunity to train the needed labour force so both employers and job seekers have the right job and right recruitment opportunities. Employers wishing to organize On-the-Job Training program are able to organize a program by selecting the persons who will participate in such program.

The vocational qualification certificate is not obligatory for those having a mastership certificate in accordance with the Law on Vocational Training of 5/6/1986 and No 3308 and those graduated from vocational or technical schools of the Ministry of National Education or from schools or departments of universities offering vocational and technical education and working at branches, areas or fields specified in their mastership certificates. According to this Law individuals are obliged to receive apprenticeship training or have vocational qualification certificate in the relevant field in order to engage in relevant professions.

The Vocational Requirements are also covered by the Turkish Qualifications Framework (TQF). The TQF classifies all qualifications whose quality assurance is ensured under eight levels and groups them according to their types. For example the Level 5 covers "Undergraduate Diploma" and "Level 5 Vocational Qualification Certificate" and Level 4 covers "Vocational and Technical Training High School Diploma" and "Mastership Certificate".

The design of the TQF which ensures that qualifications relating to vocational aspects such as mastership and semiskilled certificates obtained by attending apprenticeship and semiskilled programs in addition to formal education are the same level with academic and general education qualifications aims to encourage young people in terms of having vocational qualifications by respecting vocational qualifications.

Recognition of learning outcomes

The Vocational Qualifications Institution is concentrated on activities relating to recognition of former learnings and validation of common and free learnings. The VQI ensures recognition and certification of learning acquisitions determined in the national qualifications through authorization of professional organizations, employee-employer unions, units of universities engaged in certification of personnel, independent personnel Certification Bodies.

The Certification Bodies Authorized by the VQI measures and assesses individuals wishing to obtain a VQI Vocational Qualifications Certificate in relevant UYs and provides successful person with such certificate.

The Authorized Certification Bodies provides individuals with the opportunity of certification of their vocational knowledge, skills and qualifications obtained in any manner and regardless of their educational background and job experience. Learning acquisitions of those whose applicants are found to be appropriate among the individuals making an application for certification are measured and assessed according to the criteria defined in relevant UYs and the VQI Vocational Qualification Certificate is issued for those successful. The VQI Vocational Qualification Certificates are the documents which are recognized and relied on by national and international labour markets.

Thus, individuals find the opportunity to save the units in which they are successful. In addition, Europass Certificate Supplements which define the learning acquisitions covered by the VQI Vocational Qualification Certificates hold by individuals are developed and published in website of the VQI.

Funding

In accordance with the Law on Vocational Training the Ministry of National Education is obliged to pay premiums for semiskilled workers, those receiving vocational training in enterprises, students subject to apprenticeship when studying at vocational or technical secondary school and students receiving complementary training or field training. For scholarships engaged in projects supported by public institutions and establishments, the public institutions and establishments within which the project is conducted are liable to pay premiums. For students subject to apprenticeship during higher education or those receiving vocational trainings in enterprises, the higher education institution at which such students are studying is liable to pay premiums.

Since premiums of apprentices are paid by the Ministry of National Education or the institutions at which they are trained there is not any premium load on employers and there is not any other direct exemption or deduction for apprentices. However, there are various incentive practices for İŞ-KUR trainees. Portion of the wages paid to apprentices which does not exceed the minimum wage is exempt from income tax and stamp tax withholding.

Trainees attending employment, vocational development and change organized by the Turkish Employment Agency shall be deemed to be insured and provisions of occupational accident and occupational disease insurance shall apply.

SGK employer premium of those already completed the on-the-job training provided by İŞKUR, older than 18 years and younger than 29 years and recruited within three months after the program are met by the Unemployment Insurance Fund for 42 months if the employer is engaged in manufacturing industry and for 30 months if the employer is engaged in any other industry.

The certificate cost relating to professions which are subject to a certificate in accordance with the Law on Vocational Qualifications Institution No 5544 and the exam fee (if does not exceed the amount specified by the Council of Ministers) are paid by the Unemployment Insurance Fund according to the principles set forth in the Law on Unemployment Insurance.

Quality assurance

Aim of [the Vocational and Technical Training Strategy Document and Action Plan](#) aims at promoting workplace-based learning including quality traineeship, apprenticeship and dual training models in order to facilitate transformation from educational career to working life for ensuring quality sustainability relating to traineeship and apprenticeship. In order for an enterprise to accept a student it should meet at least 80 % of the educational program, employ at least one master educator or trainer personnel in relevant field and the workplace standards should comply with the legal regulations. In various projects covered by lifelong learning activities executed and developed by the Ministry of National Education, the Council of Higher Education and VQI "ensuring that social partners involve in decision-making mechanisms, development of learning outcomes at various levels by the help of industry, determination of module-credit values of formal and non-formal educational programs, crediting of activities such as traineeship and on-the-job training, counselling and guidance, information systems, recognition, assessment and validity of former learnings, certification and quality assurance" are the prioritized items.

The total quality management approach has been adopted for provision of all services including apprenticeship and semiskilled trainings specified in the Regulation on Vocational and Technical Training. Establishment and functioning of the quality improvement team are regulated by provisions of "the Implementing Directive of the Ministry of National Education on Total Quality Management".

3.6 Integration of Young People in the Labour Market

Youth employment measures

The strategic aims determined under the [Strategic Plan](#) of the Directorate General of Turkish Employment Agency which covers the period 2013 to 2017.

- To diversify employment services in line with needs of the labour market and to have an active role in recruitment.
- To implement, improve, generalize and increase effectiveness of active labour programs in order to enhance employability of the labour force.
- To effectively employ passive programs aimed at reduction of socio-economic effects of unemployment.
- To develop a strong institutional structure which dominates developments and changes in the labour market.

Basic purpose and target of the [Tenth Development Plan](#) relating to Employment and Working Life is to develop a labour market in which safe flexibility approach is adopted and occupational health and safety requirements are improved, quality of the labour force is enhanced and effectively use, job opportunities are provided to all segments of the community. In order achieve such target it is stated in the Plan that it will be continued to develop qualified employment opportunities for all segments of the community, in particular women and young people, by taking into account regional, local and sectoral labour dynamics.

In parallel to the Tenth Development Plan following policy measures have been developed in [the Mid-Term Plan](#):

- Individuals will be instilled with basic and vocational skills suitable to demands of the labour market; policies aimed at reduction of youth unemployment, facilitation of integration of young people in the labour market and ensuring appropriateness for working and family life will be implemented and the active labour policies will be implemented based on the effect analyses made on regional and sectoral basis.
- Youth employment and entrepreneurship will be supported under the policy to accelerate integration of young people in the labour market and to enhance their skills. Loan support, monetary support in blank and income tax exemption for young people finding a job for the first time, establishing a new business, wishing to run their own business and young farmers will be provided.

Labour Force Development Courses: The labour force development courses are the courses organized in order to ensure that unemployed people not having a profession or having a profession not attractive to the labour market and registered to İŞKUR and unemployed people receiving unemployment insurance allowances will be developed for professions needed by the labour market and employed accordingly. Such courses are concentrated on employment according to needs of the labour market.

Entrepreneurship Trainings: İŞKUR has been providing entrepreneurship trainings since 2009 to unemployed people registered to İŞKUR and those wishing to change their jobs in order to meet qualified personnel need of the labour market, facilitate employment of unemployed people and to assist them in starting a business on the basis of lifelong training understanding.

Under [the KOSGEB Entrepreneurship Support Program](#) young entrepreneurs are provided with grants and interest-free loans for their initial attempts. KOSGEB has developed the Entrepreneurship Support Program in order to support entrepreneurship, to generalize entrepreneurship and to enable establishment of successful businesses. Under the program nonrecourse loan equal to 50000 TL and loan equal to 100000 TL, 150000 TL of support loan in total, are provided to entrepreneurs.

On-the-Job Training (Traineeship) Programs: Studies in Turkey relating to active employment policies started with the regulation put into force in 1988 in relation to training of the labour force and the Turkish Employment Agency (İŞKUR) directly

engaged in the labour market has an important role in this matter. İŞKUR aimed to employ unqualified labour force by instilling them with vocational trainings and skills by means of “employment-guarantee courses”. Fields of courses provided accordingly and qualities of the trainees vary depending on provinces or regions. The active employment policies applied by İŞKUR also cover “job and vocational counselling” and “training seminars in workplaces” in addition to such courses. The On-the-Job Training Program which is one of the active labour market programs employed by the İŞKUR in order to reduce unemployment is an on-the-job learning program aimed at ensuring that unemployed people registered to the İŞKUR reinforce their professional knowledge at workplaces registered to the İŞKUR through practices and learn business and production processes.

The On-the-Job Training Program provides its attendees with the opportunity to gain vocational experience and skills in their profession or in another field. University students attending the program have the opportunity to fulfil their obligatory traineeships through this program and are able to eliminate the problem of shortness in experience in job finding process by including such experience in their resumes. The attendees are also provided with the opportunity to earn money equal to new minimum wage depending on the term of the program. On the other hand, since scholarship or student loans of university students are not suspended along the term of the program such students are able to receive such payments. In addition, premiums for occupational accident, occupational disease and general health insurance for the attendees are paid by İŞKUR along the term of the program; which allows the attendees to get use of healthcare services. SGK employer premium of those already completed the on-the-job training, older than 18 years and younger than 29 years and recruited within three months after the program are met by the Unemployment Insurance Fund for 42 months if the employer is engaged in manufacturing industry and for 30 months if the employer is engaged in any other industry.

[The Ministry of Food, Agriculture and Livestock](#) will make grants up to 30 thousand Turkish Liras (8 thousand Euros) for the projects aimed at production of vegetable, animal, local agricultural products and medicinal and aromatic plant production to be executed by young rural farmers for the time period from 1 January 2016 to 31 December 2018 in order to support the projects for agricultural production at rural areas which will contribute to employment of young rural population, development of alternative income resources, enhancement of income level, supporting entrepreneurship of young farmers and ensuring agricultural sustainability.

The Ministry of Culture and Tourism applies the [GENÇDES](#) program which is aimed to enhance participation to cultural and artistic events and to allow realization of projects in various fields of arts.

Flexicurity measures focusing on young people

The flexicurity concept was introduced in the development plans with the phrase “both flexible and secure labour market” since the Seventh Five-Year Development Plan (1996-2000). The Eighth Five-Year Development Plan covering 2001-2005 specifies that it is necessary to ensure secure flexibility understanding needed by the labour market; the Ninth Development Plan (2007-2013) specifies that it is necessary to instil the labour market with more flexibility and security by assessing flexibility together with security; and the Tenth Development Plan covering 2014-2018 specifies that it is necessary to have progress by assessing secure flexible working, seniority indemnity, sub-employers, social dialogue, active and passive labour policies together with social parties in order to enhance effectiveness of the labour market.

In the Tenth Five-Year Development Plan, one of the basic aims is to develop a labour market in which the flexicurity approach is adopted under the title Employment and Working Life.

In the Tenth Development Plan (2014 - 2018) [Labour Market Activation Program Action Plan](#) one of the aims is to generalize Flexible working forms. According to that aim following policies were adopted:

- Resolution of the seniority indemnity problem in dialogue with social parties by protecting acquired rights
- Re-arrangement of the sub-employer implementation in dialogue with social parties
- Bending the conditions for use of the unemployment insurance and extension of its term
- Limitation of over work exceeding the time period specified in the law
- Generalization of flexible working means by protecting rights of employees.

Reconciliation of private and working life for young people

The important factors that prevent young people from abandoning the labour market subsequent to marriage and having children are certain legal regulations ensuring a balance between private and working life (parent leave and other care leaves), institutional services (kindergartens, day nurseries, elder, disabled, patient care services) and working conditions of the labour market.

In Turkey workplaces of both public and private sector are equipped with kindergartens although their number is not enough. In addition, Turkey does not have a comprehensive service network in terms of transportation.

Regarding particularly maternity leave in Turkey according to amendments made on [the Law on Civil Servants No 657](#) for working young women:

“Civil servants will be provided with sixteen weeks of maternity leave, eight weeks before the expected date of birth and eight weeks after the birth.

Female civil servants will be provided with breast-feeding leave for three hours per day for the first six months and one and a half hour per week per day within the second six months as of the end of the maternity leave after the birth. Preferences of civil servants shall prevail in terms of the number and hours of the breast-feeding leave.

After the maternity leave female civil servants may work halftime for two months on first childbirth, for four months on second childbirth and for six months on third childbirth without additional breast-feeding leave provided that the child is alive. For multiple births one month shall be added to such time period. If the child is disable when he/she is born or if any disability is identified within twelve months after the birth then such time periods shall be twelve months. Working hours of civil servants shall be determined by the relevant institution.”

Number of young women studying at higher education institutions is rising in recent years. Accordingly, the number of young women in Turkey working at professional jobs is increasing. Participation rate of women in the labour force in Turkey was 30.3 % according to 2014 data.

Funding of existing schemes/initiatives

Although Turkey has not a budget exclusively allocated to youth employment [Turkish Employment Agency](#) is engaged in activities relating to youth employment through the allocation from the general budget and its other incomes for active employment measures. In addition, youth employment and entrepreneurship practices are supported by allocations from the general budget by [KOSGEB](#), [the Ministry of Food, Agriculture and Livestock](#) and [the Ministry of Economy](#).

For supporting youth employment and entrepreneurship activities, the 2010-2011 [Youth Employment Support Operation- I - II](#) was realized under the EU Pre-Accession Assistances (IPA).

Quality assurance

Although there is not any separate mechanism or system for monitoring employment measures and projects applied for young people quality is ensured by means of strategic plans, activity reports and annual programs of relevant establishments.

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

Programmes and schemes for cross-border mobility

The Department of Employment Services of İŞKUR has the duty to mediate placing of the labour force in suitable jobs in the domestic or foreign market, finding employees suitable to labour force needs and signature of foreign service agreements in accordance with the Law on Turkish Employment Agency.

Services relating to foreign employment are provided by Provincial Directorates of İŞKUR.

Turkey has bilateral labour force agreements with Austria, Australia, Germany, Belgium, France, the Netherlands, Sweden, Qatar, KKTC, Libya and Jordan and foreign employment in such countries is regulated by the relevant agreement.

KOSGEB organizes foreign business trips and support such travels in order to improve promotion and marketing activities to enhance SMEs' market shares in domestic and foreign markets and to enhance competitive power and level of entrepreneurs.

The Ministry of Economy provides supporting opportunities for Technical Counselling Companies to open foreign offices in target countries.

Legal framework

In accordance with the Law on Turkish Employment Agency, İŞKUR is engaged in services and procedures relating to foreign employment services. Such services cover responding labour force claims made by Turkish and foreign companies for employment at foreign businesses, conduct of procedures relating to job seekers applying to work in foreign countries, grant of announcement permit in order to allow companies to meet their labour force needs, procedures relating to regulation of foreign employment services of private employment offices, development and signature of foreign service agreements and procedures relating to passports of workers and their families.

The Law on Work Permit of Foreigners sets forth the principles relating to work permit of foreigners in Turkey and the work permits to be granted to foreigners.

The framework relating to employment of foreigners in Turkey is regulated in this law in the form of temporary and permanent employment while citizens of member states of the European Union and their spouses and children who are not citizens of member states of the European Union may be granted with work permit regardless of the terms specified in the Law.

Foreigners among nationals of a country with which an international social security agreement is made based on the principles of reciprocity who are able to prove that their insurance premiums are regularly paid in their own countries are exempt from the social security liabilities in Turkey for the time period set forth in that agreement.

SGK insurance registry should be made within 30 days after approval of the application for applications made within the country and within 30 days starting from entry of the foreigner into the country for applications made in foreign countries.

3.8 Development of Entrepreneurship Competence

Policy Framework

In the Tenth Development Plan which is one of the basic documents in terms of realization of long-term development strategy of Turkey a situation assessment was

made on Entrepreneurship and relevant policies and objectives were determined. The basic aim is “to enhancement of contribution of SMEs to economic growth by improving their competitive power” as specified in the heading “Entrepreneurship and SMEs” of the Tenth Development Plan. In this sense, it is stated that innovative SMEs should be supported in terms of product, services and business model and enterprises having growth potential or rapidly growing.

The Turkish Entrepreneurship Strategy and Action Plan (2015-2018) developed by KOSGEB is one of the official milestone documents of the entrepreneurship policy. Similarly, the Strategy and Action Plan for Small and Medium Scale Enterprises is an important document in terms of enhancement of the competitive power.

General aim of [the Turkish Entrepreneurship Strategy and Action Plan](#) (2015-2018) is to generalize entrepreneurship culture in turkey, to develop a strong ecosystem and to improve entrepreneurship. 6 strategic objectives determined under such policy are as follows:

1. Development of entrepreneur-friendly regulatory framework
2. Supporting innovative entrepreneurship
3. Development and implementation of a sustainable support systems for general fields and prioritized thematic fields such as Women Entrepreneurship, Youth Entrepreneurship, Eco Entrepreneurship, Social Entrepreneurship and Global Entrepreneurship
4. Improvement of entrepreneurship culture
5. Generalization of entrepreneurship trainings at formal and non-formal education level and improvement of counselling system for entrepreneurs
6. Facilitation of access of entrepreneurs to financing

Formal learning

One of the important objectives of the EU 2020 strategy is to include issues such as creativeness, innovation and entrepreneurship in training subjects due to importance of promotion of entrepreneurship spirit and perspective for young people. According to such objectives it is seen that studies relating to inclusion of entrepreneurship education at primary, secondary high school and higher education level in curriculums are getting more common and that they are reflected in strategic plans of countries. The entrepreneurship in Turkey has been included in individual strategic plans of primary and secondary schools as specified in [the Turkish Lifelong Learning Strategy Document and Action Plan](#) (2014-2018) and [the Strategic Plan of the Ministry of National Education](#) (2015-2019). At primary and secondary schools entrepreneurship-oriented EU projects are carried out.

Under the [Applied Entrepreneurship Training Cooperation Protocol](#) signed between KOSGEB and the Directorate General of Vocational Technical Training of the Ministry of National Education students are provided with Entrepreneurship trainings.

One of the eight basic competencies tried to be achieved for students studying at educational programs from first to eighth class is the entrepreneurship. In the educational programs “entrepreneurship” is an intermediary discipline and its basic acquirements are provided by relating it to some courses.

Generation of entrepreneurial ideas, improvement of entrepreneurial ideas, business establishment and improvement modules are included in the vocational development lesson. In addition, the course “Entrepreneurship and Business Management” provided for 2 course hours per week and which is aimed at instilling “follow up of economic developments, selection of field of activity and development of business establishment ideas” competencies to students under the vocational training programs in vocational and technical education schools and institutions and students are provided with the opportunity to take this course electively at 11th or 12th class.

In the technology and design course provided for 7th and 8th classes in general education, students are encouraged to convert their knowledge into a product by developing creative ideas with an interdisciplinary manner and the project studies of students which are the outcome of their innovative and entrepreneurial skills are exhibited. Educational program of "entrepreneurship" course provided in general secondary schools has been developed and is still being applied.

Since 2012 KOSGEB validates the entrepreneurship courses provided in higher education institutions in accordance with the criteria determined by KOSGEB as "[KOSGEB Applied Entrepreneurship Training](#)" upon request of such institutions. Therefore, students who took entrepreneurship courses in high school will have a "KOSGEB Applied Entrepreneurship Training Certificate" and they will be entitled to make an application for "New Entrepreneur Support" of KOSGEB when they establish a business. Such implementation led to a significant increase in the number of entrepreneurship courses opened at higher education.

Non-formal and informal learning

Aim of the topic Entrepreneurship culture policy in the Turkish Entrepreneurship Strategy and Action Plan (2015-2018) is to improve formal and non-formal education programs for entrepreneurship at any level of education through implementations concentrated on promotion and rewarding of entrepreneurial role models, to enhance quality of entrepreneurship trainings.

In the Law on Establishment of KOSGEB No 3624 following duties are mentioned: to provide support for entrepreneurship training; to determine training subjects to be needed by enterprises and to provide trainings for such issues. In this sense, KOSGEB provides Applied Entrepreneurship Trainings anywhere in Turkey through its Provincial Directorates. KOSGEB Applied Entrepreneurship Trainings are the trainings aimed at ensuring that successful businesses are established by introducing entrepreneurs business plan concept and generalization of entrepreneurship culture and which cover at least 46 hours of theoretical and 24 hours of workshop studies on entrepreneurship qualities, development of business idea, business plan concept and components. The basic entrepreneurship training is composed of classroom training and workshops and 70 hours in total. Attendees are provided with Applied Entrepreneurship Training Participation Certificate at the end of the training program.

The public education centres engaged in educational activities under the Regulation on Non-formal Education Institutions of the Ministry of National Education provide open educations in the field of Entrepreneurship in addition many other fields. General Directorate for Life Long learning which is a dependent directorate of Ministry of National Education provides non-formal education opportunities in a series of fields including handicrafts, weaving, stone and wood dressing, journalism, marketing, transportation services, hospitality services, information technologies etc. in appropriate state buildings. Apart from this, ministries, agencies and other public institutions can provide non-formal education opportunities special to entrepreneurship in their respective fields of work. For instance in the Youth Centers which are dependent local units of Ministry of Youth and Sports, entrepreneurship trainings are procured to young people.

One of the duties of the Turkish Entrepreneurship Council is to generalize entrepreneurship trainings at formal and non-formal education level.

The Vocational Qualifications Institution (VQI) is engaged basically in activities relating to recognition of former learnings and validation of non-formal and free learnings. The VQI ensures recognition and certification of learning acquisitions determined in the national qualifications through authorization of professional organizations, employee-employer unions, units of universities engaged in certification of personnel, independent personnel Certification Bodies.

Educators support in entrepreneurship education

According to the Law on Establishment of KOSGEB one of its duties is “to establish applied Technical Training Centres in order for development of Educational Experts to train the personnel to work at the Service Centres in special fields, organization of non-formal education programs, identification of trainings needs of enterprises and provision of necessary trainings”.

Objectives determined by the Ministry of National Education in the Turkish Entrepreneurship Strategy and Action Plan (2015-2018) include conduct of teachers training, studies aimed at taking into consideration of ability to give entrepreneurship training in development and implementation of teachers’ qualifications, development of working methods for cooperation between industries (education and business) and introduction of good practice examples of entrepreneurship training in website of the Board of Education and Discipline.

“The Cooperation protocol for Development of Entrepreneurship” was made by the Ministry of National Education (MEB), the Ministry of Science, Industry and Technology (BSTB) and TUBITAK. According to that protocol 4 programmer from the Directorate General for Vocational and Technical Education and 120 teachers in total (at least one teacher from each of 81 provinces) were provided with a two-day innovation training and a five-day entrepreneurship training. The teachers engaged in education of other teachers in their provinces.

3.9 Start-up Funding for Young Entrepreneurs

Access to information

All supports have been explained together with their conditions and details in official website of [KOSGEB](#). Announcements are made through the website of KOSGEB and there are internet platforms which are used to announce all grant and project support programs at national level. In addition, guidelines and brochures relating to entrepreneurship start-up supports provided by KOSGEB are developed and published. Entrepreneurs are informed at local level of supports and other funding opportunities by means of provincial directorates of KOSGEB.

Access to capital

One of the duties specified in the Law on Establishment of KOSGEB is to rehabilitate, reorganize and integrate small and medium sized businesses, to encourage and guide according to integration and necessities new enterprises, to seek foreign financing and technological contribution opportunities and to plan governmental supports and contributions to enterprises.

According to [the Regulation on KOSGEB Support Programs](#) operators, entrepreneurs, professional organizations and operating establishments are provided with 7 types of support.

- R&D, Innovation Industrial Application Support Program
- SME Project Support Program
- Thematic Project Support Program
- Cooperation-Collaboration Support Program
- Entrepreneurship Support Program
- General Support Program
- Developing Enterprises Market SME Support Program

In addition, according to the Regulation on SME Loan Interest Support Program entrepreneurs, investors and exporters are provided with loan and interest support.

There are interest-free loans and grants for enterprises registered in KOSGEB database.

3.10 Promotion of Entrepreneurship Culture

Special events and activities

General aim of the [Turkish Entrepreneurship Strategy and Action Plan \(2015-2018\)](#) (Türkiye Girişimcilik Stratejisi ve Eylem Planı 2015-2018) is to generalize entrepreneurship culture in turkey, to develop a strong ecosystem and to improve entrepreneurship.

Aim of the topic Entrepreneurship culture policy in the Turkish Entrepreneurship Strategy and Action Plan (2015-2018) is to improve formal and non-formal education programs for entrepreneurship at any level of education through implementations concentrated on promotion and rewarding of entrepreneurial role models, to enhance quality of entrepreneurship trainings.

KOSGEB Applied Entrepreneurship Trainings are the trainings aimed at ensuring that successful businesses are established by introducing entrepreneurs business plan concept and generalization of entrepreneurship culture and which cover entrepreneurship qualities, development of business idea, business plan concept and components.

KOSGEB has developed a training of trainers program for academicians from various universities in Turkey and 200 academicians were provided with entrepreneurship training of trainers in order to generalize entrepreneurship culture in universities.

KOSGEB SME and Entrepreneurship Awards:

They are organized to introduce successful SMEs and entrepreneurs to the public, to show their contribution to national economy, to award the same to release their potentials. KOSGEB SME and Entrepreneurship Awards are given in three main and seven sub categories namely Successful SME of the Year Grand Award, Successful SMEs of the Year Awards and Successful Entrepreneur of the Year Awards.

KOSGEB, in order to encourage entrepreneurship and innovation, organizes domestic and foreign fairs and conducts project support program thematically for that subjects.

Networks and partnerships

Aim of [the Law on Establishment, Coordination and Duties of Development Agencies](#) is to improve cooperation between the private sector and non-governmental organizations, to ensure effective and proper use of resources by establishing Development Agencies throughout the country and to accelerate regional development in compliance with principles and policies foreseen in the national development plans and programs, to ensure sustainability, to reduce development difference among and within regions by mobilizing local potential.

Duties of the agencies cover improvement of cooperation between the public sector, private sector and non-governmental organizations, to support new entrepreneurs and small and medium sized business by ensuring cooperation with relevant establishments in terms of management, production, promotion, marketing, technology, financing, organization and labour force training in order to accomplish regional development objectives. Regarding such duties, the Development Agencies may partnership and cooperation of civil community, public and private sector by organizing entrepreneurship support programs for non-governmental organizations, public and private sector.

The Ministry of Youth and Sports organizes applied entrepreneurship trainings to young entrepreneurs wishing to establish their own businesses with the support of KOSGEB and participation of local non-governmental organizations and private sector through the Youth Centres established throughout the country.

3.11 Current Debates and Reforms

Hypothetic studies aimed at enhancement of employment of disable people in Turkey are still going on while new applications are being put into service. Supports and other

activities are provided relating to protected workplaces aiming to employ mentally and psychologically disable people in addition to physically disabled people.

KOSGEB plans to implement new programs in order to improve youth entrepreneurship in Turkey. Similarly, generalization studies relating to the GENÇDES program of the Ministry of Culture and Tourism are still going on.

In addition, studies relating to review of public personnel regime and enhancement of new employment opportunities in public sector are still going on.

4. Social Inclusion

Introduction

Although in the past, Turkey faced challenges in development and realisation of social inclusion policies, today there is the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#) that is approved by the Resolution of the Council of Ministers based on the Decree Law no. 638 and put into practice as to form a legal framework to the works on this field.

This document is in the nature of guidance for participation of the youth in any area of economic and social life, and marks the borders of the motions “disadvantaged individuals” and “social exclusion” of main policy field “Disadvantaged Youth and Social Inclusion” of the document’s main policy fields. As expressed in the document, involvement in a crime, disability, unemployment, deficiency in income level in the economic sense, drug addiction, not being able to enjoy education opportunities, living out in the streets, being abused, living with problem families, anti-sociality and other nonconformity states are defined as being disadvantaged individual. Youth Policies for disadvantaged youth are initiated to be developed in this framework.

By the Ministry of Youth and Sports, targets and partners are determined within the framework of policies ascertained with the youth, non-governmental organisations working in the field of youth, universities, local administrations, public institutions and organisations acting in the field of youth, various programs, projects and activities are organised to reach to these targets and non-governmental organisations and youth groups working in the field of youth are supported through various grant programs.

[The Social Support Program \(SODES-Sosyal Destek Programı\)](#) started to be implemented in 2008 by the Ministry of Development is a social development program aimed to meet, as soon as possible, the needs arising from problems like immigration, poverty and unemployment and changing social structure in the disadvantaged regions in order to strengthen human capital and support social integration process of these regions. SODES is a human-centric and project-based program that is formed of projects prepared and applied locally in the fields of employment, social integration, culture, art and sports, carried out under the coordination of governorships in the provinces, and with widely authorised local actors during the implementation.

4.1 General context

Main challenges to social inclusion

It is possible that some challenges are encountered while making and realising policies in relation to social inclusion. Some of these challenges can be listed as;

- Variability on the level of fundamental determinants among institutions providing social inclusion,
- Lack of holistic, comprehensive policies in relation to individuals who are subject to social exclusion,
- Legal and economic barriers to the development of efficient struggling methods against social exclusion (immigrants, disadvantaged segments, etc.).

Definitions and concepts

In the “Disadvantaged Young People and Social Inclusion” main political area of [the National Youth and Sports Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi); “Social exclusion means individual’s being in a moral and material deficiency which makes him/her alienated from social life and becoming distanced from the institutions and social support which protect her/his rights and life.” In the same text, social inclusion is addressed as a concept which states the process of participation into the social life as a result of the integration of the individual into the society by decreasing or removing his/her disadvantages.

4.2 Administration and Governance

Governance

Social Inclusion has a purpose of providing a solution to the people with low income levels, who have difficulty in equal participation in the society due to their educational background and physical or mental disabilities, through institutional regulations.

Main policies regarding the inclusion of young people in social life in Turkey are included in National Youth and Sports Policy Document. In addition, [10th Development Plan](#) also contains actions regarding the social inclusion of young people. In both legislative regulations, both inter-institutional and inter-sectorial approaches are implemented while policies and actions are prepared in accordance with the fundamental principles of governance.

When the policies and targets included in the “Disadvantaged Young People and Social Inclusion” main political area of the National Youth and Sports Policy Document are reviewed, stakeholders are identified from all sectors in relation to each policy and target.

Main actors in the field of social inclusion are as follows:

- [Ministry of Youth and Sports](#),
- [Ministry of National Education](#),
- [Ministry of Development](#),
- [Ministry of Family and Social Policies](#),
- [Ministry of Labour and Social Security](#),
- [Ministry of European Union Affairs](#),
- [Turkish Employment Agency](#),
- [Social Security Institution](#).

Cross-sectorial cooperation

In the Youth Centres social inclusion educations and programmes is implemented for the disadvantageous youngsters as well as for the Syrian youngsters which are under temporary protection in cooperation with charity organisations. Ministry of Youth and Sports collaborates with local civil organisations in determining the youngsters who are under the risk of social exclusion.

Within the framework of youthwork for fostering social inclusion, [Youth Projects Support Programme](#) offers grant opportunities to civil and voluntary organisations targeting the young people facing social exclusion or disadvantage whatsoever. This grant programme constitutes a basis for cooperation between the Ministry and the civil organisations in the field of social inclusion of young people.

Within the framework of Project SIROMA, “Technical Assistance for Promoting Social Inclusion in Densely Roma Populated Areas” which is co-financed by the European Union and the Republic of Turkey, the Beneficiaries, namely Ministry of Family and Social Policies, Ministry of National Education and Ministry of Health mutually implement appropriate measures in the areas of social protection, education, health and employment of Rome People.

4.3 Strategy for the Social Inclusion of Young People

Existence of a National Strategy on social inclusion

In relation to the social inclusion of young people in Turkey, [National Youth and Sports Policy Document](#) is one of the main reference documents. One of the policy areas in this Document is "Disadvantaged Young People and Social Inclusion".

Development Plans, which are published by the Ministry of Development in every 5 years, contain some strategies in relation to the social inclusion of Young People. The most recent of these plans is the [Tenth Development Plan](#) (2014-2018).

Scope and contents

The scope and content of the policy area named "Disadvantaged Young People and Social Inclusion" in the [National Youth and Sports Policy Document](#) are as follows:

1. ***Preventing the exposure of disabled young people to social exclusion.***
 - To give support to produce projects relating to the reintegration of disabled young people into society.
 - To use mass media in order to increase social awareness towards disabled people and improve the cooperation between educational institutions and nongovernmental organisations.
 - To take into consideration disabled individuals in urban planning and regulations and to provide solutions in accordance with their demands and needs.
 - To increase the number of activities based on raising awareness of disabled young people about the legal rights they have.
 - To provide psycho-social support services to the families of disabled young people by specialists whenever needed.
 - To conduct activities for the personal, social and cultural development of disabled young people.
 - To train qualified sports experts to undertake sports activities for disabled young people.
 - To increase the number of and improve the facilities which can be used for disabled young people if they do not have parents or any other person who can take care of them.

2. ***Integrating young people who committed crime into society and preventing young people's inclination towards criminal behaviour.***

Targets

- To conduct scientific studies on the reasons of young people's inclination towards crime.
- To increase work on the determination of young individuals with high criminal potential and on the provision of psycho-social support services according to their needs.
- To provide rehabilitation of environments that may cause criminal tendency in young people.
- To provide effective rehabilitation for young people inclined towards crime.
- To conduct studies in order to enable convicted young people to continue their education after they are released.

3. ***Providing social integration of young people living in the streets.***

Targets

- To encourage studies on young people living in the streets and to support ongoing studies.
- To carry out studies on the social inclusion of young people pushed into living in the streets.
- To produce projects to remove reasons causing young people live in the streets.
- To raise awareness of the families of young people who live or work in the streets.
- To facilitate access of young people living in the streets to educational opportunities.
- To conduct studies on increasing social awareness about young people living in the streets.
- To increase measures providing psychological and social development and harmony and protective measures against inclination towards crime for young people living in the streets.

4. ***Taking preventative measures to protect young people from addictive substances and performing studies on the treatment of young addicts.***

Targets

- To increase the number and accessibility of rehabilitation and treatment centres for young drug addicts.
- To provide psycho-social services for young drug addicts and their families.
- To have effective control on incentive releases in the social media in the struggle against addiction.
- To increase awareness about drug addiction by means of education provided by experts to families through youth centres.
- To extend and to make more active the centres for the treatment of young drug addicts.

5. ***Increasing the awareness of young people and other parts of the society about disadvantaged individuals and their active participation in social integration processes.***

Targets

- To ensure that the necessary education is given to young people and other parts of the society on social gender equality.
- To establish effective cooperation between young people and policy makers during the formation of social inclusion policies.
- To increase the awareness of young people and other parts of the society about the integration of young people who live in orphanages and were raised without the affection of family after they leave orphanages and to provide their active participation in social life.
- To develop rewarding mechanisms for successful disadvantaged young people in the society in order to increase the determination of disadvantaged young people to fight against challenges.

6. ***Ensuring the social inclusion of young people who have migrated to the city and have social adaptation problems.***

Targets

- To meet psycho-social needs of young people having migrated to the city.
- To prioritise the education of young people who are member of families having migrated to the city temporarily and having socio-economic disadvantages.
- To provide services according to the needs of young people who migrated due to natural disasters and who have experienced psychological, social and economic damage.
- To use youth centres effectively to provide the integration of young people who have migrated to the city and to prevent their alienation.
- To take necessary measures to enable young people who could not benefit from educational rights for certain reasons to benefit from vocational and non-formal education opportunities within the framework of the lifelong learning strategy.

7. ***Preventing young people from being abused.***

Targets

- To increase social awareness about the physical and emotional abuse of disabled people.
- To take preventative measures against all kinds of abuse which the young people face in their families and at the workplace.
- To provide psycho-social support services by specialists for abused young people and their families.
- To increase social awareness by means of the media, social media, the internet and educational institutions in order to prevent the abuse of young people.

8. ***Supporting young women in every area of life.***

Targets

- To encourage studies on the problems young women experience.
- To support the production of projects on solving of the problems young women experience.
- To use mass media means and to provide cooperation with educational institutions and nongovernmental organisations in order to create awareness about the problems young women face.
- To take into consideration young women in urban planning and regulations and to provide the generation of solutions according to their demands and needs.
- To increase the number of works based on the awareness of young women about the legal rights they have.
- To conduct work in order to increase the rate of young women's benefiting from services in educational, health, political areas and of their representation.

In the Tenth Development Plan (2014-2018), the scope and contents in relation to the social inclusion of young people are as follows.

- In order to broaden the services for children and youth, and provide them holistically, new ministries were established and strategy papers were prepared. Aiming to raise the equality of opportunities for children, the scope of the health insurance was extended; implementations such as conditional health and educational aids, free textbooks, school milk and mobile teaching were launched; early childhood education were extended and enrolment rates were increased. In addition, scholarship, loan and accommodation opportunities were improved; youth centres, camps and mobility programmes were broadened. Social support

programmes targeting children and youth, SODES in particular, are being implemented.

- It is aimed to increase the participation of young people, who are not in education or employment, in economic and social life.
- It is aimed to ensure that young people are equipped with the requirements of the information society, are active in the development process of the country, are empowered with life skills, are self-confident entrepreneur and participatory, have humanitarian and national values and to increase the quality of services for young people.
- Worst forms of child labour such as works in the street, heavy and hazardous works, paid employment in mobile and seasonal agriculture works apart from family work will be eliminated.
- It will be provided that youth are more active in social life and decision making mechanisms; mobility programmes will be diversified and scaled up so as to increase the participation of disadvantaged young people.
- In order to prevent young people from turning to violence and harmful habits, supportive programmes in the field of sports, culture and arts will be maintained.
- By way of facilitating the access of population segments that are under risk of poverty and social exclusion to the opportunities, the main purpose is to enhance their participation to economic and social life, increase their quality of life and improve income distribution and alleviate poverty are the main objectives. In this respect, it is essential that a supply-oriented and employment linked system that approaches family needs in an integrated way is established in the field of social services and assistance.

Opportunities for being qualified employees will continue to be developed for the whole society, particularly for the young and women, by taking the regional, local and sectorial labour force dynamics into consideration.

Responsible authority

The authority responsible for implementing and monitoring the National Youth and Sports Policy Document is [the Ministry of Youth and Sports](#).

The authority responsible for monitoring the Tenth Development Plan (2014-2018) is [the Ministry of Development](#).

Revisions/Updates

Article 18 of [the Decree Law No 638](#) on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "National Youth and Sports Policy Document is drawn up by the Ministry and submitted for the approval of the Cabinet of Ministers with the purpose of ensuring coordination and cooperation among the public organisations and institutions which carry out the policies and activities affecting the young people directly or indirectly. National Youth and Sports Policy Document is reviewed and revised in every four years at the latest. When revising the National Youth and Sports Policy Document, suggestions of the related public organisations and institutions, sports federations and nongovernmental organisations are taken into consideration". In accordance with this provision, policy document is updated in every four years at the latest.

Development Plans are drawn up in every 5 years.

4.4 Inclusive Programmes for Young People

Programmes specific for vulnerable young people

There are programmes carried out by the [Ministry of Youth and Sports](#), [Ministry of Family and Social Policies](#) and [Social Security Institution](#) for vulnerable young people.

Ministry of Labour and Social Security carries out grant programmes for the social integration and employment of disadvantaged individuals and groups with the purpose of

fighting social exclusion with the financial support from European Union. In that framework, grant opportunities are provided to groups which are sensitive or subjected to social exclusion such as individuals under the risk of poverty, disabled individuals, gypsies, compulsory immigration victims or old convicts. Non-profit organisations and institutions in 81 provinces of Turkey such as NGO's, education institutions, local administrations and professional organisations operating in the related area can benefit from the opportunities provided within the scope of the grant programme "[Improving the Social Integration and Employability of Disadvantaged People](#)".

In addition, [Turkish Employment Agency](#) (İŞKUR) carries out projects to increase the employability of the young people, women, disabled people, old convicts, long term unemployed people and unemployed people covered by the unemployment insurance who are affected from unemployment the most and therefore considered as the most disadvantageous groups in the labour market by means of training them in occupations required in the labour market through labour training courses.

"[Supporting Social Inclusion through Sports Education](#)" Project, in which the Ministry of Youth and Sports is the beneficiary, was carried out in Batman, Şanlıurfa and Diyarbakır between September 2013 and September 2015 within the scope of the Instrument for Pre-accession Assistance (IPA) of the European Union. With the project, targets have been achieved in relation to improving the future opportunities and life standards of the young people in South-Eastern Anatolia Region, using sports to increase social inclusion in the disadvantaged parts of Turkey, contributing in physical and mental development of young people and children, building confidence in young people through sports and sportive activities and helping young people to acquire social values.

Within the scope of social inclusion, the [Ministry of National Education](#) (MEB) carries out [the Improving Occupational Skills Project](#) (MESGEP) which is included in the 2011-2013 investment programme for the groups which require special policy. The aim of the project is to provide occupations to young unemployed people without an occupation, groups which require special policy in general and people who want to change their occupation considering their interests and abilities and to increase the quality standards of the administrators and educators at the Occupational and Technical Education institutions.

Within the scope of Social Inclusion and Social Integration Financial Support Programme 2010 which was carried out by İstanbul Development Agency in July 2011 – December 2012, 13 projects have been implemented with the purpose of contributing in social development by ensuring the participation of disadvantaged groups who are subjected to social exclusion in economic and social life and their integration with the society. Among the target audience of these projects are disabled people, women, unemployed young people, young people who are inclined to substance abuse and gypsies. In relation to social inclusion of these groups, activities have been carried out such as providing occupational training to increase their employability, providing environment for protection against violence, rehabilitating the disabled persons and organising events for raising awareness in relation to substance abuse.

[Social Support Programme](#) (SODES), which was introduced in 2008, is a social development programme which aims to meet the requirements caused by the immigration, poverty and unemployment in the area and changing social structure with the purpose of strengthening human capital of the disadvantaged parts of Turkey and contributing in social integration process. Mobilising the local dynamics in the cities where it is implemented, the programme supports the projects in the fields of employment, social inclusion, culture, arts and sports with the purpose of eliminating social problems caused by poverty, immigration and urbanisation, meeting the requirements caused by the changing social structure, strengthening social solidarity and integration and ensuring more active participation of disadvantaged groups of the society in economic and social life.

Social Inclusion Project Support Programme was carried out within the framework of 2013 Youth Projects Support Programme which was carried out by the Ministry of Youth and Sports. In that respect, "social inclusion" projects of universities were supported by the Ministry of Youth and Sports. The Social Inclusion Programme aims to increase the participation and adaptation of the young people, who are disadvantaged due to social, economic and physical barriers, medical problems, geographical factors and education needs, in all areas of social life; support the social adaptation of young people who are excluded from social life and make them an organic part of the social structure; use social, cultural and economic differences as a connective means; encourage voluntary work and increase volunteering consciousness.

Funding

Public organisations and institutions as well as Municipalities which carry out Social Inclusion programmes or provide grants in that respect are funded by an allowance allocated from the General Budget. In addition, there are numerous projects funded by EU under the title of social inclusion and combatting social exclusion.

Quality assurance

Ministry of Youth and Sports, Ministry of Labour and Social Security, Ministry of Family and Social Policies, Ministry of National Education, Ministry of Development and Ministry of EU Affairs are the leading public organisations which carry out social inclusion programmes and support social inclusion projects. These organisations implement impact evaluation analyses and check the quality of programme outcomes at the end of their programmes and as a result of project support or grant programmes. Within the framework of feedback received from these impact analyses, new programmes and support programmes are prepared and thus a continuous increase is achieved in the quality of the programmes.

The success of the project is measured by checking the indicators, which are determined in the project fiche for the social inclusion projects supported within the framework of EU Pre-accession Assurances, at the end of specified terms. Other than these, external evaluation and monitoring opportunities are used for these projects.

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

A number of policies and targets are determined to raise intercultural awareness against discrimination and social exclusion within the scope of *Disadvantaged Young People and Social Inclusion* and *Youth in the International Arena and Intercultural Dialogue* main political areas of the National Youth and Sports Policy Document and works and activities are carried out in that direction. Policies adopted within this framework and mutual activities are given below:

- To increase incentives to enable young people who live in the countryside and have limited financial opportunities to benefit from participation opportunities in international activities; in that respect, it is facilitated that disadvantaged young people are involved in intercultural amalgamation programmes by implementing disadvantageousness criteria in overseas culture and mobilisation projects carried out and supported by the Ministry of Youth and Sports.
- To produce projects in order to increase the cooperation with youth and student associations active in the international area; the Ministry of Youth and Sports provides grants to the projects which are proposed to raise the international awareness of young people in the international arena provided that they meet the criteria.
- To use youth exchange programmes actively to provide inter-cultural interaction; numerous public organisations and institutions support youth exchange programmes.

- To organise international youth camps by bringing together young people from different countries and to enable young people from different cultures to spend time together; the Ministry of Youth and Sports organises International Youth Camps in which young people from various countries participate and make friends and socialise.
- To increase the participation of young foreign people studying in Turkey in youth activities and thus to help them to socialise with our young people; the Ministry of Youth and Sports carries out the *Damla* Project in which domestic and international students studying in Turkey visit the historical and cultural places in Turkey and interact with the local people and have the chance to practice their theoretical knowledge following the trainings on volunteering, humanity, goodness, empathy, self-sacrifice, mysticism, environment and youth.

Young people's rights

In the context of raising awareness of young people in relation to human rights and generalising the human rights perception among young people in Turkey; public organisations, local administrations, universities and nongovernmental organisations have numerous projects, programmes and activities.

In relation to individual application mechanism of the Constitutional Court, [informative documents](#) are posted on the website. Similarly, Human Rights Institution of Turkey has provided public access to the [application platform](#) for violation of human rights and [databank](#) service. There are detailed information regarding e-application methods on [the Ombudsman Institution](#) website.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

With the cooperation of the Republic of Turkey and Organisation of Islamic Cooperation (OIC), "[OIC International Youth Camp](#)" was organised. Among the aims of the camp are;

- Mutual intercultural awareness among Muslim young people,
- Fighting Discrimination and Extremism on the Islamic Geography.

300 young people from the member countries of Organisation of Islamic Cooperation have attended the camp on 10-24 August 2016.

Cooperation Council of Turkic-Speaking States (Turkic Council) and United Nations Alliance of Civilisations have hosted an international conference on "[The Role of the Youth Sector in Preventing Violent Extremism](#)" in İstanbul on 20-21 October 2016.

Ministers from various countries, top level executives from UN Development Program (UNDP) and other specialised organisations of UN, specialists from international organisations including OSCE, government officials, representatives of nongovernmental organisations and academicians have met up with 200 young leaders from over 30 countries from Africa to Asia and they have discussed the ways and methods to strengthen the role of youth in preventing violent extremism.

4.6 Access to Quality Services

Housing

Ministry of Family and Social Policies and Ministry of Youth and Sports have services in relation to the problems that young people may encounter within the scope of Social Inclusion Policies.

Ministry of Family and Social Policies provides housing services to children-adolescents younger than 18 with [the Law No: 5395](#) which regulates the procedures and principles regarding the protection of children in need of protection or who are pushed to crime and securing their rights and welfare.

[Ministry of Youth and Sports, Student Loans and Dormitories Institution](#) carries out dormitory activities throughout the country. Within the scope of social inclusion policies, some of the young people are prioritised:

- Children of martyrs and veterans, Veterans
- Students with 40% or higher disability
- Students whose parents are deceased
- Students who have completed their high school or equivalent education in the orphanages affiliated to the Ministry of Family and Social Policies
- Students who have completed their high school or equivalent education in Darüşşafaka High School

Social services

Ministry of Family and Social Policies, local administrations and nongovernmental organisations provide social services to the young people in need of social protection within the scope of social inclusion policies.

In this area, there are services carried out especially by the Ministry of Family and Social Policies. Duties of the Department of Social Rehabilitation Services are listed below:

1. To plan, implement and monitor protection, care and rehabilitation services by way of policy-making for children who are pushed to crime / victim of a crime.
2. To carry out protection, care and rehabilitation services for unaccompanied refugee children.
3. To make policies and provide care and rehabilitation services for children living / working on the streets.
4. To determine the procedures and principles of services for organisations which provide rehabilitation services.
5. To prepare and revise effective and permanent materials and documents in relation to emergency response methods.
6. To open child support centres for care and protection of children who are pushed to crime / victim of a crime, living in the streets under risk and in need of rehabilitation due to substance abuse and reintegrating these children into the family or society; to monitor, evaluate and improve the works of currently operating centres and to prepare and implement plans, programmes and projects to increase the efficiency and yield of the service.
7. To plan and monitor the works in relation to reintegrating the stray into their families and the society.
8. To plan and implement works in relation to keeping the children, who are living in adverse conditions and environments on the street, off the streets and protecting and rehabilitating these children.
9. To determine the social rehabilitation briefings and external trainings for representatives of private and other public organisations and stakeholder organisations and institutions and to create the contents of these trainings.

Health care

[Ministry of Health](#), [Ministry of Family and Social Policies](#) and [Social Security Institution](#) provide healthcare services to the young people who are subject to or under risk of social exclusion within the scope of social inclusion policies. With the legislative regulation in 2013, all children under 18 of the citizens who reside in Turkey are covered by general health insure regardless of whether their parents have social security or whether their parents are legally separated due to death, separation, divorce, conviction or military service. Thus, all individuals under 18 benefit from healthcare services free of charge. If young people between 18 and 25 continue their education, insurance premium of such individuals are paid by the government and they can benefit from healthcare services free of charge.

As an example of a good practice, “Protocol on Medical Screening of Students Residing at the Dormitories of Higher Education Student Loans and Dormitories Institution” is signed between the Ministry of Health and Ministry of Youth and Sports. Within the scope of this protocol, young people have undergone medical screening and also they were briefed about healthy life.

Financial services

Ministry of Family and Social Policies Directorate General of Social Aids, Ministry of National Education and Ministry of Youth and Sports Directorate General of Higher Education Student Loans and Dormitories provide young people aids such as grants, loans, education, transportation, food and education material.

The low accessibility of educational opportunities for the poor eliminates equal opportunities in education and constitutes the biggest problem in preventing that poverty is passed down from one generation to the next. Education factor is critically significant in making an effective social aid policy and the success in fighting poverty. In that context, [Directorate General of Social Aids](#) provides “Conditional Education Aid” to the families who cannot send their children to school due to financial impossibilities, provided that their children continue their education.

Ministry of National Education provides course books to all students in the primary education free of charge.

Ministry of Youth and Sports Directorate General of Higher Education Student Loans and Dormitories provides a grant in the amount of TRY 400 to higher education students who meet the required criteria and also provides a loan in the amount of TRY 400 to all the students who applied for it. These amounts are increased annually in the inflation rate.

Quality assurance

Policy Documents, Strategy Documents and Actions Plans including policies, targets, measures and activities regarding social inclusion for youth are designed in accordance with monitoring and evaluation system.

4.7 Youth Work to Foster Social Inclusion

Policy/legal framework

Youth work in Turkey is addressed in two areas as strengthening the youth and youth participation and social inclusion activities have a significant place in terms of both strengthening the youth and youth participation. The main legal document in relation to Youth Work in Turkey is the Decree Law on the Organisation and Duties of the Ministry of Youth and Sports and youth work in Turkey is regulated in several other documents and legal texts based on this main legal document. In the Disadvantaged Young People and Social Inclusion main political area of the National Youth and Sports Policy Document which is based on this main document, policies and targets within the scope of youth work in relation to social inclusion are specified. Based on these policies and targets, measures are determined for strengthening the youth and youth participation regarding social inclusion. Policies identified in the Disadvantaged Young People and Social Inclusion main political area are listed below:

1. Preventing that disabled young people are subjected to social exclusion,
2. Reintegrating the young people who committed a crime into society and preventing that they are inclined to criminal behaviour,
3. Ensuring that young people living on the streets are integrated in the society,
4. Taking preventive measures to protect young people from addictive substances and carrying out works in relation to the treatment of addicted young people,

5. Raising awareness among young people and other groups in the society regarding disadvantaged individuals and their active participation in social adaptation processes,
6. Social inclusion of young people who migrated to cities and have adaptation problems.

Main inclusive Youth-Work programmes and target groups

Within the scope of 2013 Youth Projects Support Programme, 40 programmes proposed by universities under the title of social inclusion are supported by the Ministry of Youth and Sports. In addition, several social inclusion projects proposed by nongovernmental organisations are supported within the scope of [Youth Projects Support Programme](#) which is opened each year. With these supported projects, it is aimed that works are carried out to ensure that young people excluded from social life participate in every area of life; better conditions are offered to disadvantaged young people with the activities and trainings within the scope of the project; social belonging feelings of the young people are strengthened; structures are supported in which young people can express themselves; university students are enabled to fulfil their social responsibilities towards the society; their sensitivity and awareness is raised and volunteering is brought to a sustainable ground by encouraging university clubs.

Ministry of Youth and Sports carries out various projects various local projects and activities regarding social inclusion by means of [Youth Centres](#), Youth Leaders and Volunteering Youth Leaders which are the local active actors of the youth work. Youth Centres work 24/7 and offers training and socialisation opportunities to disadvantaged or socially excluded young people.

Ministry of Youth and Sports stages didactic drama and theatre plays in the detention houses or prisons for supporting the rehabilitation and social inclusion of the young people involved in criminal activities.

“[Cities and Cultures Project](#)” is carried out throughout Turkey to ensure that young people in the 14-29 age group, especially the ones living in the countryside, get to know the neighbour provinces which are rich in history and culture as well as their own provinces and districts and to meet their peers living in those provinces and to contribute in increasing the dialogue among young people. With this project, young people, who never had the chance to travel and see the historically and culturally significant places in Turkey, get the chance to know their country better free of charge and socialise with young people coming from other provinces.

“[Apprentices of the Industry, Future Stars](#)” project, is a programme which aims to improve and discover the other skills and potentials of the young people by means of providing sportive, social and cultural fields of activity to the young people having “Apprentice Training” at the vocational training centres, who cannot find adequate social activity space and who lack opportunities to spend their leisure time in a useful way. Within the scope of this programme, young people have the chance to socialise and spend their leisure time efficiently by means of participating in certain educational, cultural and sportive activities together.

Youth work providers in the field of social inclusion for young people

Main actor and provider of the Youth Work in Turkey is [the Ministry of Youth and Sports](#). By means of the programmes and projects directly carried out by the central organisation of the Ministry of Youth and Sports as well as the projects and activities carried out by the Provincial Directorates of Youth Services and Sport and [the Youth Centres](#) on the local level, the Ministry is the main organisation which provides youth work for the entire Turkish youth. In addition, [the Ministry of National Education](#) is also an important organisation which provides youth work and provides significant contribution in strengthening the youth by way of formal and non-formal education opportunities. Furthermore, [İŞKUR](#) with the trainings and measures regarding youth employment and [KOSGEB](#) with its incentives regarding youth entrepreneurship are considered as the secondary components of the youth work.

In addition to public organisations and institutions which are the main providers of youth work in Turkey, several nongovernmental organisations operating in relation to strengthening the youth and encouraging youth participation are also the significant stakeholders of the youth work.

Training and support for youth workers engaged in social inclusion programmes

Main personnel source of the Social Inclusion youth work is the Youth and Sports experts and assistant experts, social workers, psychologists, sociologists and youth leaders. Youth and Sports Expert is a career occupation in youth work and its occupational development is regulated in accordance with Youth and Sports Expert and Assistant Expert Examination, Appointment, Training, Duty and Work Procedures and Principles. In accordance with the Regulation on Sending the Ministry of Youth and Sports Personnel Abroad for Training, the employees of the Ministry of Youth and Sports may be sent abroad to have graduate study and increase their knowledge and experience in international organisations.

Procedures regarding the career and development of Youth Leaders who are the active actors of the youth work in the field are regulated in accordance with the Directive on Ministry of Youth and Sports Youth Leadership Development Training and Work Procedures and Principles.

Youth workers carry out their works actively in the civil society sector within the scope of social inclusion.

Financial support

Social inclusion policies and activities for youth are funded with the allowance allocated from the General Budget for the Ministries and there is no specific fund or allowance allocated for youth work on social inclusion.

Quality assurance

Policy Documents, Strategy Documents and Actions Plans including policies, targets, measures and activities regarding social inclusion for youth are designed in accordance with monitoring and evaluation system. A certain target or activity is evaluated in accordance with time and indicator criteria by taking the achievement data and feedback of the organisations which are responsible for such target and activity. On this ground, Activity Reports ensure monitoring and evaluation by providing outcomes regarding annual targets and indicators. Activity Reports include activity and project outcomes, performance targets and realisations, deviations in performance indicators and causes there of as well as solution offers.

4.8 Current Debates and Reforms

One of the prioritised matters within the scope of social inclusion for youth is taking and expanding measures for social inclusion of young people “under temporary protection” in Turkey. The Syrians taking refuge in Turkey are considered to be “under temporary protection”. In that respect, the matters are addressed such as language education for young people in this group, providing education opportunities to them in accordance with the curriculum in their country, increasing employment opportunities and providing activities to help their cultural adaptation.

Taking new measures in relation to increasing the employment of disabled people is one of the matters addressed under the title of strengthening the relationship between social inclusion and employment.

In addition to conventional educational, cultural and psychological supports for ensuring social inclusion of vulnerable groups and socially excluded young people, approaches which consider using social activities such as sports as a means of socialisation factor are evaluated.

5. Participation

Introduction

The basic framework for encouraging the youth to participate in the decision-making and policy developing processes is introduced by the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). The definition of youth participation in the policy framework is not limited only to supporting and encouraging the political participation but also envisions existence and contribution of youth in all decision-making mechanisms.

In participation in the political field, youth sections of political parties have an important function. These sections in political parties are in the centre of determination of policies of the political parties by youth and giving the policies a youth point of view and bringing up young politicians.

In Turkey, main elements of youth participation outside the political field emerge as youth solidarity mechanisms of other public authorities, particularly the Ministry of Youth and Sports, nationally, councils for inclusion of youth in the Municipalities locally, and assemblies organised in schools within the education system.

A strong information network organised locally for youth on youth participation mechanisms is Youth Centres.

5.1 General context

Definitions and concepts

In the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#), participation is defined as “being included in the social process in the broadest sense”. Starting from this definition, the participation concept was not restricted only to political participation, but also it was addressed in a wider perspective. In the background of this view are the political and social transformations encountered in Turkey as well as throughout the world.

Despite some earlier attempts, the Republic of Turkey switched to the multi-party system permanently in 1946. From this date on, the youth has always had an interest in institutions of representative democracy which will be addressed later herein, especially the political parties. Besides, the young people, who have been visible in the daily life with active participation in social movements since sixties, started to participate in social processes more actively and more consciously and in a well-organised manner with the impact of the recent transformation in communication technologies.

Institutions of representative democracy

The government structure of Turkey is based on the article 123 of [the constitution of the Republic of Turkey \(Türkiye Cumhuriyeti Anayasası\)](#). In accordance with the Article 123: Integrity of the Administration and Public Legal Personality; “The administration forms a whole, with regard to its constitution and functions, and shall be regulated by law. The Organisation and functions of the administration are based on the principles of centralisation and decentralisation.” Article 126 of the constitution regulates the central administration and article 127 regulates the local administrations.

Within the framework of abovementioned provisions of the constitution, Turkey is a country dominated by parliamentary democracy system which is based on the central administration principles. In the context of central administration, there are Ministries and related and affiliated organisations in the Capital and provincial and regional directorates of the Ministries in the country. In the context of local administrations, there are municipalities, provincial special administrations, villages and neighbourhoods.

[Grand National Assembly of Turkey](#) (Türkiye Büyük Millet Meclisi) is the constitutional state body of the Republic of Turkey which was founded on 23rd of April 1920 with the national will and has legislative power. All regulations between the articles 75 and 100 of the Constitution of the Republic of Turkey are related to the Grand National Assembly of Turkey. Grand National Assembly of Turkey consists of five hundred and fifty members of the parliament who are elected in general elections.

In local administrations, there are municipal councils which are established with [the Municipality Law No 5393](#) (5393 sayılı Belediye Kanunu). In accordance with the article 17 of this law; “The municipal council shall be the municipality’s decision-making body and comprise members elected according to the principles and procedures provided for by the relevant law”. General Provincial Council is the decision making body of the provincial special administration and consists of members elected on behalf of the districts by the electorate in the province in accordance with the procedures and principles indicated in relevant laws.

D’Hondt method with 10% threshold has been used in all general elections which have been held in Turkey since 1983. Election principles in Turkey are:

- Overall vote,
- Equal vote,
- Secrete vote,
- Open counting,
- Direct election.

Terms to vote in Turkey are;

- Being a citizen of the Republic of Turkey,
- Being over 18 years of age,
- Being registered in the electoral register,
- Not being restricted,
- Not being prohibited in public services.

5.2 Youth participation in representative democracy

Young people as voters

Within the framework of the provision “All Turkish citizens over eighteen years of age shall have the right to vote in elections and to take part in referenda” in the article 67 “*Right to vote, to be elected and to engage in political activity*” of the Constitution of the Republic of Turkey, the voting age was determined as 18 with the amendment in 1995.

The article 76 “Eligibility to be a deputy” of the [Constitution of the Republic of Turkey](#) (Türkiye Cumhuriyeti Anayasası) includes the provision “Every Turk over the age of twenty-five is eligible to be a deputy”. In that respect, any Turkish citizen meeting the other conditions specified in the constitution who is at least 25 years old might be a candidate in the elections for legislative body.

In local administrations (mayor, municipal council membership, general provincial council membership, muhtar and community council members), the age for eligibility is determined as 25 in 1993.

In Turkey the level of participation in the elections is high, the general elections of 2011, June 2015 and November 2015 saw general turnouts respectively of 85,22%, 83,96%, 86,13%. However, even youth turnout proves to be at the same level as the general turnout in the election surveys, there is no an official statistic to demonstrate the youth turnout.

Young people as political representatives

The article 67 “Right to vote, to be elected and to engage in political activity” of the [Constitution of the Republic of Turkey](#) includes the provision: “In conformity with the conditions set forth in the law, citizens have the right to vote, to be elected, to engage in

political activities independently or in a political party, and to take part in a referendum". Article 68 of the [Constitution of the Republic of Turkey](#) includes the provision: "Citizens have the right to form political parties and duly join and withdraw from them. One must be over eighteen years of age to become a member of a party. The principles concerning the membership of students at higher education to political parties are regulated by law."

Article 7 "Organisation of Political Parties" of the [Political Parties Act](#) (Siyasi Partiler Kanunu) includes the regulation; "Organisation of political parties is composed of the central bodies and provincial, district and country organisations; Grand National Assembly Group and general provincial council and municipal council groups. In the bylaws of the political parties, it may be anticipated that they can establish women's branch, youth branch and similar subsidiary bodies as well as representations in foreign countries." Within the framework of this legal regulation, all political parties include youth branches in their bylaws of establishment.

The average age of the present Assembly in Turkey is 50 and there are 9 members of the parliament who are younger than 30 as of the election date. In that framework, the ratio of young members of the parliament is 1.6%. In accordance with the bylaw of the Grand National Assembly of Turkey, the youngest six members of the parliament act as temporary clerk members in the organisation of [the Interim Bureau of the Assembly](#).

5.3 Youth representation bodies

Youth parliament

There is not a national youth parliament in Turkey. However, in accordance with the City Council Regulations which were drawn up according to the Article 76 of the Municipality Law No: 5393 (5393 sayılı Belediye Kanunu), city council youth assemblies are established in municipalities. City council youth assemblies are established in almost each province and most of the large districts in Turkey. Youth Assemblies are very widespread both in provinces and districts across Turkey, however their functioning and effectiveness depend upon the relevant municipality. Each municipality can regulate the functioning of its Youth Assembly by issuing a directive provided that it is in accordance with the Municipality Law No: 593 and other related laws. Although there are no common criteria in relation to being a member of those assemblies, mostly the young people who are 15-30 years old become members. As an example in this matter, [İstanbul Metropolitan Municipality Youth Assembly](#) will be discussed.

Organisation of the Youth Assembly and Number of Members

Youth Assembly was established on 19.05.2005 with the proposal of the İstanbul Metropolitan Mayor and the decision of the Metropolitan Municipality Council. Youth Assembly consists of elected representatives who are 16-25 years old;

- 1) Representatives of the district municipalities provided that they do not exceed 40% of the total number of the assembly members,
- 2) Representatives of the universities in İstanbul provided that they do not exceed 40% of the total number of the assembly members,
- 3) Representatives of the youth Nongovernmental organisations provided that they do not exceed 20% of the total number of the assembly members,
- 4) Representatives of political parties provided that they do not exceed 10% of the total number of the assembly members.

Total number of the assembly members is equal to the total number of members of the İstanbul Metropolitan Municipality Council and it numbers 310. Each organisation notifies its representatives to the Youth Assembly. In places where there is Neighbourhood Assembly, names of the representatives might be notified with the decision of the assembly. In places where there is no Neighbourhood Assembly, representatives who are determined with the decision of the Neighbourhood Muhtar can take place in the Youth

Assemblies. In order that elected and approved members can take place in the General Assembly as representatives, these members must have a written decision indicating that they are elected by their organisations or institutions. In addition to corporate representation, the Youth Assembly is also open to individual participation.

Membership Conditions

Members of the Youth Assembly are selected by the İstanbul Metropolitan Municipality from the young people between the age of 16 and 25 living in İstanbul who filled in and submitted the application form.

Term of the Youth Assembly

Youth Assembly is reformed every other year. Maximum six (6) meetings are held within a year. Apart from these, the Bureau of the Assembly has the authority to call for a meeting in extraordinary circumstances. The venue for the meeting is İstanbul Metropolitan Municipality Council.

Decisions of the Youth Assembly

The Youth Assembly makes decisions in order that various activities are carried out and for the continuation of the internal operation in accordance with its targets. These decisions are submitted to the related departments of the İstanbul Metropolitan Municipality as proposals by the Bureau of the Assembly.

Youth Assembly Budget

In the meetings and studies of the Youth Assembly, secretarial and administrative works are carried out by the Directorate of Youth and Sports. Financial support required for the social, cultural, sports, trainings, etc. activities that the Youth Assembly will organise in line with its target shall be provided from the allowance allocated from the budget of the Directorate of Youth and Sports.

Duties of the Youth Assembly

- a) To work in order to establish a democratic legal order based on National Sovereignty principles and human rights and freedoms and values the beliefs, dignity and honour of men.
- b) To struggle for improving social and economic rights and freedoms and work to help young population concentrate on this matter.
- c) To struggle for the youth to take part and have a say in social life.
- d) To protect the history, culture, science, arts, human rights and environment.
- e) To organise meetings, conferences, panels, seminars and symposiums in line with its targets and structure.
- f) To strengthen cooperation, solidarity, mutual love and respect by investigating the problems of the youth and to seek for solution for the young people, especially the ones who are studying and to help them for this purpose.
- g) To hear the problems of the young, old and lonely people and people who need care by organizing trips and events within İstanbul and to evaluate and seek solutions for these problems.
- h) To conduct surveys, publish brochures, bulletins, journals and newspapers and inform the public about the matter with the approval of the Commissions.
- i) To establish relationships with the Youth Organisations, make mutual visits and organise meetings and trips during the European Union process especially in the sister cities of the İstanbul Metropolitan Municipality in foreign countries.

j) To raise environmental awareness and carry out studies to ensure that the young people benefit from the works of the İstanbul Metropolitan Municipality towards youth in the best possible manner.

k) To carry out activities within the framework of Local Agenda 21.

l) To be in close touch with the university students and carry out joint studies with the school clubs established by students.

m) To carry out joint studies with the youth assemblies and other youth organisations abroad to ensure development and training within the assembly.

Youth councils and/or youth advisory boards

There is not a youth council in Turkey on legal terms. In 2013, legal basis was created for the youth council in the [Additional Article 1](#) of the Decree Law on Establishment of the Ministry of Youth and Sports. The related article is as follows:

“(1) Within the Ministry, Turkey National Youth Council, which is composed of young people or in which associations, foundations, federations, confederations, youth clubs, student councils, city council youth assemblies and similar organisations operating in the field of youth can be members, shall be established with the purpose of ensuring active participation in the society and personal development of the young people in the social, economic and political fields, contributing in policies to be made in the field of youth, carrying out national and international studies and projects, assisting in the coordination between the young people and organisations operating in the field of youth and increasing their participation in implementation processes. In order that the council can carry out its activities, sufficient allowance is allocated in the Ministry budget.

(2) Provisions regarding the establishment, operation, administration, duties and audit of the Council as well as operation procedures and principles of the Council and other provisions shall be regulated by the Cabinet of Ministers.”

Within the framework of the above provisions, works continue in relation to establishment of the council.

Higher education student union(s)

[Turkey Student Council](#) (Türkiye Öğrenci Konseyi) is an organisation composed of student council of all universities under one roof. The council administration, which represents more than 4 million university students on both national and international level, is elected as a result of a biannual election with the participation of presidents of student councils throughout Turkey.

[Higher Education Institutions National Student Council Regulations](#) is drawn up based on the articles 7 and 65 of [the Higher Education Law No 2547](#).

Elections for determining the members and establishing the bodies of the Student Council at a higher education institution are held by the Rector's Office of the related higher education institution on the basis of a schedule, period and programme to be determined by the [Council of Higher Education](#) (Yüksek Öğretim Kurulu). In the event that no result is obtained in a unit for any reason within this period and programme, no representative would be elected in such unit. Students who will be candidate for student representations shall announce their candidacy at least one week before the election date and run their election campaigns until the end of business hours in the day before the elections.

Required Qualifications in Student Council Candidates

a) Being an enrolled student of the related faculty, college, conservatory, vocational school or institute,

b) Not being a member or staff of political party bodies,

c) Not having committed a disgraceful offense which resulted in being expelled from the higher education institution,

d) Not having suspended the study in the semester when the elections are held.

Elections to be held to determine the National Student Council members and establishing its bodies are held under the name of National Student Council Assembly within the period to be determined by the Council of Higher Education based on the schedule and programme that the Council of Higher Education will determine. In the event that no result is obtained in a unit for any reason within this period and programme, no representative would be elected in such unit.

National Student Council General Assembly is composed of student council presidents of the higher education institutions in Turkey and it is the highest decision making body in the National Student Council. In order that the National Student Council General Assembly assembles, absolute majority of the members should attend the meeting.

National Student Council General Assembly assembles at least once a year. In the National Student Council General Assembly, the decisions to establish bodies are made by the absolute majority of the attendants with secret voting and open count and other decisions are made by the absolute majority of the attendants with open voting.

National Student Council General Assembly may be called for a meeting by the Executive Board in the same procedure specified above as a result of the National Student Council Executive Board decision or written application of the 1/4 of the general assembly members to the Executive Board. In such case, National Student Council General Assembly meeting is held within thirty days. National Student Council Executive Board determines and carries out the Extraordinary General Assembly meetings and agenda of the National Student Council.

Duties of the National Student Council Executive Board are:

a) To ensure that the decisions made by the National Student Council General Assembly are implemented,

b) To improve communication among Student Councils,

c) To monitor the decisions of the Council of Higher Education and Interuniversity Board in relation to the students and announce such decisions to student councils,

d) To inform the Council of Higher Education and Interuniversity Board about its works,

e) To form study groups to create national and international projects,

f) To represent the students of the higher education institutions in Turkey or ensure that they are represented at the national and international level,

g) To cooperate with international Student Councils and carry out joint activities,

h) To develop national and international social awareness projects in cooperation with the Nongovernmental organisations and extend these projects among higher education institutions,

i) To draw up and archive reports of the realised works.

A room is allocated to the Student Council within the institution and necessary instruments and equipment are provided by the relevant higher education institution to carry out its duties.

School student union(s)

In accordance with the [Democracy and School Assemblies Directive](#) (Demokrasi ve Okul Meclisleri Yönergesi) issued by the [Ministry of National Education](#), school assemblies may be formed at all public and private primary and secondary education institutions affiliated to the Ministry.

The general structure of the election of Students Assembly of Turkey is straightforward. President of the School Assembly is elected by the votes of students. The Directorate of National Education in the district determines the way the representatives of district are elected. Representatives of district elect the president of provincial school assembly. Finally, the elected presidents of provincial school assemblies form the Student Assembly of Turkey. The schools can adopt internal regulations to facilitate the election procedures.

Other bodies

Apart from the abovementioned participation mechanisms, there are some organisations that nongovernmental organisations have formed within themselves or by forming collaborations.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

According to the principles and policies set down in the policy area of "Democratic Participation and Civic Consciousness", to ensure youth consultation, the Ministry receives the ideas and demands of young people via written forms, meetings, workshops, questionnaires when planning a project or activity. Written demands of young people are evaluated in the Ministry. For bigger projects, a survey service is bought from a research company to find out the demands and expectations of young people about the issue which is intended to be tackled in the planned project. After the project implementation, to get a reliable feedback from young people an impact analysis is carried out by using satisfaction surveys and other methods, subsequent to this analysis, results are transformed into statistics and the statistics are evaluated for future projects. In the activities requiring decision-making such as updating National Youth and Sports Policy Document, developing new strategies etc. the workshops turn out to be most used consultation mechanisms.

In line with this structure of consultation, [National Youth and Sports Policy Document](#) is drawn up with a democratic and participative method in accordance with the opinions and suggestions of the public organisations and institutions related to youth, universities, nongovernmental organisations, educators and especially the young people. For this purpose, comprehensive workshops and evaluation meetings were held in and outside the country in which the young people participated, written opinions were received and online environments were created on which the opinions and suggestions of the young people are taken.

In addition, Youth Centres in the provinces and districts operate as formal consultation mechanisms on the local level to receive the opinions and demands of young people about the activities of youth centres. Young people can submit their demands in writing or verbally. Youth centres after sharing general expectations and demands with the Ministry of Youth and Sports can act upon the expectations received from young people.

City Council Youth Assemblies within the City Councils on local level takes part in the administration by presenting their opinions to the Municipality in the process of determining, implementing and monitoring the basic strategies and action plans in relation to the city.

Actors

Ministry of Youth and Sports and Ministry of National Education are the most important public authorities in relation to youth participation and youth consultation, also nongovernmental organisations operating in the field of youth provide significant contributions in relation to youth participation and youth consultation by being organised in the forms of federations and confederations.

The youth NGOs have a key role to ensure that youngsters' thoughts and demands are consulted in policy making processes. Within the framework of the [Ministry of Youth and](#)

[Sports Youth Project Support Programme](#) which is a grant programme for youth projects, before and after the call for proposals the meetings and workshops with a broad participation from youth NGOs are held and in these meetings youth representatives and young people are consulted over the themes and priorities of grant programme and over the implementation of the projects granted by the Ministry of Youth and Sports. In this way, a strong link has been established between the Ministry of Youth and Sports and non-governmental youth actors in respect of youth consultation.

In addition, youth representation bodies explained in the chapter 5.3, Youth Assemblies, Youth Councils, Turkish Student Council and Students Assembly of Turkey are the well-functioning units of youth consultation.

In the preparation and updating processes of National Youth and Sports Policy Document, when treating the policy areas and chapters concerning disadvantaged youngsters such as "Social Inclusion" and "Fight Against Addiction" the young people who are or have been in these disadvantaged conditions are invited to workshops and consulted.

Information on the extent of youth participation

Each public authority by itself takes inventory of the participants in its consultation processes with young people, these inventories primarily include numbers of participants and in some cases the details of participants. However, since each public authority keeps a list of participants on its own, there is no an overall integrated number of young people interviewed or consulted. In the body of Ministry of Youth and Sports, an inventory is created by way of the number of members in the Youth Centres which can be considered as youth consultation centres on common level. In youth centres, the educational programmes are mostly adapted to the needs and expectations of local young people in the result of consultation, particularly in the regions mostly populated by young immigrants and disadvantaged youngsters special training programmes such as language courses, activities of social inclusion and integration are offered as a consequence of consultation with local youngsters.

Outcomes

In the preparation stage of the National Youth and Sports Policy Document, opinions and suggestions of the young people presented at the workshops as well as the opinions submitted on the internet are evaluated and reflected to the Document. The whole document can be considered as a product of consultation process encompassing ideas of youngsters and youth organisations from all sections, the Ministry of Youth and Sports had only put together the separate ideas following from the consultation workshops and formulate the ideas and suggestions in a language proper to a legal document. Since the proposals had emerged and developed anonymously during the consultations and discussions in the workshops, no feedback could have been returned to discussants and collocutors, however every participant could see the contribution created in the workshops included in the Policy Document. The 13 policy area listed below have been created with the direct contribution of young people and youth organisations.

- Education and Lifelong Learning
- Family Ethics and Humanitarian Values
- Employment, Entrepreneurship and Vocational Training
- Disadvantaged Young People and Social Inclusion
- Health and Environment
- Democratic Participation and Civic Consciousness
- Culture And Art Science and Technology
- Youth In The International Arena and Intercultural Dialogue.
- Utilizing Free Time Informing Young People
- Voluntary Work and Mobility

Within the scope of [Ministry of Youth and Sports Youth Project Support Programme](#), several thematic calls for proposals have been created to meet the needs of young people as a result of consultations with youth organisations. To be specific, II. Call for

Proposals in 2013 had been dedicated to social inclusion projects in accordance with the needs identified for socially inclusive measures based on the consultations with youth organisations and evidences adduced by them for such a need.

In addition, in 2016 the Special Call for Proposals dedicated to the projects in the Eastern and Southeastern Turkey has been launched with a view to priority of development and demands coming from young people living in these regions.

Large-scale initiatives for dialogue or debate between public institutions and young people

Article 19: Youth and Sports Councils of [the Decree Law No 638](#) on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "Separate youth and sports councils are held in every four years with the purpose of determining needs and problems in relation to activities regarding youth and sports services and developing suggestions in that direction".

In this framework, 2nd Youth Council on Education, Employment and Entrepreneurship, Disadvantaged Young People and Participation in Social Life, Youth in International Level, Healthy Life, Sports and Environment, Internet and Media, Democracy Consciousness and Participation, Culture, Arts and Leisure Time Activities, Ethics and Humanitarian Values assembled in 2012 and the decisions made in this council were directly reflected to the National Youth and Sports Policy Document. Some examples of the policy goals under various policy areas introduced into the Policy Document are as follows :

- Ensuring the social inclusion of young people who have migrated to the city and have social adaptation problems.
- To improve the representation of young people in national and local assemblies and to remove the communication gap between the local authorities and young people.
- Increasing the competing power of young people in the international arena.
- Increasing the number of centres, activities, and places young people can spend their free time, and extend such services to more people.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

One of the main political areas of the [National Youth and Sports Policy Document](#) is "[Democratic Participation and Civic Consciousness](#)". In the policies and targets specified under this policy title, young people are encouraged to participate in political process actively and become members of nongovernmental organisations.

Scope and contents

Democratic Participation and Citizenship Consciousness main policy field includes the following policies and targets:

Policy 1. Increasing the representation of young people at the national and local assemblies and eliminating the communication gap between the local administrations and youth.

Targets

- To establish an umbrella youth structure with the participation of organisations and institutions related to youth, especially nongovernmental organisations and to encourage the participation of youth nongovernmental organisations in this structure.
- To support the active participation of young people in the decision making mechanisms of local administrations.

- To support the participation of nongovernmental organisations related to youth in the policy making processes at the level of Grand National Assembly of Turkey, municipal council and general provincial council.
- To increase the opportunities for young people to participate in political processes.

Policy 2. Encouraging young people to be involved in nongovernmental organisations as founder, manager and member.

Targets

- To generalise the projects in relation to young people's being members of nongovernmental organisations and having awareness in this field.
- To ensure that the related organisations and institutions provide all kinds of support in relation to establishment and works of the nongovernmental organisations carrying out studies on youth.
- To support the cooperation of the youth associations with the other youth associations on the local, regional, national and international level, especially with the neighbour countries.

Responsible authority for the implementation of the strategy

Article 18 of the Decree Law No 638 on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "National Youth and Sports Policy Document is drawn up by the Ministry and submitted for the approval of the Cabinet of Ministers with the purpose of ensuring coordination and cooperation among the public organisations and institutions which carry out the policies and activities affecting the young people directly or indirectly. National Youth and Sports Policy Document is reviewed and revised in every four years at the latest. When revising the National Youth and Sports Policy Document, suggestions of the related public organisations and institutions, sports federations and nongovernmental organisations are taken into consideration". In the paragraph (ç) of the article 8 in the same document; "The duty to carry out the preparation works and monitor the implementation in relation to the preparation works of National Youth and Sports Policy Document is given to the Ministry of Youth and Sports. In accordance with these provisions, the authority responsible for the coordination and implementation of the strategy is the Ministry of Youth and Sports."

There are three affiliated general directorates in the Ministry working to ensure the implementation of policies and policy objectives.

General Directorate of Project and Coordination carries out projects and works in the field of youth, these projects are primarily mobility and volunteering projects. In addition it conducts a Grant Programme for Youth Projects supporting more than 300 projects ever year. Apart from these it is responsible with submitting requests, suggestions and complaints about the services and opportunities offered to the youth to relevant authorities.

General Directorate of Youth Services determines the principles and procedures of establishing and operation of youth centres and similar facilities as well as youth and scout camps and carries out activities to improve and promote such facilities. Besides it conducts the activities of youth week in Turkey.

General Directorate of Education, Culture and Research plans and conducts activities to improve education services and opportunities and makes beneficial publications to contribute to the development of youth. It carries out investigations and research about the youth within or outside the country, sharing the outcomes of such investigations and research with related organizations and institutions. In addition, it conducts activities to increase the interest of young people in science, arts and cultural fields.

Monitoring and evaluation

The authority responsible for the coordination, implementation and monitoring of the strategy is the Ministry of Youth and Sports. The Ministry of Youth and Sports annually

asks the stakeholder and responsible institutions which are identified in the National Youth and Policy Document what they have achieved in relation to related policies and targets by means of official letters. The Ministry draws up the activity report in accordance with the data obtained from the institutions. The Ministry prepares activity report every year to evaluate state of play with respect to the fulfilment of strategies and objectives.

Revisions/Updates

Article 18 of [the Decree Law No 638](#) on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "National Youth and Sports Policy Document is drawn up by the Ministry and submitted for the approval of the Cabinet of Ministers with the purpose of ensuring coordination and cooperation among the public organisations and institutions which carry out the policies and activities affecting the young people directly or indirectly. National Youth and Sports Policy Document is reviewed and revised in every four years at the latest. When revising the National Youth and Sports Policy Document, suggestions of the related public organisations and institutions, sports federations and nongovernmental organisations are taken into consideration".

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

Although there is no legal definition and basis for the nongovernmental organisations working in the field of youth in Turkey, young people also have the right to found associations in accordance with the article 3: Right to Found an Association of the [Associations Law No 5253](#); "Real and legal entities with capacity to act have the right to found an association without prior authorisation. However there exist some limitations concerning members of armed forces, law enforcement officers and officials working in public institutions and organisations. Minors over 15 having the power of discernment may either found child associations or be a member in order to enhance their psychical, mental and moral capabilities, to preserve their rights of sport, education and training, social and cultural existence, structure of their families and their private lives with a written permission given by their legal representatives. Minors over 12 years old may become members of child associations however, they cannot be commissioned in executive and auditing boards."

In addition, paragraph (d) of the article 7 of the Decree Law No 638 on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "To carry out the registration, visa and transfer transactions of the youth associations".

Public financial support

There are various grant programmes which support nongovernmental organisations financially in Turkey. [Ministry of Youth and Sports Youth Project Support Programme](#) (Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı), Ministry of Interior Project Aids Programme for Associations and Parent Organisations, Ministry of Family and Social Policies Project Support Programme, Development Agencies Project Supports are some of these programmes. In addition, especially the European Union funds have an important place with its Erasmus+ programme in that context. However, Ministry of Youth and Sports Youth Project Support Programme has a separate place in this field due to both targeting directly the youth organisations and its functionality.

Shortly after its foundation, the Ministry of Youth and Sports has published the "[Ministry of Youth and Sports Project Regulations](#)". The basic aim of the regulations is "to support the personal and social development of young people; enable them to realise their potentials; increase their active participation in decision making and implementation processes and each field of social life; create and carry out project support programmes in relation to facilitating their access to youth and sports services and realizing innovative

ideas (additional clause: RG-30/4/2016-29699) and carry out joint projects with real and legal entities, youth groups and youth communities by the Ministry of Youth and Sports by taking the needs of young people and youth groups into consideration.” This regulation has enabled the Ministry to grant the youth projects in many areas such as mobility, culture, art, participation, social inclusion, education and entrepreneurship.

352 Youth organisation has been supported and 26 million TL (6 million Euro) has been granted within the scope of the Youth Project Support Programme in 2015. These grants were not structural ones but project basis grants.

Initiatives to increase the diversity of participants

There are many local, regional and national activities which support the active participation of young people in social life in Turkey. The young people actually participate in social processes actively by means of the projects and programmes organised especially by the Ministry of Youth and Sports. In the framework of Youth Projects Support Programme in 2016 as a priority the projects in the underdeveloped regions of Turkey have been granted and these projects mainly focused on reaching out the young people who can not take place in representative bodies and helping them get involved in the youth organisations as volunteers and participants.

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

Following policies and targets in the main policy field of “Democratic Participation and Civic Consciousness” in the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) aim to improve the democracy education and participation learning processes of young people.

Policy 1. Pursuing the goal to expand the democracy consciousness among young people while making education-training policies.

Targets

- To arrange the education curriculum as to include basic human rights documents for the purpose of improving democracy and citizenship consciousness.
- To carry out activities with the purpose of placing an understanding among young people in which any kind of discrimination is prevented and which is tolerant, participative and transparent and which adopts democracy culture and assumes responsibility.
- To encourage that young people to benefit from printed, visual and social media about democratic participation.

In accordance with the decision of the [Ministry of National Education](#), Board of Education dated 25.06.2016 and No: 69; it is decided that “[Human Rights, Citizenship and Democracy](#)” course is taught as a compulsory course in 2 course hours in primary schools. In the background of this decision, it is aimed that students acquire fundamental values about human rights, citizenship and democracy and adopt these values as a life style or culture rather than giving theoretical information to the students.

Formal learning

In the historical perspective, introduction of the themes of civic consciousness along with the popular participation into the curriculums in a planned way dates back to the last period of the Ottoman Empire. The emphasis on the civic education and popular participation in formal education institutions serving the purpose of strengthening the bonds between the state and citizens has been an outcome of reformist movements in educational system during that period. In the Republican Era, raising individuals who love

their country and know their responsibilities as citizens has been one of the overall targets of the Turkish national education.

While human rights and democracy education was previously given in courses such as Civics, Social Sciences, Citizenship Information and finally Citizenship and Human Rights Education, it has been taught as separate courses as of 2000's such as Citizenship and Democracy Education and later Human Rights, Citizenship and Democracy course.

In accordance with the overall targets and fundamental principles of the Turkish national education specified in the Law on Fundamentals of National Education No: 1739, "Human Rights, Citizenship and Democracy Course Curriculum" aims to raise individuals who;

1. Adopt humanitarian values,
2. Discover the privileges of being a child in terms of rights, freedoms and responsibilities,
3. Assume responsibility in order that rights and freedoms are used,
4. Treat people equally and justly in order that human rights and democracy are improved,
5. Make democratic decisions based on cooperation,
6. Seek reconciliation in solving problems regarding shared life,
7. Support protection and improvement of rights and freedoms by obeying the rules,
8. Assume responsibility to improve and optimise shared life conditions.

"Human Rights, Citizenship and Democracy" course, which is decided to be taught at the 4th grade of the primary school as a compulsory course in 2 course hours, has been developed in a structure to ensure that the student basically protects and does not hurt himself/herself, protects and does not damage others and protects and does not damage what is ours. The curriculum consists of six units;

1. Being Human,
2. Right, Freedom and Responsibility,
3. Justice and Equality,
4. Reconciliation,
5. Rules,
6. Coexistence.

This curriculum aims that students acquire the following values:

1. Solidarity
2. Tolerance
3. Responsibility
4. Amity
5. Respect
6. Benevolence
7. Selflessness
8. Peace
9. Honour
10. Being fair
11. Self-respect
12. Sharing
13. Patriotism
14. Freedom
15. Reconciliation
16. Equality
17. Respecting the differences
18. Sensitivity towards sustain the cultural heritage
19. Being sensitive towards national, moral and universal values.

Non-formal and informal learning

It is a general trend that citizenship education is provided in the form of democratic values and skills by exceeding the knowledge level and that out-of-class activities are increased. In that context, Democracy Education and School Councils projects are implemented in Turkey with the purpose that citizenship knowledge, skills and attitudes are internalised by the students through experience with the practices at school without memorising. In that respect, Democracy Education and School Councils Directive is issued to determine the election procedures and principles and operation of the school, province and Turkey student council at the public and private primary and secondary schools affiliated to the Ministry of National Education.

According to this Directive, School Council elections are carried out in accordance with secret, free, equal, direct and general voting principles. Votes are counted and recorded openly.

School administration guides the promotion works and carries out the control process throughout the election. Posters and placards, banners and similar promotion instruments are hung at places to be shown by the election boards at school.

Each student in the division may run for "division representative". Division representative is elected with the votes of the students in the divisions under the supervision of the class/division counsellor. School student council is composed of a representative to be elected from each division. Provincial Student Council is composed of the district representatives in the province. Presidents of school councils in districts elect the members of the provincial student council (district representatives) in the first week of November. Turkey student council is composed of the presidents of the provincial student councils.

In respect to non-formal and informal education studies in the field of civil society, seminars and meetings are held to raise awareness in relation to citizenship, democracy and human rights.

Quality assurance/quality guidelines for non-formal learning

General Directorate of Lifelong Learning in the body of Ministry of National Education is one of the primary policy-making public authority in the field of non-formal and informal learning in Turkey and it sets a framework for the projects and activities in the field of non-formal learning. Within the framework of [Turkey Life-Long Learning Strategy Document and Action Plan](#) (Türkiye Hayat Boyu Öğrenme Strateji Belgesi ve Eylem Planı) covering the period 2014-2018, the objective of raising the consciousness of citizens about participation and encouraging them to be more active citizens is set down.

In that context, Democracy Education and School Assemblies projects are implemented in Turkey with the purpose that citizenship knowledge, skills and attitudes are internalised by the students through experience with the practices at school without memorising. In that respect, [Democracy Education and School Assemblies Directive](#) (Demokrasi Eğitimi ve Okul Meclisleri Yönergesi) is issued to determine the election procedures and principles and operation of the school, province and Turkey student council at the public and private primary and secondary schools affiliated to the Ministry of National Education.

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class/division counsellor. School student assembly is composed of a representative to be elected from each division. Provincial Student Assembly is composed of the district representatives in the province. Presidents of school assemblies in districts elect the members of the provincial student assembly (district representatives) in the first week of November. Student Assembly of Turkey is composed of the presidents of the provincial student councils.

In 2016 10 local projects which have been granted by the Ministry of Youth and Sports Youth Projects Support Programme consisted in the developing the civic consciousness and promoting the participation in democratic life.

Educators' support

With the purpose of supporting the teachers and administrators in order that citizenship education achieves its targets successfully, it is required that in-service trainings are developed to inform all teachers and administrators about the target, content and implementation of citizenship education and information is provided in relation to out-of-class activities such as trips, etc. which may be used in citizenship education; however there is no regular work in that direction.

The General Directorate of Teacher Training and Education within the body of Ministry of National Education deals with all the issues about supporting teachers. To this end, [Teacher Strategy Document](#) (Öğretmen Strateji Belgesi) covering the period of 2017-2023 has been issued. This document is based on three key objectives :

- To employ well-trained and appropriate candidates as teachers
- To render the personel and vocational development of teachers sustainable
- To improve the perception about teachers and strengthen the status of this profession

[Teacher Strategy Document](#) (Öğretmen Strateji Belgesi) has an action plan to serve listed objectives above and the action plan reflects the activities and performance criteria in detail.

The training and education of the youth leaders which make up an important portion of youth workers in Turkey are regulated by the [Ministry of Youth and Sports Directive of Procedures and Principles of Youth Leadership Training, Development and Working](#) (Gençlik ve Spor Bakanlığı Gençlik Liderliği Yetiştirme, Gelişim Eğitimleri ile Çalışma Usul ve Esasları Yönergesi). In this document, trainings, development and certification of youth leadership are specified in a detailed manner.

5.8 Raising political awareness among young people

Information providers / counselling structures

One of the tools for the active participation of young people in social life is their awareness and knowledge of the rights they have. In relation to generalisation of democratic rights and democratic values among young people, Ministry of National Education, Ministry of Youth and Sports and nongovernmental organisations have various projects and programmes. There are more than 250 youth centres across Turkey which provide counselling services to the young people in the body of Ministry of Youth and Sports. The procedures and principles concerning the functioning and service-providing of youth centres are regulated by the [Youth Centres Regulation](#) (Gençlik Merkezleri Yönetmeliği). Within this document, foundation, duties and responsibilities, scope of activities of youth centres are clarified.

With the [Democracy Education and School Assemblies Directive](#) issued by the Ministry of National Education, it is aimed that "Our Republic is strengthened with democracy; a permanent democracy culture is created and tolerance and pluralism consciousness is developed in our students; generations which have assimilated their own culture, are faithful to the national and moral values and adopted universal values; students acquire

the culture of electing, being elected and casting vote and they gain the abilities to be participative, communicate, adopt democratic leadership and mould public opinion” at all public and private primary and secondary schools which are affiliated to the Ministry.

One of the main political areas of the National Youth and Sports Policy Document which was drawn up in coordination with the Ministry of Youth and Sports is “Informing Young People”. The main target of this main political area is stated as; “Young people should be informed in order to be able to participate in social activities and social life or benefit from the services and opportunities presented to them. Informing young people helps to carry out youth activities in a more qualified way, enables young people to easily benefit from the services presented by the state or private sector and enhances the competitiveness of the country's youth in the international area. In order to ensure personal, social, cultural and educational development of young people, user-friendly information channels should be established. The fact that sample studies carried out in the field by youth workers, non-governmental organisations and public institutions are known by other people or institutions, is important for youth studies being more qualified.” With this purpose following policies and targets are determined:

1. Informing young people about the activities in their own field in an efficient and adequate way.

Targets

- To establish a national database in the electronic environment in order to announce the activities carried out by public, private sector and non-governmental organisations conducting activities in the field of youth and to collect such activities in a source.
- To set up necessary communication channels in order to inform young people about youth activities.
- To inform young people about activities which have been or may be carried out in the field of youth and to establish communication environments in order to introduce these activities.
- To efficiently use mass media, internet and social networks, national and local media for the introduction of youth activities.
- To support the projects of youth communities within the framework of supporting programmes and within the limitations of the budget.

2. Training individuals, institutions and organisations working in the field of youth on youth activities.

Targets

- To provide theoretical and practical training on youth studies.
- To conduct studies in coordination with international youth information systems on youth information training.
- In the trainings in the field of youth, to consider the priorities of the region in which the training will be carried out.

In line with the abovementioned policies and targets, Ministry of Youth and Sports organise various activities to inform the young people in many areas, especially democratic rights and democratic values.

Besides, nongovernmental organisations operating especially in the youth area carry out various projects in relation to democratic rights and values of the young people.

Youth-targeted information campaigns about democratic rights and democratic values

Public organisations, universities, local administrations and nongovernmental organisations carry out various programmes and projects in relation to participation of young people in social life and raising awareness among young people regarding democratic rights and democratic values. In 2016, a grant scheme named “[Youth](#)

[Initiatives for Dialog](#)” (Diyalog için Gençlik Girişimleri) has been launched by the Ministry of European Union. In the scope of this grant scheme, youth projects promoting intercultural dialog and good practices in youth policy have been granted. The activities particularly focused on public information, campaign for dissemination of information in the field of youthwork, guidelines for youthwork and cooperation between foreign youth initiatives.

One of the project areas supported by the Ministry of Youth and Sports within the scope of Youth Projects Support Programme is “Participation” themed projects. A number of “participation” themed projects have been supported between 2012 and 2016.

One of the project areas supported by Centre for EU Education and Youth programs (Turkish National Agency) is “Democracy Projects”. [Youth Democracy Projects Programme](#) (Gençlik Demokrasi Projeleri Programı) aims to;

- Trigger active participation of young people in democratic life,
- Increase the dialogue between Public/Government organisations and young people,
- Develop strategies to familiarise young people with political decision making processes,
- Fight the adverse conditions which prevent the participation of young people in democratic life,
- Prioritise young people who have certain disadvantages in terms of both education and socio-economy, culture, geography, health and disability.

Promoting the intercultural dialogue among young people

One of the main political areas of the National Youth and Sports Policy Document which was drawn up in coordination with the Ministry of Youth and Sports is “Youth in the International Arena and Intercultural Dialogue”. In this political area, following targets are adopted to improve international dialogue among young people:

- To provide the participation of young people in international sports, cultural and artistic organisations.
- To produce projects in order to increase the cooperation with youth and student associations active in the international area.
- To increase the participation of young people from different countries and cultures in the youth activities organised in Turkey and develop relationships between different cultures.
- To organise international youth camps by bringing together young people from different countries and to enable young people from different cultures to spend time together.

The Ministry of Youth and Sports carries out various projects within the context of supporting intercultural dialogue among young people. Some of these projects are:

1. The [“Brotherhood for Peace on the Green Field”](#) Project (Yeşil Sahada Barış için Kardeşlik) which is carried out jointly by the Ministry of Youth and Sports, United Nations High Commissioner for Refugees (UNHCR) and International Middle East Peace Research Centre (IMPR) aims to increase the efficiency of social integration process of Syrian young people with sports activities and young people socialise with each other and thus social adaptation is initiated. In 16 cities hosting the maximum number of Syrians under temporary protection, 16 football team have been created. Each team has 9 Turkish and 9 Syrian players and these 16 teams took place in a tournament, tournament has lasted two months. During the tournament, besides the football matches several activities aiming at increasing the social integration of Syrians was carried out.

2. The Ministry of Youth and Sports has realised the [“Young Explorers Train”](#) (Genç Kâşifler Treni) project in order to enable young people to visit the historical values and natural beauties of the countries within the geography of Ottoman Empire using the railway; increase their historical consciousness; provide environments in which young

people can know each other and socialise with activities during the train journey and encourage young people to read books by means of competitions.

3. Within the scope of the "[AL-ANDALUS: A Journey to the Civilisation which was Raised with Knowledge](#)" project which was carried out by the Ministry of Youth and Sports, young people had the opportunity to examine the heritage and cultural background of Al-Andalus which is referred to as a civilisation which was raised with knowledge and establish a bridge of ideas from past to the future.

In these projects youngsters get acquainted with their history and come to close contact with the remnants of other civilizations. Thanks to these interactions among youngsters from different cultural heritage, a bond of mutual understanding and consciousness of common heritage of mankind emerge.

Promoting transparent and youth-tailored public communication

Paragraph (d) of the article 8 of the Decree Law No 638 on Organisation and Duties of the Ministry of Youth and Sports includes the provision; "To forward the requests, suggestions and complaints received in relation to the services and opportunities provided to the youth to the related institutions". In accordance with this provision, all kinds of requests, demands and complaints received from young people are forwarded to related institutions. In addition, young people are able to forward their requests, demands and complaints to the related institutions by means of the communication centres provided within each public organisation and institution.

Within the [National Youth and Sports Policy Document](#), one of the policy areas is "Informing young people". This policy area comprises three targets concerning the transparent, full, truthful and youth-tailored public communication:

- To efficiently use mass media, internet and social networks, national and local media for the introduction of youth activities.
- To inform young people about activities which have been or may be carried out in the field of youth and to establish communication environments in order to introduce these activities
- To establish a national database in the electronic environment in order to announce the activities carried out by public, private sector and non-governmental organizations conducting activities in the field of youth and to collect such activities in a source.

These targets have been achieved to a important degree.

5.9 E-participation

Besides conventional participation methods, participation through social media which is also referred to as new participation is quite common in Turkey. Young people use the social media intensively in Turkey. Almost each public organisation and institution in Turkey has social media accounts and mobile applications. Young people are able to reach addressees 24/7 through these accounts. In addition, "[Prime Ministry Communication Centre](#)" (Başbakanlık İletişim Merkezi-BİMER) established within the Prime Minister's Office is a public relations application developed using communication and information technologies. BİMER is a system used on the web site by means of a software developed by Prime Ministry Directorate of Information Technologies and enables submitting applications anytime and anywhere by means of keeping the communication channels open between the citizens and the government. Since BİMER is an online system, applications are submitted to the related public organisations and institutions in the shortest time. Transactions regarding these applications are coordinated and monitored by the Prime Minister's Office. With the same purpose, "[Presidency Communication Centre](#)" (Cumhurbaşkanlığı İletişim Merkezi-CİMER) is also accessible to all citizens, especially young people.

5.10 Current debates and reforms

One of the most recent debates concerning the youth participation was about reducing the age of candidacy from 25 to 18. One of the articles included in the constitutional amendment proposal which is put to vote and approved in the referendum dated 16.04.2017 was the regulation of the age of candidacy of young people. With the adoption of constitutional amendment in the referendum people over 18 can be elected to hold certain elected government offices.

6. Education and Training

Introduction

The education system in Turkey is formed of two main parts as “Formal Education” and “Non-Formal Education”. The stages of the formal education system are pre-school, primary education, secondary education and higher education stages.

Since Turkey has a relatively young population, to prepare the youth to the future, a contemporary and multi-dimensional education system is adopted. According to the [2015-2019 Strategic Plan of the Ministry of National Education \(Milli Eğitim Bakanlığı 2015–2019 Stratejik Planı\)](#), efforts is made to reach to the disadvantaged youth, to ensure social coherence and equality of opportunities, to avert early leave from school and grade failure. In this context, coordinated works are undergone by the Ministry of Family and Social Policies, Ministry of Culture and Tourism, Ministry of Youth and Sports, Ministry of Development and Ministry of European Union and various reports are prepared. The basic document concerning the youth in the works done in this matter is the National Youth and Sports Policy Document. Works are carried out within the scope of fight against early leave from school and failure, activities for non-formal education services are concentrated on. One of the most important components of non-formal education is the Apprenticeship Education. With the works carried out within the context of protocols concluded with Turkish Employment Agency and KOSGEB, efficiency and continuity of these services are ensured.

The Ministry of National Education is carrying out works on forming a certificate standardisation for the purpose of increasing the quality of personnel and education, sending students abroad with Abroad Postgraduate Education Scholarship, within the scope of Erasmus+ Programme realised as a result of the cooperation with the European Union, student and educator mobility is ensured. With the updates in the legislation in the recent years, new arrangements based on modernised education programs are done. To keep pace with the recent technological developments and to benefit from these, important works are done and the [FATİH Project \(FATİH Projesi\)](#) is realised.

6.1 General context

Main trends in young people’s participation in education and training

Having been determined by the [National Education Basic Law no. 1739 \(1739 sayılı Milli Eğitim Temel Kanunu\)](#), the National Education System is formed of two main parts as “Formal Education” and “Non-formal Education”. Basic stages in the education system of Turkey are pre-school, primary education, secondary education and higher education stages. Formal education consists of three parts as public, private and open educations.

Schooling Percentages according to Age Groups					
	3-5 year-old	4-5 year-old	6-9 year-old	10-13 year-old	14-17 year-old
Boys	39,63	50,61	98,72	99,11	85,14

Girls	39,45	50,30	98,90	98,98	85,49
Total	39,54	50,46	98,81	99,05	85,31

Between 2000 and 2016, schooling percentage of girl students compared to boy students progressively increased in years from 89,64 to 103,20 in the primary education, from 74,41 to 95,56 in the secondary education, from 73,56 to 90,15.

According to the data on "[National Education Statistics - Formal Education 2016-2017 1st Semester \(Milli Eğitim İstatistikleri-Örgün Eğitim 2016-2017 1. dönem](#)" announced by the Ministry of National Education, there are 17 million 3019 thousands 433 students enjoying the formal education. According to data covering the first semester of 2016-2017 education years, of the students in the formal education, 14 million 684 thousand 664 students are studying in the public education institutions, 1 million 204 thousand 963 students are studying in the private education institutions and 1 million 429 thousand 806 students are studying in the open education institutions.

Of the 14 million 684 thousand 664 students studying in the public schools, 7 million 508 thousand 60 are boys (51,1 percent) and 7 million 176 thousand and 604 are girls (48,9 percent).

in private schools, however, there are 653 thousand 377 boy (52,2 percent) and 551 thousand 586 girl (45,8 percent) students are studying.

Of active students enrolled in the 1st semester in the open education, 798 thousand 574 students are formed of boys (55,9 percent) and 631 thousand 232 students are formed of girls (44,1 percent).

Of the 11 million 101 thousand 180 students studying in the public schools' basic education stage, 10,02 percent are in the pre-schools, 42,85 percent are in the primary schools and 47,13 percent are in the secondary schools.

Of the 704 thousand 522 students studying in the basic education stage in private schools, 28,87 percent are in the pre-schools, 30,26 percent are in the primary schools and 40,87 percent are in the secondary schools.

In the secondary education stage, however, out of 5 million 513 thousand 731 students, 3 million 726 thousand 41 students are studying in public schools, 1 million 287 thousand 249 are studying in open education schools and 500 thousand 441 are studying in private schools.

Of the 5 million 513 thousand 731 students in the secondary education, 2 million 912 thousand 93 (52,8 percent) are educated in the general high schools, 1 million 967 thousand 232 (35,7 percent) are in vocational and technical high schools, 634 thousand 406 (11,5 percent) are in imam hatip high schools.

According to [the Report on Policy Proposals for Grade Repetition, Reasons of Early Leaving from School and Children outside the Formal Education in Secondary Education \(Ortaöğretimde Sınıf Tekrarı, Okul Terk Sebepleri ve Örgün Eğitim Dışında Kalan Çocuklar Politika Önerileri Raporu\)](#) published in 2013; ages of students that repeated grade in the secondary education in the 2012-2013 education year varies between 14 and 18. Age average of these students is determined to be 16,3. Of the grade repeating students, two thirds are formed of boys (%66,5) and one third are formed of girls (%33,5). The biggest group among the grade repeating students that are within the scope of the research is formed of 9th grade students with %74,5. This is followed by 10th grade (%14,8), 11th grade (%7,1) and 12th grade (%3,6) students respectively. Majority of the grade repeating students are determined to be from families with low socio-economical and education levels. %11 of grade repeating students stated that they smoke, drink alcohol

and use other similar substances. Smoking, drinking alcohol and using similar substances is more common among boys. It is determined that more than one third of the grade repeating students had difficulty in understanding the classes, most students did not have the efficient studying habits and more than half lacked studying habits. %30 of the students expressed the factors playing role in their grade repetition as having difficulty in understanding the classes, bad teacher lectures, failure to finish homework and assignments in time. It is determined that compared to boy students, the grade repeating girl students perceived more peer support, more self sufficiency belief and more positive feelings towards the future. According to research results, grade repeating students show similar characteristics in terms of variables of educational state of their parents, working after school hours, living with the family, number of siblings, school type, class level, perceived peer support, self sufficiency belief, future aims, attitude towards school, relationships with teachers and perceived parental support. Grade repeating students show common characteristics in terms of variables of number of siblings, whether the family had regular income, father's educational state, having a personal bedroom, social activities in the school, enjoying education and training activities. Similarly, number of siblings, whether the family had regular income and whether having a personal bedroom are common variables in the groups. Furthermore, it is found that peer support, self sufficiency, attitude towards school and perceived parental support are also similar variables.

In another research carried out for the said report, it is found that of the youth that are outside the formal education, %37,1 are 18 years old, %25,7 are 17 years old, %18,8 are 16 years old, %13,7 are 15 years old, and %4,1 are 14 years old. The youth outside the formal education are found to have families with low socio-economical and education levels. Smoking, bad physical health, bad financial state and unemployed father are among the most important issues with the youth outside the formal education. Almost one third of the youth outside the formal education that participated in the research is open high school most of whom left the high school early. Some of the participants have graduated from primary education but were unable to continue in high school.

Organisation of the education and training system

The National Education System, determined by [National Education Basic Law no. 1739 \(1739 sayılı Milli Eğitim Temel Kanunu\)](#), consists of two main parts, namely "formal education" and "non-formal education". Formal education is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose. Formal education includes pre-primary, primary school, lower secondary school, upper secondary and higher education institutions.

Pre-Primary Education: Pre-primary education; involves the education of children in the age group of 3 (children who have completed 36 months, who were born between first and 9th months of 2013) age group 4 and age group 5 (children who are younger 66 months, who were born between 4th and 12th months of 2011) who have not reached the age of compulsory primary education. Preprimary education institutions may be established as independent kindergartens or, where considered necessary, as nursery classes within a primary education school or as practice classes affiliated to other related education institutions. The objective of pre-primary education is to ensure that children develop physically, mentally and emotionally and acquire good habits, that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish properly and correctly. Pre-Primary education institutions are opened as independent kindergartens and as nursery classes and practical classes within formal and non-formal education institutions with suitable physical capacity.

Summer Preschool: The aim of summer school programme is to spread and develop pre-primary education and to meet the needs of families that are on work about their child care and education. Summer school programme is an education that covers the

subjects which have importance and priority in pre-primary programmes and implemented in summer especially for children aged 60-66 months who can not continue pre-primary education.

Mobile Classroom: Aiming at developing pre-primary education, mobile classroom is an implementation to institution based pre-primary education for children of lowincome families aged 36-66 months who cannot attend preprimary education institutions. Mobile classroom project is carried out by General Directorate of Basic Education for provincial education directorates, municipalities and universities.

Primary Education Institutions: The compulsory primary school age covers the age group of 5 (children who have completed 66 months, who were born between first and third months of 2011) to 13. (The coverage of this age group starts with children who are 66 months old by the end of September of the year of registration and ends at the end of the educational year when the child completes 13 and begins the age of 14.) The objective of primary education is to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities. Primary education institutions are consist of the fouryear and compulsory lower secondary schools four year and compulsory lower secondary schools which give opportunity to allow between different programmes, and lower secondary schools for imams and preachers. The preferable lessons in type of supporting students' upper secondary education are consist of by students' ability, improvement and prefers in lower secondary schools and lower secondary schools for imams and preachers.

Open Lower Secondary School: It is the institution that provide the opportunity of completing lower secondary education to citizens at least 14 years old who completed primary education but couldn't attend to lower secondary education because of any reason, by distance educational method. There are not any divisions and teachers in accordance with system. Since 2009-2010 academic year, the completion period of Open Primary School has been reduced to one year from three years. In Open Lower Secondary School, an academic year consists of three semesters. Students are required to renew their registration on the internet every semester (3 times a year) at the times specified in the academic calendar. Registration of students, who do not enroll for one semester, is FREEZING, and registration of students, who do not enroll for two semesters consecutively, is UNREGISTERED. Previous credits of unregistered students are kept in reserve and they can continue from where they left off by reregistering.

Upper Secondary Education: Upper secondary education includes all the teaching institutions, general vocational and technical education institutions with at least four year compulsory formal or non-formal education, based on primary and lower secondary education. The aims and duties of secondary education, in accordance with the general purposes and basic principles of National Education, are as follows;

1. Enabling all students to have the awareness and power to get to know the problems provided that giving culture on minimum common general level look for ways of solution and acquire the conscious of contributing to country's economical, social and cultural development and power.
 2. Preparing students for higher education or for life and job fields in accordance with their interests, aptitude and abilities with various programs and schools. While these missions are accomplished, a balance is set between students' expectations and abilities and the needs of the society.
- General Secondary Education: It is a four-year compulsory educational process that prepares students both for higher education and for the future according to their interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education.

General Secondary Education: It is a four-year compulsory educational process that prepares students both for higher education and for the future according to their

interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education.

Open Upper Secondary High School: It offers education to students who are not able to attend formal educational institutions providing face-to-face education, who have completed the formal education stage in terms of age, and who want to follow an open upper secondary high school while attending upper secondary high school. Education is provided with a pass or fail and a credit system. There are not any classes and teachers as the system does not require them. In 2006, with the upgrading of education of all high schools to 4 years, students enrolled in the Open Upper Secondary High School were gradually included in the 4-year system. Students enrolled at formal education age may graduate 4 years later at the earliest (8 semesters). However, students who are 18 years of age can complete 8 semesters in 2.5 years since they have rights to take examinations three times a year.

An academic year in an Open Upper Secondary High School consists of three semesters. Students are required to renew their registration on the internet every semester (3 times a year) at the times specified in the academic calendar. Registration of students, who do not enrol for one semester, is FREEZING, and registration of students, who do not enroll for two semesters consecutively, is UNREGISTERED. Previous credits of unregistered students are kept in reserve and they can continue from where they left off by reregistering.

Vocational and Technical Secondary Education: It is a four-year compulsory educational process that prepares students both for higher education and for the future as well as for an occupation and job fields according to their interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education. Open Vocational Upper Secondary High School: Provisions related to the establishment of Open Vocational Upper Secondary High School dated 24.12.2005 and numbered 26033 are published in the Official Gazette. Students enrolled in Open Vocational Upper Secondary High School as a graduate of Lower Secondary / Primary School after 2006 may graduate 4 years later at the earliest (8 semesters). An academic year in an Open Vocational Upper Secondary High School consists of two semesters. Students are required to renew their registration on the internet every semester (2 times a year) during the times specified in the academic calendar. Students who fail to register for two semesters consecutively will be unregistered. Previous credits of unregistered students are kept in reserve and they can continue from where they left off by reregistering.

Higher Education: Higher education includes all the educational institutions which are based on secondary education, and which provide at least two years of higher education. The aims and duties of secondary education, in accordance with the general purposes and basic principles of National Education, are as follows;

1. Train students according to our country's science policies and the need for labor in higher and various levels of the society in accordance with their interests, aptitude and abilities,
2. Providing scientific training at various levels,
3. Doing research exploring sciences in further detail in order to finding solutions to scientific, technical and cultural problems especially to ones related to our country,
4. Providing the society with the results on research focusing on our country's problems regarding its progress and development with the coordination of the government and institutions and giving opinion on the research the government asks for,
5. Publishing everything that shows the results of research and that enables science and technology to develop,
6. Providing educational services such as spreading scientific data that can improve the level of Turkish society and that can enlighten the public in written or oral form.

Higher education institutions are

- Universities,
- Faculties,
- Institutes,
- Colleges
- Conservatories
- Vocational Colleges
- Center for Practice and Research

Main concepts

Early Leaving from Education and Training: It is the indicator expressed, according to the household research published by the [Statistics Office of the European Community \(Avrupa Topluluğu İstatistik Ofisi\)](#) (Eurostat), as the rate of the ones between the ages of 18-24 that are graduates of secondary education at most and not enrolled in any higher educational level to the relevant age population.

Apprenticeship Training It means the education that prepares individuals for a profession in harmony of theoretical education in institutions and practical education in businesses, enable them to improve in their professions and lead to a certificate.

Individuals Requiring Special Education (Individual Necessitating Special Education) It means the individual showing a difference meaningful in the level expected from the peers in terms of their individual characteristics and educational sufficiency for various reasons.

Groups Necessitating Special Policy or Practice (Disadvantaged Groups) It means groups formed of people like women, youth, long-term unemployed people, disabled who have more difficulty in their education and employment, compared to other groups.

Gifted Individuals: It means the individual who show higher performance than to his/her peers in intelligence, creativity, art, leadership capacity, motivation and special academical fields.

Vocational Education in Businesses: It means educational practices of students from vocational and technical education schools and institutions who receive their skill education in businesses and their theoretical education in vocational and technical education schools and institutions or education units allocated by the businesses and institutions.

Formal Education: Formal education is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose. Formal education includes pre-primary, primary school, lower secondary school, upper secondary and higher education institutions.

Non-Formal Education: In accordance with the general objectives and basic principles of national education, the objectives of nonformal education, which covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education or be independent of it are;

*To teach citizens to read and write and to provide them with the possibility of continuous education so that they may complete their deficient education,

*To provide them with the opportunity of education that shall help them in adjusting to scientific, technological, economic, social and cultural developments

*To provide an education that serves to protect, develop, promote and assimilate the values of our national culture,

*To ensure that an understanding and habits for living together, solidarity, mutual assistance, working together and getting organized are acquired and assimilated,

*To provide opportunities for citizens in non-formal education to gain a profession in accordance with the employment policies and in line with the development of the economy,

*To promote a healthy way of life and healthy nutritional habits,

*To provide people engaged in various professions with the necessary information and skills for further development,

*To establish the habit of spending and using spare time productively.

Distance Educational Institution: They are the institutions that offer education with various means of communication to those who are not able to continue to their studies.

Double-shift Education: It is the education provided for the same student groups in the same school in the morning and in the afternoon.

Education with Transport: It is the practice of transporting primary, lower secondary and upper secondary school students who have problems with access to the schools due to various reasons to certain schools on a daily basis with the aim of providing them with education.

Center for Science and Arts: It is the independent special educational institution which is designed with the aim of having gifted students gain awareness of their individual talents, improve their potential and make the most of it without interrupting their education in formal educational institutions.

Blended Education: They are the special education practices based on the principle that individuals in need of special education should continue with their studies with their peers in state or private formal and informal educational institutions with the provision of supporting educational services.

Center for Special Education and Rehabilitation: They are the private educational institutions which function with the goal of eliminating problems resulting from difficulties in speaking and language development, voice defects, mental, physical, auditory, social, emotional deficiencies or behavioral disorders, taking their abilities to upper levels again, improving their self-care and independent living skills and ensuring their adaptation into the society.

6.2 Administration and governance

Cross-sectorial cooperation

In preparation of [the 2015-2019 Strategic Plan of the Ministry of National Education \(Millî Eğitim Bakanlığı 2015–2019 Stratejik Planı\)](#), the Strategic Planning Guidance for Public Administrations published by the Ministry of Development is taken as basis. Works are carried out in coordination of the R&D units of the Strategy Development Presidency in the central organisation of the Ministry and of Provincial National Education Directorates in provinces. In this context, strategic plan teams are formed in province, district, school and institution directorates under the coordination of R&D units in provincial organisation, of Strategic Plan Coordination Team of the Ministry of National Education (MoE) and Strategic Plan Team of the Ministry of National Education by participation of unit representatives in the central organisation. By the Strategic Plan Circular numbered 2013/26, the MoE strategic plan coordination team formed to carry out strategic plan works of the Ministry is organised.

During strategic plan preparation period, 1.365 people working in R&D units of the provincial national education directorates are given education on strategic planning by the MoE Strategic Plan Coordination Team. The factors working in the R&D units that participated in the education and received certificates train strategic plan teams of the

district, school and institutions directorates. In order to receive contribution of the internal and external partners, partner questionnaire is applied and opinions of totally 69.901 people are assessed. Within the scope of partner research, opinions of non-governmental organisations, universities, education faculties and related public institutions and organisations are obtained and important columnists who write articles on education and training are also sent the questionnaire and their opinions are also obtained. During the preparation process of the strategic plan, five workshops with wide participation are organised, in which group studies directed at determination of mission, vision, basic values, aims and targets, SWOT analysis in particular, are done and opinions and proposals of ministry's central and provincial organisation units. Meeting are held in participation of unit and department heads of the ministry's central organisation and units' future visions for the five-year plan process are taken. Studies are presented to the MoE Strategic Plan Higher Board that periodically met under the chairmanship of the Minister of the National education. In line with the decision made in these meetings, necessary changes and regulations are done. The final version of [the 2015-2019 Strategic Plan of the MoE \(MEB 2015-2019 Stratejik Planı\)](#) is approved by the Strategic Plan Higher Board and entered into force.

Governance

The legal instrument that forms basis to and steer the education and training policies is [the Decree Law no. 652 on Organisation and Duties of the Ministry of National Education \(652 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname\)](#) that entered into force after its promulgation in the Official Gazette dated 14/09/2011 and numbered 28054. According to this Decree Law, the duties of the Ministry are:

1. To design, implement, update education and training programs that develop students at pre-school, primary and secondary education physically, mentally, morally, spiritually, socially and culturally and equip them with knowledge and skill required by the social structure based on human rights and economical system having the power to compete in the global level, and prepare them to the future; to carry out and supervise education and training services of teachers and students in this framework,
2. To set, implement national policies and strategies for each level of education and training, to monitor and supervise their implementation, to update and develop them according to emerging new service models.
3. To design and develop the education system in the light of up to date techniques and models in harmony with the needs of the dynamic, economical and social development that is open to innovations.
4. To develop, implement policies and strategies that facilitate access to education, secure all citizens to enjoy education opportunities and potentials equally, to monitor and coordinate their implementation,
5. To develop, implement policies and strategies that extend participation of girl students, disabled and other section of the society requiring special attention, to coordinate implementation thereof,
6. To design, implement special education and training programs that protect and improve the special qualification of the gifted people, to coordinate implementation thereof,
7. To open education and training institutions other than the higher education, permit them to be opened and supervise them,
8. To carry out works on the needs and problems of the Turkish nationals working or residing abroad in educational field in cooperation with the relevant institutions and organisations,

9. To determine accreditation degree of formal and non-formal education and training institutions opened by institutions and organisations other than the higher education, to prepare programs and regulations,

10. To cooperate in determination of programs and accreditation degree of secondary education institutions affiliated to the Turkish Armed Forces and in preparing their bylaws,

11. To fulfil duties and responsibilities assigned to the Ministry by [the Higher Education Law \(Yükseköğretim Kanunu\)](#) no. 2547 dated 04/11/1981 in order to ensure performance of the higher education within the integrity of national education policy.

Participation of the Ministry of National Education is deemed one of the fundamental elements of strategic planning and emphasis is attached to taking opinions of the interacted parties. Partner analysis was emphasised for development of sustainable policies that will meet the needs of the beneficiaries and for the parties to own the activities and projects to be realised through the prepared strategic plan. By making use of the organisational structure of the Ministry of National Education, legislation, service inventory, standard file plan and activity fields and conclusions of the workshop, a partners list is prepared. Using an effect/importance matrix, partner prioritisation was done and final partner list is formed. Opinion obtaining method is determined according to the characteristics of the partners with set priority and “Internal Partner Questionnaire” and “External Partner Questionnaire” are developed. In the questionnaires, articles determine the perception towards the Ministry, areas to be attached importance and priority, as well as internal factors in the internal partners, and state of accessing the requested information in the external partners. The internal partner questionnaire is applied to approximately 38 thousand employees in the schools, institutions, district, province and central organisations and the external partner questionnaire is applied to approximately 35 thousand participants including students, parents, public institutions, non-governmental organisations, unions and university employees. In addition to questionnaire, meetings and workshops are organised to receive opinions and proposals of the partners. Obtained opinions and proposals are noted in determining problem areas and are reflected in the targets and measures in the future orientation part. Details of the analysis results are in the Partner Analysis Report and Situation Analysis Report.

Basic High Policy Documents

1. Acquis and Progress Reports
2. [10. Development Plan \(Kalkınma Planı\)](#)
3. Medium Term Financial Plan
4. Medium Term Program
5. [62. Government Program \(Hükümet Programı\)](#)
6. Ministry’s Legislation
7. [2015-2019 Strategic Plan of the Ministry of National Education \(Millî Eğitim Bakanlığı 2015–2019 Stratejik Planı\)](#)
8. National Education Council Resolution
9. [National Education Quality Framework \(Millî Eğitim Kalite Çerçevesi\)](#)

6.3 Preventing early leaving from education and training (ELET)

National strategy

Within the scope of [2015-2019 Strategic Plan of the Ministry of National Education \(Millî Eğitim Bakanlığı 2015–2019 Stratejik Planı\)](#), policies for each individual to access his/her rightful education under just terms without being affected from economical, social,

cultural and demographical differences and disadvantages and to complete this education are discussed under the access to education and training theme. In line with this, the target “to increase participation and completion rates in any type and level of education and training, particularly disadvantaged groups, until the end of plan period” is accepted as the strategic plan target.

By the Law no. 6287 on Making Amendments in the Primary Education and Education Law and Some Laws (6287 sayılı İlköğretim ve Eğitim Kanunu İle Bazı Kanunlarda Değişiklik Yapılmasına Dair Kanun) that was promulgated in the Official Gazette dated 11/04/2012 and numbered 28261, the compulsory education is increased to 12 years. Per this regulation, increase in the schooling rates in all levels of the compulsory education and training, secondary education in particular, and improvement in indicators of average education term and early leaving from education are expected. Life-time participation in learning, however, is %1,8 in 2006, %2,9 in 2011 when the organisation structure of the Ministry changed and %4,8 in 2014. Turkey has succeeded %66 increase in participation in the life-time learning rate since 2011. With realisation of this target, while an increase is expected in the schooling in every level of formal education and training and participation in the life-time learning, the opportunities of groups requiring special policy, particularly girl students and disabled to access to education, and the share of the private education institutions, a decrease is expected in absence and early leaving.

Formal education: main policy measures on ELET

According to the Report on Policy Proposals for Grade Repetition, Reasons of Early Leaving from School and Children outside the Formal Education in Secondary Education (Ortaöğretimde Sınıf Tekrarı, Okul Terk Sebepleri ve Örgün Eğitim Dışında Kalan Çocuklar Politika Önerileri Raporu) (2013), children that repeat grade, early leaving from the school and are outside the formal education pose a serious hindrance in socially, economically and culturally sustainable development of Turkey. Furthermore, improvement of young population on whom the future of the country is built in terms of social and cultural capital also comes out as a strategic risk factor in formation of a healthy structure of the society.

In the light of the findings obtained within the scope of the [Report on Policy Proposals for Grade Repetition, Reasons of Early Leaving from School and Children outside the Formal Education in Secondary Education \(Ortaöğretimde Sınıf Tekrarı, Okul Terk Sebepleri ve Örgün Eğitim Dışında Kalan Çocuklar Politika Önerileri Raporu\)](#) (2013), policy proposals are tried to be formed by taking the central organisation of the Ministry of National Education, province, district and school level as basis. The policy proposals that are developed based on research findings and outcomes are:

- To increase social awareness throughout Turkey on grade repeating, early leaving from school and children outside the formal education in the general secondary education.
- To establish communication and cooperation mechanism among the MoE, Ministry of Family and Social Policies, Ministry of Culture and Tourism, Ministry of Youth and Sport and provincial organisations of these Ministries on the matter.
- To ensure acquisition of required knowledge, skill and approach by the teacher candidates in teacher training programs on the grade repeating, early leaving from school and children outside the education and training through the cooperation with the YÖK (Higher Education Council).
- To develop projects on the grade repeating, early leaving from school and children outside the education and training within the scope of the class of community service practices in the teacher educating institutions.
- To cooperate with lecturers dealing with research in the university on the education activities directed to the grade repeating, early leaving from school and children outside the formal education.

- To create an optional and transitive system between secondary education programs directed at students with the risk of grade repetition and early leaving from school.
- To ensure that the students are held responsible for only the failed classes instead of the whole grade classes by applying class repetition system instead of grade repetition.
- To ascertain, monitor the students with the risk of grade repetition and early leaving from school, and to take necessary measures.
- To re-regulate the Parent Teacher Association Bylaw to enable parents' further and more quality participation in the education and training process.
- To introduce legal and organisational regulations aimed at monitoring academic success of all the students in schools and providing make-up education.
- To apply extracurricular activities for pre-puberty and puberty students aimed at improving their social behaviours.
- To prepare an Internet portal containing lesson delivery videos, doing questions, exercises that will support the students on the virtual platform aimed at the classes with low success rate.

Addressing ELET through non-formal and informal learning and quality youth work

The main document proposing solutions in terms of youth work regarding the problems of early leaving from school and absence is [the National Youth and Sport Policy Instrument \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). Within the scope of this document, there is a target aimed at ensuring regular attendance to school strengthening the measures taken to decrease the early leaving from school rates under the policy field "Education and Lifelong Learning". Under the policy field entitled "Family" of the same Instrument, it is aimed to increase susceptibility of families regarding the youth and visa-versa, taking of the parent teacher association more active role in the informing activities directed at the youth on family and family education.

Discussing early leaving from school and absence in non-formal education is a result of the education provided mostly by the non-governmental organisations to the youth. Youth non-governmental organisations that prepare projects aimed at contributing in the school habits of the youth, helping with their school life, strengthening the ties between school-student and family are supported by the mentioned granting programs within the [Program to Support Youth Projects of the Ministry of Youth and Sports \(Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı\)](#).

Cross-sector coordination and monitoring of ELET interventions

The strategies for measures against early leaving from school and absence and effectiveness of these measures are determined in the [Strategic Plan of the Ministry of National Education \(2015-2019\) \(\(2015-2019\) Milli Eğitim Bakanlığı'nın Stratejik Planı\)](#). For the said strategic plan, a supervision and assessment model is formed. The following two strategies are set in this subject.

- Mechanisms for supervising and preventing student absence aimed to prevent early leaving from the education and decreasing absence will be developed.
- A pluralist, participant, transparent, accountable management and organisation structure that is supported with an effective supervision and assessment system until the end of plan term, in which the bureaucracy is decreased will be formed.

Performance indicators on measurements of the success of these two strategies, however, is the percentage rate of the guided and supervised schools and institutions in which risk is determined according to outcomes of the supervision carried out with the supervision and assessment system of the Ministry to all the schools.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

Any and all educational activities outside the formal education form the non-formal education category. As is formal education, non-formal education is also carried out under the administration and supervision of the Ministry of National Education. The widest activity in the non-formal education is the vocational education; and the most important education activity in the vocational education is the apprenticeship education. Other than the formal vocational and technical education, the most important means to learn a profession is the apprenticeship within the non-formal education. Although the apprenticeship education is a type of non-formal education, it is regulated under a law separate from the non-formal education legislation. With the Law no. 2089 enacted in 1977 for the first time, the [Law no. 3308 on Apprenticeship and Vocational Education \(3308 sayılı Çıraklık ve Mesleki Eğitim Kanunu\)](#) entered into force in 1986 regarding the apprenticeship system that is in our education system. The said Law the name of which was changed into "Vocational Education Law" with the amendment of 2001 sets out the rules and regulations on education and training of apprentices, foremen and masters.

In order to apply to apprenticeship education, 4 apprenticeship contracts are obtained from the Vocational Education Centre closest to the business place. After the contracts are filled in completely and signed by the concerned (apprentice, parent and employer), they are approved by the Chamber to which the business is affiliated. Then, the Vocational Education Centre from which the apprenticeship contracts are obtained is applied for enrolment. At the end of the apprenticeship education term, foreman trainees take the first foremanship examination to be done and if they are successful, they receive their Foremanship Certificate from the Vocational Education Centres.

Mastership trainees that complete their professional development and the foreseen foremanship term take the first mastership examination to be done and if they are successful, they receive their Mastership Certificate from the Vocational Education Centres.

The non-formal education is defined in the [National Education Basic Law no. 1739 \(1739 sayılı Milli Eğitim Temel Kanunu\)](#) as to include any type of education and training that individuals would need throughout their lives. The aforesaid Law enables all private-public institutions to give non-formal education under the coordination of the MoE. Furthermore, [the Non-Formal Education Institutions Bylaw \(Yaygın Eğitim Kurumları Yönetmeliği\)](#) covers establishment, administrative, education, consultation, supervision and coordination activities of all courses to be opened with approval of Public Education Centres or in cooperation with Public Education Centres and Education Chambers or any other institution other than the special education institutions. Non-formal education services are regulated under three main sections as literacy courses, vocational and technical education and social and cultural courses. The target group includes the ones that have never been in the education system or the ones at any level of this system or the ones already out of the system. The institution that implements the non-formal education in the public most intensively is the MoE. Since all of these courses are modular, the participants, if they pass the exam at the end of the education, receive a certificate that is approved by the Ministry of National Education and valid in private and public institutions throughout Turkey.

In order to assist maintaining and increasing employment, improving professional qualities of the unemployed, decreasing unemployment and bringing the groups requiring special policies in the labour market, the Turkish Employment Agency organises vocational education courses, on-the-job education programs, entrepreneurship education programs, programs for public interest and other courses, programs, projects and special practices within the scope of active labour services. The participants in the courses are preferably given vocational qualification certificate that is internationally valid. In the cases where this is not possible, course completion document or certificate that is approved by the Ministry of National Education or university is given.

The unemployed ones that receive education are employed in the private sector businesses according to their profession and vacancies. The ones that participate in the on-the-job education are given the On-the job Education Certificate, and the ones who participate in the entrepreneurship education programs are given Entrepreneurship Education Participation Certificate that enables them to avail themselves of the support provided for the KOSGEB (Small and Medium Business Development and Support Administration) entrepreneurs. KOSGEB provides education and consultation services and support for the SMEs. At the end of the basic level entrepreneurship education program, the participants are given the Applied Entrepreneurship Education Participation Certificate within the scope of entrepreneurship education program. This document is used in application for the KOSGEB New Entrepreneur Support.

The Ministry of Agriculture and Rural Affairs, through the "Handicrafts Education Centres", is among the institutions giving non-formal vocational education in carpet-rug, ready wear, painting, embroidery, xylography, silver-work and stone dressing areas. activities of these centres of which the subsistence and accommodation expenditures of the trainees are met by the state have recently been supported by İŞKUR (Turkish Employment Agency) funds. Agriculture Provincial Directorates also organise mobile rural courses. Furthermore, the Ministry of Agriculture and Rural Affairs engage in non-formal education activities in the rural areas on agriculture and domestic economy aimed at the farmers and families. The successful participants are given certificates at the end of these educations.

The non-formal vocational and technical education does not have a structured assessment-evaluation and documentation system as it is in the apprenticeship education. In the courses in the non-formal education, an exam is usually applied at the end of the course, the successful ones are given "certificate of achievement" and the failed ones are given the "certificate of participation". The certificates and participation certificates given in the non-formal education do not have a certain standardisation. Furthermore, many short-term course and seminars do not end up with an examination, but tests measuring satisfaction of the participants in the education and the participants are given certificate of participation.

Information and guidance

In the [Annual Report of 2016 of the Ministry of National Education \(Milli Eğitim Bakanlığı 2016 Faaliyet Raporu\)](#), it is stated that works for monitoring and assessing the non-formal education activities will be carried out. The institution responsible for carrying out and monitoring these works is the Lifelong Learning General Directorate under the Ministry of National Education.

Non-formal education activities carried out by the Lifelong Learning General Directorate provide the opportunity for the individuals to improve their professional knowledge and skills as well as increasing their socio-cultural accumulation. When the courses opened in 2016 are taken into consideration, it is seen that most of the trainees tended to participate in the courses aimed at increasing socio-cultural accumulation.

Numerical data on the courses is kept on the e-Kurs system created by the Assessment, Evaluation and Examination Services General Directorate.

Non-formal education institutions under the Lifelong Learning General Directorate organise activities other than courses in the fields like exhibitions, panel discussions, fairs, seminars, folk dance shows. The non-formal education institutions of the general directorate are serving as the pioneering institutions in these fields in their locations. In 2016, 5.806 activities other than courses were organised in which 1.109.879 people participated. Of the participants, %42 is male and %58 is female.

In the non-formal education, various Family Education Programs are introduced for the parents to support their children's development. With the "Family Education Course Program (for Families with Children between 0-18 Years Old)", it is aimed to enable children and adolescents to use their existing potential by improving parents' parenting

skills' and thus strengthening the domestic relations. The program aims to raise healthier and more successful generations by providing education for the parents on child development and education, positive parenting skills, health, nutrition, getting them adopt positive behaviours, social gender equality, domestic communication, domestic violence, domestic conflict and its solving techniques, fundamental human rights and children rights, development characteristics during puberty, risks and problems during puberty, choosing profession-planning the future, starting the school ready, family-school cooperation, building sensitivity to individuals with special needs.

After the first document covering 2009-2013 term, the practice of [Turkey Lifelong Learning Strategy Certificate \(2014-2018\) \(Türkiye Hayat Boyu Öğrenme Strateji Belgesi 2014-2018\)](#) is launched in 2014. This certificate is built around 6 main priorities after discussions with the lifelong learning sector actors in line with the experiences gained during the previous certificate, national and international tendencies. These priorities are;

- 1- To establish lifelong learning culture and awareness in the society,
- 2- To increase lifelong learning opportunities and presentation,
- 3- To increase access to lifelong learning opportunities,
4. To develop lifelong guidance and counselling system,
- 5- To develop the system on recognition of previous learning,
- 6- To develop the system of lifelong learning monitoring and assessment.

Lifelong Learning General Directorate organises vocational and technical education courses and general course programs for individuals of any age level and group within the scope of lifelong learning. Course programs are prepared by the commissions formed in accordance with article 48 of the [Non-Formal Education Institutions Bylaw \(Yaygın Eğitim Kurumları Yönetmeliği\)](#) in the Lifelong Learning General Directorate and provincial national education directorates and are implemented after approval of the Ministry. The vocational and technical course programs are prepared and published as modules. Modules consist of training experiences with a beginning and end, basing on individual training, having a unity within itself, designed in a systematical framework. Framework education programs and module information pages of the non-formal education course programs prepared in this manner are shared on the website of the Lifelong Learning Education General Directorate. Organised non-formal education programs, approval of non-formal education programs, vocational education fields and modules are published on the education programs page. Course programs are prepared in cooperation with other training units of the Ministry, federations, non-governmental organisations, by taking National Profession Standards and Turkey Qualifications Framework as reference and according to [Non-Formal Education Framework Course Program \(Yaygın Eğitim Çerçeve Kurs Programı\)](#), Non-Formal Education Institutions Foreign Languages (A1 level) Framework Course Program and Non-Formal Education Institutions Foreign Languages (B1 33 level) Framework Course Program that entered into force by the Approval of the Head Council of Education and Morality dated 20/04/2016 and numbered 19 that are programs of other training departments accepted by the Head Council of Education and Morality.

Quality assurance

[The Law on Vocational Qualifications Institution \(Meslekî Yeterlilik Kurumu Kanunu\)](#) is one of the most important institutions for improvement and assessment of vocational qualifications and skills in Turkey. This institution is responsible for determining national qualifications in vocational and technical fields, establishing and operating national qualifications system required to carry out activities on supervision, assessment and evaluation, documentation and certification, regulating the matters on the [Turkey Qualifications Framework \(Türkiye Yeterlilikler Çerçevesi\)](#) by taking national and international professional standards as basis. Vocational Qualification Institution follows

and supervise features, characteristics and requirements of the vocational documents. It renders the quality on documentation of educations possible and improves that quality.

6.5 Cross-border learning mobility

Policy framework

In the Law on the Organisation and Duties of the Ministry of National Education (Milli Eğitim Bakanlığı'nın Teşkilat ve Görevleri Hakkında Kanun), organising and performing services on education and training of the Turkish nationals abroad are listed among the duties of the Ministry.

Two duties of the Head Council of Education and Morality under the Ministry of National Education in the mentioned Law regarding the abroad learning mobility are:

- To follow and assess domestic and abroad education movements,
- To examine the education plans to be taken as basis for teachers and students sent to foreign countries.

Duties of the Higher Education General Directorate in this context are:

- To carry out works and processes of the students that are to be sent abroad for higher education on education fields, qualities to be sought in these students, their numbers, states of scholarship and credit and their education abroad and planning,
- To take necessary measure for employment of the manpower educated abroad in line with their education aim.

Main cross-border mobility programmes for students in formal education

Abroad Postgraduate Education Scholarship is an abroad postgraduate education scholarship program carried out by the Ministry of National Education within the scope of the [Law on Students to be sent to Foreign Countries no. 1416 \(1416 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun\)](#) for the purpose of meeting the need in educated human resources of Turkey. Works and processes of the student sent abroad within the program regarding selection, placement, starting the education, monitoring their education, scholarship and school fee payments, health expenses, travel expenses, exam fees, stationary aid, placement in the relevant institution after the education and monitoring are carried out by the Ministry of National Education.

Since the first years of the Republic, abroad education scholarship has been granted to meet the educated human resources of public institutions and organisations, particularly higher education institutions, aimed at realisation of science and technology transfer needed by Turkey.

In accordance with the Law on Students to be sent to Foreign Countries no. 1416 (1416 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun) that entered into force in 1929, sending student abroad in exchange for compulsory service was started. While only 120 students were granted scholarship at first, between 1929 and 2005, totally 9689 students were given the opportunity to study with scholarship. With the "Project of 5000 Students in 5 Years" launched in 2006, the program gained momentum and between 2006 and 2015, totally 7673 students were entitled to receive postgraduate education abroad within the program.

The legislation covering the legal basis of the works and processes performed within the LYSY (Abroad Postgraduate Education Scholarship) Program are given below:

- a) Decree Law on Organisation and Duties of the Ministry of National Education
- b) Law on Amendment of the National Education Basic Law no. 6528 and Some Laws and Decree Laws,

- c) Law on Students to be sent to Foreign Countries no. 1416,
- d) Bylaw on Turkish Students' Education in Foreign Countries,
- e) Notification regarding the Payments to be done to the Students to be sent Abroad,
- f) Guidelines of the Higher Education and Abroad Education General Directorate (YLSY).

For the year 2017, the Higher Education and Abroad Education General Directorate that is the unit that handles cross-border education mobility within the Ministry of National Education is allocated a budget for 573.963.900,00 TL.

Promoting mobility in the context of non-formal learning, and of youth work

The Bylaw on Sending Ministry of Youth and Sports Personnel Abroad for Education (Gençlik ve Spor Bakanlığı Personelinin Yetiştirilmesi Amacıyla Yurt Dışına Gönderilmesi Hakkında Yönetmelik) is the legal instrument enabling the Youth and Sports Ministry which is the main element of the youth work to increase knowledge and experience through internship abroad and do master and doctorate degrees. The aim of this Bylaw is to regulate procedures and principles on selection of the personnel to be sent abroad by the Ministry as to train as intern, increase knowledge or do postgraduate degree (master/doctorate) in foreign institutions or organisations and international private or public education and research institutions on the service and to determine rights and liabilities to which these personnel will be subject during the said programs.

Quality assurance

Assessment of the impression of the students that benefit from the Abroad Postgraduate Education Scholarship program are carried out in workshops organised annually after the program. The education institutions in the programs must be in the first 500 (five hundred) in one of the world university ranking by Times Higher Education, Academic Ranking of World Universities (Shanghai), QS World University Rankings-Top Universities and University Ranking by Academic Performance (URAP) in general or field basis in the last 3 (three) years. However, there is no performance criteria or standard system for program's quality assurance.

The European Union and Foreign Relations General Directorate under the Ministry of National Education is one of the important institutions on the cross-border education mobility. With the scholarships given to Turkey within the framework of bilateral agreements, students and academicians at the higher education level are sent abroad from our country through education institutions of other countries for the purposes of undergraduate, graduate and post graduate educations and language acquisition. Undergraduate programs takes about 3-4 years, graduate programs about 1-2 years, postgraduate program about 2-3 years and language education about 3 months to 1 year, and they vary from country to country. The entirety of the mobility is funded by the countries providing the scholarship. Services of accommodation, travel, scholarship, materials etc. rendered to students differ from country to country, where some countries provide scholarship, some countries met the whole or part of the costs. In order to monitor and assess the mobility, feedback through the Ministry of Foreign Affairs is requested. Furthermore, some scholarship providing countries also inform about the placements. Within the context of assessment of quality of the programs, however, requests and complaints conveyed by the students to the Ministry of National Education via e-mail and petitions are submitted to the Ministry of Foreign Affairs as to be submitted to the scholarship providing countries. In addition, the European Union and Foreign Relations General Directorate provides guidance to the candidates.

Student mobility realised under Erasmus + Program, however, is carried out by the EU Education and Youth Programs Presidency (National Agency) of the Ministry of European Union.

6.6 Social inclusion through education and training

Educational support

Within the context of the [Strategy Document for Roman Citizens 2016-2021 \(Roman Vatandaşlara Yönelik Strateji Belgesi 2016-2021\)](#) issued by the Ministry of Family and Social Policies, strategic aims and targets in the main policy fields of Education, Employment, Accommodation, Health and Social Service and Social Aids are determined.

Strategic Aim: To provide all Roman children to access the equal opportunities in the education and quality education services, and the Roman youth to complete at least the compulsory education successfully.

Strategic Targets

1. Breaking loose from education that show itself as early leaving from school and absence in every stage of the compulsory education will be prevented and the ones - particularly the young people - who had to drop out of school for various reasons will be ensured to continue with their education.
2. Information level of Roman families on socio-economical benefits of education and social aids for education will be increased.
3. Roman parents and students' social ties with school, teacher and peers will be strengthened.

Social cohesion and equal opportunities

The Basic Education General Directorate under the Ministry of National Education is carrying out two projects for the use of education and training in social inclusion of the youth.

Inclusive Early Childhood Education Project for Disabled Children The project aims to contribute disabled children to participate in the social life through quality inclusive education during the period from the early childhood until the end of 1st grade, and to facilitate their employment and access to economical and social life in the long run. Furthermore, through provision of quality inclusive education, access disabled children (3-7 years) to early childhood education and 1st grade will be increased.

SIROMA- "Technical Assistance for Promoting Social Inclusion in Densely Roman Populated Areas Project": The aim of the project is to increase capacities of institutions in the social protection area, supporting operation of mechanisms and providing coordination with the target of facilitating social integration of Romans/disadvantaged individuals. With the project, social inclusion will be increased by facilitating particularly Romans or disadvantaged persons entrance in labour force market on the basis of jobs with social insurance in densely Roman populated areas.

Education programs, course books and education materials that are prepared for compulsory and optional courses from 1st grade to 8th grade in line with the Weekly Schedule of Primary Education Institutions (Primary and Secondary) do not include any statement, expression and visual that could highlight any ethnic identity and cause social exclusion. When preparing education programs, course books and education materials, all students are presented with equal opportunities thus taking measures supporting the social inclusion and increasing the social harmony for their enjoyment of quality education opportunities.

6.7 Skills for innovation

Innovation in formal education

[2015-2019 Strategy Document of the Ministry of National Education \(2015-2019 Milli Eğitim Bakanlığı Strateji Belgesi\)](#) ascertains the following strategic aim regarding the innovation in education and training:

- To enable raising of individuals that are entrepreneur, innovative, creative, with high language skills, are open to communication and learning, have self confidence and are responsible, healthy and happy by getting them acquire the knowledge, skills, attitudes and behaviours required by the period.

Updating works of the education programs of the compulsory courses in the Weekly Schedule of Primary Education Institutions are done by taking into consideration various strategic plans and action plans including liabilities of the Ministry of National Education and Basic Education General Directorate under it, within the scope of works to increase quality in education, in the manner that covers the 21st Century skills, adopts national and moral values, relatable with life. Updated education programs of compulsory education will be implemented in 1-5 grades in 2017-2018 education year and all grades in 2018-2019 education year. These education programs presents more feasible framework for the youth to discover and improve their innovative skills. In the updated education program, the following competences;

- Communication in foreign languages
- Learning to learn
- Competence in math and competence in science/technology
- Digital competence
- Cultural awareness and expression
- •Social and nationality competence
- Entrepreneurship and taking initiative

that are in the Turkey Qualifications Framework are taken as basis. It is targeted to get the mentioned basic skills acquired by the students in line with the acquisitions and explanations in the education programs.

In the 2016-2017 education year, 3357 application was made for "[Innovation in Education and Training Rewards \(Eğitim ve Öğretimde Yenilikçilik Ödülleri\)](#)" that is carried out for encouragement and sharing of authentic and modern practices in education and training by rewarding. First, project reports are assessed in the electronic platform by the assessors and as a result, 189 study field visits are done. After the field visits, 106 works are found worthy of Regional Reward.

Fostering innovation through non-formal and informal learning and youth work

Within the scope of [Youth Project Support Program of the Ministry of Youth and Sport \(Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı\)](#), grants for innovative and creative projects proposed by the non-governmental organisations are provided under the title "Innovative" projects.

Non-governmental organisations inform the youth by organising many educations, seminars and meetings in the field of innovation and creativity and assess their innovative ideas.

6.8 Media literacy and safe use of new media

National strategy

Within the [National Children Rights Strategy Document and Action Plan 2013-2017 \(Ulusal Çocuk Hakları Strateji Belgesi ve Eylem Planı 2013-2017\)](#) published by the Ministry of Family and social Policies, it is targeted to generalise media literacy educations.

In the 2016-2018 Strategic Plan of the [Information Technologies and Communication Institution](#) (Bilgi Teknolojileri ve İletişim Kurumu'nun 2016-2018 Stratejik Planı), the target to generalise Secure Internet use is adopted.

In the [National Youth and Sport Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#), under the policy area of "Disadvantaged Youth and Social Inclusion", the target

on “increasing social awareness through media, social media, Internet and education institutions to prevent abuse of the youth” is included.

Media literacy and online safety through formal education

Within the context of Increasing Opportunities in Education and Improving Technology Movement (Eğitimde Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (FATİH)) carried out under the coordination of the Innovation and Education Technologies General Directorate, works are carried out for secure use of the new media within the framework of conscious and secure Internet use component. In the Education Information Network (EBA) portal, there are contents on media literacy and secure use of the new media. The work on improving these contents and increasing them in number is ongoing. In the teacher training performed within the scope of FATİH Project, works for the teachers to use information technologies effectively and efficiently by nature are carried out in practice; factors of secure and conscious use of the digital media are concentrated on in the training.

Within the context of FATİH Project, the Innovation and Education Technologies General Directorate carries out works on promoting the project in practice directed at teachers and students especially in the domestic fairs and activities. In the r&d activities performed, it was concluded that such activities have positive effect on teachers and students and the r&d activities are ongoing. In the European Union projects carried out within the body of the Innovation and Education Technologies General Directorate and aiming to effective and efficient use of technology in education, international project preparation works are ongoing at the point of new media literacy and conscious and secure use of the new media.

The Ministry of National Education ensured taking of media literacy course in the primary education institutions as of 2007-2008 education year as an optional course and in this context, all works and processes with regard to the course are carried out in coordination with Head Council of Education and Morality and Basic Education General Directorate. In order to raise awareness in students on visual, audio and written media and to make them gain active, critical, constructive media culture, “Media Literacy” course is included in the Weekly Course Schedule of the Primary Education Institutions (Primary School and Secondary School) for 2 hours a week in the optional courses part for the 7 and 8th grades. In this way, Media Literacy course can be chosen by 7 and 8th grade secondary school students and is thought in 2 hours a week.

Promoting media literacy and online safety through non-formal and informal learning

Within the context of a cooperation protocol signed between Ministry of Education and Information and Communication Technologies Authority, as part of the [MoE 2013 In-service Training Program \(MEB 2013 Hizmet İçi Eğitim Planı\)](#), an education seminar was carried out on the "Fatih Project, BT and conscious, secure use of the Internet". 400 teachers and 160 education directors were provided training by trained formatter teachers in charge of the Fatih Project that were employed in 81 provinces. Teachers who took part in the training trained more than 800.000 teachers in their province of residence on the conscious and secure use of the Internet. The goal of this training was to raise awareness on the conscious use of the Internet in all segments of society, particularly in students and parents. Moreover, the learning content was converted into online learning modules. As part of the awareness raising works, informative materials such as booklets, brochures, posters and like were prepared and to date, 6 million awareness raising documents were distributed free of charge.

To raise awareness on adult education, the General Directorate of Lifelong Learning conducted day-long seminars on “Secure use of Internet and Domestic Communication” in 81 provinces. A total of 9.388 adults attended these seminars; 10 thousand brochures were distributed.

Raising awareness about the risks posed by new media

It has been stated that, within the scope of the [2016-2019 National Cybersecurity Strategy \(2016-2019 Ulusal Siber Güvenlik Stratejisi\)](#) published by the Ministry of Transport, Maritime and Communications as part of the strategic action plan "Awareness and Human Resource Development", action should be taken so as to create a culture of cybersecurity in all segments of society, from administrators of institutions to users of computers and to train people as cybersecurity specialists.

Within this framework, the following goals were identified:

- Enhancing, as part of cybersecurity, competency and awareness on coordination and inspection of institutions such as the sector regulatory authority, ministry, etc.
- Creating awareness on cybersecurity in all segments of society, supplementing the endeavors of educational institutions with awareness raising activities through written and visual media.

The National Conference on New Media Studies (2015) was held as part of the [National Scientific Activities Support Program \(Yurtiçi Bilimsel Etkinlik Destekleme Programı\)](#) of the Scientific and Technological Research Council of Turkey (TUBİTAK), drawing attention to risks that the usage of new media carries and a conference booklet was prepared on this issue.

The "Secure Life, Secure Internet and Social Media" protocol was signed between The Ministry of Youth and Sports, Ministry of Interior, Information and Communication Technologies Authority and Internet Development Board. Within this scope, the Ministry of Youth and Sports held conferences and seminars in 15 provinces for youth on secure use of social media and problems new media can give rise to.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

General Directorate of Lifelong Learning is the principal public authority from which youth can receive guidance services as regards non-formal education. Temporary Education Centers, within the body of the General Directorate, offer advice on non-formal education opportunities to youth. The Youth Centers under the Ministry of Youth and Sports are the principal establishments which inform youth about youth studies and offer them non-formal education opportunities. Youth Centers are densely organized locally, organizing youth studies and non-formal education activities for the youth and conducting awareness raising work on the importance of non-formal learning.

Awareness raising initiatives

The [2014-2018 National Lifelong Learning Strategy Document \(2014-2018 Dönemi Ulusal Hayat Boyu Öğrenme Stratejisi Belgesi\)](#) which was prepared with the aim to increase the effectiveness and productivity of lifelong learning system prioritizes;

1. Raising public awareness and Creating a Lifelong Learning culture,
2. Increasing Lifelong Learning opportunities and offers,
3. Increasing access to Lifelong Learning opportunities,
4. Improving Lifelong Guidance and Counseling services,
5. Improving the System of Recognition of Prior Learning,
6. Improving Lifelong Learning Monitoring and Evaluation System.

In the [2014-2018 National Lifelong Learning Strategy Document \(2014-2018 Dönemi Ulusal Hayat Boyu Öğrenme Stratejisi Belgesi\)](#), the Raising public awareness and

Creating a Lifelong Learning culture is determined as the first priority area. And, in order to serve this priority, the following measures are arranged:

- Programs on TV, radio and relevant medium will be broadcasted for raising awareness in the society on lifelong learning.
- Awareness on the role of the visual and written media in improving lifelong learning culture will be raised.
- "Learning Festivals" practices will be generalised throughout the country.
- Awareness for the individuals to become active and participating citizens will be raised.

Within the scope of the Technical Support Project-II for Improving Lifelong Learning in Turkey (Türkiye'de Hayat Boyu Öğrenmenin Geliştirilmesi Teknik Destek Projesi-II) implemented between 20 January 2016 and 20 September 2017, it is aimed to increase lifelong learning opportunities, awareness on lifelong learning and participation rate in the lifelong learning through development and improvement of integrative and comprehensive strategies for lifelong learning. Within the scope of the project, monitoring and assessment of activities regarding Lifelong Learning Strategy Document (Hayat Boyu Öğrenme Strateji Belgesi) that is in the nature of being the main strategy document in non-formal learning are realised and workshops for including the awareness on non-formal education in the curriculum, increasing awareness on the importance of validation of non-formal education are organised.

In the [National Youth and Sport Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#), it is accepted to take necessary measures for the youths who could not enjoy the right to education for any reason to avail themselves of the vocational and non-formal education opportunities within the scope of lifelong learning strategy in terms of increasing awareness on the non-formal education opportunities before the youth. In the context of policy on improving non-formal education possibilities and strengthening the sense of lifelong learning, the following targets are included:

Targets

- To improve vocational knowledge and skills of people through education programs like in-service training etc.
- To increase practices aimed at internalisation of ethic values.
- To generalise informative, educative activities like courses, seminars, workshops etc. for different sections of the society, families, housewives, youth in line with the sense of lifelong education.
- To present new opportunities to the youth who are outside the formal education or dropped out of the education program that are in line with the sense of lifelong education.
- To support works that will improve reading and writing habits of the youth, encourage the use of library and facilitate the access to libraries.

6.10 Current debates and reforms

Discussions on systematic changes in entering high schools and universities in Turkey are ongoing. There are preparations for a change in entering high schools and universities from an examination-centric system towards a system taking school success to the forefront.

7. Health and Well-Being

Introduction

Carrying out preventive and curative health services in Turkey is the duty of the Ministry of Health. The Ministry of Health of the Republic of Turkey is founded by the "[Law on Ministry of Public Health and Welfare \(Sihhat ve İctimaî Muavenet Vekâleti Kanunu\)](#)" in

1920. Health Policy in Turkey is basically divided into two periods: before and after 1961. While in the period before 1961, "single-aim service in wide region" hence "vertical organisation" model was adopted, after 1961, the approach of multi-aimed service in narrow region with "horizontal organisation" model was adopted. While in the period before 1961, local administrations were encouraged to open hospitals, when it was 1982, the concept of health was taken under constitutional security in a wider sense. For the purpose of provision of preventive and protective health services, it was opted for an approach of centralised planning of health institutions in the Constitution.

When it came to 2003, the Government put the "[Transformation in Health Program \(Sağlıkta Dönüşüm Programı\)](#)" into action with the slogan "Health for all". In this context, aimed at the sections with low-income, rights of the citizens with Green Card were extended and health services within the context of "outpatient treatment" and medication expenses were also started to be met by the state. The program was described as a turning point by the Government. In December 2017, the Ministry of Health prepared the "[Strategic Plan of the Ministry of Health 2013-2017 \(Sağlık Bakanlığı Stratejik Planı 2013-2017\)](#)". With the Strategic Plan the final goal of which was defined as "To protect and improve health level of the people fairly", 4 Strategic aims and 32 targets were determined.

[The 10th Development Plan \(10 uncu Kalkınma Planı\)](#) implemented in 2013 and the [65th Government Program \(65 inci Hükümet Programı\)](#) presented to the assembly in 2016 stressed the relationship between "sports and health", stated that the sports was a means in socialising and staying away from bad habits, and attributed various duties to the Ministries of National Education and Youth and Sports on healthy life. Hence, it can be said that the importance of "sports" increased as "Preventive Health Services" in the country.

7.1 General context

Main trends in the health conditions of young people

The [Health Transformation Program \(Sağlıkta Dönüşüm Programı\)](#) put into practice in 2003 is a comprehensive program taking into consideration all efforts that have been made so far and aiming at producing the most suitable solutions with democratic decision processes. The transformation is aimed at organizing and providing health services in an effective, productive and equal manner, and providing financing for health services in the same way. During the achievement of its mentioned goals, the [Health Transformation Program \(Sağlıkta Dönüşüm Programı\)](#) takes into consideration the "Health for All in the 21st Century" policy of the World Health Organization, the 'Accession Partnership Document' released by the European Union, and various other international experiences. Through the Health Transformation Programs being implemented, the ratio of addicted young people (aged between 0-14), which was 46.3% in 2000, decreased gradually and fell to 37.5% in 2011.

Protecting children and young people from the harmful effects of alcohol is among the strategic goals of the [Health Transformation Program \(Sağlıkta Dönüşüm Programı\)](#). Accordingly, the [National Tobacco Control Program and Action Plan \(Ulusal Tütün Kontrol Programı ve Eylem Planı\)](#) was drafted. The [National Tobacco Control Program and Action Plan \(Ulusal Tütün Kontrol Programı ve Eylem Planı\)](#) is aimed at raising awareness among the public, primarily children and young people, in order to protect them from the harmful effects of alcohol.

The Ministry of Health and the Turkish Armed Forces have launched collaborative activities on training men in reproductive health and family planning. In this context, 'training of trainers' was provided to 4,000 military health personnel of the Turkish Armed Forces so that they can provide advisory training in the field of reproductive health and family planning to soldiers performing their military duties. Through these trained personnel, training activities on reproductive health have been launched in all units. Thus, every year, 500,000 young men go back to their homes having received

reproductive health training. According to the [Turkey Health Transformation Program Assessment Report](#) (Türkiye Sağlıkta Dönüşüm Programı Değerlendirme Raporu) (2003-2011), over 4 million soldiers performing their military duties have received this training between 2004 and the end of 2011.

Main concepts

Health: Health is defined as a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity. With regard to health promotion and development, health is considered as a resource enabling people to sustain an individually, socially and economically productive life, and as an instrument to reach a state that can be explained with functional terms rather than being an abstract state. Health is a resource for everyday life, not the objective of living. It is a positive concept highlighting the social and personal resources as well as physical capacity.

Health promotion and development: Health promotion and development is the process of increasing the control of people over their own health and ensuring that they improve their health.

Health for all: Health for all is an approach based on letting all people in the world access a level of health enabling them to sustain a socially and economically productive life.

Public health: Public health is the science and art of promoting and improving health, preventing diseases, and extending life through the organized efforts of public.

Primary healthcare services: Primary healthcare services refers to an obligatory health service that is accessible and affordable by a country or a nation through practical, scientifically valid and socially acceptable methods.

Prevention of diseases: Prevention of diseases do not only cover measures aiming to prevent the emerging of diseases such as mitigating the risk factors, but also measures to stop the progress of a disease and reduce its results once it occurs.

Health training: Health training is composed of consciously structured opportunities to allow learning. It embodies a communication style designed to improve health literacy covering topics such as increasing knowledge and developing life skills to support the health of individuals and public.

Health communication: Health communication is a key strategy to inform the public about health concerns and to maintain important health issues on the public agenda. The use of the mass and multimedia and other technological innovations to disseminate useful health information to the public, increases awareness of specific aspects of individual and collective health as well as importance of health in development.

Health development: Health development is the process of progressive improvement of health status of individuals and groups in a population.

Health gain: Health gain is a way to express improved health outcomes. It can be used to reflect the relative advantage of one form of health intervention over another in producing the greatest health gain.

Health literacy: Health literacy refers to the skills of individuals to access, understand and use information as well as their cognitive and social skills determining their motivation, in a manner to promote and sustain good health.

Health policy: Health policy refers to official and institutional (especially at the level of government) statements or procedures defining the priorities and parameters as a response to health needs, available resources and other political pressures.

Healthy public policy: Healthy public policy is characterized by an explicit concern for health and equity in all areas of policy and by an accountability for health impact. The aim of health public policy is to create a supportive environment to enable people to lead

healthy lives. Such a policy makes health choices possible or easier for citizens. It makes social and physical environments health-enhancing.

Inter-sectoral collaboration: Inter-sectoral collaboration is a recognized relationship between part or parts of the health sector with parts of another sector which has been formed to take action on an issue to achieve health outcomes (or intermediate health outcomes) in a way that is more effective, efficient or sustainable than could be achieved by the health sector acting alone.

7.2 Administration and governance

Governance

Turkey's health policies dated before 1961 adopted vertical organization based on providing single-purpose services in a wide region. After 1961, a new approach based on the provision of multi-purpose services in a narrow area, in other words a horizontal organization structure, was adopted. And this integration was achieved by means of 'health houses' that are the primary health care institutions.

The [Law on the Socialization of Health Services](#) (Sağlık Hizmetlerinin Sosyalleştirilmesi Hakkında Kanun) numbered 224, which was put into force after being published in the Official Gazette dated January 12, 1961 and numbered 10705 adopts an approach based on the provision of health services in an equal, continuous, integrated, graded, prioritized, participatory, team-work based, audited, and appropriate manner to address the respective needs of the population.

According to the 56th article of the [1982 Constitution](#) (1982 Anayasası) of the Republic of Turkey, "Everyone has the right to live in a healthy and balanced environment. The State shall regulate central planning and functioning of the health services to ensure that everyone leads a healthy life physically and mentally, and provide cooperation by saving and increasing productivity in human and material resources."

At the end of 2002, the state of the Turkish healthcare system made it necessary to undertake radical changes in many areas ranging from service delivery to financing, human resources and information systems. With this aim, the [Health Transformation Program](#) (Sağlıkta Dönüşüm Programı) was put into practice in 2003. The program was prepared by getting inspiration from past experiences, particularly related to the socialization of healthcare services, as well as from the recent studies on health reform, and from successful examples of health reform around the world. With this understanding, the hospitals of other public institutions, including those of the Social Security Institution (SSI) were transferred to the jurisdiction of the Ministry of Health. The coverage of Green Card Program for low-income groups was expanded and the green card holders' 'outpatient' expenditures for healthcare services and pharmaceuticals began to be covered by the state.

The [Strategic Plan of the Ministry of Health 2013-2017](#) (Sağlık Bakanlığı Stratejik Planı 2013-2017), a fundamental document for Turkey's health policy, was prepared in a number of steps.

1. Establishment of the Strategic Planning Team

The Strategic Planning Team consisted of the Higher Board for Strategic Development, the Strategic Planning Executive Committee, the Strategic Planning Work Teams and the Strategic Planning Coordination Unit.

2. The Higher Board of Strategic Development

The Higher Board of Strategic Development was established in order to oversee and steer the strategic planning process and make critical decisions about the process. The Board was chaired by the Undersecretary and included the Deputy Undersecretaries and all the Heads of Departments in the Ministry of Health.

3. The Strategic Planning Executive Committee

The Executive Committee was established in order to guide, review, and finalize the activities of the Strategic planning teams. The Board was chaired by the Deputy Undersecretary and consisted of representatives at the level of Deputy General Directors/Department Heads of each unit, and the Head of the Strategic Development Department.

4. The Strategic Planning Working Teams

As one of the most important elements of strategic management approach is participation, it was ensured that all the stakeholders were involved in the strategic planning activities to the maximum extent possible. Strategic planning working teams were established in order to coordinate and consolidate the strategic planning activities. In addition to experts and managers from the Ministry of Health, experts from the Ministry of Development, WHO (World Health Organization), UNICEF, UNDP (United Nations Development Program) and the World Bank were also included in the teams.

5. The Strategic Planning Coordination Unit

Support services for strategic planning activities were provided by the Strategic Development Department. This Department was responsible for document management, training, collection of data, etc. for all the planning activities.

6. Literature Review for the Strategic Plan

National and international strategic plans and source books (Strategic Plan 2010-2015 of the Department of Health of the USA; Strategic Plan 2004-2014 (10-year plan) of the Ministry of Health of Canada; Ontario Strategic Plan 2010-2013; Department of Health Business Plan for 2011-2015 of the United Kingdom; Strategic Plan 2000 of the Ministry of Health of New Zealand; WHO 2008-2013 Medium Term Strategic Plan; and WHO Health 2020 European Policy Framework, etc.), scientific articles and the legislation on strategic planning were reviewed, and the approaches which were found to be useful in these documents were reflected to the Strategy Document drafted.

7. Strategic Plan Trainings

Training on the preparation of Strategic Plans were provided to the working teams in collaboration with WHO experts and strategic planning consultants.

8. Informational and Policy Dialogue Meetings

Informational meetings were held for the employees and the heads of units in the Ministry of Health in order to raise awareness of and increase participation in the strategic planning process. Policy dialog meetings were held in order to obtain feedback from stakeholders and their views were integrated into the process.

Cross-sectorial cooperation

In the [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı), cooperation with the Ministry of National Education and the Council of Higher Education (CoHE) was foreseen, and the following strategic objectives were set:

- To establish a surveillance system to monitor the level of health literacy
- To increase the training, infrastructure and technological capacity for people to enable them to take more responsibility for their health
- To ensure inter-sectoral cooperation to promote health literacy
- To carry out joint activities with the Ministry of National Education in order to incorporate health literacy into the curricula of primary and secondary education
- To update the curricula for health and hygiene courses so that they can serve as a basis for developing health literacy
- To develop capacity-building programs for trainers and teachers of health literacy
- To raise student awareness on health development by cooperating with CoHE

- To establish bachelor's and master's degree programs in health development by cooperating with CoHE

In addition, a joint project namely mini 112 was launched with the Ministry of National Education in 2016. In the context of the project, a total of 1 million students have been reached in 4,197 schools. The objectives of this project included increasing the level of knowledge of primary school students about 112 Emergency Hotline; increasing their skills to utilize protective measures; enhancing their behavioral skills in extraordinary situations; reducing the unnecessary calls to the 112 Emergency Hotline; and increasing the level of knowledge about letting the ambulance pass in traffic.

The cooperation established between the Turkish Armed Forces and the Ministry of Health serves the purpose of supporting pre-marriage consultancy services in the context of increasing awareness on reproductive health and promoting healthy behaviors.

The Ministry of Health, the Social Security Institution (SSI), and trade unions are collaborating to improve and maintain occupational health and to increase awareness.

Inter-sectoral cooperation approach has been set as a stand-alone objective in the Strategy Document, the basic policy document of the Ministry of Health, and the goals and strategies related to this objective have been given in detail:

Objective: To establish policies and programs that ensure health equity and that influence social determinants of health within the framework of multi-sectoral cooperation.

Goals:

- To identify the roles and responsibilities of the sectors to make health and health equity a common value among them
- To enhance the capacity for education, infrastructure and technology for the purpose of strengthening inter-sectoral cooperation
- To evaluate and follow-up the impact of multi-sectoral cooperation on health equity
- To conduct studies addressing social determinants of health and give feedback and impose legal sanctions when necessary

7.3 Sport, youth fitness and physical activity

National strategy(ies)

The most fundamental and binding document regarding the sports policies in Turkey is [The National Youth and Sports Policy Document](#) (Gençlik ve Spor Politikası Belgesi). According to this document, the vision of Turkey's sports policies is to make Turkey a leading sports country in the world by establishing a dynamic and innovative culture which will promote and award perfection and participation in sports by making sure all citizens have regular physical activity habits within the approach of "sports for everyone", developing the well-being and socio-economic levels of the individual and society by means of sports, discovering talented children and young people and raising and supporting them as elite athletes, providing necessary and sufficient support to amateur branches. The sports policy of Turkey has been designed mainly to serve the purposes of a healthy life, and its main objectives are as follows:

- To provide the extension of sports in the all sections of the society,
- To raise healthy generations by promoting the participation of people from all ages in sports activities,
- To take necessary measures in order to prevent violence and unethical behaviors in sports,
- To support amateur sports branches,
- To ensure that institutions and organizations providing services and activities in the field of sports work in coordination and cooperation,

- To determine the inventory and need of sports facilities and to extend facilities to the country-wide scale in a planned way.

In [The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), under the main policy area namely Sports for All, the following policy goals have been defined:

- Developing and extending sports in the education and training institutions.
- Extending lifelong sports habits.
- Having an audience culture.

In [The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), it is stated that as sports is a means of enabling disadvantaged people to take their places in society, to socialize and integrate into the society and to improve their quality of life, the efficiency and number of existing practices should be increased by developing regulations and policies to support the participation of disabled people in sports activities. Accordingly, a policy area namely “Disadvantaged People and Sports” has been defined and the following policy measures have been taken in the context of this policy:

1. Accommodating sports facilities for the access of disadvantaged people.
2. Conducting studies in order to increase the athletic performance of disadvantaged people.
3. Carrying out activities for disadvantaged people in educational institutions.
4. Rehabilitation of disadvantaged people through sports.

In [The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), under the policy area namely “Health and Environment”, certain policies and targets to ensure and improve youth health have been defined. The related policy measures are as follows:

- Extending the measures for the protection of young people from harmful habits such as smoking, drug addiction, alcohol etc.
- Increasing measures for the protection of youth health.

10th Development Plan: There is an emphasis on the relation between sports and health in [The 10th Development Plan](#) (10. Kalkınma Planı). The main objectives have been set as inculcating sports culture throughout society, and ensuring adoption of sports by wider audiences by increasing the quality and variety of sports services as a prerequisite of healthy and active life.

Considering the impact of sports and physical activity on health, the following policies have been set:

- Programs to promote physical activity of citizens will be developed, and suitable recreation areas will be established.
- Starting from early childhood education, sports education will be improved in terms of both quality and content in all levels of formal education.
- It will be ensured that all sports facilities owned by public organizations will be available for the use of entire population.
- Sports health centers will be extended and improved in terms of service variety and quality. Measures will be taken to fulfill the need for sports physicians.

65th Government Program: Youth and sports constitute significant areas of activity in the [65th](#) Government Program (65. Hükümet Programı) dated May 24, 2016. In this context, the youth and sports related views given in the Government Program offer a significant policy framework with regard to healthy life objectives. The [65th Government Program](#) (65. Hükümet Programı) puts forth key findings and objectives about the relation between sports and health. The program states that:

- The government sees sports as an important tool for becoming a healthy society and socialization.

- The main objectives include inculcating sports culture throughout the society, ensuring adoption of sports by wider audiences by increasing the quality and variety of sports services, and developing more employment and higher income opportunities,
- It is a priority to transform the position of society from playing the audience role to taking active part in sports,
- Works will be conducted to integrate the sports facilities in provinces with educational institutions.

Promoting and supporting sport and physical activity among young people

The Directorate General of Sports under the Ministry of Youth and Sports is the most important public institution in the field of sports. [The Law on the Organization and Duties of the Directorate General of Sports](#) (Spor Genel Müdürlüğünün Teşkilat ve Görevleri Hakkında Kanun) sets forth the duties of the Directorate General of Sports for supporting sports and physical activity among young people as follows:

- Management and administration of physical training, games, gymnastics and sports activities providing physical and moral power and skills to the general society and out-of-school youth,
- Programming the sports activities of all educational institutions under the Ministry of National Education at home and abroad, setting the principles of physical training and sports activities,
- Programming, organizing, managing and ensuring the improvement of out-of-school scouting and sports activities; raising sports administrators, trainers, monitors, sports staff and referees, and training and increasing their number; establishing training centers,
- Providing the fields, facilities and materials required for physical training and sports activities, and having them provided; operating these facilities and offering them to the service of society,
- Taking the related measures about the health of athletes, opening health centers for athletes and having them opened, operating these centers and assisting their operation, insuring the athletes and having them insured,
- Issuing documents to increase the technical information and interest in the field of physical training and sports, and carrying out related activities,
- In order to enable disabled people to take part in sports activities and to do it in widespread manner; making the sports facilities appropriate for the use of disabled people as well, developing sports training programs and supportive technologies, providing the required materials, carrying out informative and awareness-raising activities and issuing documents about the issue, raising sportsmen, and cooperating with other relevant institutions to let the disabled people be involved in sports activities.

With a view to enabling people to adopt the habit of regular sports as a lifestyle, the Directorate General of Sports carries out the below-listed projects in order to encourage young people to do sports, to make them love sports, develop a sports culture, and extending sports to a wider population.

Lives Coming into Leaves on Ice: The "[Lives Coming into Leaves on Ice Project](#) (Buzda Yeşeren Hayatlar Projesi)" was launched in Erzurum on January 24-25, 2015 pursuant to the protocol signed between the Ministry of Family and Social Policies and the Ministry of Youth and Sports regarding the enabling of children, who are receiving service from the institutions under the Ministry of Family and Social Policies, benefit from youth and sports activities. In the context of the project, children living in the institutions under the Ministry of Family and Social Policies in Artvin, Kars, Bingöl, Muş, Erzincan and Ağrı, the neighboring cities of Erzurum, were brought to Erzurum at the weekends, and four branches of winter sports (Ice Skating, Ice Hockey, Curling, and Short Track) were introduced to them. They were also provided training in these branches. While in 2015, a total of 1,752 people including 701 girls, 742 boys and 309 staff (trainers and teachers)

from the participating provinces took part in the project activities held throughout 20 weeks; in 2016, a total of 1,679 people including 754 girls, 727 boys and 198 staff (trainers and teachers) took part in these activities held throughout 20 weeks.

The project aimed to:

- Support the personal and social development of children and young people, improve their sensitivity, and let them build a sense of belonging to the society they live in,
- Support through occupational therapy the rehabilitation of children and young people living in the institutions [under the Ministry of Family and Social Policies] as a result of the traumas they experienced, and support their integration to the society,
- Enable the skilled children among them to fulfill their potential,
- Encouraging cooperation around a common goal and tolerance among young people,
- Fight against social exclusion, and reinforcing social cohesion.

Physical education in schools

According to the curriculum announced by the Ministry of National Education, the following will be taught as compulsory lessons at schools: Games and Physical Activities at the 1st, 2nd, 3rd and 4th grades in primary education; Physical Training and Sports at the 5th, 6th, 7th and 8th grades in secondary education; and Physical Training and Sports at the 9th, 10th, 11th and 12th grades in high school.

The aim of Physical Training and Sports lesson is to prepare students for the next level of education by also improving their movement skills; skills, concepts and strategies for an active and healthy life; self-management skills; social skills; and thinking skills, which they will use throughout their lives, in line with the General Objectives and Basic Principles of the Turkish National Education as defined in the [Basic Law on National Education](#) (Millî Eğitim Temel Kanunu) numbered 1739.

In line with this aim, the students receiving Physical Training and Sports lesson are expected to achieve the following program outputs:

1. They build movement skills specific to various physical activities and sports.
2. They use movement concepts and principles in various physical activities and sports.
3. They use movement strategies and tactics in various physical activities and sports.
4. They can explain the concepts and principles related to physical activities and sports for healthy life.
5. They regularly take part in physical activities and sports in order to be healthy and improve their health.
6. They have a sense of cultural accumulation and a good understanding of our values.
7. They build self-management skills through physical education and sports.
8. They build social skills through physical education and sports.
9. They build thinking skills through physical education and sports.

In cases when students have special needs, the lessons are applied in a revised manner. Special needs may arise from various reasons such as learning disability, health problems or any kind of disabilities, as well as other reasons like having special qualifications or reaching the learning objectives in advance/earlier than their peers. Once the teachers identify the special needs of students, they enable these students to take part in applied Physical Training and Sports lessons by also getting help from relevant people and institutions if needed. To give an example, for students with health problems, methods to meet the needs of these students and support their health are adopted as a result of a cooperation between parents and family practitioners, and appropriate tools and

equipment are provided so that they can participate in the lessons. Meanwhile, the students talented in sports are directed to trainers or sports clubs. Higher objectives may be set and different activities may be proposed for such students, in line with their talents and needs.

Collaboration and partnerships

The Ministry of National Education and the Ministry of Health have jointly developed a program called "[Health-Related Physical Fitness Report](#) (Sağlıkla İlgili Fiziksel Uygunluk Karnesi)" with a view to making the students build the habit of physical activity, making them build the physical skills required to take part in physical activities, and raising individual awareness on leading an efficient and healthy lifestyle. The program began to be implemented in the academic year of 2016-2017 (second semester) when the Physical Training and Sports teachers at the (state owned/private) secondary schools and high schools under the Ministry of National Education carried out "Health-Related Physical Fitness Measurements" and entered the related values to the "Health-Related Physical Fitness Module" in the e-school management information system between April 15 - May 15. The Health-Related Physical Fitness Report program will be carried out twice in a year by the student's Physical Training and Sports Lesson teacher, first at the beginning of the academic year (between September 15 - October 15) and then at the end of the academic year (between April 15 - May 15). The evaluation will be made based on crunch and push-up exercises, and measurement of flexibility through sit-and-reach test, as well as the measurement of body weight and height.

The [Health-Related Physical Fitness Report](#) (Sağlıkla İlgili Fiziksel Uygunluk Karnesi) will not affect the students' physical training and sports marks in their report cards. The relevant information about children will be kept confidential and shared with the parents of each child separately. Like the other marks in the students' report cards, the "Health-Related Physical Fitness Report" will also be accessible by the parents through e-school database.

In the context of the "[Encouraging Physical Activity Project 2015-2018](#) (Fiziksel aktiviteyi teşvik projesi 2015-2018)" conducted by the Ministry of Health with a view to encouraging biking among the society in order to protect the health of children and young people by making them build the habit of physical activity and to reduce the potential load that may be imposed on the health system in the future, bicycle support will be provided by procuring one million bicycles in four years, in different amounts and at different times depending on the supply conditions of the industry. The target group of this project has been defined as children and schools, universities, and municipalities.

Through the cooperation established between the Ministry of Health and the Ministry of National Education, the lists of schools, which have opened and been implementing the "bicycle" module lesson under the elective course of sports and physical activities at secondary schools, have been obtained. Accordingly, the first bicycle deliveries began on May 19, 2015, and a total of 10,589 bicycles were delivered to the schools, which opened the elective course of sports and physical activities for the 5th, 6th and 7th grade students, and/or the schools, which were implementing the "bicycle module" lesson, through the protocols signed and ceremonies held.

The Ministry of Youth and Sports has been providing support to amateur sports clubs in order to extend sports and physical activities among young people. Since 2002, the Ministry of Youth and Sports has provided a total of 143 million 156 thousand Turkish lira support and materials to 9 thousand 777 amateur sports clubs.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

In the Strategic Plan of the Ministry of Health (Sağlık Bakanlığı Stratejik Planı), the basic policy document in the field of health and youth health, the measure of "Healthy living

for young people and involving them to support health programs” is listed among the 2020 Policy Priorities.

The first strategic goal set in the [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı) is to protect the individual and the community from health risks and foster healthy life styles. In line with this strategic goal, 10 strategic objectives have been set:

1. To develop healthy dietary habits, increase the level of physical activity, and reduce obesity
2. To sustain the fight against tobacco and to reduce the exposure to tobacco and the use of addictive substances
3. To develop health literacy to increase individuals' responsibility for their health
4. To raise awareness of reproductive health and encourage healthy behaviors
5. To reduce the negative impact on health of public health emergencies and disasters
6. To protect and promote the health and well-being of employees by improving occupational health
7. To mitigate the negative impact on health of environmental hazards
8. To carry out effective actions on social determinants of health by mainstreaming health in all policies
9. To combat and monitor communicable diseases and risk factors
10. To reduce and monitor the incidence of non-communicable diseases and risk factors

In line with the objective of ensuring the effective utilization of preventive and essential health services set forth in the [Strategic Plan of the Ministry of Health \(Sağlık Bakanlığı Stratejik Planı\)](#), a sub-objective (to roll out the use of health promotion and healthy life style programs) has been defined and the below-listed measures have been planned to be put into practice.

- To roll out the implementation of the Program to Combat Obesity
- To roll out the implementation of the Prevention and Control Program for Diabetes
- To roll out the implementation of the Prevention and Control Program for Tobacco
- To roll out the implementation of the Prevention and Control Program for Cardiovascular Diseases
- To roll out the implementation of the Prevention and Control Program for Chronic Respiratory Diseases

In line with another objective set forth in the [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı), which is to develop healthy dietary habits, increase the level of physical activity and to reduce obesity, the below listed strategic objectives and associated measures have been defined:

Strategic Objective: To change individual dietary and physical activity behaviors through health development programs.

- To organize national campaigns to promote healthy dietary habits, increase the level of physical activity and reduce obesity
- To organize activities to be supported by societal role models to promote healthy diets and physical activity
- To organize seminars, conferences and competitions, etc. for students and enlisted soldiers and draftees to promote healthy diets and physical activity
- To establish a hotline to provide counselling on obesity and physical activity to promote healthy diets and physical activity
- To monitor behavioral change programs to promote healthy nutrition and physical activity

- To ensure that the individuals monitor the impact and outcomes of the programs to promote healthy nutrition and physical activity

Strategic Objective: To develop standards for identification, monitoring and treatment of overweight individuals.

- To develop monitoring and treatment standards for monitoring of children of risk for obesity and chronic diseases
- To develop monitoring and treatment standards for over-weight patients
- To establish a data collection system to monitor people's life styles (diet, exercise, etc.)
- To inform patients about healthy dietary habits and physical exercise
- To develop standards for hospital food according to the program to fight obesity

Strategic Objective: To facilitate healthier food choices

- To contribute to inter-sectoral coordination and cooperation to improve food safety and nutritional quality.
- To ensure inter-sectoral coordination and cooperation to reduce sugar, fat and salt content
- To ensure the establishment of a food labelling system to promote healthy food choices
- To establish health protection standards for food advertisements
- To monitor food supplement advertisements and ensure that sanctions are enforced in the event of adverse reactions

Encouraging healthy lifestyles and healthy nutrition for young people

The Ministry of Health organized a project called "[Move Everywhere](#) (Hareket Her Yerde Projesi)" between April 6 - June 28, 2016 in order to mobilize all the society for physical activities and encourage them for a healthy life. In the context of the project conducted to explain that doing simple exercises in daily life can lead to a healthier life, various activities were held and presents were distributed to young people.

The Ministry of Health prepared cartoons with the themes of oral and dental health and hygiene of hands for children in order to support healthy life style, and they were shared with the target audience through healthy life tools. Works on Sağlık IP TV (Health IP TV) to cover the topics of the fight against tobacco, active life, healthy nutrition, organ donation, 112 emergency service, blood donation, and Central Physician Appointment System (MHRS) are going on at full speed.

The Directorate General of Basic Education under the Ministry of National Education has put into practice the "[Healthy Steps Project \(Sağlıklı Adımlar Projesi\)](#)" 2016-2019 with a view to increasing the awareness of 3rd grade (primary school) students, teachers and parents on correct nutrition and physical activities, and raising awareness on target groups on balanced nutrition through training activities. In the context of the project, which has been developed to support the learning outcomes of Social Studies, Games and Physical Activities lessons in 3rd grades (primary school); in addition to the course contents, certain tools and methods have been offered so that the teachers can impress the students and their parents and the students can impress their parents, to create a behavioral change and a change in attitudes as a chain through in-class implementations. The project aims to raise awareness among children on healthy nutrition at an early stage of their development, facilitate the raising of healthy generations in the future, and to protect children from various diseases thanks to healthy nutrition.

The Ministry of Health has conducted a program namely [Healthy Nutrition and Active Life Program of Turkey \(Türkiye Sağlıklı Beslenme ve Hareketli Hayat Programı\)](#) between the years of 2013 and 2017 with a view to effectively fighting against obesity that has an increasing prevalence in Turkey and affecting children and adolescents; encouraging the individuals to gain the habits of adequate and balanced diet and regular physical activity by increasing the knowledge level of public on fight against obesity; and by this way

decreasing the prevalence of obesity and obesity related diseases (cardiovascular diseases, diabetes, some types of cancer, hypertension, musculoskeletal disorders, etc.). In addition, various other programs, projects and training activities are conducted by several institutions and organizations including certain public bodies and institutions, universities, private sector, civil society organizations, etc. Conducting these works in a coordinated manner and in line with a road map is an important factor affecting the level of success. The action plan also aimed at carrying out the planned works in our country within the context of a certain program so that these works can be measured, monitored, conducted in a coordinated manner. Accordingly, certain strategies, objectives, and measures have been set and implemented in the framework of the [Healthy Nutrition and Active Life Program of Turkey](#) (Türkiye Sağlıklı Beslenme ve Hareketli Hayat Programı) (2013-2017).

Health education and healthy lifestyles education in schools

School Health is defined as all the works conducted to evaluate and improve the health of students and school staff, ensure and maintain a healthy school life, and provide health training to students and thus to the society. School health services cover the works conducted to evaluate the health of students and school staff together with their families, improve their health, ensure and maintain a healthy school life, and provide training to the students, schools and thus to a population that makes nearly one-fifth of the society (and when they are considered together with their families, almost half of the society either directly or indirectly).

The aim of health education is to provide correct health information to students, and let them gain positive behaviors for a healthy lifestyle. Health education is designed to create a healthy society by helping the students “change their behaviors for a life-long healthy lifestyle”. When students gain healthy habits through health education, their families are also positively affected by this. The studies conducted advocate that students are the leader of health education and the easiest way to access the families.

The basic duties of health personnel working at primary health institutions include providing “health education at schools”. Programs of the Ministry of National Education serve as a guide in defining the topics to be covered in these education activities. In addition, the Ministry of Health asks the primary health institution staff to provide education in the context of certain days and weeks. Sometimes, school managements and health institutions also organize health education programs to address the health problems and children’s needs in certain regions, depending on the characteristics of the respective region.

Significant progress has been achieved in terms of school health with the launching of the “[Healthy Nutrition and Active Life Program of Turkey](#) (Türkiye Sağlıklı Beslenme ve Hareketli Hayat Programı)” pursuant to the Prime Ministry Circular published in the Official Gazette dated September 29, 2010 and numbered 27714. The program covers the school milk program initiated in primary schools; various campaigns and activities to promote healthy nutrition implementations of school canteens and dining halls in schools (white flag project, nutrition-friendly school project, etc.), and auditing of nutrition services provided by school canteens and dining halls in schools on a regular basis to evaluate their compliance with adequate and balanced nutrition and food safety criteria.

There is a lesson called Medical Knowledge and Traffic Culture taught in secondary schools. The curriculum content of the Medical Knowledge and Traffic Culture Lesson has been developed by taking into consideration issues like healthy life, health protection, first aid knowledge, traffic rules, safe traffic, and traffic accidents. The Curriculum of Medical Knowledge and Traffic Culture Lesson, which was drafted based on the General Purposes and Basic Principles of Turkish National Education defined in the 2nd article of the Basic Law of National Education numbered 1739, aims to enable the students to:

- have an understanding of health-related basic concepts and terms,
- realize that being healthy and leading a healthy life is a human right,

- have an understanding of the positive impacts of protective health services on the health of individuals and society,
- be willing to improve and protect their individual health, and adopt the relevant attitudes required to lead a healthy life,
- follow-up the developments about health,
- be knowledgeable about basic first aid responses to disease or injury situations that may be encountered,
- realize the attitudes and values required by the traffic culture to be adopted, and transform them into behaviors,
- have an understanding of the rules to be complied with in the traffic environment.

Peer-to-peer education approaches

It is accepted that health education and health development education should not be limited to the curricula offered in classes. The [Health Developing Schools Project](#) (Sağlıklı Geliştiren Okullar Projesi) is an action that involves teachers, school staff and everyone dealing with school business. The concept of health developing schools has been designed on the principle of equality of opportunities in education. It aims to offer every child the opportunity to receive education in health promoting schools by means of mobilizing all the management network to monitor and improve the physical and mental health of students, teachers and all other school staff, and inserting the idea of health promotion to the agenda of every school. The project was developed to strengthen the children's ability to make correct health decisions in their future lives and improve their ability to act as individuals by helping them gain knowledge about healthy lifestyle and adopt related attitudes and behaviors in a healthy environment where they can motivate themselves by seeing what others do for being healthy, and by enabling them to become sensitive about the negative factors causing adverse effects on health. Moreover, the project also serves to strengthen the public support to health education given in schools.

Collaboration and partnerships

The Ministry of Health and Ankara University have jointly held a summit called the "[Active and Healthy Aging Summit](#) (Türkiye Aktif ve Sağlıklı Yaşlanma Zirvesi)". In addition, a Survey on Active and Healthy Aging in Turkey was conducted and its results were compiled in a book.

Youth Centers operating in 81 provinces under the Ministry of Youth and Sports have been organizing seminars, conferences and informative meetings on the fight against drugs, in cooperation with the Green Crescent and Police Departments.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

The Ministry of Youth and Sports is the principal public authority responsible for making sports widespread and organizing informal educations addressing youth health. The basic activities conducted by the Ministry of Youth and Sports to protect and improve youth health include organizing training activities to fight against addiction and adopt healthy lifestyles, and supporting the activities conducted by civil society organizations fighting against addiction. In 2016, the Ministry of Youth and Sports provided support to a total of 20 foundations and associations with regard to the protection of young people against drugs and harmful habits. The Ministry has provided 1 million 726 thousand Turkish lira financial support to 16 associations and 4 foundations conducting projects about fight against drugs in 14 provinces in the last two years. A total of 54 thousand 385 people from İstanbul, Ankara, İzmir, Edirne, Van, Diyarbakır, Çankırı, Elazığ, Aksaray, Nevşehir, Bingöl, Hakkari, Malatya and Bursa benefited from the supports provided. In addition, the Ministry also provided "Awareness Training on Fight against Addiction" through the seminars it organized for 1,803 trainers serving in the Central Anatolia, Mediterranean, Black Sea, and Eastern Anatolia Regions. Students participating in the summer camps of the Ministry also received training on fight against drugs.

7.5 Mental health

National strategy(ies)

The [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı) has emphasized the importance of providing health services to individuals with special needs in terms of mental health, by adopting the objective of better meeting the needs of individuals with special needs due to their physical, mental, social, or economic conditions by ensuring easier access to appropriate health services. The performance criteria to measure the success of this strategic objective has been set as “the percentage ratio of individuals with special needs due to their mental disability, who are in need of health services but who cannot utilize from such services”.

In the context of the [Law on Disabled People](#) (Engelliler Hakkında Kanun), dated July 1, 2015 and numbered 5378, protected workplaces technically and financially supported by the State and decorated in a special way are foreseen to be established in order to provide occupational rehabilitation to individuals with mental or psychological disabilities, and to create employment opportunities for these people who can hardly be integrated to the labor market. In the context of the same law, organizing habilitation and rehabilitation activities for people with mental disabilities, together with individuals with other types of disabilities, is also foreseen. In addition, in the article titled “Early and Protective Services” of the same Law, it is stated that “Ministry of Health shall be in charge of planning and conducting the works related to the monitoring of physical, audial, social, psychological and mental development of all children including the ones in neonatal phase, early childhood phase and other phases of childhood; ensuring early diagnosis of genetic diseases and diseases that may cause disability; preventing disabilities; minimizing the severity of existing disabilities to the extent possible and ensuring that they do not progress.”

The General Directorate of Services for Persons with Disabilities and Elderly People under the Ministry of Family and Social Policies has issued the [National Action Plan for Persons with Autism Spectrum Disorder \(ASD\)](#) (Otizm Spektrum Bozukluğu (OSB) Olan Bireylere Yönelik Ulusal Eylem Planı) covering the period of 2016-2019. Care services for individuals with disabilities are carried out by the Ministry of Family and Social Policies. Care services have been designed based on an approach to provide the services at home and accompanied by the family as much as possible. Providing care in institutions is considered to be a model to be implemented only in cases when there is no other choice. Focusing on protective and preventive service models enable that individuals with ASD are supported in their home environment, without excluding them from their natural environment, and that the risk of being excluded from social life is minimized. Care services are carried out either in care and rehabilitation centers (state-owned institutions offering boarding/day care services), in private care centers, and at home. For the first time in Turkey, a special center addressing individuals with ASD has been opened in İstanbul under İstanbul Care and Rehabilitation Center in the context of society based services. The center named “home of hopes (umut evi)” is based on home-type care model, and the use of this model is intended to be extended. The mentioned action plan has set forth six priority areas to enable that individuals with ASD benefit from the services in an equal manner with other individuals, and facilitate their participation in every area of social life independently. The related areas of priority are as follows:

1. Awareness Activities and Inter-Institutional Cooperation
2. Establishing the Chain of Early Diagnosis, Treatment and Intervention
3. Development of Services for Families
4. Development of Educational Evaluation, Special Education, Supportive Education, and Rehabilitation Services
5. Employment Processes and Business Life
6. Participation to Social Services, Social Aid and Social Life

Based on the National Psychological Health Policy issued by the Ministry of Health in 2006, a [National Action Plan on Psychological Health](#) (Ulusal Ruh Sağlığı Eylem Planı) covering the period between 2011-2023 has been drafted with a view to establishing a service network allowing the provision of psychological services, which are focused on the needs of individuals, in an adequate manner and through an appropriate method. Drafted in line with this goal, the Plan aims to adopt a patient oriented approach in the treatment and care of people with psychological diseases, and to integrate the service model of community-based psychology in Turkey.

In 2006, the Ministry of Health issued a document namely "National Psychological Health Policy" based on the seven psychological health policy modules proposed by the World Health Organization (WHO) and the contemporary requirements in this field. The basic recommendations outlined in the policy document are as follows:

- Adopting a community-based psychological health system, and its integration to the general health system and primary health services,
- Conducting community-based rehabilitation works,
- Increasing the funds allocated to the field of psychological health,
- Increasing the quality of psychological health services,
- Enacting the laws related to the field of psychological health,
- Advocating patient rights against profiling,
- Increasing the training and research activities as well as labor force in the field of psychological health.

Improving the mental health of young people

In the context of the [Youth Projects Support Programme](#) (Gençlik Projeleri Destek Programı) conducted by the Ministry of Youth and Sports, support was provided in 2016 to two civil society organizations carrying out works related to children and young people with autism spectrum disorder.

In the context of the [National Action Plan for Persons with Autism Spectrum Disorder \(ASD\)](#) (Otizm Spektrum Bozukluğu (OSB) Olan Bireylere Yönelik Ulusal Eylem Planı), the Ministry of Family and Social Policies have printed and distributed 1,000 copies of "Informative Guide for Families" addressing the families in which there are individuals with autism. The Literature Book on Autism Spectrum Disorder has been printed and distributed in 1,000 copies. The Family Training Guide Kit consisting of five books (Hearing-Disabled Children, Sight-Disabled Children, Mentally Disabled Children, Children with Problems about Motor Functions, Children with Psychological and Emotional Disorders), aiming to inform and raise awareness among individuals with disabilities and their families about the issues of disability and people with disability, was printed and distributed in 10,000 copies.

The principles and procedures regarding the provision of the technical equipment required for the protected workplaces foreseen to be established addressing people with mental and psychological disabilities, who are hard to be employed by the open labor market, have been set forth in the provisions of the [Draft Law on the Amendment of the Statutory Decree on the Organization and Duties of the Ministry of Family and Social Policies, and Certain Laws](#) (Aile ve Sosyal Politikalar Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname ile Bazı Kanunlarda Değişiklik Yapılmasına Dair Kanun Tasarısı), and the related law was accepted by the Grand National Assembly of Turkey (GNAT) on February 6, 2014. In the context of the [Protected Workplaces](#) (Korumalı İşyerleri) project launched in cooperation with the Institution of Providing Jobs and Employees (İŞKUR) with the aim of providing job opportunities to heavily disabled people, who are hard to be employed by the labor market, grant support is provided to protected workplace projects addressing people with mental, psychological and emotional disabilities; and the wage costs of disabled workers are covered in the first one year period.

The Free Transportation of Students with Disabilities was covering only the groups with mental disabilities and autistic individuals in the academic year of 2004-2005. Then, the scope of the program was expanded in the academic year of 2005-2006 to cover all types of disabilities (sight, hearing, orthopedic, autistic, mental, and special education classes).

Promoting Services for People with Disabilities Project: Beneficiaries of the project conducted with the technical support of the World Health Organization in the context of the "Institution Building Component of the Instrument for Pre-Accession Assistance (IPA)" were the Ministry of Family and Social Policies, the Turkish National Public Health Agency, and the Public Hospitals Administration of Turkey. In the context of the 4 million Euro budget project, which was completed on April 28, 2014, an international conference titled "Transformation of Care Services for Individuals with Mental Disabilities in Turkey: Improving the Rights, Opportunities and Social Integration" was jointly organized with the World Health Organization. In addition, another international conference titled "Community Psychological Health Services: On the Way to Social Inclusion" was held in Ankara between October 2-3, 2013. Many other meetings, training activities and events were also held throughout the project.

Besides, in order to improve the mental and psychological health of young people, the National Action Plan on Psychological Health has begun to be implemented, and in line with this, psychological health services have been improved through a community-based approach and a total of 50 Community Psychological Health Centers have been established in 44 provinces.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

According to the [Statutory Decree on the Organization and Duties of the Ministry of Health and Affiliated Institutions](#) (Sağlık Bakanlığı ve Bağlı Kuruluşlarının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname); concerning the early detection of health risks, predicting their status, and intervening when necessary:

The General Directorate of Health Services is responsible for planning all kinds of protective, diagnostic, curative and rehabilitative health services, carrying out technical arrangements, setting standards, classifying these services and service providers, and having the related works and procedures carried out.

The General Directorate of Health Development is responsible for the protection and improvement of public health, reducing the disease risks, preventing the diseases, and developing warning, informative and educational programs for more efficient use of diagnostic, curative and rehabilitative health services or having them developed.

The [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı) accepts preventive health services as a basic component of the plan, and sees the mitigation of risks and prevention of diseases as the basis of service provision. With a view to ensuring early diagnosis of diseases and detecting the risk factors in order to improve health services for young people and all other citizens, the [Strategic Plan of the Ministry of Health](#) (Sağlık Bakanlığı Stratejik Planı) has adopted the following policy measures and objectives:

- To combat and monitor communicable diseases and risk factors
- To reduce and monitor the incidence of non-communicable diseases and risk factors
- To strengthen the surveillance system for early diagnosis and management of communicable diseases
- To improve and expand the scope of cancer screening programs

In the framework of the [Family Training Program \(FTP\)](#) (Aile Eğitim Programı (AEP)) conducted by the General Directorate of Family and Community Services under the Ministry of Family and Social Policies, a book titled "Risk of Drug Usage and Protection from Drug Addiction" for parents was printed and delivered to the governorates in 81 provinces. A training for trainers was held on November 17, 2014 in order to give priority to the module titled "Risk of Drug Usage and Protection from Drug Addiction". In the context of FTPs, "Risk of Drug Usage and Protection from Drug Addiction" training was provided to 19,873 people in 2015.

Anka Child Support Program: The [Psychosocial Support and Action Program](#) (Psikososyal Destek ve Müdahale Programı) implemented at Child Support Centers was launched in December 2014 by providing applied training to the professionals in charge of implementing the program; and informative training as well as "training of trainers" to the managers of these centers. In 2015, Practitioner Training as well as Trainings on Personal Interviewing Techniques and Working with Families were provided to the counselors who started working at Child Support Centers without receiving any training. And accordingly, the training activities covered under the project were completed. Anka Child Support Program is aimed at minimizing the impacts of trauma suffered by children who have been driven into crime, victimized, or exposed to social dangers on the streets; and help them become individuals who think, improve, believe in themselves and success, improve their life skills, intellectual capacity and quality of life and live in peace and harmony. The Anka Child Support Program, which aims an all-purpose approach and action, consists of the following components: Individual Needs and Risk Assessment Form, Supportive Environment Components, Group Works, Individual Counseling, Family Works, Principles of Approach for Supportive Staff, and Institutional Approach to Crisis Management. Each child accepted by the center is asked by the counselor, who is assigned for the respective child, to fill in the individual needs and risk assessment form in the first 10 days. This form is used for defining the content of the psychosocial support program to be applied to the child. Information collected through the form includes how and why the child has come to the center, the child's educational background, economic status of the family, the place where he lives, friend relationships, physical status, psychological status, drug usage status, abuse status and status about being driven to crime, personal characteristics, behavioral problems, and family characteristics. According to the needs and risks identified by evaluating the form, group works and individual counseling services are provided to the child and his family.

In addition, the Guide on the Diagnosis and Treatment of Drug Addiction issued by the General Directorate of Health Services under the Ministry of Health covers a lot of mechanisms and methods about early detection methods.

Stakeholders

With a focus on improving and protecting the health of the society living in their respective neighborhood, community health centers are health centers that define the health-related risks and problems; make plans to overcome these problems; implement these plans and have them implemented; organize primary preventive, curative and rehabilitative health services under the management of the directorate; monitor, evaluate and support the effective provision of these services; and ensure coordination between the health institutions and other institutions and organizations in their area of responsibility.

Community health centers have been established in all districts (at least one in each district) including the central districts, under the supervision of the respective health administration in the district. These centers carry out the relevant examinations and tests in the context of family physicians implementation. In addition, they also provide other primary healthcare services that are beyond the duties of family physicians. Thus, primary healthcare services other than the protective health services, diagnosis, treatment and rehabilitation services addressing the individuals have been compiled

under a single umbrella and this allows the provision of more effective and efficient services.

Community health centers provide coordination both among family physicians and with other institutions for the works, which have an individual and social aspect, conducted at family health centers (infant and pediatric health, obstetrics and follow-up of mothers after birth, vaccination, family planning, etc.). They detect the potential disruptions that may occur with regard to following up of patients directed by family health centers to secondary level health institutions; receiving feedback from secondary health institutions; and evaluating these feedback. Then they eliminate such disruptions if there are any. They cooperate with the relevant public and private institutions as well as civil society organizations in all levels of service.

Community health centers collect on a regular basis the printed or electronic data used by family physicians as official records or documents, and communicate them to the directorate in a timely manner. They monitor and evaluate the works conducted by the family health centers in their respective area of responsibility. In this context, they monitor and evaluate the works conducted by family physicians serving in these centers, through site visits and the records kept by the physicians. With this aim, they visit family health centers, access all records, and every six months, they communicate the results of their evaluations to the directorate in writing, and to the family health center staff preferably in writing or verbally. When carrying out this duty, they act in compliance with the principles about patient rights and the protection of personal privacy.

In line with the programs conducted by the Ministry of Health, they collect the data about communicable diseases in their respective areas of responsibility, keep their records, evaluate them, carry out surveillance or have it carried out, and cooperate with relevant institutions for the taking of all related measures. They carry out filiation and duly notify the family physicians about the communicable diseases in their respective areas of responsibility, and evaluate the situation together with the family physicians. If the family physician is registered under a different community health center area, then the result of the filiation carried out is communicated to that community health center.

Guidance to stakeholders

As in all other sectors, stakeholder analysis has become a significant component of strategic management activities also in the health sector. In the [Strategic Plan of the Ministry of Health 2013-2017](#) (2013-2017 Sağlık Bakanlığı Stratejik Planı), which is the basic policy document in the field of health, has defined the respective stakeholders and responsibilities for each of the policy measures and objectives set forth in the document. This plan serves as a guide for all related stakeholders.

Target groups

[The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) has set forth the policy measure of "Extending the measures for the protection of young people from harmful habits such as smoking, drug addiction, alcohol etc." and the targets defined under this policy measure cover all young people who are at risk of drug addiction and who have a tendency to become smokers or alcohol addicts.

Funding

In the context of the [Youth Projects Support Program](#) of the Ministry of Youth and Sports, civil society organizations, which are operating in the field of fight against addiction and addressing the young people at risk, are supported and these grant supports are funded by the general budget. Youth centers and youth camps under the Ministry of Youth and Sports have been continuously organizing Seminars on the fight against addiction, and these events are also funded by the general budget.

7.7 Making health facilities more youth friendly

The [Reproductive Health Program](#) (Üreme Sağlığı Programı) conducted between 2003 and 2007 in the context of the partnership between the European Commission and the Ministry of Health was aimed at considerably improving the availability, accessibility and quality of basic sexual health and reproductive health services so as to improve the level of sexual and reproductive health of the population. This program facilitated the access of young people to reproductive health services. Accordingly, 16 youth counseling and health service centers have been established across Turkey.

7.8 Current debates and reforms

In the context of [The National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), which is now being updated, it is discussed that the policy area, which was previously defined as “Health and Environment” shall be revised as “Healthy Life”; and that a new policy area namely “Fight against Addiction” shall be inserted to the Document. It is considered that the updates to be made in policy areas as well as in the related policy measures and targets will facilitate the handling of the topic of youth health as a more autonomous field; increase the efficiency of activities in this field; and ensure a more accurate data analysis.

8. Creativity and Culture

Introduction

In Turkey, the main public actor in the area of culture is the Ministry of Culture and Tourism. In addition to the general culture and art policies and activities of the Ministry of Culture and Tourism, culture and art policies aimed at the youth appear in the National Youth and Sports Policy Document. Culture and art policy approach aimed at the youth is discussed in the policy part entitled Culture and Art of the National Youth and Sports Policy Document. Parallel to the targets of the Ministry of Culture and Tourism, transfer of the cultural heritage to the next generations and the youth is in the centre of works of the Ministry of Youth and Sports in the culture field. Furthermore, the Ministry of Youth and Sports and the Ministry of Culture and Tourism have projects and support programs encouraging youth entrepreneurship in various art branches.

In order to establish a strong tie between culture and art pursuits, [the Protocol on Culture, Art Cooperation \(Kültür Sanat İşbirliği Protokolü\)](#) was signed between the Ministry of National Education and the Ministry of Culture and Tourism. The aim of the protocol is to ensure the students are informed of various art branches and their awareness on art is created, to increase their interest in the art and artists, to help them unearth their artistic talents in cooperation with the Ministry of National Education and the Ministry of Culture and Tourism.

In the Youth Centres within the body of the Ministry of Youth and Sports, projects aim at binding young people from any section through various cultural activities and education. With the artistic and cultural activities organised, it is aimed to turn the youth that faces the risk of social exclusion into an equal part of the social body.

8.1 General context

Main trends in young people's creativity and cultural participation

Although there is no research conducted on the cultural participation of young people at national level, there are some statistics that can be included in cultural participation. In this scope, the statistics of the public libraries of the Ministry of Culture and Tourism and the data of the National Library which young people use intensively can be deemed to be an indicator. In this context, 366,182 people visited the library and 44,996 materials

were used as of July 2017. The number of users of the Internet access center is 20,877. 13,161 people became a member in the current year. The number of people that visited the website of the National Library is 496,266.

Furthermore, the following statistics are also available regarding the public, children and literature museum libraries of the Ministry of Culture and Tourism:

In the first half of 2017, 5,494,881 children and 6,617,819 adults visited the libraries. As of June 30, 2017, there are 765,713 child members and 1,048,243 adult members. Statistics on public libraries used by children and adults are available. Since children's age range is 0-14 and adults' age range is 15+, the statistics on adults include the young people as well.

The Ministry of Culture and Tourism plans to conduct a survey on "Participation in Cultural Activities" throughout Turkey in the forthcoming period. As this survey will contain information on age groups, it will provide more reliable information concerning the cultural participation of young people.

Main concepts

Culture is defined as the style of living and thinking that distinguishes one community from another, has been continuing for a long time with numerous changes and builds the identity of the communities with specific arts, beliefs, manners and customs, understanding and behavior. It is the entire material and moral values that give an identity to the society and maintain order with the feelings of solidarity and unity.

The scope of the concept of cultural heritage is very extended, and it can be grouped into two as tangible cultural heritage and intangible cultural heritage.

Tangible cultural heritage includes the structures, historical places and monuments that need to be protected so that they can be passed down to next generations. Archaeological, architectural and scientific/technological works are addressed as tangible cultural heritage. These structures carry the development of societies and the places they live beyond time and are the areas that illustrate the natural environment, social, economic and cultural aspects of the societies and give information on those societies.

Intangible cultural heritage refers to the cultural products and production processes such as oral narration, oral tradition, performance arts, social practices, rituals and festivals, folklore, practices concerning the universe and nature, and handicraft tradition.

It is the responsibility of the Ministry of Culture and Tourism to design surveying, restitution and restoration projects for immovable cultural property and to carry out maintenance, repair and restoration practices under such projects, and any action or work concerning the movable and immovable cultural property is carried out within the framework of [Law no. 2863 on Protection of Cultural Property](#) (2863 sayılı Kültür Varlıklarını Koruma Kanunu). Some legal definitions used in this law regarding tangible cultural heritage are given below:

Cultural property: It refers to movable and immovable property on the ground, underground or underwater pertaining to science, culture, religion and fine arts before and after recorded history or that is of unique scientific and cultural value for social life before and after recorded history.

Natural property: It refers to all assets on the ground, underground or underwater pertaining to geological periods, prehistoric periods until the present time, which are of unique kind or require protection due to their characteristics and beauty.

Conservation area: It refers to areas that are the product of various civilizations from prehistoric ages up to the present and containing cities, ruins and cultural property reflecting the social, economic, architectural and similar characteristics of the respective times as well as areas where important historical events occurred with a concentration of cultural property and areas the natural characteristics of which have been documented to require protection. (As per the [Decree no. 648](#) (648 Karar Nolu Kanun Hükmünde

Kararname), published in the Official Gazette no. 28028 of 17.08.2011, the authority on natural protected areas and natural property was delegated to the Ministry of Environment and Urbanization.)

Street improvement projects and their implementation: They refer to any project for conservation and documentation of the immovable cultural property and other structures on the streets required to be protected along with all elements defining the texture of the streets in urban protected areas and conserved areas, including survey, restitution, restoration and urban design projects as well as any project required to be carried out in the branches of engineering and their implementation.

The concept “Conservation” refers to the safeguarding, maintenance, repair, restoration, functional change of immovable cultural and natural property and safeguarding, maintenance, repair and restoration of movable cultural property.

Since 2006, the Ministry of Culture and Tourism has been a party to the “[Convention for the Safeguarding of the Intangible Cultural Heritage](#)” (Somut Olmayan Kültürel Miras'ın Korunması Sözleşmesi), adopted by UNESCO in 2003, and the convention has been executed by the Ministry of Culture and Tourism.

Within the framework of Article 3 of the Convention, which says “Safeguarding means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage.”, activities are carried out with a view to passing down Intangible Cultural Heritage to next generations and enhancing visibility and awareness of Intangible Cultural Heritage among young people.

In this scope, conservation programs are designed in relation to the items included into the [UNESCO Representative List of Intangible Cultural Heritage](#) (UNESCO Somut Olmayan Kültürel Mirasın Temsili Listesi), [Intangible Cultural Heritage National Inventory of Turkey](#) (Somut Olmayan Kültürel Miras Türkiye Envanteri) and [Living Human Treasures National Inventory of Turkey](#) (Yaşayan İnsan Hazinesi Türkiye Ulusal Envanterleri) in order to pass down historical items to next generations, raise awareness of and sustain them.

8.2 Administration and governance

Governance

In Turkey, the main public actor in the area of culture is the Ministry of Culture and Tourism. All efforts necessary for passing down the cultural heritage of Turkey to next generations are carried out in accordance with international protection principles, most notably the [Venice Charter](#), by the authority granted by Article 63 of the [Constitution](#) (Anayasa), [Law no. 4848 on the Organization and Duties of the Ministry of Culture and Tourism](#) (4848 sayılı Kültür ve Turizm Bakanlığı Teşkilat ve Görevleri Hakkında Kanun) and [Law no. 2863 on the Conservation of Cultural and Natural Property](#) (2863 sayılı Kültür ve Tabiat Varlıklarını Koruma Kanun).

The cultural and natural property and natural conservation areas that need to be protected are identified by obtaining the approval of relevant institutions under the coordination of the Ministry of Culture and Tourism.

Within the framework of the relevant laws, bylaws and regulations, projects are designed in relation the entire cultural heritage in Turkey, and restoration and conservation efforts are made. Furthermore, efforts for protection of the common immovable cultural heritage of Turkey abroad are made by the Ministry of Foreign Affairs with relevant organizations as per the permission of the state owning the relevant property and the cultural agreements entered into.

The management of cultural heritage is important in the sense that the conservation efforts will contribute to the cultural heritage of Turkey and the world in the long term

and sustainability of conservation will be ensured. In order to ensure that archaeological sites, conservation areas and interaction sites as well as junction points are conserved and used within the framework of a sustainable management plan under the coordination of governmental agencies and non-governmental organizations, "[Law no. 5226 on Amendment to the Law on the Conservation of Cultural and Natural Property and Various Laws](#)" (Kültür ve Tabiat Varlıklarını Koruma Kanunu İle Çeşitli Kanunlarda Değişiklik Yapılması Hakkında Kanun) and "[Regulation on Organization and Duties of the Area Management and Monuments Board and Procedures and Principles of Identifying the Areas of Management](#)" (Alan Yönetimi ile Anıt Eser Kurulunun Kuruluş ve Görevleri ile Yönetim Alanlarının Belirlenmesine İlişkin Usul ve Esaslar Hakkında Yönetmelik) were enacted. The provisions of this Regulation started to be applied primarily for the areas in the world heritage and tentative lists, and implementation of the provisions have been developing.

The following activities are carried out with the framework of the activities of the Ministry of Culture and Tourism in order to ensure that the concepts of cultural heritage and conservation are embraced by the young population as well and that the young population get involved in the process.

In order to ensure access to correct information by discussion in the efforts for conservation of cultural property and during and before the process of execution of projects relating to the immovable cultural property particularly in the final and tentative World Heritage lists, Scientific Committees are set up containing expert academics from the relevant departments of universities. The academics in the said committees take part in the functioning of the Ministry of Culture and Tourism under these projects, and an effective relations are developed between the universities delivering courses on cultural heritage and the efforts being made.

University students studying on conservation in the relevant universities are provided with the opportunity to do an internship in the Ministry of Culture and Tourism and take part in the activities for protection of cultural heritage. The said activities are intended to enhance the students' fund of knowledge and ensure flow of information regarding the efforts of the bureaucracy in addition to theoretical knowledge.

Additionally, within the framework of the [EU Culture Program](#) (Avrupa Birliği Kültür Programı), there are projects executed under the subtitle "Civil Society Dialogue" in which the Ministry of Culture and Tourism is involved and that have also social aspects in addition to technical efforts and are kept track of by the Ministry of Culture and Tourism:

- IPA I (Instrument for Pre-Accession Assistance I) Common Cultural Heritage: Within the scope of the Preservation and Dialogue between Turkey and the EU;

"[Common Cultural Heritage: Project for Preservation and Dialogue between Turkey and the EU - Sinop Model](#)" is carried out. The said project is a comprehensive project with many subtitles and also has a social aspect. The scope of the project includes technical matters such as the preparation of an area management plan and restoration of historical structures as well as training courses and conferences on cultural heritage and design for enhancement of civil society dialogue and culture/art grant programs.

IPA I (Instrument for Pre-Accession Assistance I) – "EU-Turkey Anatolian Archaeology and Cultural Heritage Institute Project" (AB-Türkiye Anadolu Arkeolojisi ve Kültürel Miras Enstitüsü Projesi) carried out in Gaziantep by the Ministry of European Union, Gaziantep Metropolitan Municipality and our Ministry is intended to found the Anatolian Archaeology and Cultural Heritage Institute in Gaziantep and develop dialogue and cooperation between Turkey and the EU civil society representatives.

The most important target group of the civil society dialogue projects planned to be integrated with the restoration works mentioned under this subtitle is young people. Besides, as per the Culture Agreement or the applicable laws in the countries, a Memorandum of Understanding on Cultural Cooperation is entered into with other countries in order to set the legal stage for the relations between Turkey and other

countries in the area of culture and develop our cultural relations with other countries in accordance with the foreign policy and interests of Turkey. Within the framework of the provisions set forth in the Cultural Cooperation Agreements concluded, cultural activities are carried out under the agreements with different names such as Mixed Culture Commission Protocol, Cultural Exchange Program and Implementation Program in accordance with the legislation of the countries.

Within the framework of such agreements, the countries are cooperated with in many areas of culture, and it is ensured that young employees or students receive training courses and are involved in implementation. Some of these titles include awarding of scholarship to mutually encourage education and internship programs, cooperation and exchange of information on the conservation and restoration of cultural property, timely notification of the parties on the international cultural and scientific conferences, congresses, symposiums, colloquiums and similar meetings to be held in their countries, opening of departments at universities for learning the languages of other nations and exchange of scientists.

The main responsibility of passing down the cultural heritage to next generations rests with young people. It is important that young people be provided with opportunities to take on responsibility and make decisions regarding cultural heritage from the viewpoint of implementing and embracing the decisions taken. In order to ensure involvement of young people into the process and obtain their opinions regarding cultural heritage, Governorates, Municipalities, Foundations dealing with culture, and Development Agencies organize training courses, conferences, seminars and contests.

In addition to the general culture and art policies and activities of the Ministry of Culture and Tourism, culture and art policies aimed at young people are contained in the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi). Culture and art policy approach aimed at young people is discussed in the section titled 'Culture and Art' of the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi). The policy measures identified within the scope of this policy area are as follows:

1. Better promotion of Turkish history and cultural heritage to young people.
2. Enhancement of young people's involvement in artistic activities.
3. Increasing the quantity and quality of cultural and artistic activities aimed at young people.
4. Increasing the quantity and quality of TV channels broadcasting for young people at national and/or regional level to a sufficient degree.

Cross-sectorial cooperation

In determining the Culture and Art policy and setting the goals for this policy area within the scope of the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi), the stakeholders responsible for the said policy measures were also determined and attention was paid particularly to maintain a cross-institutional and cross-sectorial approach in the culture and art policy area aimed at young people.

The [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) is a determinative document in relation to ensuring coordination between various public authorities and civil society initiatives involved in cultural and artistic activities aimed at young people. Moreover, the projects of young people and non-governmental organizations in the area of culture and art across Turkey are provided with grant funds within the scope of the [Ministry of Youth and Sports Youth Projects Support Program](#) (Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı). The Ministry of Tourism, the Ministry of Youth and Sports and the Ministry of European Union are the public authorities that work in coordination with each other regarding the culture and art policies and actions aimed at young people. Additionally, Yunus Emre Institute, which carries out activities in different parts of the world and teaches Turkish to foreigners in its

centers abroad as well as being engaged in cultural and artistic activities for the promotion of Turkey, supports young artists and cooperates with other organizations and institutions abroad in order to ensure cross-cultural interaction.

In order to establish a strong tie between culture and art pursuits and the education system, the [Protocol on Culture and Art Cooperation](#) (Kültür, Sanat İşbirliği Protokolü) was signed between the Ministry of National Education and the Ministry of Culture and Tourism. The aim of the protocol is to ensure the students are informed of various art branches and their awareness on art is created, to increase their interest in the art and artists, to help them unearth their artistic talents in cooperation with the Ministry of National Education and the Ministry of Culture and Tourism.

In this scope, the activities for which the Ministry of Culture and Tourism and the Ministry of National Education are responsible were determined.

The activities to be carried out by the General Directorate of Fine Arts within the Ministry of Culture and Tourism:

- 1) While a part of the concerts are allocated to schools, further concerts will be organized for students as well.
- 2) It will engage in cooperation with relevant institutions so that music class materials can be supplied for effective, efficient and meaningful teaching of music in educational institutions.
- 3) It will be ensured that choir and society members visit schools, inform students of the art they perform, introduce their instruments and perform some mini gigs with teachers and students, and contribution will be made to form school choirs.
- 4) Kits will be prepared, which promote bards and composers as well as their works and contain music books and CDs with instrumental and vocal-led music.
- 5) Kits will be prepared, which promote folk songs based on their themes (wedding, henna night, homesickness, military service, etc.) and regions (Balkans, Kirkuk, etc.) and contain music books and CDs with instrumental and vocal-led music.
- 6) Arrangements will be made to enable students to see the artistic activities in art galleries.

The activities to be carried out by the General Directorate of State Opera and Ballet within the Ministry of Culture and Tourism:

- 1) While a part of the gigs are allocated to schools, further gigs will be organized for students as well.
- 2) It will be ensured that opera and ballet artists visit the schools and inform students of the art they perform.
- 3) Materials that promote opera and ballet, such as CDs and brochures will be prepared and reproduced.
- 4) It will be ensured that ballet artists show the basic ballet positions to students and guide them in trying these positions.
- 5) Activities will be organized in which students will be taught the differences between voice types such as tenor, soprano and baritone in opera and will be given the opportunity to know their own voice type.
- 6) Opera and ballet shows or gigs will be performed at schools with a suitable hall.

The activities to be carried out by the General Directorate of State Theaters within the Ministry of Culture and Tourism:

- 1) While a part of the plays are allocated to schools, further plays will be organized for students as well.

- 2) Students will be given the opportunity to see preparatory activities before the plays, such as costume, decoration and make-up in theater halls or workshops and take part in these activities if possible.
- 3) Students will be allowed to watch the rehearsals before the plays if possible.
- 4) Artistic and technical support will be provided to the plays and drama activities at schools.
- 5) Diction courses will be delivered at various levels for teachers and students to speak Turkish clearly and eloquently.
- 6) Teachers will be provided with teaching support in the area of drama.

Activities to be carried out by the Ministry of National Education:

- 1) The annual plays, concerts and show programs prepared by the Ministry of Culture and Tourism will be announced and delivered to schools.
- 2) The schools to be visited by artists will be determined and the necessary coordination will be ensured.
- 3) The teachers and students that will attend the drama and diction courses will be selected and the necessary coordination will be ensured.
- 4) The materials prepared by the Ministry of Culture and Tourism, such as kits, CDs and brochures will be distributed to the educational institutions.
- 5) Students and teachers that will attend shows, excursions and other activities under the protocol will be transported to the relevant locations.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

While there is not any strategy document on creativity and culture for young people in Turkey, the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) in which policy measures and goals are determined under the policy area title "Culture and Art" is regarded as the fundamental strategy document for the implementation, monitoring and coordination of culture, art and creativity policies aimed at young people.

Scope and contents

The policy measures in the area of culture and art policies aimed at young people are for people between 14-29 years of age.

The general framework of the culture and art policy as defined in the [National Youth and Sports Policy Document](#) (Ulusal Gençlik ve Spor Politikası Belgesi) was shaped by the idea that young people should gain an insight into culture and art not only on the basis of what is popular, but also focusing on their own past and national culture, know their cultural values, manners and customs, and traditional branches of art, and that generations that will embrace their country, history and thus future should be raised. The purpose is to further enhance the developments in many areas such as the number of museum visitors, number of people using libraries, circulation of newspapers and magazines, number of theater plays and audience, Turkish movies released and box office figures. Furthermore, a general attitude has been adopted to provide more young people with the opportunity to access cultural and artistic activities and pursuits within the policy area of Culture and Art and to enhance the efforts for discovering talented young people and raising individuals with the sensitivity of an artist.

The policies and goals set within the scope of the policy area of Culture and Art are as follows:

Policy: Better promotion of Turkish history and cultural heritage to young people.

Targets

- Engaging in common efforts with stakeholder organizations to promote the places that are of historical and cultural importance, areas contained in the UNESCO World Heritage List, historical artifacts, architectural works, museums and important persons in Turkish history to our young people.
- Promoting national and moral values to young people more effectively.
- Encouraging the correct use of the Turkish language and making efforts to prevent the damage to Turkish by the popular culture rising with the widespread use of developing technology and Internet.
- Contributing to the young people's knowledge and embracing of historical and cultural values by means of poems, epics and other literary works.
- Engaging in efforts for young people to follow and perform traditional arts.
- Supporting production of TV series, movies and cartoons that may be effective in passing down the historical and cultural heritage.
- Enabling young people to meet the living witnesses of history and culture.

Stakeholders: Ministry of Culture and Tourism, Ministry of Youth and Sports, Ministry of Family and Social Policies, Ministry of National Education, Atatürk Research Center, Turkish Radio and Television Corporation, Radio and Television Supreme Council, Turkish Language Association, Universities, Local Administrations, Media Organizations, Non-governmental Organizations

Policy: Enhancement of young people's involvement in artistic activities.

Targets

- Increasing the interest of young people in, and their opportunities to access, artistic activities, pursuits and cultural activities.
- Identifying young people that are talented and interested in art at an early age and enabling their development.
- Preventing misinformation on artistic activities and eliminating the gaps in promotion of such activities.
- Ensuring that young people get acquainted with and are guided into art.
- Supporting non-governmental organizations engaged in cultural and artistic activities and cooperating with them for activities aimed at young people.
- Supporting young prospective artists by means of scholarship and sustainable projects.

Stakeholders: Ministry of Culture and Tourism, Ministry of Youth and Sports, Ministry of Family and Social Policies, Ministry of National Education, Universities, Local Administrations, Media Organizations, Non-governmental Organizations

Policy: Increasing the quantity and quality of cultural and artistic activities aimed at young people.

Targets

- Increasing the number of exhibitions, shows and courses concerning the branches of modern art. Organizing events in which modern arts are blended with traditional arts.
- Taking art out of buildings to streets and ensuring that young people are more engaged in artistic activities in their daily lives.
- Increasing the funds allocated to cultural and artistic activities for young people.
- Increasing the number of places that can be used for cultural and artistic activities.

Stakeholders: Ministry of Culture and Tourism, Ministry of Youth and Sports, Ministry of National Education, Universities, Local Administrations, Non-governmental Organizations

Responsible authority for the implementation of the strategy

The public authority responsible for the implementation of the policy measures in the policy area Culture and Art is the Ministry of Youth and Sports. Furthermore, stakeholders have been determined for each policy measure in the policy area Culture and Art.

Revisions/updates

The National Youth and Sports Policy is in the process of revision, and thus the policy area Culture and Art is also being revised. As in the other policy areas in the Document under revision, performance criteria are identified in the policy area Culture and Art as well and an effective monitoring and evaluation mechanism is being established.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

Many meetings, exhibitions and screenings are held in the halls and event areas of the National Library, which are also accessible to young people. Each year, more than 100 gatherings supported by the Ministry of Culture and Tourism that contribute to the scientific and cultural life, such as conferences, seminars and panels as well as artistic activities such as classical Turkish music concerts and theater plays are organized. Recently, the visuals representing the Democracy Watch and the pictures drawn by students from all around Turkey have been exhibited within the scope of "[July 15 Democracy and National Unity Day](#)" (15 Temmuz Demokrasi ve Millî Birlik Günü).

Moreover, no fee is charged for the activities carried out by the Yunus Emre Institute that operates abroad, facilitating the young people's access to culture and art.

So far, approximately 8 million people have purchased Museum Cards under the Museum Card project initiated in 2008 in order to ensure that our citizens, particularly young people, can visit museums at lower prices. Besides, MuseumPass card project was initiated to facilitate foreign visitors' access to the cultural heritage of Turkey.

With the "living library" approach that prioritizes user preferences and recent developments, libraries are equipped with technological innovations that will make daily lives of users easier and encourage them to visit library building more frequently, and the spatial design of libraries is enriched with new elements (such as Internet access points) that enhance participation and use. Mobile libraries are available for citizens that live in areas without a library or do not have access to library services. Thus, efforts are made to improve the reading habit of young people.

In order to enhance the communication of the local community with the library and thus improve the reading and researching habits of children, young people and adults, cultural activities such as panel discussions, conferences, concerts, book reading hours, seminars, theater performances, autograph sessions are organized in the public and children's libraries.

In fine art galleries, one of the founding purposes of which is to support young artists, courses on painting and other branches of fine arts are delivered to talented and interested people, encouraging the participation of people from various segments of the society in cultural and artistic life.

The General Directorate of Education, Culture and Research within the Ministry of Youth and Sports reprints classical books for young people to access them easily and holds seminars that will increase people's awareness of and interest in various branches of art and culture, introducing cultural and artistic activities to young people.

Within the framework of the theme "Common Values, Common Future and Young Leaders", the General Directorate of Youth Services within the Ministry of Youth and Sports organizes international youth camps in which young people from the countries

that have a common civilization, history and culture heritage come together and which are intended to strengthen the friendship and fraternity ties between young people and between communities. In total 240 young people from Turkey and foreign countries participated in the camps. The program included not only camping and sports activities and cultural/artistic activities, but also training courses on the pre-determined themes. The themes addressed during the camp included volunteering and contribution to society, fighting discrimination and Islamophobia, problems of young people and solutions.

Under the project "Cities and Cultures" carried out between July 22-September 10, 2015, the training and culture programs organized in 30 host provinces aimed to ensure that young people get acquainted with the historical and cultural values of their country, meet their peers living in those provinces, gain an insight into volunteering and receive training courses on the themes selected by the Ministry of Youth and Sports. 21,732 young people between 14-29 years of age benefited from the project that was carried out in 10 periods.

In order to ensure that young people get acquainted with the historical and cultural values of their own provinces and the provinces with a rich history and culture and meet their peers living in those provinces and to contribute to the development of a dialogue between young people, the project titled "[Cities and Culture - Our Regions](#)" (Şehirler ve Kültürler-Yörelerimiz) was implemented to cover all 81 provinces. The programs organized under the project were intended to ensure that the young people between 14-29 years of age, particularly those living in rural areas or disadvantageous conditions, get acquainted with their own provinces and the provinces with a rich history and culture and meet their peers living in those provinces and to contribute to the development of a dialogue between young people.

Disseminating information on cultural opportunities

The Ministry of Culture and Tourism is engaged in activities in the areas of opera, ballet and polyphonic music. Like people from all age groups, young people benefit from our services as well. In this context, the activities aimed at young people and/or activities in which young people are interested can be classified as follows:

Representation: Apart from those aimed at children, all pieces staged in the resident halls and tours by the State Opera and Ballet Directorates are strike young people's fancy as well.

University events: As per the protocols concluded between the Ministry of Culture and Tourism and universities, the State Opera and Ballet Directorates perform in the festivals organized by universities.

Competitions: Events such as Izmir Singing Contest and International Istanbul Ballet Competition are intended to discover and promote talented young people.

Educational activities: The educational activities currently organized by the Ministry of Culture and Tourism for primary and secondary school students are planned to be made more widespread by preparing pieces in a format suitable for high school students. As perception and appreciation of music is shaped at early ages, students are visited at their schools and are given the opportunity to watch Training Concerts as well as to get acquainted with classic music and the main instruments of this music through entertaining and theatrical narration in order to incite the student's sense of wonder regarding universal classical music so that they become listeners of quality music and even artists of the future.

Moreover, particular attention is paid by the Ministry of Culture and Tourism to the facilitation of young people's access to artistic activities and their involvement in the productions in preparing the repertoire of State Theaters.

77 cultural centers, in which citizens of any age actively attend conventional and modern artistic events and which reinforce the urban and cultural phenomena, ensuring that cultural values (manners and customs, handicraft, regional cuisines, etc.) are maintained

through various activities (courses, shows, exhibitions, etc.) and passed down to next generations, and which were restructured as to become the cultural memory of the cities, carry out activities under the supervision of the Ministry of Culture and Tourism, and 35 of them which have been allocated to the local administrations and other public agencies contribute to the promotion of culture and art.

Promotion materials (brochures, maps, CDs, etc.) that represent historical, cultural and artistic values are prepared with interesting contents and visuals and offered to target groups, thereby enabling citizens to realize the cultural wealth and gain knowledge of and insight into the conservation of cultural heritage.

Additionally, the Yunus Emre Institute operating abroad promote traditional handicrafts that have almost sunk into oblivion with projects such as "From Master to Apprentice" to young people who are then employed as instructors in these courses.

The General Directorate of Education, Culture and Research within the Ministry of Youth and Sports plays an important role in attracting the attention of young people to culture and art with its publications on youth and culture.

Knowledge of cultural heritage amongst young people

By enhancing the interest of children and young people in "[Battle of Gallipoli Museums and Historical Area](#)" (Çanakkale Savaşları Müzeleri ve Tarihi Alan), the Ministry of Culture and Tourism aims to contribute to the raising of generations with sufficient self-confidence and fund of knowledge that recognize their cultural values in the globalizing world and can describe through which struggles their country have gone to make it to the present day. In this scope, the following activities were carried out:

1. For high school students, Cultural Excursions were organized in the Historical Area of Çanakkale as well as in Bursa, Istanbul and Edirne, and Battle of Gallipoli corners were prepared at more than 100 schools across the country within the scope of the 102nd Anniversary of the March 18 Martyrs' Day and Çanakkale Victory.
2. The oral history study titled "Living History Project" was prepared to contribute to the maintenance and development of the Historical Area with its historical, cultural and moral values and to the historical memory of the Battle of Gallipoli.
3. Theater plays titled "Çanakkale Spirit" were staged at various points of the Historical Area in order to ensure that young generation can gain insight to patriotism, unity and solidarity and that visitors can imagine what happened in those days.
4. The Ministry of Culture and Tourism leads the organization of the "Gallipoli Marathon" and "Çanakkale Bike Tour: Troia and Respect to Martyrs Stage" which ensure international interaction and healthy development of young people through sport activities in a historical and cultural environment.
5. Young people coming to the Historical Area from all around Turkey and foreign countries are given the opportunity to visit the simulation and museum sites of the Çanakkale Epic Promotion Center free of charge or at discounted prices and gain insight into the cultural and historical heritage.
6. To facilitate the young generations' access to information on the Battle of Gallipoli, the efforts to establish the Battle of Gallipoli Research Center and Library are underway.
7. As the Internet usage among young people is high, interesting websites are developed to help this group get acquainted with the Battle of Gallipoli museums and the Historical Area.

The Museum Directorates within the Ministry of Culture and Tourism became an institutional member of the website www.gencgonulluler.gov.tr, developed by the Ministry of Youth and Sports for young people. Thus, it is ensured that young people participate in efforts for raising awareness and gaining knowledge of cultural heritage protected in museums.

Yunus Emre Institute makes efforts to raise awareness among young people regarding the cultural heritage of Turkey and to disseminate information with documents and/or data on the digital environment through the project titled "[Reconstruction of Cultural Heritage in the Balkans](#)" (Balkanlar'da Kültürel Mirasın Yeniden İnşası).

In order to contribute to the personal and cultural development of young people by enabling them to commemorate the Çanakkale martyrs that became a legend with their chivalry in the Battle of Gallipoli, particularly the 57th Infantry Regiment, and ensuring that young people travel to Çanakkale and meet their peers, the Ministry of Youth and Sports carries out the project titled "[57th Regiment Loyalty March](#)" (57. Alay Vefa Yürüyüşü) on April 24-25 each year. Young people between 18-29 years of age can apply to the project. Those that participate in the project are taken to Çanakkale by means of the Provincial Directorates of Youth Services and Sports and their costs are borne by the Provincial Directorates. Applications to the project are received by the Provincial Directorates in person or by phone.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

The [Protocol on Cooperation for Culture and Arts](#) (Kültür ve Sanat İşbirliği Protokolü) has brought a new framework to the cultural and artistic activities carried out within the scope of formal and non-formal educational activities of the Ministry of National Education. In this scope, it is ensured that the cultural and artistic events organized by the Ministry of Culture and Tourism are announced and carried out at schools. With a view to enhancing the interest of students in art, the necessary preparations are made for artists to visit schools. Drama and diction courses for students have been made widespread.

The culture and art centers of the Ministry of National Education are important formal education institutions for young people to acquire cultural knowledge and develop their creative talents. In order to ensure that students with special talents at preschools, primary, secondary and high schools discover their personal talents and develop their capacities, these centers are opened by the Ministry upon the proposal by Governorates, taking into account the characteristics and transportation facilities of the relevant province and the estimated number of students that will benefit from the center.

These centers are intended to ensure that:

- young people know, adopt, develop and respect national and universal values and improve their leadership, creative and productive talents in such a manner as to contribute to the development of the country with a national and social understanding;
- social and emotional development areas are addressed in whole during the process of improving their skills;
- their talents and creativity are discovered at an early age and improved;
- they are aware of their personal talents and improve them to the best of their capacities;
- they are raised as self-realized individuals who combine scientific method and behavior with aesthetic values and resolve problems

In an attempt to improve their productive and creative skills and talents of young people, Yunus Emre Institute's competent experts deliver training courses to young people in any branch of art across the world.

Within the framework of Article 44 of the [Law no. 5846 on Intellectual and Artistic Works](#) (Fikir ve Sanat Eserleri Kanunu) and Article 6 of the [Regulation on Procedures and Principles Regarding Use of Deductions from the Price of Recordable Media Containing Intellectual and Artistic Works and Technical Devices for Reproduction of Such Works](#) (Fikir ve Sanat Eserlerini İçeren Taşıyıcı Materyaller ile Bu Eserlerin Çoğaltılmasına Yarayan Teknik Cihazların Bedellerinden Yapılan Kesintilerin Kullanımına İlişkin Usul ve

Esaslar Hakkında Yönetmelik) and within the scope of the financial support provided to projects for strengthening the intellectual property system and carrying out cultural and artistic activities;

1. The Communication Ideas Contest Among University Students titled "[I Have an Idea](#)" (Aklıma Bir Fikir Geldi) organized by the Radio-Television Broadcasters Professional Association (RATEM) since 2009 to raise awareness on prevention of breaches of intellectual property rights among the public, particularly university students, was organized for the eighth time in 2016. Within the scope of this event, 3 conferences and exhibitions were held in October and November in the Faculty of Communication of Istanbul Yeni Yüzyıl University and Ankara University. In the contest for universities in our country, the contestants that own the winning works in the categories television, radio and newspaper/magazine received their awards in a ceremony held in Istanbul on December 24, 2016. Within the scope of this event, short movies and materials such as banners and logos that will raise awareness on fighting piracy have been prepared, and the meetings and the award ceremony for promotion of these materials have had printed media and social media coverage.

2. The National Slogan and Logo Contest with a theme on Fighting Piracy titled "[Respect the Works, Fight the Piracy](#)" (Esere Saygılı, Korsana Karşımız), organized by the Professional Association of Owners of Turkish Scientific and Literature Works (İLESAM) since 2011 to teach the concept of intellectual and artistic work to primary and secondary school students and raise awareness on fighting piracy among educational professional was organized for the sixth time. Within the scope of the project, seminars were held on the importance of copyrights and fighting piracy for secondary and high school students and education/training professionals in 7 regions across Turkey and a slogan and logo contest regarding piracy was organized. Upon evaluation of the applications for slogan and logo by the Selection Committee, the works entitled to receive the award were determined and the winning contestants received their awards in a ceremony held in Ankara on May 24, 2017. Within the scope of this event, presentations and materials such as banners and logos that will raise awareness on copyrights and fighting piracy have been prepared, and the meetings and the award ceremony for promotion of these materials have had printed media and social media coverage. Moreover, information was given on the institutional services regarding copyrights and efforts for fighting piracy in the visits paid with the parents and teachers of the students that won an award.

3. The [Project for Popularizing and Promotion of Reading Books](#) (Kitap Okumayı Sevdirme ve Özendirme ile Telif Bilincinin Geliştirilmesi Projesi), supported by the Ministry of Culture and Tourism and carried out to help primary and secondary school students adopt the habit of reading and to raise awareness on copyrights, was organized for the 16th time in 2016.

Specialised training for professionals in the education, culture and youth fields

Within the scope of the opportunities provided to teachers, instructors, youth workers so that they can improve their professional competences, the Ministry of Culture and Tourism always contributes to the improvement of young people's productive and creative skills and talents with its artists, technical personnel and administrative staff in the area of State Theaters. Particularly teachers, instructors and youth workers are professionally supported regarding theater.

The General Directorate of Teacher Training and Development within the Ministry of National Education implements numerous standard and in-service training programs. These training courses and seminars cover more than 50 educational, artistic and cultural branches such as technology use, use of new technologies in measuring and evaluation, health, communication, handicrafts, visual arts, graphics and photography.

As youth leaders, who are an important element of youth studies in Turkey, directly participate in the activities carried out with young people in the area of culture and art and take part in the realization of such activities, they are subjected to development

training in this area as well. The themes of the development training courses delivered to the youth leaders as per the [Instruction by the Ministry of Youth and Sports on Principles and Procedures of Development Training for Youth Leadership](#) (Gençlik ve Spor Bakanlığı Gençlik Liderliği Yetiştirme, Gelişim Eğitimleri İle Çalışma Usul ve Esasları Yönergesi) are as follows:

- Ministry of Youth and Sports
- Youth Centers
- Leadership and Youth Leadership
- Institutional Culture
- Fundraising/Sponsorship
- Relations with Non-governmental Organizations
- Project Cycle and Stakeholder Analysis
- Volunteering
- Community and Disadvantaged Groups
- Historical and Cultural Values
- Values Training
- Thematic Training Courses
- Fighting Harmful Habits
- Event Design
- Event Groups (Drama, Theater, Music, Literature, Folk Dances, etc.)
- Fundamental Rights and Liberties
- Youth Psychology
- Developing Youth-Friendly Approach (Peer Training)
- Youth Information
- Time Management
- Problem Solving
- Team Management/Group Work
- Communication Skills
- Etiquette
- Diction
- Motivation
- Social Media and Internet

Providing quality access to creative environments

With a view to facilitating the access of young people to an environment in which and to tools by which they can develop their productivity and creative talents, the sources of information in the National Library of the Ministry of Culture and Tourism are put at the disposal of researchers. The National Library, where millions of printed books, rare manuscripts, various non-book materials, periodicals and electronic sources are available, has 100,000 registered members, and 700 thousand users visit it annually.

The National Library is responsible for compiling all publications on Turks and Turkish Culture, and publishes national bibliographies to make the sources of information compiled available to researchers in a certain order. In this scope, the publication information of the works published in Turkey or abroad and received by the National Library is published en masse under the name Bibliography of Turkey. Furthermore, the publication information of the articles in the scientific journals are published under the name Articles Bibliography of Turkey, thereby facilitating researchers' access to the scientific information they look for. Additionally, the access to the publication information of the works of or studies on important cultural ambassadors is facilitated with bibliographies with a special theme on the prominent persons of Turkey's cultural background.

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Within the scope of the [Turkey Entrepreneurship Strategy and Action Plan](#) (Türkiye Girişimcilik Stratejisi ve Eylem Planı) (2015-2018), the action of establishing entrepreneur clubs in primary and secondary schools was adopted, and it was stated that these clubs would be designed as clubs that support innovation, patent, R&D and technology culture and encourage productive and innovative skills of young people. The title "Culture" is also included among the support categories within the scope of the entrepreneurship policy areas under this Document.

Within the scope of the [Ministry of Youth and Sports Youth Projects Support Program](#) (Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı), the cultural and historical heritage of professions is revived and training courses on entrepreneurship opportunities are delivered. Particularly by teaching the skills and moral codes specific to the traditional guilds of Turkey, a straightforward entrepreneurship framework is prepared for young people.

1 Master 10 Apprentices Project: The General Directorate of Project and Coordination within the Ministry of Youth and Sports carries out many projects in order to introduce traditional crafts to young people, contribute to their professional enterprises and strengthen their cultural acquisition. [1 Master 10 Apprentices Project](#) (1 Usta 10 Çırak projesi) is a culture, art and volunteering project aimed at promoting Anatolian handicrafts that have almost sunk into oblivion, raising awareness on the past's cultural treasures among young people, ensuring that young people meet their peers within the framework of a cultural and creative activity and helping them learn a handicraft which they may use to find a job in the future or for recreation.

Support young entrepreneurs in the cultural and creative sectors

The subsidy projects summarized below are carried out by the Ministry of Culture and Tourism to improve the entrepreneurial skills of young people by ensuring their participation in cultural activities and cultural sectors:

Gençdes Project: Addressed in action 210 of the [2016 Action Plan of the 64th Government Program](#) (64. Hükümet Programı), measure no. 112 of the Program for 2016 and among actions of the [th Government Program](#) (65. Hükümet Programı), Gençdes Project is a subsidy program aimed at promoting participation of young people in cultural and artistic activities and helping them realize their projects in various branches of art. The project includes three types of subsidies:

Within the scope of Event and Project Subsidy, young people are subsidized for their events and projects in the areas of traditional arts, performing arts, plastic arts, literature, music and cinema, and real and legal persons and youth societies are subsidized for the projects aimed at young people.

Within the scope of Artistic Activity Subsidy, young people are subsidized for their animations, documentaries, short movies, screenwriting, journal, literature work writing and theater play writing projects.

Within the scope of Work Production Subsidy, the projects for animation and documentary of important figures and events in the Turkish history and legendary characters as well as projects involving computer games and animation movies with a content ensuring that children are raised as responsible individuals are subsidized.

"Event and Project Subsidy" is given to young people between 14-29 years of age for their events and projects aimed at young people and children. "Artistic Activity Subsidy" is given to young people between 14-29 years of age. "Work Production Subsidy" is given to legal persons and companies.

Applications made under GENÇDES project subsidy program are evaluated by the "Artistic Activities, Events and Projects and Works Subsidization and Evaluation Committee" within the framework of the "[Procedures and Principles for Subsidization of Artistic Activities, Events and Projects and Works Relating to Young People by the Ministry of Culture and Tourism](#)" (Kültür ve Turizm Bakanlığınca Gençlerle İlgili Sanatsal Faaliyet, Etkinlik ve Projeler İle Eserlere Verilecek Desteklere İlişkin Usul ve Esaslar), issued by the Ministry of Culture and Tourism.

Within the scope of the said project, 91 projects were subsidized with a total amount of 8,290,190 TRY in 2016 and 614 projects were subsidized with a total amount of 45,616,675 in 2017. 351 of the projects subsidized in 2017 were in the area of events and projects, whereas 208 projects in the area of activities and 55 projects in the area of work production.

The Ministry of Culture and Tourism organizes "Current Art Project Contest" and "Banner Design Contest" in order to support the current art and artists, discover young artists, enhance innovative production and ensure that these works are widely followed by masses in Turkey. Additionally, "Young Musicians Performance Contest" was organized for young people between 14-29 years of age in 2016.

The Ministry of Culture and Tourism carries on its efforts to enhance the entrepreneurship skills of young people by involving them in theater activities and providing them with opportunities to make their artistic dreams come true.

In addition, young people are admitted to internship programs and assisted in getting acquainted with the sector in the area of culture and art at the Yunus Emre Institute centers in five continents.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

In order to make new technologies available to young people, the computer games produced under the GENÇDES program are subsidized by the Ministry of Culture and Tourism, thereby promoting the creativity of young people by means of the use of new technologies.

Furthermore, new technologies are introduced to young people with the interactive whiteboards used in the Turkish courses delivered in 50 centers of the Yunus Emre Institute across the world, Z book application and remote Turkish teaching portal accessible from any part of the world.

Facilitating access to culture through new technologies

In the National Library, Digital Library Portal service is provided through which users can access digital images of numerous printed contents such as 27,700 manuscripts, newspapers and magazines from the late Ottoman and early Republic periods, paintings of renowned painters, movie posters and portraits. Thus, researchers can access our rich historical background to use in the cultural and scientific studies from any point with an Internet connection, regardless of time and place.

In today's world where information has gained new forms, new solutions are developed for presentation of information in parallel to the change in the sense of librarianship. With this understanding, the digital hall through which users can access rare works and a wide content of periodicals in the digital collection of the National Library by means of their tablets and laptop computers was launched in 2016. Users can download digital content by scanning the catalog over intranet.

Besides, phonograph records in the collection were transferred to the electronic environment and made accessible online for the citizens. Music lovers can access the content of approximately 5 thousand phonograph records in the National Library's collection.

8.8 Synergies and partnerships

Synergies between public policies and programmes

In order to establish a strong tie between culture and art pursuits and the education system, the [Protocol on Culture and Art Cooperation \(Kültür, Sanat İşbirliği Protokolü\)](#) was signed between the Ministry of National Education and the Ministry of Culture and Tourism. The aim of the protocol is to ensure the students are informed of various art branches and their awareness on art is created, to increase their interest in the art and artists, to help them unearth their artistic talents in cooperation with the Ministry of National Education and the Ministry of Culture and Tourism.

Thanks to this protocol, museums, archaeological sites and cultural property are used as educational environments and made more accessible to young people. Within the framework of this protocol, the contents of course curricula were enriched with subjects related to urban, cultural and civilization history and tourism. Progress has been made in the integration of libraries within the two Ministries. The screening to be carried out by the Ministry of National Education based on this protocol is intended to discover cultural and artistic skills of students at an early age, guide these students to the relevant institutions within the Ministry of Culture and Tourism and ensure that they receive education suited to their skills. Moreover, the "Speaking Library" project of the National Library Management aimed at visually impaired people has been put into service for students and teachers of the Ministry of National Education.

The Ministry of Youth and Sports cooperates with the Ministry of Culture and Tourism in many projects for young people involving visits to historical and archaeological sites, museums and other events requiring a travel guide.

Partnerships between the culture and creative sectors, youth organisations and youth workers

In terms of culture and creative sectors, the form of basic cooperation and partnership between youth organizations and public agencies relating to youth is joint execution of projects and grants provided to non-governmental organizations in such areas. Between 2012 and 2016, many grants were given to civil society projects aimed at supporting young people's cultural acquisition and development, promoting their artistic activities and enabling them to put their innovative and creative ideas into practice.

Within the framework of [European Union Culture Program](#) (Avrupa Birliği Kültür Programı), the Ministry of EU provided many opportunities to associations, universities, culture institutes, public authorities, etc. in many areas including performing arts, visual arts, plastic arts, cultural heritage, etc. in the programming period of 2007-2013.

The Culture Program has promoted cultural cooperation in three different scopes:

- 1) Cultural Actions Support
- 2) Support for Organizations Operating in the Area of Culture at European Level
- 3) Support for Organizations Conducting Evaluation and Impact Analysis in the Area of Culture Policies.

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

With a view to mitigate discrimination and poverty by means of cultural activities, the Ministry of Culture and Tourism formulates policies for enhancing everyone's access to and involvement in culture with an integrated and inclusive approach. In formulating such policies, projects are developed and implemented to ensure that particularly disabled and elderly citizens, women, children and young people are to the full extent

included in such services. Based on this understanding, the Ministry of Culture and Tourism carries out the following efforts to ensure that cultural access is provided to people of any age and from any segment:

1. Museum card, libraries serving disabled people as well, making of cultural centers widespread, mobile libraries and applications such as e-book, free art events are the products of new cultural policies for enhancing cultural access and inclusion under the GENÇDES Project.
2. Children below 18 years of age and elderly citizens above 65 years of age can visit the museums and archaeological sites of the Ministry of Culture and Tourism free of charge.
3. Android Mobile Guide Application, which has been developed to give information on the Historical Area of Gallipoli and is accessible to everyone, has many language options and contains various visual and audio materials.
4. The buildings that provide library services are rearranged with the understanding “non-disabled library” to ensure easier access of disabled and disadvantaged citizens.
5. The “Speaking Library Center for the Visually Impaired”, established to overcome physical barriers and facilitate access to information, is available in the National Library. The books selected based on the priorities and requests of visually impaired users are dubbed by volunteer readers and then are made accessible to citizens over the web system “speaking library”.
6. 20 electronic databases in different areas including art, economics, medicine, history, etc. have been available in the National Library since 2006 in order to facilitate academic studies and enable access to sources of information. Using these databases, researchers can freely access 13 million electronic materials consisting of 10 million articles and 3 million e-books, e-newspapers, e-journals, academic theses, artistic visuals and documents.
7. In an effort to enhance access to and participation in opera and ballet, free shows are organized in domestic tours and festivals, disabled citizens are provided with free tickets upon request, educational activities are carried out at schools, talented children in children’s homes are provided with the opportunity to receive music education in children choir and ballet courses and watch shows free of charge.
8. In the East and Southeast Anatolia Regions that have limited access to cultural activities particularly due to geographical conditions, 115 opera and ballet events have been organized in 21 provinces for the last 15 years.
9. In order to enable disabled citizens to watch theater plays, all stages have been made disabled-friendly with all necessary arrangements, and approximately 16,000 disabled citizens could watch plays free of charge in a season. Furthermore, war veterans and relatives of martyrs can go to plays free of charge.
10. 623,451 people who had limited access to theater due to financial distress could have discounted tickets in 2016-2017.
11. The access of disabled citizens to cinema is provided by voiced description of supported feature-length movies.
12. Yunus Emre Institute carries out culture and art activities aimed at all young people without discrimination of language, religion and race, and ensures that they get involved in such activities.

Combating discrimination and poverty through cultural activities

In the Youth Centres within the body of the Ministry of Youth and Sports, projects aim at binding young people from any section through various cultural activities and education. With the artistic and cultural activities organised, it is aimed to turn the youth that faces the risk of social exclusion into an equal part of the social body. Language teaching and

cultural integration activities are carried out for the Syrians that are under temporary protection in the youth centers in Turkey.

Within the framework of the “Social Cohesion and Youth Participation Project” signed between Turkey Office of the United Nations International Children Emergency Fund and the Ministry of Youth and Sports, social cohesion project is carried out in 19 provinces where a considerable population of Syrians live. Within the scope of the said project, focus group discussions and interviews were conducted with 600 young people to identify their needs and develop a road map. This project is carried out with social and cultural activities. In 2016, 12,000 young people were reached by means of this project.

8.10 Current debates and reforms

Within the policy area Culture and Art under the National Youth and Sports Policy Document, the main document in which the strategy for culture aimed at young people is set forth, the following goals are planned to be included in the policy goals.

1. Studies on the young people’s perception of culture and art;
2. Making more widespread of culture and art activities aimed at young people living in our country as a result of migration or for other reasons.

The activity and performance criteria for the said policy measures have been determined and are under evaluation.

9. Youth and the World

Introduction

Targets and measures for youth participation in the international arena and increasing awareness of the youth on the global problems are included in the policy part “Youth in the International Arena” of the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). Along with the works of the public authorities, independently non-governmental organisations and universities also occupy an important position in supporting participation of the youth in international cooperation and decision-making mechanisms. Joint organisations carried out within the context of cooperation of the Ministry of Youth and Sports with other countries in the field of youth and joint supports for civil youth initiatives are important activities of the Ministry of Youth and Sports aimed at building the youth interest in the world problems up. International youth camps organised by the Ministry of Youth and Sports contribute to raising international awareness of the youth. Furthermore, within the scope of [Youth Project Support Program \(Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı\)](#) of the Ministry of Youth and Sports, non-governmental organisations are supported in the manner that enables the youth to meet other youth work channels in the international arena or set the ground for them to establish cooperation with other non-governmental organisations in the international arena. The Centre for EU Education and Youth Programs (National Agency) is the implementing authority for Erasmus+ Programme. The National Agency carries out awareness raising works on the opportunities on learning and cooperation presented for the youth, and guides the youth.

9.1 General context

Main concepts

The topic of youth participation and cooperation in the international arena is discussed in the policy field “Youth in the International Arena” in the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). In this context, targets for the youth to enter into participant cooperation in the international arena and to develop their qualifications to succeed in this field are adopted. With regard to the youth participation

in the international arena, the following targets are included in the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#):

- To ensure effective participation of the youth in the international society in the globalising world and to increase their participation.
- To support youth associations to cooperation with other youth associations at the local, regional, national, international levels, particularly with neighbouring countries.

Youth interest in global issues

350 students that came together within the scope of the 6th ITU (Istanbul Technical University) International Model United Nations Conference (İTÜ Uluslararası Model Birleşmiş Milletler Konferansı) organised by the ITU Development Foundation discussed the world problems. In the conference that is United Nations Conferences modelled at the high school students' level, students discussed the agenda in the global arena in detail and talked about solution offers for three days. They examined the examples of human rights, disarmament, woman rights, economy and environment and humanitarian aid in the world and produces solutions.

International youth participants come together in the [International Youth Camps \(Uluslararası Gençlik Kampları\)](#) organised every year by the Ministry of Youth and Sports and organise workshops and negotiations to think about and produce solutions on global problems. For instance, within the scope of the "International Youth Camp" organised by the Ministry of Youth and Sport and Organisation of Islamic Cooperation, youth between 18-25 years old from member countries to the Organisation of Islamic Cooperation are brought together under the theme "Youth is on action for peace, solidarity and common values" and ensured that the youth actualised thematic sessions on the issues like volunteering in the scope of moral values, issues of the youth in Muslim countries and proposed solutions, fight against discrimination and extremism. International youth camps deals with problems on a global scale with meeting with wide participation from different countries every year.

9.2 Administration and governance

Governance

A general policy framework on the works, initiatives and participation of the youth in the international arena is presented in the policy field "Youth in the International Arena" in the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#). The Ministry of Youth and Sports, with the internationally participated projects, mobility projects triggering international interaction and cooperation it organises, encourages the youth to become a part of the youth work in the international arena. In addition to internationally participated projects it carried out directly, within the scope of [Youth Project Support Program of the Ministry of Youth and Sports \(Gençlik ve Spor Bakanlığı Gençlik Projeleri Destek Programı\)](#), non-governmental organisations are supported in the manner that enables the youth to meet other youth work channels in the international arena or set the ground for them to establish cooperation with other non-governmental organisations in the international arena.

In Turkey, Erasmus + Programme is carried out by the National Agency (Centre for EU Education and Youth Programs) in such a way that enables the youth and non-governmental organisations to participate in meetings and cooperation in the international arena.

Cross-sectorial cooperation

One of the main examples of the cooperation between public authorities and non-governmental organisations in the sense of youth participation and cooperation in the international arena is the cooperation and joint work established between the Ministry of Youth and Sports and the Organisation of Islamic Cooperation.

The “Islamic World Youth Capital Programme” put into practice for the first time in cooperation with the Ministry of Youth and Sports and the Organisation of Islamic Cooperation is organised jointly by the Ministry of Youth and Sports, Islamic Conference Youth Forum for Dialogue and Cooperation (ICYF-DC) and Istanbul Metropolitan Municipality. In this context, a Cooperation Protocol was signed between the Ministry of Youth and Sports and Islamic Conference Youth Forum for Dialogue and Cooperation (ICYF-DC) on 10 April 2015 and the Istanbul Islamic World Youth Capital program was launched. Within the scope of [Istanbul Islamic World Youth Capital Program \(İstanbul İslam Dünyası Gençlik Başkenti Programı\)](#), the International Youth Photography Contest was realised between 21 October - 27 November 2015 by participation of amateur and professional photographers between the age of 18-35. The Contest has been a great platform to show the importance of Istanbul for the youth in the Islamic world as its shelter, spiritual, historical and geopolitics position along with showing the vision of Istanbul from the eye of the young photographers. Furthermore, Y-Istanbul First Islamic World Youth Capital Film Awards short film festival was carried out within the scope of the 3rd Bosphorus Film Festival within the framework of the theme Youth Creativity for Global Solutions.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

During the process of determination of the policy measures and targets in the policy field “Youth in the International Arena” of the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#), workshops, meetings and special interviews with the youth are performed. In these negotiations and consultations with the youth, global problems were tackled and the approaches of the youth that came out in these issues shaped the general framework of the policy field “Youth in the International Arena”. These workshops on forming and updating policy in which the youth are invited to discuss global problems were moderated by experts on their fields or academicians who ensured that the agenda regarding the global problems was ascertained and followed.

Students who are continuing with their masters and doctorates on the International Relations field came together with academicians working in different fields of politics and foreign policy makers for three days in the “Foreign Policy Workshops” organised at the initiative of the Prime Ministry Public Diplomacy Coordination, Strategic Researches Centre of the Ministry of Foreign Affairs and Selçuk University Rectorship. In these workshops, principles, mechanisms on which the Turkish policy is based, initiatives on regional and global scale are discussed.

The International Summer Camp themed “Youth and Politics” organised within the scope of [“Inter-Parliaments Exchange and Dialogue Project \(Parlamentolar Arası Değişim ve Diyalog Projesi\)”](#) which is carried out jointly by the Turkish Grand National Assembly and the European Union and aims to maximise the role of the TGNA (Turkish Grand National Assembly) in the EU membership negotiation process by enhancing the dialogue among the parliamentarians in the TGNA and European Parliament and EU member country parliaments was realised in Istanbul. Parliaments from the TGNA and EU country parliaments participated in the Summer Camp that was organised within the framework of the project aimed at creating awareness on the opportunities and challenges in the Turkey’s EU accession process through contributing in the development of knowledge and understanding between Turkey and European Union and increasing visibility activities, and consulted and negotiated with the youth on international matters.

Youth Assembly of the Istanbul Metropolitan Municipality has been carrying out networking activities with primarily international organisations since November 2014. Bilateral meetings with the Organisation for Security and Cooperation in Europe, UN Habitat Programme, UN General Secretary Youth Delegate, UNESCO, OIC Youth Forum,

Qatar Foundation, Middle East Youth Network Organisation, European Commission and Humanitarian Summit, bilateral and multilateral meetings in Istanbul and related countries were held. The Youth Assembly of the Istanbul Metropolitan Municipality also participated in the international conferences to form an international youth work model.

Global issues exchanges with policy-makers at the international level

According to the [Cooperation Protocol on Youth Polices \(Gençliğe Yönelik Politikalarda İşbirliği Hakkında Protokol\)](#) between the Ministry of Youth and Sports of the Republic of Turkey and Federal Ministry of Woman and Youth of the Federal Republic of Germany, every year programs are organised to deepen the mutual youth and expert exchanges and youth works cooperation as to maintain ties and friendly relations between youth of the both countries. The youth between the ages of 12-26 can participate in the youth exchange in this context. Carrying out this protocol serves to determination of the cooperation fields on the youth policies by assessing the cooperation on the youth policies, coordinating the programs and measures, encouraging new partnerships.

For the purpose of getting Turkey and EU countries closer, strengthening different understandings and exchanging information, a young group formed of parliamentarian advisers working in the European Parliament visited Turkey and came together with the youth in Turkey for certain occasions. Within the project implemented on 16-20 May 2016, 19 parliamentarian advisers in the European Parliament from different countries had meetings with the youth as well as various public institutions and organisations, particularly TGNA, in Ankara.

On 21-28 May 2017, [Young Academics Forum - Islamophobia \(İslamofobi Genç Akademik Forumu\)](#) was realised in Ankara, Bursa and Istanbul by participation of academicians from all over the world specialised on Islamophobia and local and foreign students continuing with their masters and doctorates. With the Young Academics Forum - Islamophobia, it is aimed to determine the dominating negative attitude towards the Islam and Muslim in the world like discriminating acts against the Muslims, allegations that the Islam did not share the common values with the other main beliefs and as such, and to put forth what it can be done to change them. In the Forum, the participants were provided with an environment where they can relay their own experiences and works on "Islamophobia", discuss the issue in detail. The Forum was held with participation of 100 people.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

The "International Relations" course is an optional course in the secondary education curriculum of the Ministry of National Education. The course consists of 7 units which are as follows:

- Introduction to International Relations
- Actors in International Relations and Types of Actors' Relations
- Historical Development of International Relations
- Foreign Policy
- International Organisations
- International Issues
- Foreign Policy of Turkey

In the sense of strengthening youth solidarity and cooperation and giving chance to youth to take initiative for the world peace in the international arena, the "[Turkey-Mediterranean Youth Peace Ship \(Türkiye-Akdeniz Gençlik Barış Gemisi\)](#)" Project was realised by the Ministry of Youth and Sports. 1000 youth from the four corners of the world both had the opportunity to see Croatia, Tunisia and Bosnia, and received education on the global issues in the ship and held discussions.

The component entitles “International Relations Camp” of the project titled “Leader Youth Camps” realised by the Ministry of Youth and Sports is a project aimed at the youth interested in the international developments, in which the youth are trained by the experts and academicians on global issues and international relations and provided with the opportunity for exchange of opinions. The goal of the project is to contribute to upbringing of the youth who will address to the international public opinion, put forth new ideas and initiatives, play an active role in decision mechanisms and implementation of the made decisions, predict the global issues, future.

Youth-targeted information campaigns on global issues

The “[International Youth Works Information Workshops \(Uluslararası Gençlik Çalışmaları Bilgilendirme Çalıştayı\)](#)” have been organised by the Ministry of Youth and Sports in many provinces to inform the youth on youth works in the international arena and to encourage the youth to participate in the youth works in the international arena. Workshops in which approximately 170 youth workers who have carried out and were carrying out works in the international arena were to come together accompanied by expert educators to share information and experience attracted great attention from the youth. On the first day of the workshops, in addition to sharing information on the nature of the youth exchange, legislation, information system of the youth exchange, experience was shared with presentations that were to be realised under the title model practices by provinces that had already realised exchange of youth and expert internationally. On the second day of the workshops, however, workshop works were carried out alongside the education on Erasmus+ and international youth works by the educators of the Turkish National Agency.

Information providers

In the Youth Centres, youth are always provided with information on international youth participation programs and cooperation opportunities in which the Ministry of Youth and Sports is responsible or a partner.

The Centre for EU Education and Youth Programs (National Agency) is the implementing authority for Erasmus+ Programme. The National Agency carries out awareness raising works on the opportunities on learning and cooperation presented for the youth, and guides the youth.

The Eurodesk is the European Information Network that provides information on the European opportunities for education for young people and in youth fields and participation of the youth in the European activities.

Acting in 33 European countries, the Eurodesk Information Network has been maintaining its activities in our country within the body of Turkish National Agency since 2008.

The Eurodesk services may include:

- Free question answering service (via e-mail, fax, phone, visit),
- Suggestions and help services for questioners,
- Providing internet access to European information on funds,
- Organising training and support services,
- Organising conferences, seminars and other activities,
- Printing and distribution of resource materials,
- Generalising the information regarding the Youth Program.

Key initiatives

Youth exchange programs implemented through Youth Centres by the Ministry of Youth and Sports assumes an important role in improving the youth’s cooperation in the international arena and increasing their interest in global issues. These youth exchange programs means international youth and/or expert exchanges realised mutually between the youth centres working under the Ministry of Youth and Sports and abroad institutions

and organisation. The exchanges, primarily realised with public or private institutions or organisations observing public interest that are in the countries which had signed cooperation agreement with the Republic of Turkey or protocol with the Ministry and working in the field of youth. the Ministry may organise "Seminars on Establishing Contact" in certain periods. Seminars on establishing contact are held for the purpose of bringing the institutions willing for exchange together. Furthermore, youth centres may work in cooperation with youth centres that had already realised exchanges for finding partners. The youth centres set the program of the realised exchange through consultation with the partner institution. The youth centres publish the announcement of the youth exchange and application address on the website and official social media accounts for at least ten days. Youth exchange participants are chosen by the assessment commission formed by the Provincial Directorate of Youth and Sport among the people who fill in the form on the internet over the stated electronic address. The candidates who want to participate in the exchange may apply by filling in the electronic application form in the relevant youth exchange announcement in the website <http://genclikdegisimleri.gsb.gov.tr>.

9.5 Green volunteering, production and consumption

Green volunteering

Within the context of the [National Youth and Sports Policy Document \(Ulusal Gençlik ve Spor Politikası Belgesi\)](#), the target of spreading the love for nature to the youth and increase the number of activities organised in the nature, and based on this target, the following goals are accepted and implemented:

- To perform works on raising and improving environmental awareness in the youth by encouraging nature sports.
- To ensure building of environmental education parks that will enable the youth to be in touch with, spend time and love the nature.
- To organise activities in the youth centres, youth camps and projects for youth to enable them to know and spend time in the nature.
- To ensure more youth enjoy the youth nature camps by increasing their numbers.
- To encourage scouting, mountain climbing, cycling, skiing, orienteering etc. branches.

[TEMA \(Turkish Foundation for Soil erosion, for Reforestation and the Protection of Natural Habitats\) Foundation \(TEMA Vakfi\)](#) is one of the most common nature volunteering organisations. Ecological literacy works, Awareness Raising Campaigns for Combating Erosion, works aimed at inspiring children and youth with nature and green volunteering, memorial forest projects, cooperation activities on green volunteering are among the main activity fields of the TEMA Foundation.

Within the context of ecological literacy, TEMA carries out works with many organisations, the Ministry of National Education, Turkish Armed Forces and Ministry of Internal Affairs in particular. The "Ecological Literacy Teacher Training" has been the first comprehensive nature education program in Turkey aimed at teachers which was carried out in cooperation with the Ministry of National Education (MoE). In the scope of District Governorship Courses of the Education Department of the Ministry of Internal Affairs, seminars on "Soil and Combating Erosion" were organised. Through Secondary School TEMA /10-13 years old) and High School TEMA (14-18 years old) programs, works on introducing the youth with the ecological literacy and bringing them in green volunteering were carried out. Within the scope of TEMA "Memorial Forest Project", memorial forest works created in cooperation of the Forestry General Directorate and donations are ongoing.

TEMA Foundation carried out Turkish coordination of the ENV.net Project realised by Western Balkans and Turkey in the international green volunteering arena and international secretariat of the Drynet Network that is acting in dry-lands in 15 countries. TEMA Foundation is a member of the World Conservation Union (IUCN), Global

Environment Facility GEF Network (GEF-NGO), Climate Action Network Europe (CAN-Europe). Being a member of the IUCN Turkish National Committee, our Foundation assumed duties in Dry-lands Group, Pastoral Working Group, Education and Communication Committee in 2014. TEMA is executive board member of the European Environmental Bureau (EEB) and Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE) organisations. TEMA Foundation has three memberships within the body of United Nations: In the Economic and Social Council (ECOSOC) adviser NGO, in the Convention to Combat Desertification (UNCCD) the accredited NGO member, in the Framework Convention on Climate Change (UNFCCC) accredited NGO member.

Green production and consumption

In the 2013-2017 Strategic Plan of the Ministry of Food Agriculture and Livestock (2013-2017 Gıda Tarım ve Hayvancılık Bakanlığı Stratejik Planı), application, incenting and improvement of environment-friendly production techniques is set as a strategic target. In the said Plan, it is stated that practices of plant health, animal health and welfare is one of the most important factors affecting the public and environmental health and plant and animal health practices that are grounded on protecting human and environmental health and supplying safe food are accepted as the main approach.

Within the context of the [2017 Performance Program of the Ministry of Food Agriculture and Livestock of the Republic of Turkey \(T.C. Gıda Tarım ve Hayvancılık Bakanlığı 2017 Yılı Performans Programı\)](#), the following performance targets and goals are determined on the environment-friendly production and consumption.

Target: To increase environmental sensitivity and awareness of the society during economical and social improvement.

- To ensure green growth by seizing the opportunities aimed at new job opportunities, income resources, production and technology developments contained by environment-friendly approaches in the energy, industry, agriculture, transportation, construction, services and urbanisation fields.
- To support environment-friendly practices like renewable energy, eco-efficiency, clean production technologies in production and services, to develop new environment-friendly productions and to encourage branding.
- To preserve the quality and increase plant production through environment-sensitive and effective plant health measures.
- To raise awareness of the farmers producing in sensitive areas that require environmental protection to make recorded and controlled production by using production models that do not damage the environment and the soil structure, and of the producers on agriculture-environment.
- To secure that the agricultural production is in the nature that does not harm the environmental, human and animal health.

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

In Turkey, the most important role in the international and intercontinental youth work is played by the Ministry of Youth and Sports and National Agency. The National Agency is the National Agency of Erasmus+ Programme, and it supports and encourages international youth cooperation within the scope of main action areas of Learning Mobility of Individuals, Cooperation for the Change of Innovation and Good Practices, Support for Policy Reforms.

Development cooperation activities

International youth camps, Youth Exchange with the South Korea, Youth and Expert Exchanges with Germany, Turkish-German Youth Volunteering Exchange programs are

the main international youth cooperation works carried out by the Ministry of Youth and Sports.

The Republic of Turkey has many cooperation agreements with other states on the subject of youth and in this scope, mutual youth exchange and joint meetings are carried out.

Youth Exchange with South Korea: In order to strengthen the traditional friendship ties with Turkey and the South Korea and to ensure the youth to get to know each others better by featuring historical, social and cultural values within the framework of mutual understanding, youth exchanges have been carried out with the South Korea since 2007. 23 people formed of the chosen youth and representatives of the Ministry of Youth and Sports visited the Turkish martyrs' cemetery and various institutions in the South Korea; performed presentations promoting Turkey and Turkish culture, became guests of South Korean families in order to know the friendly and sister country culture better and made various cultural contacts in the youth arena.

Youth and Expert Exchanges with Germany: In accordance with the "[Protocol on the Cooperation in the Youth Policies](#)" (Gençliğe Yönelik Politikalarda İşbirliği Hakkında Protokol) signed between Turkey and Germany in 1994, youth and expert exchanges carried out through youth centres and partner institutions in Germany are ongoing. Up to date, approximately 4000 youth have enjoyed the mentioned program. In 2015, totally 381 people participated in the activities in question that was completed as exchange of 24 youth and 3 experts. Furthermore, the Ministry of Youth and Sports is carrying out necessary works to enable realisation of application and procedures online by creating a web site regarding the youth exchanges.

Turkey-Germany Youth Volunteering Exchange: For the purpose of increasing cooperation on Turkish-German youth exchange, finding new project partners, creating network, strengthening the existing works, cooperation works between the Ministry of Youth and Sports and the Ministry of Family, Elderly, Woman and Youth of the Federal Republic of Germany are ongoing. To this aim, a partner market preparatory work was organised in Eskişehir on 9-14 June 2015. Furthermore, the "Turkish-German Partner Market" organised by the German Youth Institute was also held in Berlin on 11-15 September 2015. 25 youth worker from youth arena participated in the program. The main theme for next year's exchanges to be carried out with Germany is ascertained as "Volunteering".

Turkish-German Youth Bridge Programme: [The Turkish-German Youth Bridge Programme \(Gençlik Köprüsü Türkiye-Almanya programı\)](#) is a youth program aimed at intensifying student and youth exchanges between Turkey and Germany and thus, strengthening relations by bringing the two countries closer. The Turkish-German Youth Bridge develops multi-dimensional project formats and supports these projects. Within the scope of the project, youth groups, non-governmental organisations in Turkey and Germany form partnerships and carry out joint youth works.

Another opportunity enabling international mobility of the youth, however, are the student exchange programs carried out through offices of the big international networks in Turkey. In this scope, supports for the youth to study in other countries in the world are provided with scholarship support. Without limited to international mobility, youth organisations with wide networks like Community Volunteers Foundation (TOG) and Habitat Centre for Development and Governance also support the youth to enable them to volunteer in non-profit social projects and participate in decision-making mechanisms by ensuring their mobility inside and outside the country. While TOG provides that mostly through university clubs, Habitat supports youth assemblies and local youth organisations (some NGOs, Youth Culture Houses etc.).

9.7 Current debates and reforms

Under the Youth Policy field of the National Youth and Sports Policy Document that is being updated, issues on launching more initiatives and providing more support for increasing youth participation and encouraging partners in the international arena are being discussed.

Glossary

Dardanelles Spirit: It expresses altruist resistance and victory of Turkish people in the Dardanelles Campaign. It expresses altruistic and collective fighting power of the Turkish people in faced difficulties.

Historical Field: It expresses the historical field in Gallipoli where the naval and ground campaigns of Dardanelles took place.

Parent-Teacher Association: It means the association of no legal entity that is established within the body of schools in order to achieve integration between school and parents, ensure communication and cooperation between parents and the school, support activities improving the education and training, meet compulsory needs of the school and students without financial opportunities regarding education and training.

Performance Indicators: It means the indicators used to measure, monitor and assess the results of the activities that the public administrators carried out to reach their performance targets.

Performance Programme: It means the programme that includes activities and projects to be carried out by the public administrations, their resource needs, performance targets and indicators.

Performance Target: It means the targets indicating performance levels aimed to be achieved by the public administrations within a fiscal year to reach to their strategic targets.

Strategic Plan: It means the plan that includes medium and long term goals of the public administrations, their main principles and policies, targets and priorities, performance criterion, methods to be followed to reach them and resource distribution.

Turkish Court of Accounts: The higher institution that audits state expenditures in Turkey and has legal jurisdiction.

Youth Projects Support Program of the Ministry of Youth and Sports: It is the grant program created by the Ministry of Youth and Sports for supporting personal and social development of the youth, giving chance to realise their potentials, increase their effective participation in all aspects of the social life through decision making and implementation processes, facilitating their access to youth and sports services and actualising their innovative ideas by taking the needs of the youth and youth groups' needs.

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