



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

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

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

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

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

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

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

### Key recommendations for improving the performance of countries' skills system

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

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

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

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

#### Strengthening the governance of skills systems: Tackling increased complexity

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

### Further reading

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

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

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

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