

CAREER GUIDANCE IN TURKEY in support of wider economic, employment, social, education and training policy goals

In Turkey, career guidance is defined in Ministry of National Education (MoNE) legislation on special education and guidance services as aiming to help students develop self-awareness and opportunity awareness, make realistic choices and self-actualise. Education Vision 2023 specifies that the career guidance system is structured to enable children at all education levels to know themselves (in terms of character, talents, interests, values, personality and family), create career profiles for themselves, identify pathways to jobs and professions, and identify sources of jobs.

Institutional capacity

Career guidance services are carried out in various contexts by the MoNE, the Turkish Employment Agency (İSKUR), which is an affiliated institution of the Ministry of Labour, Social Security and Family, universities, the private sector, trade unions and employer associations. MoNE and İSKUR provide most of the current services. The strategic and legal framework for career guidance in Turkey is outlined by the following legislation.

According to the legislation on special education and guidance services, the structures in the education sector that ensure guidance provision are the Provincial Directorate for National Education, the Special Education and Guidance Services Branch, the Provincial Directorate for National Education and MoNE's Directorate General for Special Education Guidance Services. Legislation on special education and guidance services states that MoNE is responsible for helping students to achieve better self-awareness and opportunity awareness, make realistic choices and self-actualise.

In higher education, action plans on the development of career services and psychological counselling services in universities are rooted in the universities' strategic plans and derived from them. Several universities have items in their strategic plans to promote career guidance services, and psychological counselling and guidance services.

The National Education Summits that submit recommendations on the Turkish national education system first addressed the topic of guidance in 1961. Access to guidance has been a topic of interest at all subsequent summits. The national summit is the highest consultation body on education. Its agenda is prepared by the Board of Education to discuss and agree on pivotal issues and priorities. It is attended by the education minister, deputies, deputy undersecretaries, members of other ministries, teachers, administrators, educators, academics, journalists and international organisations, if invited.

The Eleventh development plan (2019–2023) recommends policies to improve teacher training, abandon the current centralist structure of the education system, extend the use of technology in secondary education, promote competition among higher education institutions, focus on practical courses in vocational training, and harmonise education curricula with the demands

RESPONSIBILITIES

MoNE is responsible for guidance services for the education system from primary to higher education. Services include educational guidance, career guidance and personal and social guidance to support the holistic development of students. They are planned and implemented in communication, coordination and collaboration with all related stakeholders.

İSKUR supports all individuals (youth and adults) and employers by providing career orientation services, job and employment counselling services, education programmes to develop job-search skills, and psychological counselling services via career counselling centres. İSKUR also provides, in cooperation with schools, detailed explanations to students about the importance of choosing a career, its relationship with educational choices, and where career information can be found.

Universities offer career counselling to help students to resolve career problems, explore career opportunities, acquire and apply knowledge about career opportunities in the career development process, carry out job searches, acquire job-search skills and seek employment that meets their personal needs.

Schools provide guidance services for the education system, from basic education onwards. The goal of the services is to help students to raise their self-awareness and awareness of opportunities, make realistic choices and self-actualise.

There is considerable institutional and human capacity for better applicability of new trends, like the use of information and communication technologies, cooperation and coordination, career management skills development and involvement of parents. In addition, a better understanding and awareness of the role of career guidance in tackling global contemporary challenges is pivotal.

of the business world. Moreover, the plan recommends more effective career guidance interventions in vocational education and training (VET) and envisages activities and strategies to favour VET in society.

In Skills Vision 2020, information, guidance, counselling and work-based learning are emphasised to fulfil the 2020 Turkey vision for a socially cohesive, knowledge-based economy with reduced regional inequalities. Education Vision 2023 envisages a holistic perspective for the socioemotional, academic and career development of students. The aim is to restructure guidance and counselling services in all educational institutions and put new regulations and legislation into action in MoNE. Based on Vision 2023, a new regulation on guidance and research centres has been implemented since August 2020, to restructure the functioning and provision of centres in all educational institutions. Intervention areas have been divided into school provision, research and career guidance, and parental guidance and counselling. Centres will be empowered by an effective coordination and monitoring system to improve service provision.

Legislation on Special Education and Guidance Services in MoNE, relating to ethical considerations of counselling services, was implemented in August 2020. Ethical considerations and standards for counsellors, teachers and school administrators have been developed to ensure the standardisation of interventions. The new legislation on guidance and counselling services specifies interventions on socioemotional, academic and career development areas provided by K-12 and including lifelong learning institutions. All the services are provided jointly by guidance practitioners, class guidance teachers, teachers and administrators in the educational setting. Law no. 4837 on Labour mandates İSKUR to help individuals (youth and adults) find jobs that suit their qualities, and employers to find employees with suitable qualities for the job. Article 3 establishes that the agency will perform career orientation services, provide job and employment counselling services, implement education programmes aimed at developing job-search skills, provide psychological counselling services via career counselling centres.

There is a background and history of **cooperation and coordination** in career guidance. A memorandum of understanding has been signed by all related stakeholders as a base for a National Forum. Moreover, provincial employment and vocational training councils are made up of the governor, the head of the municipality, the provincial MoNE director, the provincial İSKUR director, one representative from labour and employment organisations, one representative from the confederation of individuals with disabilities, and an academic from the field of economics or VET. These councils determine local labour market demand by monitoring skills dynamics, support the educational and employment sector at local level, and develop and tailor their work according to local demand. Moreover, the council sets action plans to develop employability and VET programmes at local level.

Career development is considered one of the priority areas in the MoNE VET strategy paper. In the near future, each technical and vocational education and training (TVET) school will have a career counsellor in Turkey. TVET managers and teachers lack up-to-date knowledge about the business sector, which is needed to provide vocational guidance and counselling services to TVET students. TVET is within MoNE and should provide the guidance services defined in the relevant regulation.

In the National strategy on vocational education and training (2014–2018), the basic priority is to provide young people with knowledge, skills and competences by structuring vocational and technical education in accordance with the expectations of local, national and international labour markets. The Vocational and technical education strategy document and action plan (2014–2018) has been formulated at the intersection of three main policies to develop the VET system in Turkey: increased access, capacity development and employment. To be employed with VET qualifications, VET students, trainees and graduates – including groups that require special policies – should acquire key competences; workplace-based training; opportunities for creativity, innovativeness and entrepreneurship; occupational health and safety; and national and international mobility. The strategy paper has a subsection on career guidance and career development.

MoNE has drafted an Action plan to strengthen the link between education and employment. The plan is designed to develop and implement the national qualifications framework, revise educational programmes in compliance with national occupational standards, offer vocational guidance and counselling services, provide labour force training courses, and ensure accreditation of VET institutions. Services are jointly provided by MoNE and İSKUR online and face-to-face. Schools have guidance services to support students. The Vocational Education Law obliges enterprises with over 20 employers to take on interns (apprentices or students), who must make up 5% to 10% of the workforce. Most

apprentices are in the 14 to 20 age group. Only 10% of former apprentices are jobless and 90% start their own businesses. Guidance on vocational education is described in the MoNE regulation on guidance services. This regulation defines career information, educational guidance and career guidance. The above activities reflect the coordination and collaboration among stakeholders, including the education sector, the employment sector, and public and private organisations. As an example, a memorandum of understanding has been signed by MoNE, İSKUR, the State Planning Organisation, small and medium-sized enterprises, the Industry Development Organisation, the National Productivity Centre, the Vocational Qualification Authority, the Confederation of Turkish Tradesmen and Craftsmen, the Higher Education Council, the Turkish Confederation of Employer Associations, the Union of Chambers and Commodity Exchanges of Turkey and the Confederation of Turkish Trade Unions.

İSKUR provides career orientation services in accordance with the Law on the Establishment and Duties of the Turkish Employment Organisation, no. 617. İSKUR also provides vocational training for unemployed people to develop their skills for employability. Training courses are based on employer demand. Participants are informed about chances to develop their opportunity awareness and can access job and employment counselling. The National employment strategy (2014–2030) focuses on resolving structural problems in the labour market. It provides strong solutions for unemployment by increasing the growth impact on employment in the medium- and long-term. Moreover, İSKUR's human resources platform supports workplaces and employers that have human resources departments by informing them about available services, to ensure continuous communication and coordination with employers. These services were provided online during the pandemic.

On 6 March 2015, MoNE established a framework to monitor the development and performance of students, teachers and administrators at school, province and local levels. The framework defines indicators and activities. The indicators are quality management, human resources management, education and training, measurement and evaluation, student management, infrastructure, information management, health and security. The Regulation on quality assurance of qualifications, dated 25 March 2018 and numbered 30371, is included in the Turkish Qualifications Framework. It governs the principles to ensure quality assurance. The regulation covers all qualifications and the process of validation of non-formal and informal learning. It determines the institutions responsible for quality assurance, their roles and responsibilities, and the quality assurance criteria. Quality assurance criteria are determined by the Vocational Qualifications Authority (VQA) and updated when needed. VQA is also responsible for setting up, managing, monitoring and improving the quality assurance system. In this task, VQA coordinates and works with the related organisations that are specified in the regulation.

Funding for career guidance is within the educational budget, which has no specific item for this activity. At İSKUR, funding comes from the unemployment insurance fund and the national treasury.

Priorities in the development of the career guidance system include evidence-based guidance policies and provision, which are envisaged in the near future as indicated in MoNE Education Vision 2023. The stakeholders' priorities are the use of information and communication technologies and big data to design services. In İSKUR, a profiling system (see the Annex) has been introduced, leading to targeted intervention. The system was designed to monitor the employability of jobseekers in the labour market and to improve service quality. Moreover, the pandemic has increased the need for digital transformation and the involvement of social media in the system and in career services. Artificial intelligence and related developments pave the way for more digitalised services and applications. Some groups envisage a better process of providing information for services. Better employment engagement for universities and schools could be new trends in the near future. Other priorities are strengthening coordination and cooperation among stakeholders and making better use of assessment tools. In the education sector, a developmental and holistic perspective is envisaged with class guidance programmes carried out by teachers and guidance practitioners in school. Face-to-face individual and group guidance and counselling will continue to be interventions in career guidance. The European Training Foundation (ETF) Torino Process 2018–2020 report recommends expanding and redesigning career guidance services nationally, including adult guidance, improving the alignment and coordination of existing services, starting guidance earlier and embedding it in the curriculum, with an emphasis on career management skills.

Organisational capacity

Schools including VET at different levels provide individual and group activities to support academic, personal and career development. In accordance with the Education Vision 2023, a specific 'class guidance programme' has been developed to promote career education as part of the curriculum. Guidance programmes for each level from kindergarten to the end of secondary education were prepared and implemented in July 2020. The goals, qualifications and learning outcomes are defined for academic, career and socioemotional development areas. This programme supports holistic academic, career and socioemotional development of students. Moreover, basic values are embedded in the programme, such as justice, friendship, honesty, self-discipline, respect, responsibility, helpfulness, patriotism, resilience, a sense of humour, gratitude, social intelligence, courage and forgiveness. The programme is largely implemented by class guidance teachers, with the cooperation of guidance practitioners in schools, administrators and parents. Therefore, career education is included in class guidance programmes in all types of schools, integrated with personal and social education. Within the curriculum, time is allocated for the guidance programme, which supports students with educational, personal, social and career guidance. Teacher handbooks were introduced to guide teachers through in-class activities in their courses.

CAREER GUIDANCE CULTURE

Turkey has a good background and understanding in cooperation and coordination in career guidance. Within the centralised system, national and provincial organisations focus on creating a more participative, sustainable and balanced economy and society, especially in these times.

MoNE guidance and research centres in cities coordinate access to guidance services. One of the main target groups are children and parents of children with special needs. Guidance services offer specialist diagnostics for students with special needs, deliver individual and group services in schools that do not have a guidance practitioner and offer a more general resource than guidance services within schools. These centres also provide career orientation in their guidance and counselling departments. In MoNE, online and face-to-face interventions are conducted by several ministry departments. Within the ministry, professionals in schools, universities, and guidance and research centres provide career guidance interventions. A web-based career information system has been established (www.mbs.meb.gov.tr) for career management skills development. The web-based system increases self-awareness and provides information on the labour market and educational opportunities. Moreover, guidance and research centres carry out interventions on career development.

Overall, Turkey has a good grasp of the importance of information and communication tools in providing individuals with access to education and training, labour market and career information. E-school, e-guidance, e-portfolio and the Educational Information Network (EBA) are used to assist students in self-exploration, career exploration, opportunity awareness, making decisions and taking action. The EBA contains career files to develop career and opportunity awareness with interactive games and activities, including simulations. There are various websites for career guidance. Users are active on e-non-formal sites (lifelong learning programmes), Vocational Information System Scales (the priorities are areas of interest, ability and career choice), the web-based career information system, the VQA website, the İSKUR website, the MoNE lifelong learning website and other web-based career information sites. Web-based systems are available. The İSKUR site has an engine to match employers and employees. The MoNE site has assessment tools for self-awareness, labour market information and information on education and training. Moreover, an e-portfolio system has been established in MoNE centred on the Education Vision 2023, which states that 'A developmental monitoring report, based on an e-portfolio, will be used for monitoring and evaluating children in primary and lower-secondary schools'. The main starting point is to monitor students' interests, abilities and skills and to support their career development accordingly. The e-portfolio has a developmental perspective and covers the progression of students from preschool to university. In 2017, within the e-school management information system, a Social Activities module¹ was established to record and register extracurricular activities (cultural, artistic, sports, scientific and community involvement). This module is prepared for teachers so that they can register, monitor and record students' activities in the e-school management information system. To facilitate the communication, coordination and collaboration of guidance partners within MoNE schools and institutions, an e-guidance module has been developed and a guide has been prepared on how to use it. The e-guidance module also promotes better, more effective, systematic organisation of the guidance services that are provided.

The Directorate General of Vocational Education and Training, MoNE, İSKUR and a university carry out activities to help ninth grade VET students to increase their self-awareness and opportunity awareness. Students can obtain information on occupational fields from <http://www.alantercihleri.com/>. This website contains the opinions, thoughts and perceptions of students, teachers and guidance practitioners on areas of VET. Moreover, information about schools is provided on the site. The VET portal: 'My career and my life', is a good example from MoNE as part of Education Vision 2023. This portal has been designed to assist vocational technical education students in their programme choice. It provides 54 videos on 54 fields and success stories of different occupations. Moreover, the Directorate General of Vocational Education and Training website (<http://mtegm.meb.gov.tr>) has been developed as an educational and occupational site for students. It contains documents and links to support students in their educational and career development. At <http://meslekitanitim.meb.gov.tr/index.html>, there are films on the VET process and VET fields, educational materials that could support students' career development, and brochures to increase the readiness of eighth grade students for secondary education. The <http://emezun.meb.gov.tr> site monitors and follows up VET. It reports on the labour market and graduate qualifications to support the career development of graduates. Furthermore, there is a skills assessment battery to help secondary school graduates with the process of self-exploration.

In cooperation with schools, İSKUR provides detailed explanations to students about the importance of choosing a career, its relationship with educational choices, and sources of career information. These are supplemented by videotapes and films. İSKUR also has a library and resource centre where students can use career files containing definitions of careers and tasks, the qualifications required to perform these tasks, work environments and working conditions, vocational training, fields of work, employment opportunities, income, and promotion opportunities during and after training. There are printed documents (books, articles and pamphlets) that describe in detail opportunities for vocational training and the labour market. İSKUR also organises class and group discussions within general and technical/vocational secondary education schools. Another activity is meeting parents to help them to adopt more conscious approaches to help their children in career choices. Since 2013, İSKUR has developed a joint venture with 105 university and career planning centres in 73 provinces in Turkey. İSKUR campus/contact points have been set up to support university students' career development, job searches and placements, raising awareness of the students and their employers. Job clubs offer intensive job and employment counselling for disadvantaged groups that require special measures (women, youth, individuals with disabilities and long-term unemployed people) to motivate them and help them with job-search skills.

Individual capacity

A bachelor's degree in psychological guidance and counselling is required to become a guidance practitioner in MoNE, schools, universities and guidance and research centres. Students enter these programmes when they start university. In recent years, graduates of other branches of educational sciences have been appointed as guidance counsellors after taking the courses required for the guidance programme. Guidance practitioners are trained in secondary education and higher education examination systems, career counselling, test anxiety and stress management. MoNE has continuous training programmes for guidance practitioners. As part of Education Vision 2023, class teachers can become guidance practitioners through the certification process when the procedures are finalised (see www.yok.gov.tr).

A bachelor's degree and vocational qualification certificate are required to be a job and employment counsellor in İSKUR. In this agency, job and employment counsellors receive continuous training on the topics of assessment, job mediation and career guidance. Recently, they have been trained to work with refugees and migrants. Their occupational standards and qualifications are defined in the Turkish Qualification Framework. A new profiling-based counselling system and the groupings of job and employment counsellors in İSKUR are implemented. More information is provided in the Annex.

Job and employment counsellors in İSKUR are trained and empowered to work more effectively with migrants and refugees. Training programmes are available as part of a project with the International Organisation of Migration to develop micro-counselling skills, knowledge of legal aspects and validation in relation to labour market integration of migrants and refugees.

Counsellors in Turkey belong to professional organisations to develop the profession in the country, support scientific work and defend the rights of professionals.

ANNEX I: CAREER GUIDANCE DURING THE PANDEMIC

At the outset of the Covid-19 crisis, MoNE established a series of policy actions to maintain educational services and meet the wider needs of society as a whole. When schools closed on 17 March 2020, Turkey relied on a strengthened distance education environment to provide teachers, students and parents with an extensive variety of solutions for pedagogical continuity. The solutions immediately covered all classes from primary to secondary education (including VET) and partly consisted in a package of academic, social and psychological support delivered through online teaching, radio, TV broadcasts (such as TRT Okul) and telephone. As early as 23 March 2020, Turkey was able to provide distance education nationwide to its 18 million students through the Educational Information Network (EBA), the country's official platform for online education.

Supported by Turkey's top three mobile operators that offered all students 8 gigabytes of free data, 12 million K-12 students and 900 000 teachers could immediately access the 1 600 lessons and 20 000 interactive contents on the platform. This made it the second largest state-owned platform for online education at that time, behind China's. EBA served as a generic hub for distance learning. It hosted several TV programmes, integrated psychological support centres and allowed up to 2.7 million users to hold virtual classrooms at the same time. In June 2020, Turkey further invested in a project on Safe schooling and distance education with World Bank support. This longer-term strategy will finance the development and rollout of a New Digital Education System (NDES) and the expansion of EBA to enhance the capacity, reach and resilience of Turkey's education system during and beyond the Covid-19 pandemic and future shocks².

MoNE has prepared three booklets as part of psychosocial support interventions. One is to inform parents about the pandemic and provide suggestions on how to cope with it. The second is for adults.

CAREER GUIDANCE CULTURE

Career guidance has started to be perceived as a process that contributes to students' full, holistic development. Moreover, the İSKUR profiling system and a focus on migrants could be considered evidence of a changing and new mindset in career guidance.

The ETF Torino process assessment and further work on the Riga process bring fresh impetus to VET and its role in skills supply, according to the needs of enterprises in the market. The attitude towards VET is becoming more positive and career guidance has started to be highly valued in this field.

It discusses our feelings and reactions during this period and offers suggestions. The third is for youth. These booklets have been available online for the target groups since the end of March. Further interventions are underway to support parents during this process. Moreover, MoNE has established a Special Education and Guidance Call Centre to support students, youth and parents in 81 provinces. A digital informative brochure has been prepared entitled '11 simple health suggestions on how to protect ourselves from coronavirus'. Provincial offices have been informed to promote and set the stage for online guidance interventions and communication between students and guidance practitioners. A parents' programme has been launched on MoNE's digital platform, to guide parents on the pandemic. Videos to support students and parents are in preparation. Since March 2020, school guidance services and Guidance Research Centres (GRC) have carried out individual and group interventions to support the well-being and resilience of students and parents. A total of 9 818 326 students participated in group interventions and 108 855 students received individual support. In September 2020, all students were trained on the pandemic. School counsellors conducted informative meetings and training sessions for students, teachers, administrators and parents. MoNE has focused on providing guidance and counselling services to help people cope with the pandemic. In research and guidance centres in 81 provinces, 10 168 910 parents and 794 768 teachers and administrators received guidance and counselling from the GRCs. Since March 2020, 20 890 859 students, teachers and parents have been supported and the interventions are still continuing.

ISKUR initiated a practice to support the employability of workers by encouraging employers to apply for a 'limited work allowance'. Employers who stopped their activity due to the pandemic could apply online for this allowance for their workers. Flexible work modes have been promoted within the public and private sector. Citizens are encouraged to use the online services of ISKUR's provincial offices and service centres for registration, job searches, CV preparation and application for unemployment allowance. Job and employment counsellors provided online interventions from their homes. During the pandemic, 41 123 301 online services have been viewed in ISKUR. To maintain social distancing, fewer face-to-face activities have been carried out. Job clubs continued online. Students received online assistance with university entrance procedures and decisions about programmes.

Due to the pandemic, the use of digital tools has been perceived as a necessity by teachers, guidance practitioners, students and parents. These tools will be used and disseminated extensively in the system after the pandemic. Moreover, the system recognises the great need to help guidance practitioners to develop their digital skills. Due to the current circumstances, students' socioemotional, academic and career development must be supported through digitalised services. The present situation promotes capacity building for professionals on digital skills and a change in attitude to achieve digital transformation in career interventions.

ANNEX II: GOOD PRACTICE EXAMPLES

COOPERATION AND COORDINATION MECHANISMS BETWEEN INSTITUTIONS IN CHARGE OF CAREER GUIDANCE AND SERVICE PROVIDERS, AND EMPLOYER ENGAGEMENT: BILKENT UNIVERSITY

Links with employers and prominent companies: 'the interview adventure with talent hunters'

İhsan Dođramacı Bilkent University is a private university in Ankara with a well-established career and alumni office. This university has developed a strong link with the world of work, employers and companies to increase students' and graduates' self-awareness and opportunity awareness for future plans and transition to the job market. In 2018, the office initiated a new programme for third and fourth year students to support self-awareness and opportunity awareness and provide them with an initial work experience. This programme is designed to facilitate their journey to traineeships and job applications. One critical aspect of the programme is the feedback. This is provided 15 minutes after students are interviewed by real human resources staff in a company. Feedback gives students a pivotal, valuable opportunity to hear about their competences, skills, areas that they are good at and those they could further develop in their career path. This could be considered a process for developing career management skills. Seventy per cent of interviews are conducted and feedback is provided. Last year, 200 students made use of this opportunity and the aim is to have 400 students planning their interviews with employers and firms. Around 200 firms are engaged in this programme. The programme helps to strengthen relationships between the university and employers. A monitoring system is planned to follow the career path of the students once they have graduated and joined the labour force.

VET PORTAL: 'MY CAREER AND MY LIFE'

This is a good example from MoNE as part of Education Vision 2023. The portal has been designed to assist vocational technical education students in their programme choice. It contains 54 videos for 54 fields and success stories of occupations. Moreover, the portal provides information on VET education abroad, training of trainees, career opportunities, interview techniques, occupations of the future and an overview of the developments of VET in Turkey. The portal serves as an important link between graduates of VET schools and employers and provides information about job opportunities. The 'My career and my life' portal is a common platform and medium for VET students, teachers, employers, jobseekers and related organisations and can be accessed via all social platforms. This impacts the career development and employability of VET students and graduates.

PROFILING-BASED COUNSELLING SYSTEM AND GROUPINGS OF JOB AND EMPLOYMENT COUNSELLORS IN İSKUR: Career information systems (based on labour market information systems, new trends such as the use of information and communication technology, web-based interactive systems, and the use of big data)

İSKUR services were restructured in 2012, and job and employment counselling services were established. Job and employment counsellors (JEC) numbered around 5 000 by the end of 2019 and provide services based on a portfolio system for jobseekers, employers and students. They target needs to empower individuals for better labour market integration. The main purpose of the profiling-based counselling system is to improve service quality and tailor services to the specific needs of individuals. İSKUR envisages improving the quality and effectiveness of services by implementing a target-focused intervention. This intervention could help individuals to develop better self-awareness and opportunity awareness, to encourage more effective, realistic decisions and actions for their future. Due to the heavy workload, job and employment counsellors have constraints on the development of individual action plans for jobseekers. Therefore, JECs have focused on specific areas and target groups according to demographics, educational background, previous work experience, motivation and specific interests.

Individuals' profiles are prepared based on their work experience, significant dimensions and variables in their work life. They are then referred to the targeted intervention with the new groupings of JECs. Using all these variables, the risks of being unemployed for over six months are calculated and risk profiles are prepared for each jobseeker based on the database. Then, the jobseekers are put into one of the profile groups and supported by the JECs according to their specific needs, tailored to their profiles. This system uses a comprehensive database to profile jobseekers based on the variables described above. Referrals to JECs are made via the system. The new model seems to have two positive effects on the organisation. First it empowers JECs for better self-reflection and self-awareness. Second, a targeted intervention could strongly support the specific needs of individuals and contribute to their career management skills and employability. This classification of JECs led to a new system of counselling based on jobseeker profiling using big data and information and communication technology. The system has been designed to monitor the employability of jobseekers in the labour market and to improve service quality. The defined criteria are used to establish the risk profiles of jobseekers, and individual action plans are prepared for each individual. The risks of being unemployed for over six months are determined and risk profiles of jobseekers are identified accordingly. Based on the profiling, they are put into one of the four groups and tailored counselling services are provided to each individual. In this system, job and employment counsellors (JEC) are specialised for target-focused counselling, to provide tailored services for the target groups. Since 2012, around 22 700 000 individual counselling, 3 300 000 workplace visits and 132 000 school visits have been conducted to support labour market integration.

CAREER OFFICES IN THE EDUCATION SYSTEM, MoNE: Career management skills as a key competence for lifelong learning, to empower the individual, usually delivered through career education in various settings

The guidance and counselling system has been revised to prepare and empower youth for the changing demands of the labour market and the world of work in 2023. Education Vision 2023 envisages that a new career guidance system will be established, and students will have the chance to develop self-awareness and opportunity awareness, to get to know themselves and the world of work and the labour market better. An efficient, valid guidance and counselling system is under development for early childhood to the end of secondary education. Guidance practitioners in schools will be empowered, have well-defined roles in the system and be well-equipped for multicultural counselling due to migration

and related social changes. Classroom teachers will have certificates to gain competence in guidance activities and support guidance practitioners in schools.

The career guidance intervention will focus on helping students to develop competences so that they can understand themselves and what influences them; explore opportunities in learning and work, and relate them to themselves and competences so that they can make and adjust their plan, manage change and transition, and take appropriate action. Moreover, career development files may be included in student e-portfolios in the future. New assessment tools will be developed and adapted. All the assessment tools that are currently used in Turkey are also reviewed and those that could be used in the career offices are listed.

Academic curricula are centred on an Academic Development Programme and Academic Competency Programme. The first will encourage ninth, tenth and eleventh grade students to develop their skills in accordance with their competences and interests. The second is designed to help students to improve opportunity and career awareness and facilitate their future career plans. Students are expected to develop a better understanding of life and the environment around them. The last month of the academic year is for portfolio, presentation and self-reflection activities. As part of these new developments, guidance curricula for school grades are being revised with a holistic perspective to support personal, social, educational and career development.

The university entrance exam is still a burning issue for high school students in Turkey. Therefore, changes in the curriculum have been designed for twelfth grade. This school year is designed to help students to prepare for the entrance exam and focuses on career development through project and guidance activities. Personal guidance, elective courses and career offices are designed for better support and orientation for students. Every school will have a career office as a pivotal part of this newly revised curricula. The offices' tasks will be to increase students' self-understanding and awareness and develop their potential and skills for later stages of life. Starting in ninth grade, these offices support students for better self-understanding, self-exploration and awareness to develop a career profile based on values, competences and interests. Students will be helped to develop better opportunity awareness and career exploration. The career development and self-empowerment of students will be monitored within these offices, which will be coordinated by high school guidance practitioners.

ANNEX III: LIST OF REFERENCES

Regulation on Provincial Employment and Vocational Training Councils:
<https://www.resmigazete.gov.tr/eskiler/2008/10/20081021-11.htm>

The legislation on the Special Education and Guidance Services in MoNE, August 2020.

The Law numbered 4837 on Labour

11th Development Plan: <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf>

Skills Vision 2020: <http://abdigm.meb.gov.tr/projeler/ois/egitim/028.pdf>

Regulation on Ethics in guidance:
https://orgm.meb.gov.tr/meb_iys_dosyalar/2020_08/31230349_RPDH_Etik_Yonergesi_.pdf

Classroom Guidance programme: <https://orgm.meb.gov.tr/www/sinif-rehberlik-programi/icerik/1362>

The Action plan to empower the relationship of education and employment:
http://www.uis.gov.tr/media/1194/uis_izleme_degerlendirme_raporu10-50.pdf

Education Vision 2023:
<http://www.hbo.gov.tr/Rehberlik/Kariyer%20Psikolojik%20Dan%C4%B1%C5%9Fmalar%C4%B1/HBO%20ve%20Rehberlik> and https://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf

Regulation on Social Activities. date 08/06/2017 and numbered 30090, MoNE.

E-guidance guide (2019): <https://orgm.meb.gov.tr/www/e-rehberlik-modulu-kullanma-kilavuzu-yayimlandi/icerik/1197>.

VET site "My career and my life": <https://meslegimhayatim.meb.gov.tr>

ISKUR Law:

<https://www.google.com/search?q=i%C5%9Fkur+kanunu+2018&oq=%C4%B0%C5%9EKUR+kanunu&aqs=chrome.1.69i57j0l5.7968j0j7&sourceid=chrome&ie=UTF-8> and <https://oecdeditoday.com/wp-content/uploads/2020/10/Turkey-I-am-special-in-education.pdf>

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Regulation on Quality Assurance: <https://www.linkedin.com/pulse/kalite-g%C3%BCvence-y%C3%B6netmeli%C4%9Fi-osman-se%C3%A7ki%CC%87n-akbiyik>

Brief note from the DG of VET

ETF Torino Process 2018-2020: <https://www.torinoprocess.eu/>