# National Report – TURKEY

**Prof. Dr. Kemal ÇELİK**

**COMU, Çanakkale, TURKEY**

**May 2019**

# Table of Contents

## 1. Background Information on Employment, Population and Importance of Agriculture in TURKEY

The country grows several crops principally for domestic consumption (for example, wheat, barley, sugar beets, potatoes, leguminous plants and rice).8 Turkey's favourable climate, arable lands and fresh water supply, as well as its large labour force, mean that there are opportunities to further expand the country's agriculture sector. While the majority of farming enterprises are small-sized holdings and family farms, the government of Turkey aims to increase competitiveness of the agricultural sector by encouraging growth and investment in agribusiness subsectors, with an emphasis on industries such as fruit and vegetable processing, production of dairy products, animal feed, livestock and poultry, as well as cold chain construction and operation.9 Turkey has made important progress in meeting the Millennium Development Goals (MDGs), especially in terms of eliminating extreme poverty. However, poverty persists in rural households, many of which depend on subsistence farming. The critical issues for Turkey's rural areas are: the lower standard of living; unemployment, due in part to the lower levels of education and skills of the rural workforce; inadequately maintained physical, cultural and social infrastructure; a lack of efficient farmer organizations; the limited diversification of agricultural and non-agricultural income-generating activities; low incomes; and increasing internal migration from rural areas fuelled by growth in the industrial and service sectors.10 The government of Turkey has long recognized the importance of increasing agricultural productivity and improving the living and working conditions of rural populations, as seen in the ten successive national-level development plans adopted since the early 1960s. Over time, the national development plans have also become increasingly gender sensitive and have evolved from a focus on isolated issues that concern women (for example, reproductive health, literacy and family issues) to a more integrated approach that envisions improving gender equality across multiple dimensions. However, Turkey's current national development plan for 2014-2018 addresses agriculture, food and rural development. Improving the status of women remain separate priority areas and the plan does not include cross-cutting goals for gender equality in the agricultural sphere or address the needs of rural women in particular. The Turkish

government does, however, take a gender mainstreaming approach to policy-making in which gender equality goals are articulated in a stand-alone Gender Equality National Action Plan (2008-2013), which is implemented jointly by various line ministries, government agencies, academic institutions and other organizations. Gender is also incorporated in government planning at the sectoral level through ministerial action plans. While the strategic and policy framework is sound, there are a number of critical gaps where gender disparities in agriculture and rural livelihoods are not adequately reflected in national plans. One of the reasons for these gaps is the lack of clear data that would aid in identifying the barriers to gender equality more precisely, so that they can be reflected in state policy (FAO, 2016). Employment in agriculture (% of total employment) in Turkey was reported at 19.39 % in 2017, according to the World Bank collection of development indicators, compiled from officially recognized sources.

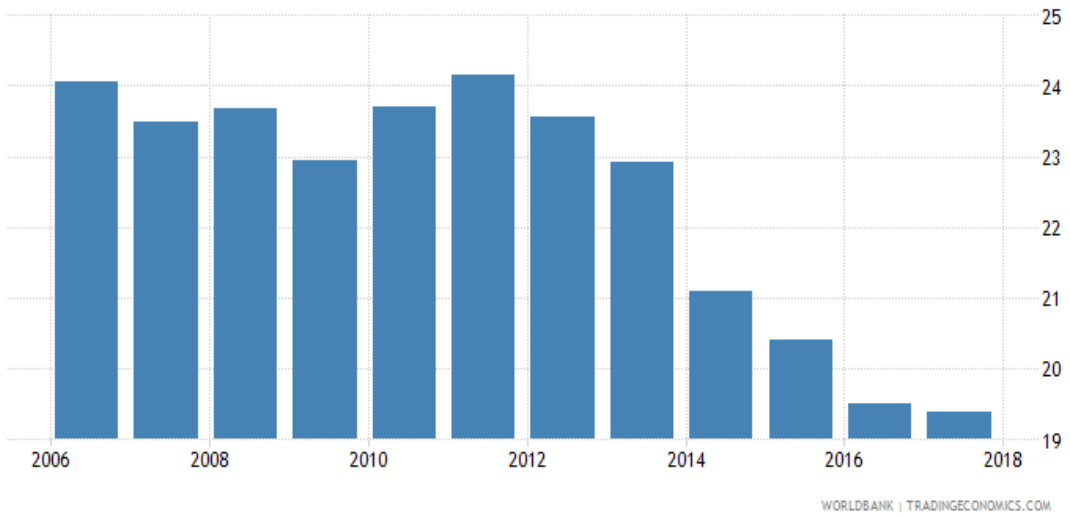



**Figure 1 Employment in agriculture ( % of total employment) in Turkey.**

Employees are people who work for a public or private employer and receive remuneration in wages, salary, commission, tips, piece rates, or pay in kind. Agriculture corresponds to division 1 (ISIC revision 2) or tabulation categories A and B (ISIC revision 3) and includes hunting, forestry, and fishing.

**The most relevant specific agricultural topics at Turkey's level** are given below

- Degradation of traditional cultural value settlements and historic monuments;
- Environmental issues; in particular, the construction sector has gained much speed.
- High costs of crediting products; In recent years, interest rates on agricultural loans have been increasing.
- High rate of school dropout (high schools and vocational schools);
- Increasing share of people at risk of poverty or social exclusion (particularly among Roma in some west regions of Turkey);
- Land fragmentation;
- Limited connection to broadband Internet;
- Low access to financial resources for small entrepreneurs and new business initiatives;
- Low level of ICTs knowledge; ( most of Turkish farmers cannot use ICT tools)
- Low level of income per household;
- Low level of labour productivity; deficiencies in vocational education
- Low participation rate of rural residents to training programmes in non-agricultural activities;
- Negative demographic trend (ageing population);
- Poor ability of LAGs to reach the objectives of local development strategies;
- Poor access to water supply and sewage systems;
- Poor basic infrastructure (including in the mountain area);
- Poor basic rural services (including in the mountain area);
- Poor development of non-agricultural activities and jobs (hence subsistence agriculture);
- Poor entrepreneurial culture (lack of basic management knowledge and skills);
- Poor rural tourism services;
- Poor tourism infrastructure;
- Regional disparities;
- Rural development;

- Unbalance between agricultural imports and exports

www.epyas.com/Agricultural

**1.1. Land area, population density and percentage of population in the target group in Turkey**

Turkey has:

- An area of 780.576 km²;
- A population of 81,941.people ( 4 Million refugees 2018) (*Population on 1 January*), i.e. a population density of 104.5 inhabitants/km²;

**1.2. Unemployment in Turkey, overall and in the target group**

Unemployment continues to be a problem in Turkey. Turkey Statistical Institute (TUIK) released by the latest statistics indicate that the unemployment rate in the country was around 3.54 million. While the data of this institution emphasizes the highest unemployment rate in the region covering the southeastern provinces of the country, Batman, Şırnak, Siirt and Mardin with 25%, the region with the northern provinces such as Kastamonu, Çankırı and Sinop indicates the lowest unemployment rate with 5.1%. While the non-agricultural unemployment rate was found to be 12.9%, this figure was found to be 20.3% for the 15-24 age group (TUİK, 2018). According to research conducted on the other hand, it was determined that 549,000 new jobs were created last year in Turkey. TUİK stated that this employment rate was 0.3 points for men between 47.4 percent and 65.7 percent for women and 29.4 percent for 2017. In 2018, 18.4% of the population was employed in agriculture, 19.7% in industry, 6.9% in construction and 54.9% in services. The survey shows that the labor force participation rate in the country increased by 0.4 points in 2018 to 54.2 percent - 32.27 million people. According to the survey, the rate for males 72.7%, while 34.2% of women, youth unemployment rate in Turkey in December rose to 26.70 % in January from 24.50% in 2018.

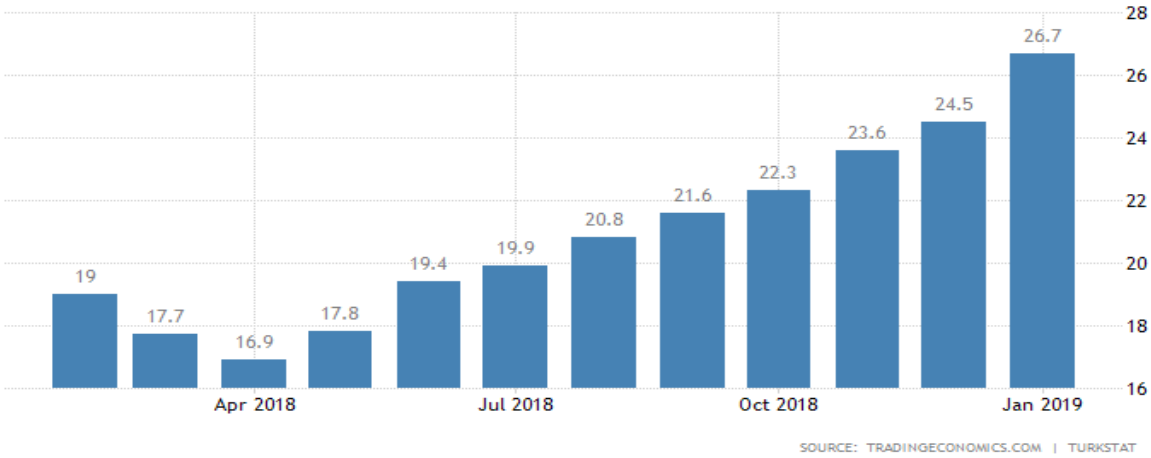



**Figure 2. Youth Unemployment Rate in Turkey.** Source: trading economics

Overall, labor force increased by 726,000 to 32,658 million in October 2018, and the labor force participation rate increased by 0.6% to 53.7%. On the other hand, labor force participation rate increased by 0.6% to 73% among men and 0.6% to 34.8% among women during the same period. On the other hand, when the employees who do not belong to any social security institution are examined, it is seen that the figure decreased by 0.2% compared to the same period of the previous year and was realized as 33.7%. Considering that the informal employment rate increased by 0.6% and 22.4% on an annual basis, especially in the non-agricultural sectors, we can say that employment opportunities are moving away from rural areas and the young population has moved to cities in the hope of work. According to seasonal factors, employment is estimated to have risen from 64,000 to 28,863 million in October last year, while the employment rate is assumed to have remained unchanged at 47.4%.

DİSK-AR made the following recommendations for bringing about a reduction in unemployment and a lasting and assured increase in employment:

a- There should be an end to using apprentices, work-placees, trainees and scholarship students as a source of cheap labour under the guise of workplace training.

b- Invoking the principle of everyone working less so that everyone may work, the working week should be reduced to 37½ hours without loss of income and the annual limit applied to overtime from 270 hours to 90 hours.

c- Everyone should be granted the entitlement to at least one month's paid annual leave in line with international labour norms.

d- The public sector has a worthwhile contribution to make in increasing employment. Increasing public-sector employment is of vital importance for bringing about an increase in secure, in-house employment in place of transient and insecure modes of working in the public sector. Public enterprise and services should be reconfigured in a way that will create employment and staff vacancies in the public sector should be filled immediately.

e- An end should be put to insecure modes of working and all subcontracted workers should be brought onto the payroll. Public-sector subcontracted workers should be brought onto the payroll as public workers.

f- Everyone should be provided with secure and quality jobs based on the International Labour Organization's notion of "decent work."

g- Trade-union rights and freedoms should be assured, trade-union thresholds abolished and the necessary statutory regulations made for everyone to freely enjoy trade union rights.

h- Those employed within employment programmes for the public good should be transferred to permanent worker status.

i- An end should be put to the out-of-purpose use of the Unemployment Insurance Fund.

j- An end should be put to sexist practices in the labour market to increase women's employment and reduce their unemployment and women should be relieved from household care services through the state provision of the necessary quality, widespread and free care services.

**Source:** https://www.evrensel.net/daily/371273/unemployment-rate-in-turkey-rises-by-1-3-in-october-2018-to-11-6)

**1.3. Agriculture in Turkey**

**Today, the rapidly industrializing Turkey in agriculture, creating added value for both, as well as one of the major strength of the country's economy is still in terms of job creation and development. The country's two most important rivers of the Tigris and the Euphrates' s holding Turkey in the region, just make massive investments prosperity to a region based on agriculture, as in ancient Mesopotamia and manage. Only favorable geographical conditions for agriculture in general not many areas of this region, climate, arable land and abundant water resources with Turkey, in the agricultural and food sector is considered as one of the world's leading countries. which employs about 20 percent of the country's population and accounts for approximately 7-8% of the gross national product having a strong agricultural and food industry contribution to the total income of the country's agricultural sector in Turkey is around $ 80 billion/year (TUİK, 2018). On the other hand Turkey, which produce for the domestic market and has also developed a regional as well as the food processing industry exports. While the country's young population contributes to a dynamic private sector economy, it has a significant advantage with increasing tourism revenues and favorable climatic conditions.**

**Turkey, the world's largest. is one of the agricultural producers. It is the world leader in the production of dried figs, hazelnuts, seedless raisins / raisins and dried apricots, and is one of the world's leading producers of olive oil and honey. Turkey, with 18.5 million tons of milk production in 2016 proudly made**

**him a leading dairy producer in the region. The country also saw a total of 35.3 million tons of grain crops, 30.3 million tons of vegetables, 18.9 million tons of fruit, 1.9 million tons of poultry and 1.2 million tons of red meat. In addition, while the estimated total of 11,000 plant species in Turkey, the total number of species in Europe is 11,500. This rich production, Turkey, Eastern Europe, Middle East and North Africa (EMENA) because it is one of the largest exporters of agricultural products in allowing significantly to ensuring a positive trade balance. Globally, Turkey, in 2016 the country had exported to more than 190 kinds of agricultural products and export volume in 1781 was calculated at US $ 16.9 billion. Turkey to 25 million hectares of agricultural land, agriculture has 3,106 million and 5.3 million people employed in the business.**

**Agricultural holdings are concentrated in 20-49 decares holding size group by 25.9%.**

5.3% of the total agricultural holdings engaged in only bovine animals and sheep and goat husbandry. Agricultural holdings are concentrated in 20-49 decares holding size group by 25.9% utmost where land operated by agricultural holdings is concentrated in 200-499 decares holding size group by 24.5 % utmost. 80.7 % of the total agricultural holdings is in holding size groups smaller than 100 decares. The land operated by these holdings is 29.1% of the total land.

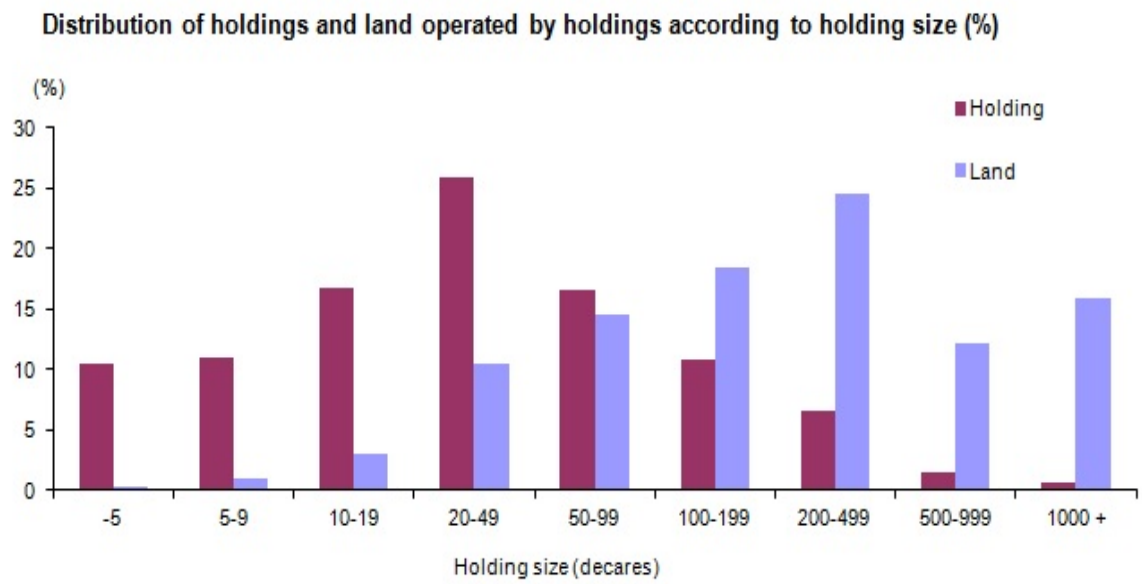



**Figure.2** Distiribution of holdings and land operated by holding according to holding size ( %)

Source:http://www.turkstat.gov.tr/HbPrint.do?id=24869

**Agricultural land constitutes 97.1% of the total land operated by agricultural holdings** of the land operated by agricultural holdings; 69.3% is area of cereals and other crop products, 9.7% is fallow land, 11.9% is land used for growing fruit, other permanent crops and beverage and spice crops (nurseries and land under protective cover included), 2.2% is land under vegetables, strawberry and flower gardens (seedlings and land under protective cover included), 2.4% is permanent meadow, 1.3% is pasture, 0.3% is kitchen garden and 2.9% is other land. Accordingly, 97.1% of the land operated by agricultural holdings is used for agricultural purposes. 31.4% of the land operated by agricultural holdings is irrigated. When rate of irrigated land according to land use are examined, it is observed that 34.7% of area of cereals and other crop products, 84.1% of land under vegetables, strawberry area and flower gardens (seedlings and land under protective cover included), 37.8% of land under fruit orchards and other permanent crops, beverage and spice crops (nurseries and land under protective cover included), 29.8% of permanent meadow, 41.5% of poplar-willow grove are irrigated.

**Agricultural holdings operating only their own land operates 59.9% of total agricultural land** When land tenure type of agricultural land operated by agricultural holdings is examined, the rate of agricultural holdings operating only their own land (possession land included) in total agricultural holdings is 79.5% and the rate of land operated by them in total agricultural land is 59.9%. Of agricultural holdings, 17.1% is operating both their own land and other's land, 3.3% is operating only rented land and land only on share basis, 0.1% is operating land by more than one type of tenure and other land tenure types. When number of parcels of agricultural land of holdings having agricultural land is examined, it is found out average number of agricultural land parcels is 5.9 and average size of agricultural land parcel is 12.9 decares.

**The proportion of agricultural holdings rearing bovine animals in holding size group having 1-4 heads of bovine animals is 44.5%.** When holding size groups according to number of bovine animals of agricultural holdings having bovine animals (cattle and buffaloes) are examined, agricultural holdings are concentrated

in holding size group having 1-4 heads of bovine animals by 44.5% where number of bovine animals is concentrated in holding size group having 20-49 heads of bovine animals by 24.8%.

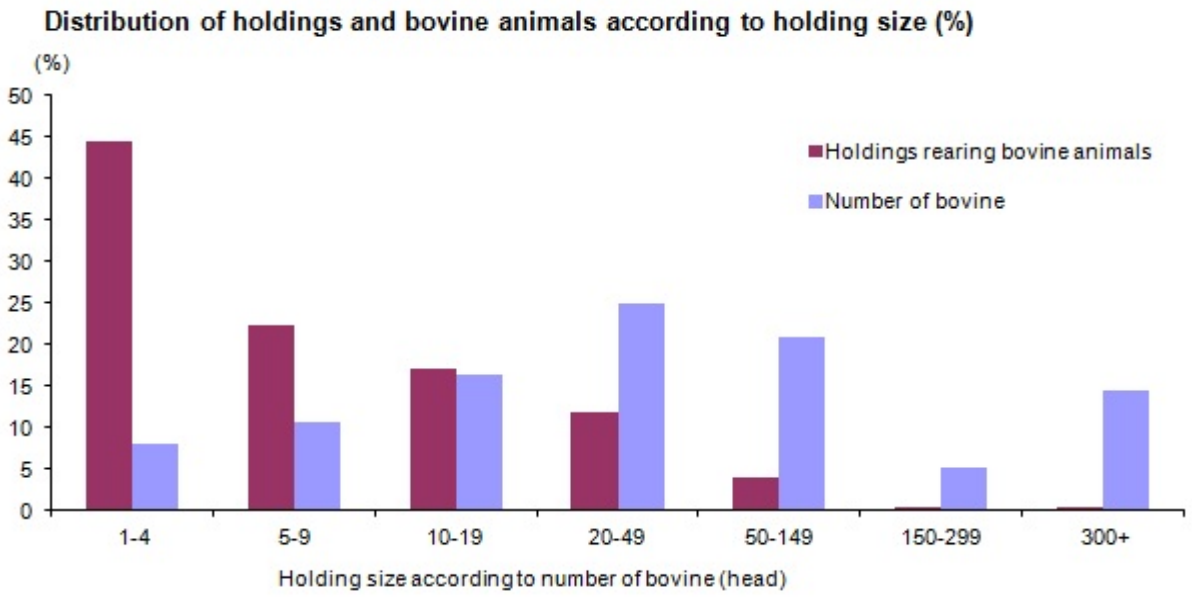



**Figure 3. Distribution of holdings and bovine animals according to holding size (%)**

Source:http://www.turkstat.gov.tr/HbPrint.do?id=24869

**The proportion of agricultural holdings rearing sheep and goats in holding size group having 50-149 heads of sheep and goats is 28.5%** When holding size groups according to number of sheep and goats of agricultural holdings rearing sheep and goats are examined, agricultural holdings are concentrated in holding size group having 50-149 heads of sheep and goats by 28.5% whereas number of sheep and goats is concentrated in holding size group having 300+ heads of sheep and goats by 36.3%.

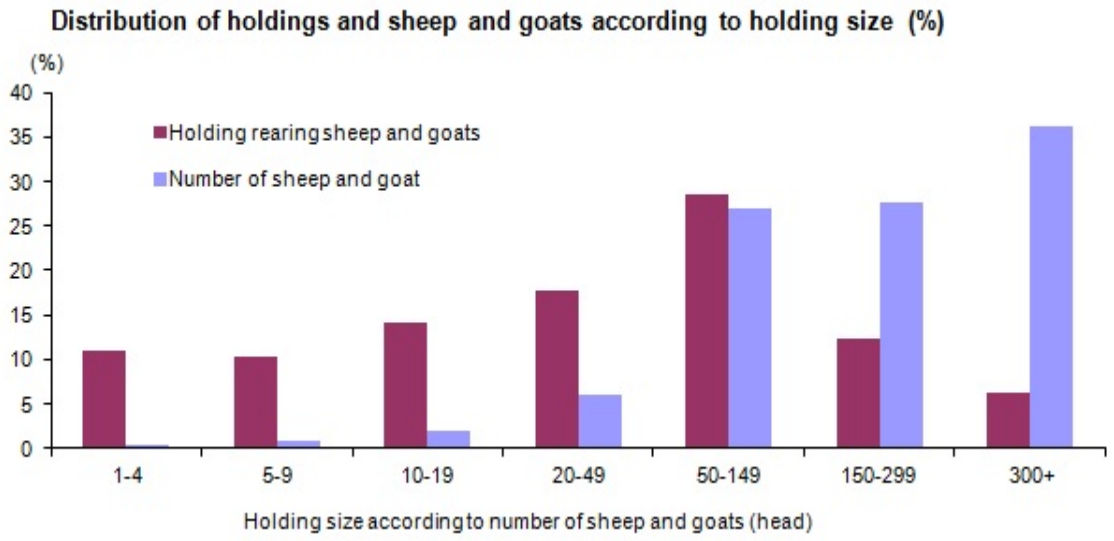



**Figure 4. Distribution of holdings and sheep and goats according holding size (%)**

Source:http://www.turkstat.gov.tr/HbPrint.do?id=24869

**The proportion of the agricultural holdings in 6 660 - < 26 640 TL economic size group is 36.3%**

When agricultural holdings according to economic size groups are examined, it is observed that the majority of agricultural holdings are in 6 660 - < 26 640 TL economic size group by 36.3% and then 26 640 - < 83 250 TL economic size group follows by 27.5%.

According to the statistics, 37.4% of the farm members working at least 225 days or more in their own farms are currently. On the other hand, 37.4% of the family members worked on average 225 days. On the other hand, it was observed that 20.9% of the family members working in the farm worked 56 days less in their own farms.

### 1.4. Employment and entrepreneurship in agriculture in Turkey

According to the figures of 2016, the total number of agricultural holdings in Turkey manager 3.057 million. According to the World Bank report, employment in agriculture in Turkey is reported to be 19.39% in 2017. Employed are those who work in the public or private sector and receive wages and salaries in general. Agriculture corresponds to section 1 (ISIC revision 2) or tabulation categories A and B (ISIC revision 3) and includes hunting, forestry and fishing.

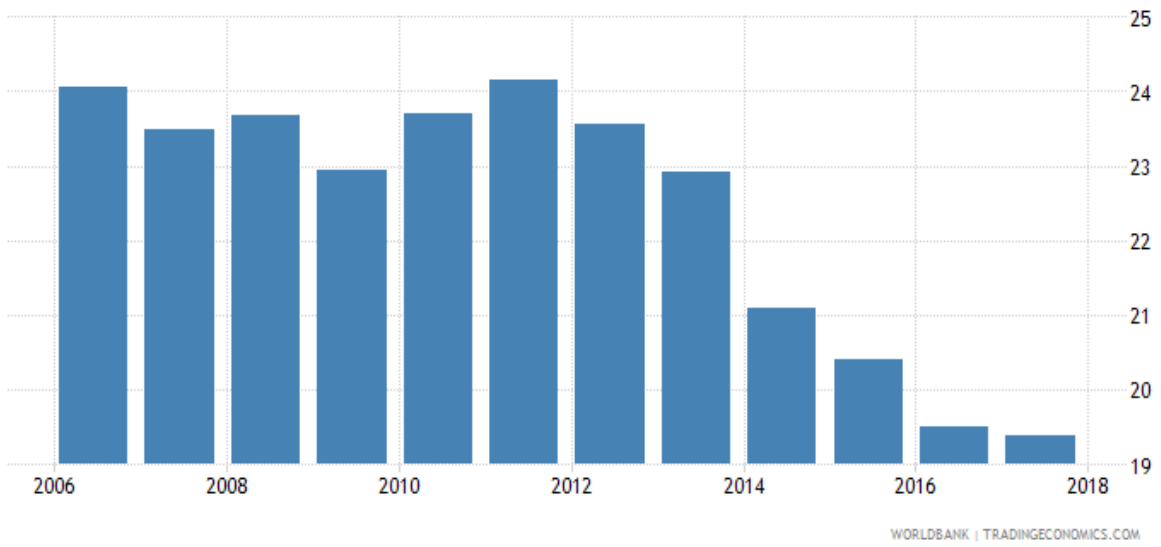



**Fig 5. Employment and entrepreneurship in agriculture in Turkey.**

Source:http://www.turkstat.gov.tr/HbPrint.do?id=24869

Employees, agriculture, female (% of female employment) 28.79 % and Employees, agriculture, male (% of male employment) is **15.16** % . According to TUİK, 2015 data, nearly half of the 6.5 million workforce in the country is composed of seasonal and temporary employees. However, the data of the Ministry of Labor and Social Security; it claims that the number of illegal seasonal agricultural workers in the country is not as much as thought, but only around 300,000.easonal agricultural workers have no land and cannot find any other work because of lack of qualifications, insufficient employment opportunities, economic

disadvantages, and lack of many rights and necessities such as safe transportation, accommodation, infrastructure, job security and income security. Seasonal and temporary agricultural workers are not subject to Turkish Labor Law Number 4857.

In today's Turkish legal system, the Law of Obligations does not allow seasonal agricultural workers to work without a contract unless regulated by an official authority between the employee and the employer. On the other hand, among all agricultural workers, seasonal agricultural workers work and live in the most disadvantaged conditions without any social security. These agricultural workers work for a predetermined low wage or in-kind payments or both. These seasonal workers generally work in fields, greenhouses, orchards, fattening or dairy farms and production facilities, often under primitive conditions, without having the means of production.

**Table 1. Labor Force Indicators Independent of Seasonal Effects**

| *Year* | *15+* | *Labor* | *Agro-Employment* | *Non-Farm Employment* | *Unemployed* | *Labor force participation Rate* | *Employment Rate* |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2013 | 55982 | 24 877 | 5 051 | 48,4 | 44,0 | 9,1 | 10,9 |
| 2014 | 56986 | 26 186 | 5 424 | 50,9 | 45,6 | 10,4 | 12,5 |
| 2015 | 57854 | 27 004 | 5 417 | 51,6 | 46,3 | 10,3 | 12,3 |
| Change (%) | 19,64 | 37,36 | 17,38 | 7,0 | 6,0 | 0,6 | 0,2 |

Source: Türkiye İstatistik Kurumu (TUİK)

According International Labour Organization, ILOSAT databese. Data retrieved in April 2019.

- Child employment in agriculture, male (% of male economically active children ages 7-14)
- Child employment in agriculture (% of economically active children ages 7-14)
- Employment in agriculture, female (% of female employment) (modeled ILO estimate)
- Employment in agriculture, male (% of male employment) (modeled ILO estimate)
- Employment in agriculture (% of total employment) (modeled ILO estimate)
- Employment in industry (% of total employment) (modeled ILO estimates

**1.5. Training and education opportunities in agriculture in Turkey**

According to the Constitution of the country, every citizen is required to attend compulsory primary education and is compulsory for girls and boys who can be allocated to 4 + 4 + 4 years of schooling, except for private licensed and foreign organizations. he Ministry of National Education is located in the country and governs the education administration of the country. The Ministry is responsible for preparing the curriculum, coordinating the work of official, private and voluntary organizations, designing and building schools, and developing and updating educational materials. The Ministry of National Education's High Council discusses and decides on prepared curricula and regulations. This ministry is responsible for all educational costs of the public in the country and in this context approximately 10% of the general budget is allocated to national education. The academic calendar throughout the country usually starts in mid-September and extends to mid-June with some differences between urban and rural areas.

For all students, the school day is usually organized with morning and afternoon sessions, but there is a split session in very crowded schools. All schools in the country teach a total of 35-40 hours five days a week (Monday to Friday) and generally have a two-week winter holiday between January and February. As for universities, university senates usually determine the academic year and are held in two semesters, from October to January and February / March to June / July. National Education System in the country is examined under two main headings. Formal Education and Non-Formal Education.**Formal Education**

Formal education is the regular education of individuals in a certain age group and given in schools. This includes Pre-Primary education, Primary education, Secondary education and Higher education institutions. Pre-Primary education. Pre-Primary education is an optional education for children between 3-5 years of age who are under the age of compulsory primary education. The purpose of this education is to ensure physical, mental and sensory development of children and the acquisition of good habits, to prepare children for primary education, to create a common atmosphere of growth for those living in inconvenient circumstances and to ensure that Turkish is spoken correct and well. Pre-school education is given in kindergartens, day-care homes, nursery classes in primary schools, and in private nurseries, all under the supervision of the Ministry. They are usually concentrated in larger towns and cities.

**Primary Education**

With a new Law in 2012, four years of Elementary school + four years of Middle school is compulsory today, followed by four years of compulsory high school education (makes a total of 12 years compulsory education). Primary education is compulsory for all boys and girls at the age of 5,5, and is given free of charge in public schools. These schools provide eight (4+4) years of education. There are also private (and paid) schools under State control. In most of the primary schools, foreign language lessons start from 4th class. Most elementary school students dress similarly in a type of uniform to avoid any social class differences between rich and poor students. If the children fail to pass the class, he/she has to repeat the same class next year. At the end of 8 years, successful students go for the Secondary education for 4 more

years. The purpose of the primary education is to ensure that every child acquires the basic knowledge, skills, behaviours, and habits to become a good citizen, is raised in line with the national moral concepts and is prepared for life and for the next education level parallel to his/her interests and skills.

**Secondary Education**

Secondary education is compulsory for four years and covers general, vocational and technical high schools (Lycees, Lise in Turkish) that provide four years of education (used to be 3 years until 2005).

- General high schools prepare students for higher learning institutions. Some of the secondary schools and the private secondary schools have foreign language preparatory classes. This kind of private lycees have double language education (such as Italian Highschool, German Highschool, Austrian Highschool, French Highschool, and so on).
- Vocational and technical high schools provide specialized instruction with the aim of training qualified personnel.
- Technical lycees include special formations such as electricity, electronics, chemistry, machinery, motors, building, etc.
- Vocational lycees can be Industrial Vocational Lycees; Girls' Vocational Lycees (home economics etc.), Public Health Vocational Lycees, Commercial Vocational Lycees, Agricultural Vocational lycees, Meteorology Vocational Lycees, Animal Husbandry Vocational Lycees, Land Registration and Cadastre Vocational Lycees, etc.

The purpose of secondary education is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills. In addition to normal high schools, there are also evening high schools usually operating in the same school building. These are designed to allow those who take up employment after primary (or middle school) to continue their formal education. Most of the high schools are owned by the State and provide free educational opportunities. In

order to provide equal opportunities for the children with limited finances, there are State high schools with boarding facilities. These schools are free of charge and the students are placed according to the results of an examination. There are also many private high schools, which are paid by the parents, of course. Graduates of the high schools can attend universities if they can pass admission exams.

**Higher Education**

Turkish universities are Republican institutions, following Atatürk's principles. Universities, faculties, institutes, higher education schools, conservatories, vocational higher education schools, police and military academies and colleges, and application-research centers are considered as Higher Education institutions. Universities, faculties and institutes of four-year higher education schools are founded by Law, while the two-year vocational schools, departments and divisions are established by the Council of Higher Education (YÖK). Universities are under the supervision of this Council and their programmes must be regularly accredited. The Council of Higher Education is a fully autonomous national board of trustees without any political or government affiliation. Universities have their rectors, deans, senate, and administrative boards, as well as student councils. In the universities, the instruction is generally in Turkish. Some universities use English, French and German as the language of instruction with one preparatory year if necessary. After the high school, the graduates enter a two-stage examination system known as YGS and LYS (formerly known as ÖSS - Student Selection Examination) in order to be admitted to Higher Education institutions. These nation-wide centralized examinations are administrated by the Student Selection and Placement Center (ÖSYM) every year, which determines candidates for the enrolment of each university and faculty after evaluating the grades of related subjects, their high school average results and their preferences according to the student capacity of each faculty. Those with good grades are qualified for the four-year undergraduate programmes and at the end they can get a Bachelor's Degree (BA), those who have grades at the limit can be admitted to the two-year higher education programmes and at the end they can get an Associate's Degree (AA). Dentistry and Veterinary Medicine courses last for five years and Medicine for six years. After a four-year faculty, one can go further for his/her Master's

Degree which lasts for two years with thesis and non-thesis options. Accesses to doctoral programs requires a master's degree and have a duration of minimum four years with a doctoral thesis at the end.

The graduates of Medicine, Veterinary Medicine and Dentistry can directly apply to PhD/Doctorate programmes. The purpose of higher education is to raise the students in line with their interests and skills, in conformance to the science policy of the country and in consideration of qualified manpower needs of society at several levels, to do researches in scientific areas, to arrange for all kinds of publications that show the research and examination results and facilitate advancement of science and technology, to finalize the researches and examinations demanded by the government and to make comments, to make written or oral public announcements explaining the scientific data that shall increase the general level of Turkish society and enlighten the public, and to give non-formal education. According to the Law, higher education institutions are responsible for the training of their own academic staff. Meanwhile, Primary and Secondary school teachers are trained in universities for 4 years and they get a BA degree at the end. The major source of income of state universities is the funds allocated through the annual State budget, this is equivalent of about 60% of the total university income. In addition to this, a university can generate its own income from the services provided by that university, such as patient care in university hospitals. Student contributions to state universities form only 4% of the total university budget. Meanwhile, the student fees in private foundation (Vakıf) universities are much higher. At present, enrolment in the private universities accounts for only 5% of the total. Clearly, state universities are by far carrying the major portion of the load of higher education in Turkey. In 2011 a total of 759,638 students were enrolled in AA, BA, Master's and Doctorate programs of 165 universities; 103 State and 62 Vakıf-Private.

Below are the different pathways young persons can take to obtain skills and enter employment in agriculture after completing primary school and gymnasium.

- Number of degree programs offered at universities and universities of applied sciences in Turkey in 2019:
    - The number of Agricultural Faculty in Turkey is 34;
    - The number of Veterinary Faculty in Turkey is 29;

- The number of Agricultural Vocational High School is 17

- Number of persons enrolled in apprenticeships in agricultural fields in Turkey in 20158: 21.3% of persons employed in all enterprises;

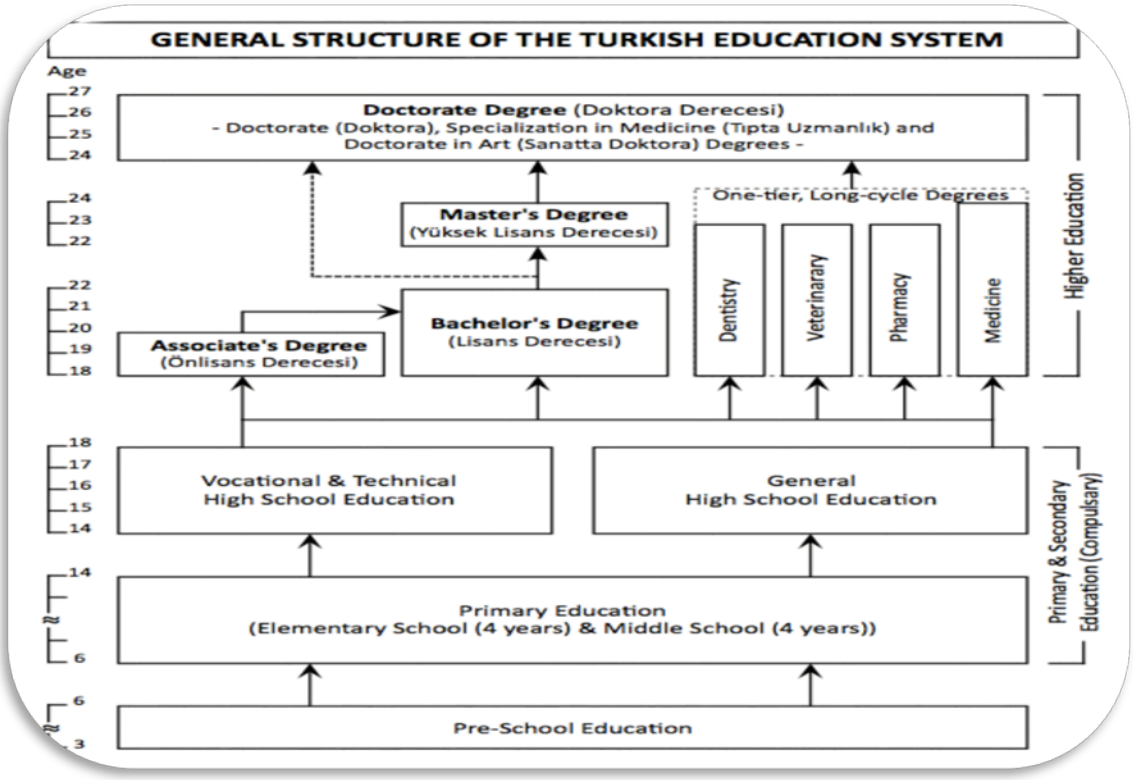



**Figure 5. Training and education system in Turkey**

**Higher education institutions can be classified as follows:**

Universities, Institutes of High Technology, Post Secondary Vocational Schools, Other Higher Education Institutions (Military and Police Academies). There are two types of universities in Turkey, namely State and Non-profit Foundation Universities. There are following units in the universities:

• **Faculty (College):** A division conducting higher education, scholarly research and publication. Various departments and programs may be connected to it. It carries out an educational program of at least eight-semester that culminates with the award of a Bachelor's degree.

• **Graduate School:** An institution in universities concerned with graduate education, scholarly research and applications. Graduate Schools award MA, MSc or Ph.D degrees.

• **Post-secondary School:** An institution of higher education which is mainly concerned with providing instruction for a specific profession. It carries out eight-semester education.

• **Conservatory**: An institution of higher education in which artists are trained for music and the performing arts. It carries out eight-semester education.

• **Post-secondary Vocational School:** An institution of higher education that is aimed at training human capacity in specific professions and provides instruction lasting four semesters.

• **Research and Application Center:** An institution of higher education carrying out research and applied studies to meet the applied study needs of various areas and to provide preparatory and support activities for various professional areas, with the aim of supporting education in institutions of higher education.

**DEGREES**

• **An Associate's degree** (short cycle) is awarded on completion of a two-year study program. The associate degree programs are offered by the post-secondary vocational schools attached to universities and independent post-secondary vocational schools. Some distance education programs are also available. The associate degree programs may require a period of on-the-job training.

• **A Bachelor's degree** (1st cycle) is normally awarded after the completion of a four-year course of study. The duration of study for dentistry and veterinary medicine programs is five years and that of medicine is six years. The qualifications in these three fields are considered to be the equivalent of a Master's degree. 15

• **A Master's degree program** (2nd cycle) is a two-year program leading to the Master of Arts (MA) or Master of Sciences (MSc). There are two kinds of Master's programs, with or without a thesis. The Master's with thesis program is a two-year program generally consisting of seven courses with a minimum of 21 face-to-face credits followed by submission of a thesis. Generally, non-thesis programs are completed in one and a half years with the completion of ten graduate courses of a minimum 30 credits and a term project.

• **A Doctoral degree program** (3rd cycle) is usually an eight-semester program if the student is accepted with a Master's diploma leading to the Ph.D degree. It consists of a minimum of seven courses, with a minimum of 21 face-to-face credits, a proficiency exam, a dissertation proposal, a dissertation and its oral defense. After successful completion of the course work and the proficiency exam, students must submit the dissertation and defend it orally in front of a dissertation committee. There is also tensemester integrated Ph.D programs which consist of a minimum of fourteen courses, with a minimum of 42 face-to-face credits, a proficiency exam, a dissertation proposal, a dissertation and its oral defense which enable students to apply with a Bachelor degree. The share of people aged 25 to 64 who stated that they received formal or non-formal education and training in the four weeks preceding the EU Labour Force Survey in 2018 was a provisional 1%. One percentage of males and 0.9% of females aged 25 to 64 stated that they received formal or non-formal education and training in the four weeks preceding the Survey (*Adult participation in learning by sex*). The denominator consists of the total population of the same age group, excluding those who did not answer to the question 'participation in education and training'. Adult learning covers formal and non-formal learning activities — general and vocational — undertaken by adults after leaving initial education and training.

**Figure 6. General Education system of Turkey**

## 2. AgriSkills Online Survey

In order to identify the training needs of unemployed persons aged 15-24 willing to find employment or to establish his/her own business in agriculture, an online stakeholder survey was conducted (the questions are reproduced below). A list of potential respondents was collected from employers and educators known to the Romanian project partner. An initial email was sent to them to explain the goals and methods of the AgriSkills Project and to request participation. Upon

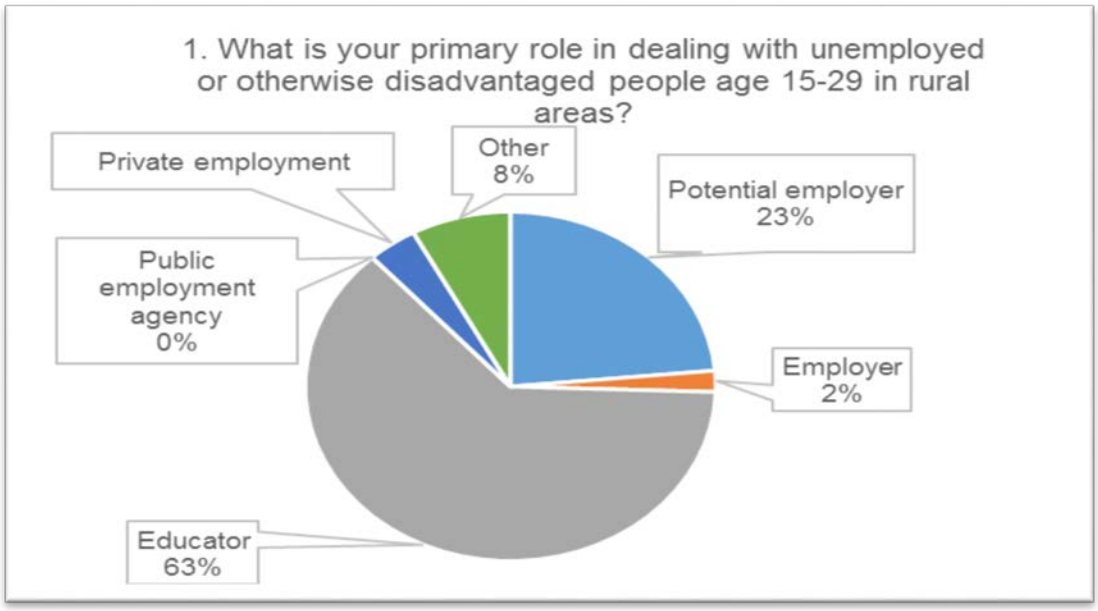
reception of a positive response, another email was sent to them with a link to the online questionnaire.

### 2.1. Methods

As per the project proposal, a minimum of 25 individual responses were solicited from individuals in each country who either currently employ agricultural workers or advise/educate young persons about how to find work. A list of potential respondents was collected from employers/educators known to the project partners. An email was sent to explain the goals and methods of the AgriSkills project and to request participation. Upon receipt of a positive response, another email was sent with a link to the online questionnaire.

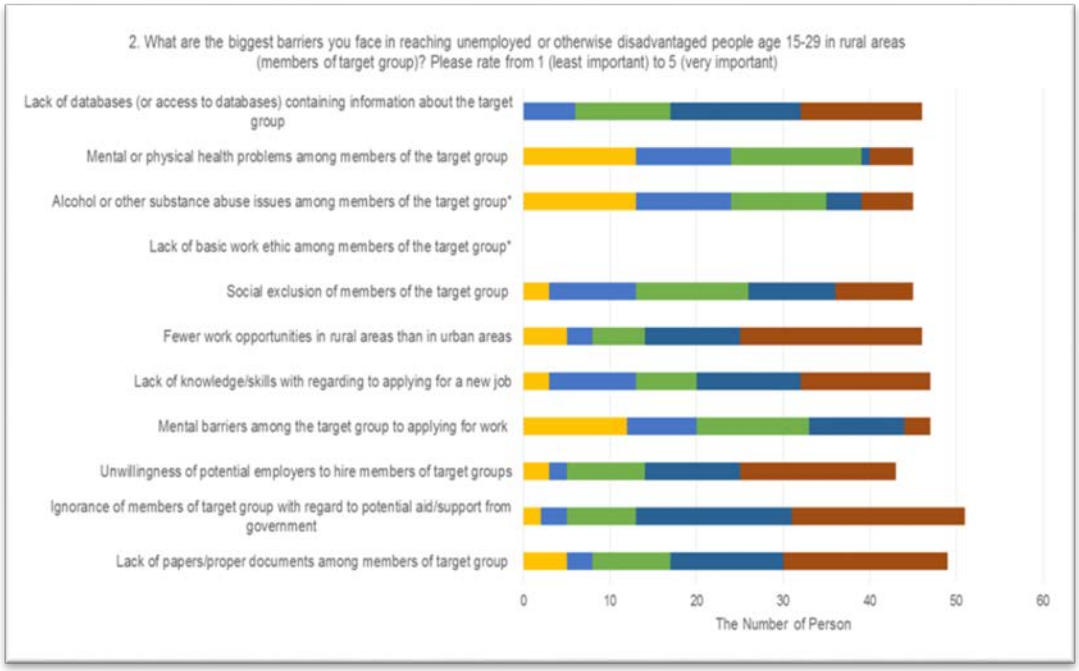
### 2.2. Characterization of respondents

About 40 valid respondents who currently employ agricultural workers or advise and/or educate young persons about how to get employed were asked to answer questions as given below.

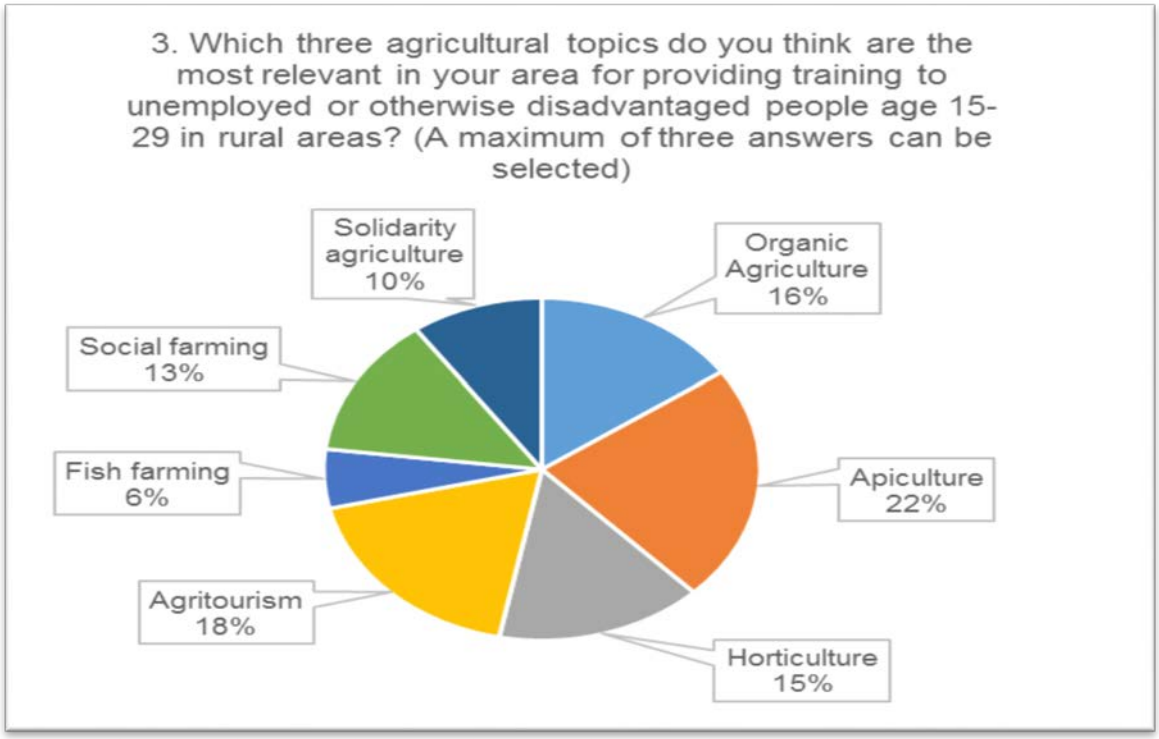



According to the surveys and the data obtained, a significant majority of the young population wants to establish a job as an educator in the future and work as a potential employer. However,

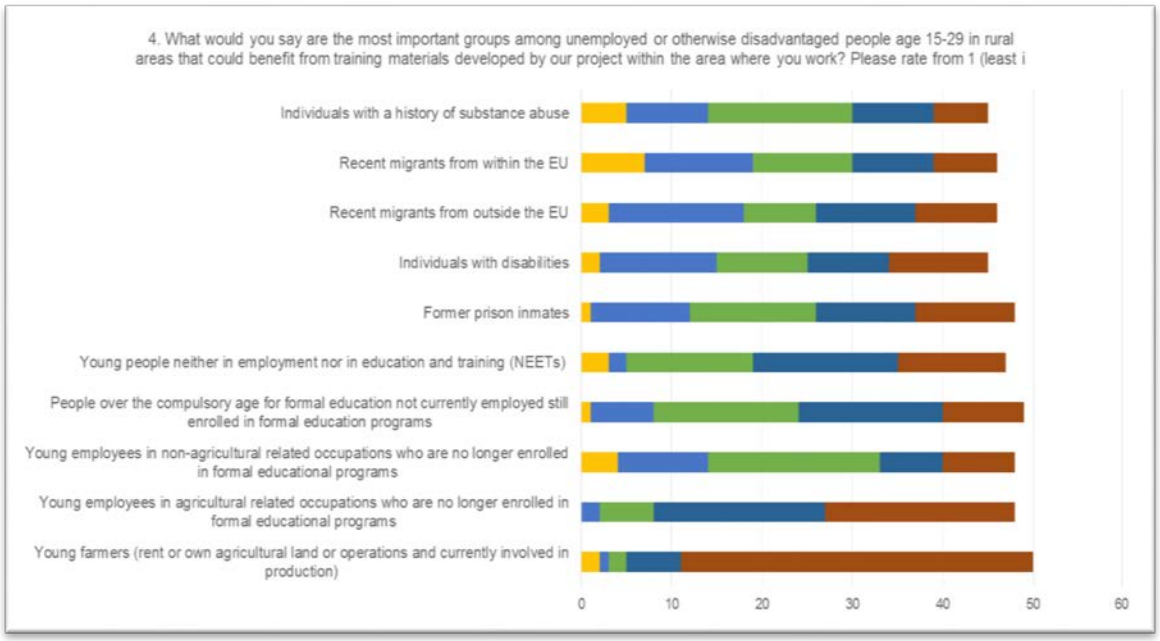
in this young group, some are eager to establish their own private consultancy work and apply to the funds created by farmers for the EU.



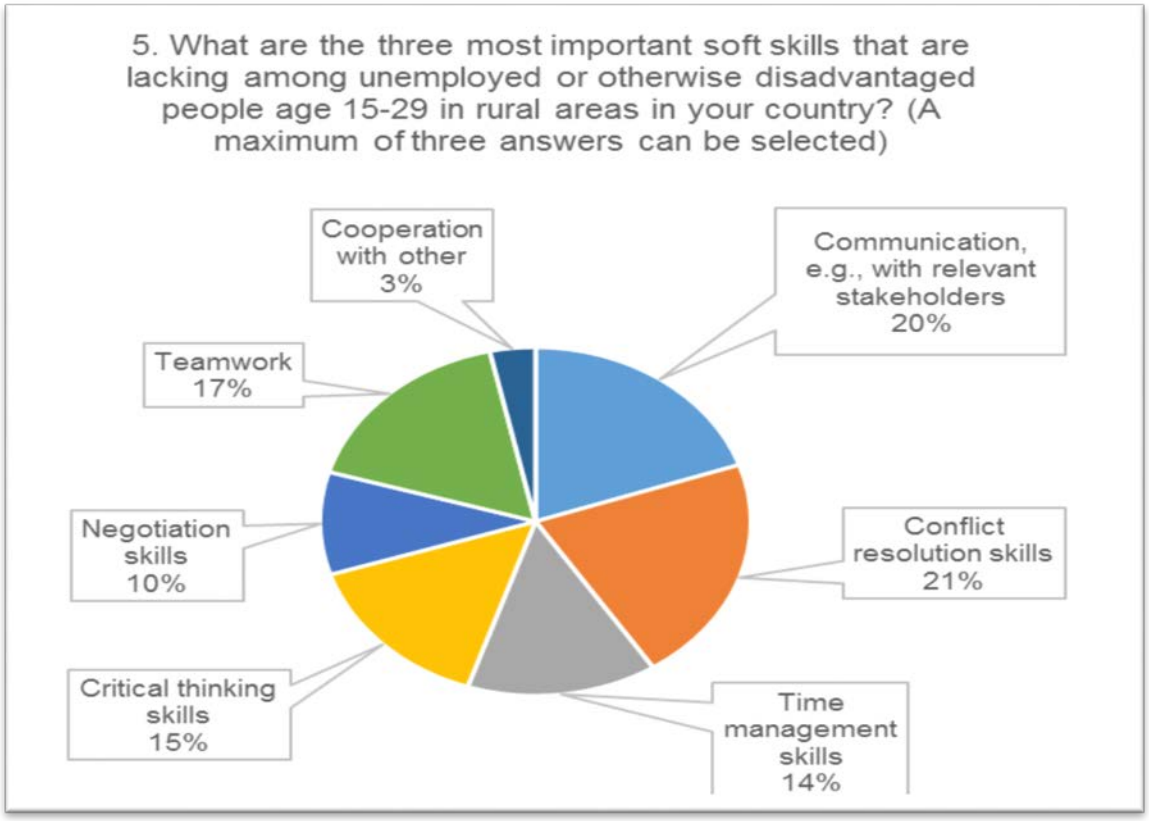

Findings from the responses show that the biggest obstacle to starting a new business or applying for a new job is the lack of knowledge and skills in different sectors of agriculture.



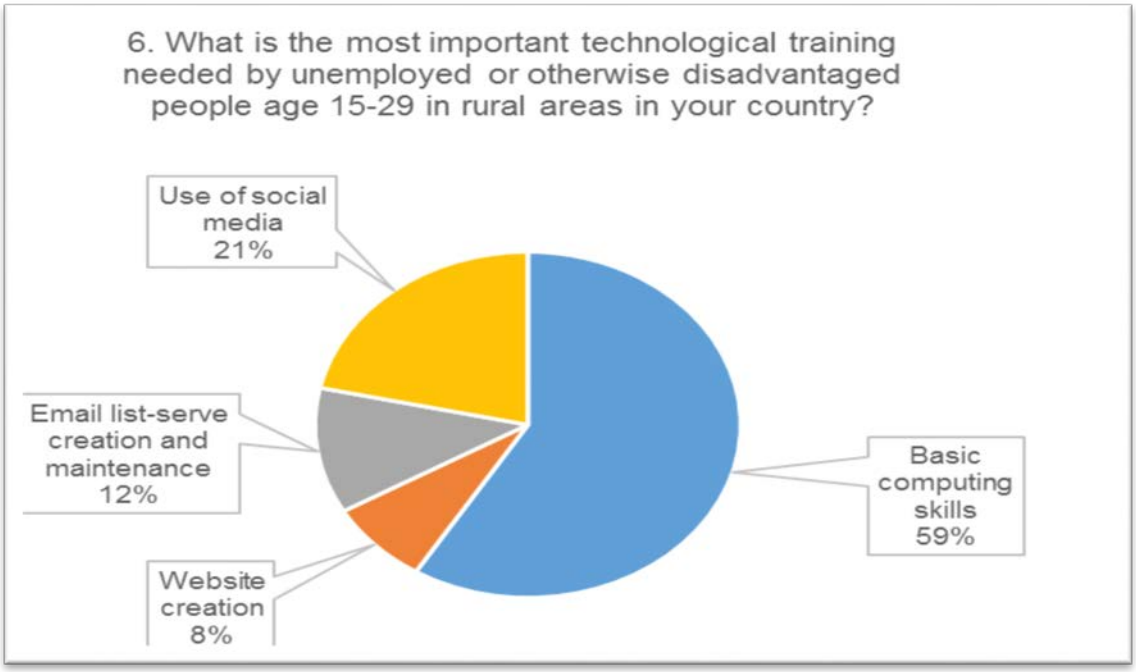
- The agriskill questioners gave the first three answers as given answer Apiculture, Agritourism and Horticulture.




The answer is 4 th question is young farmers, Young employees in agricultural related occupations who are no longer enrolled in formal educational programs and Young employees in non-agricultural related occupations who are no longer enrolled in formal educational programs.

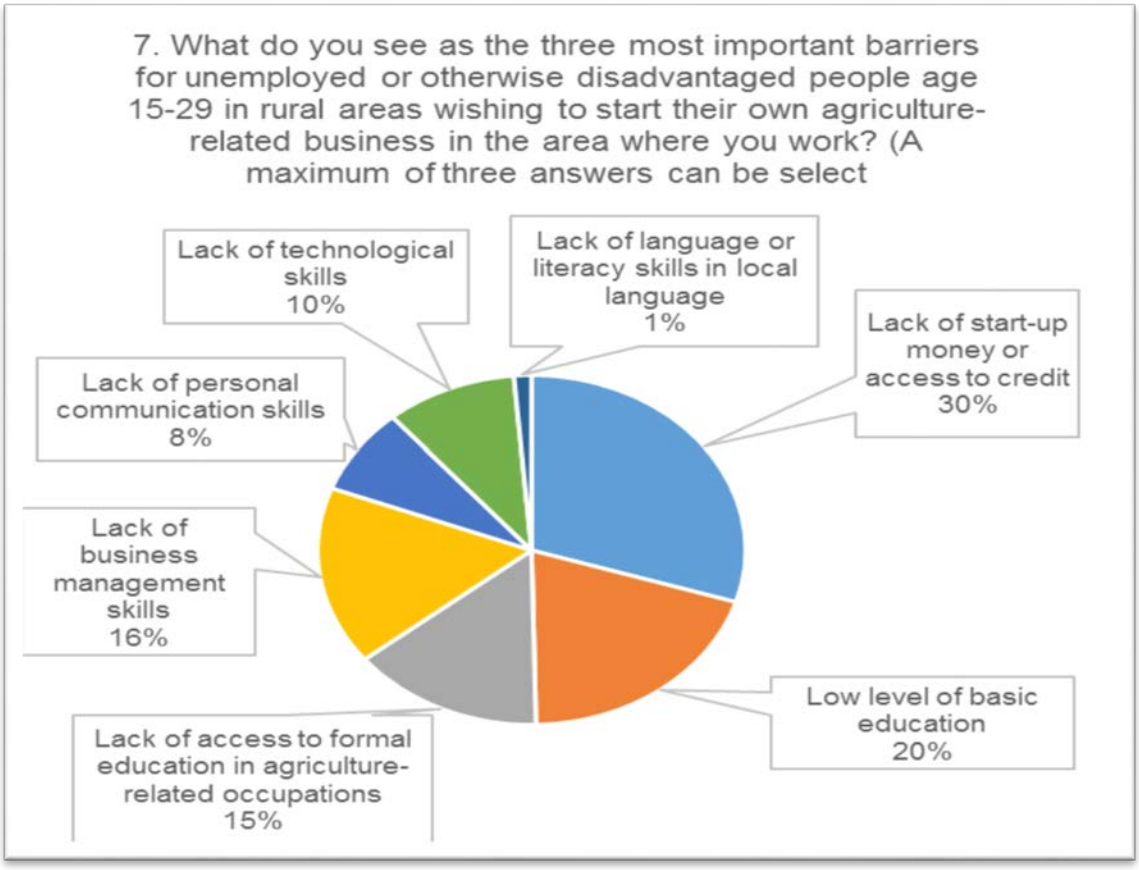


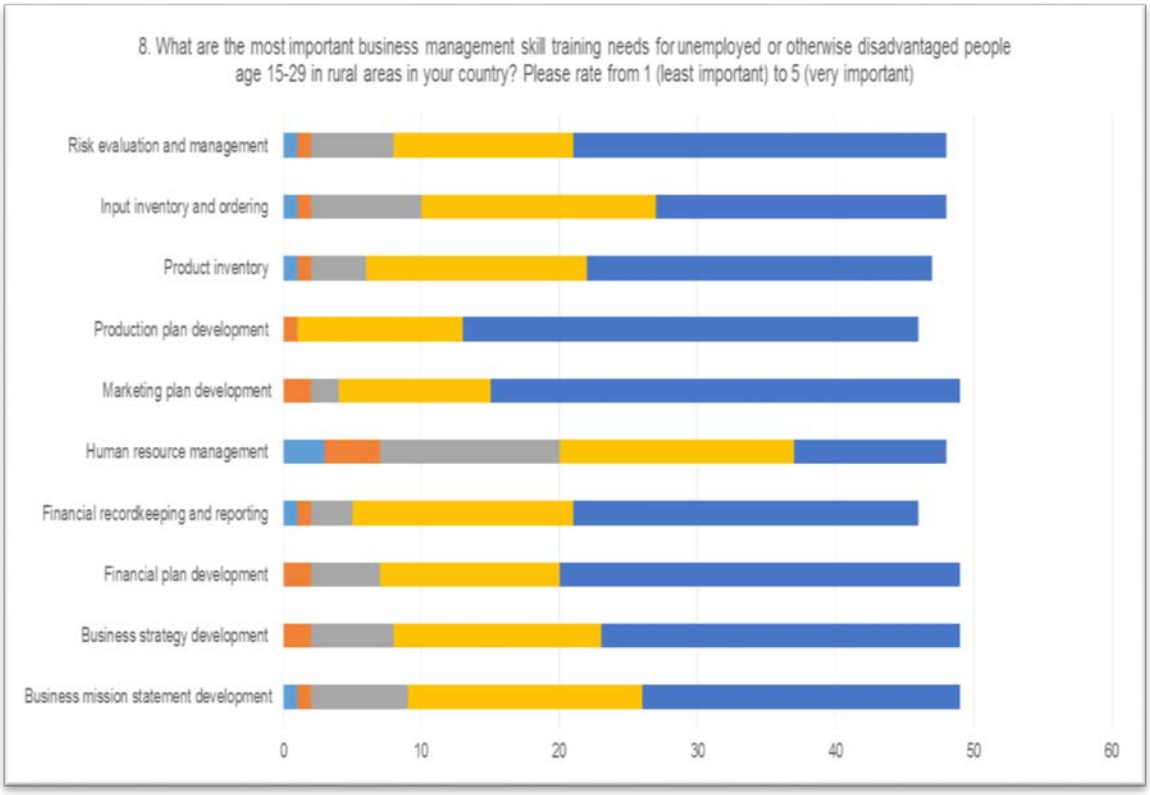

The target groups responded to the answer to the question as conflict resolution skills as 21% , communication e.r., with relevant stakeholders as 20% and critical thiking skills as 15% .



When asking  what is the most important technological training needed by unemployed or otherwise disadvantaged people age 15-29 in rural areas in your country the first three answers in general as basic computing skills as 59 %, use of social media as 21% and e mail list-serve creation and maintenance.

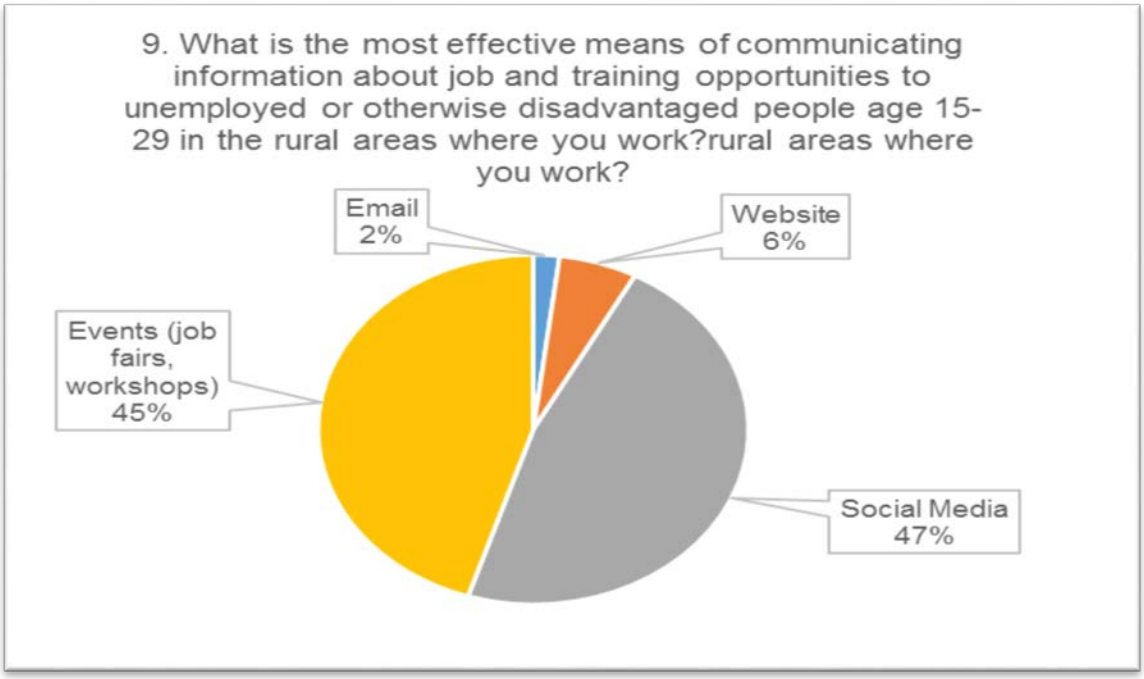
When we asked our interviewers what do you see as the three most important barriers for unemployed or otherwise disadvantaged people age 15-29 in rural areas wishing to start their own agriculture-related business in the area where you work they replied as lack of start up money or access to credit as 30 %, while secondly is low level of basic education the 3 th one was lack of business management skills as 16%.



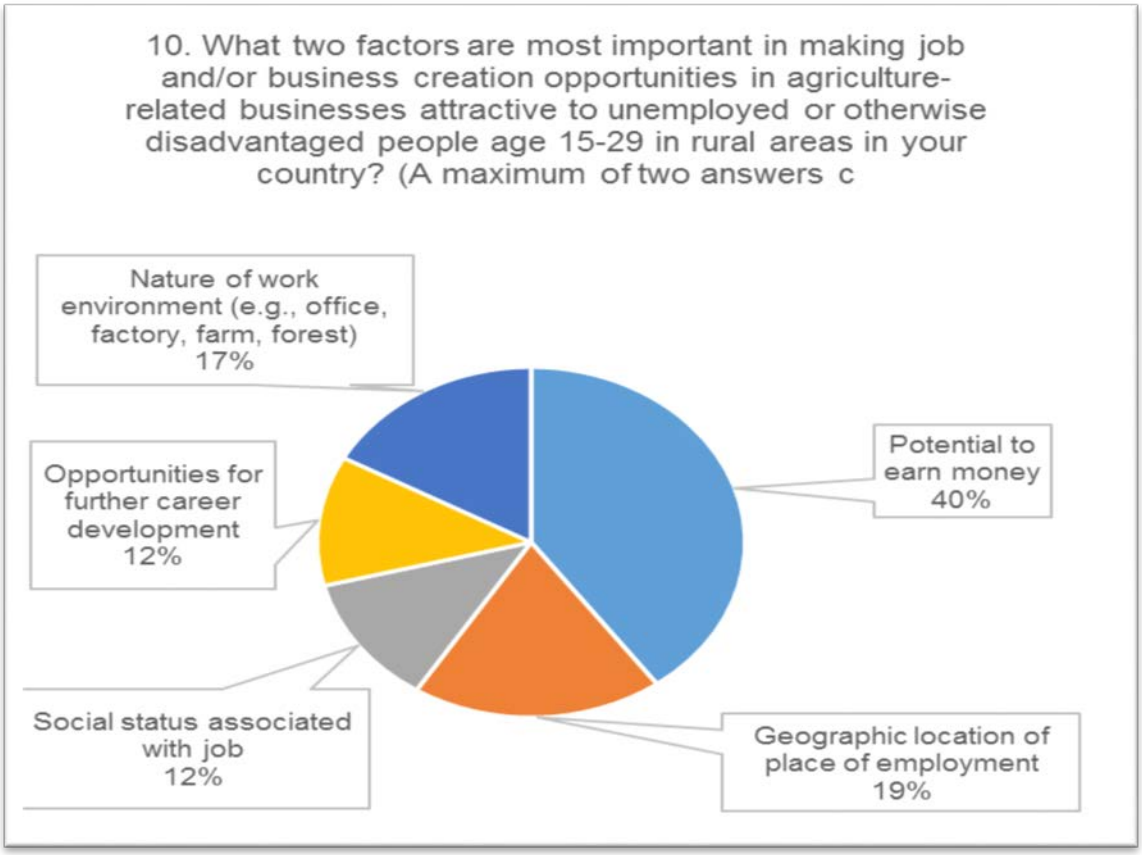




The answer of question 8 is up was marketing plan developmenty, business strategy development and

Financial plan development.




The respondents answered the 9th question as social media, events job fairs, workshops and website




The respondents answered the 10 th question as potential to earn money as 40 %, secondly Geographic location pf place of employment and last one was nature of work environment as 17%.

**3. Summary and Recommendations**

In this study, the initiatives aimed at creating employment for the target groups for the present project, especially in rural areas, are examined with different approaches. Research findings show that;

Most of Turkish farmers especially those who own small and medium-sized holdings, and they do not know about ICT and do not have the proper knowledge in the field of management methods, modern production technologies and standards, especially for contemporary animal husbandry and horticulture, focusing mainly on traditional practical experience. Also, the level of awareness, skills and knowledge about modern and innovative methods of processing and marketing agricultural products, including in the context of short supply chains, is insufficient to meet market demands and EU standards." (*National Rural*

*Development Programme for the 2014-2020 periods*).The ability to use a computer is not good enough, especially in rural areas, although there is a noticeable progress in using smartphones. Unemployed youth are not adequately equipped with the knowledge and skills of innovative agricultural production methods. They emphasize that capital accumulation and the lack of sufficient information as the biggest obstacle in the fields of entrepreneurial and innovative production in agricultural production.

## 4. References

Yeşilada, A., *et .all*. 2010. TURKISH AGRICULTURE SECTOR.

Aytop, Çukadar, Şahin, 2014. Agricultural SectorProfile of Turkey in the World. Turkish Journal of Agricultural and Natural Sciences Special Issue: 1, 2014.

Uyan , Erdoğan, Kavak2015.Seasonal Agricultural Work In Turkey. Survey Report, July 2015.

http://www.turkstat.gov.tr/HbPrint.do?id=24869Türkiye İstatistik Kurumu (TUİK)

tp://www.turkstat.gov.tr/HbPrint.do?id=24869