

YOUTH IN THE LABOR MARKET AND THE VOCATIONAL QUALIFICATIONS SYSTEM¹

A JUVENTUDE NO MERCADO DE TRABALHO E O SISTEMA DE QUALIFICAÇÕES PROFISSIONAIS

Article received on: 12/04/2025

Article accepted on: 02/05/2026

Verda Özgüler*

*Anadolu University, Eskişehir, Türkiye

Orcid: <https://orcid.org/0000-0002-0662-4039>

vcanbey@anadolu.edu.tr

The authors declare that there is no conflict of interest

Abstract

Education is a fundamental pillar for individual and national development, encompassing the systematic cultivation of mental, physical, and social abilities. Since the First Industrial Revolution, the nexus between education and the labor market has been central to economic productivity, creating a persistent demand for skilled labor capable of adapting to evolving production conditions. Beyond its socio-cultural role in preserving values and promoting progress, education serves as a critical mechanism for employment. This study examines the vocational qualifications system as a strategic tool to enhance the "acceptability" of youth within the labor market through formal certification of knowledge, skills, and competencies. The research is structured into three primary sections. The first section provides a theoretical and empirical overview of the youth labor force's position in contemporary markets. The second section focuses on the institutional framework of Turkey's Vocational Qualifications Authority (VQA), detailing its operational structure and oversight of the national qualifications system. The final section analyzes the transition of young people into the labor market within the context of VQA's occupational standards and vocational qualification certificates. By aligning educational outcomes with market requirements, the study highlights the significance of certification in bridging the gap between school and professional life.

Resumo

A educação é um pilar fundamental para o desenvolvimento individual e nacional, abrangendo o cultivo sistemático de capacidades mentais, físicas e sociais. Desde a Primeira Revolução Industrial, o nexo entre educação e mercado de trabalho tem sido central para a produtividade econômica, criando uma procura persistente por mão-de-obra qualificada capaz de se adaptar às condições de produção em evolução. Para além do seu papel sociocultural na preservação de valores e na promoção do progresso, a educação serve como um mecanismo crítico para o emprego. Este estudo examina o sistema de qualificações profissionais como uma ferramenta estratégica para aumentar a "aceitabilidade" dos jovens no mercado de trabalho através da certificação formal de conhecimentos, competências e habilidades. A investigação está estruturada em três secções principais. A primeira secção fornece uma visão teórica e empírica da posição da força de trabalho juvenil nos mercados contemporâneos. A segunda secção foca-se no quadro institucional da Autoridade de Qualificações Profissionais (MYK) da Turquia, detalhando a sua estrutura operacional e supervisão do sistema nacional de qualificações. A secção final analisa a transição dos jovens para o mercado de trabalho no contexto das normas ocupacionais e dos certificados de qualificação profissional da MYK. Ao alinhar os resultados educativos com os requisitos do mercado, o estudo destaca a importância da certificação na

¹This study is a reconstructed, revised, and edited version of the paper titled "Youth in Labor Markets and the Vocational Qualifications System," (Canbey-Özgüler, 2016) presented at the INTE 2016 International Conference on New Horizons in Education Conference held in Vienna on 12-15 July 2016 and the article "Youth in Labor Markets and the Vocational Qualifications System" (Canbey-Özgüler, 2018), published in 2018.

Keywords: Youth Workforce. Vocational Education. Vocational Qualifications System. Transition from School to Working Life.

redução do fosso entre a escola e a vida profissional.

Palavras-chave: *Força de Trabalho Juvenil. Educação Profissional. Sistema de Qualificações Profissionais. Transição da Escola para a Vida Ativa.*

1 INTRODUCTION

Education encompasses the processes through which an individual develops their abilities, attitudes, and other positive behaviors within the society in which they live. It is also a social process that occurs within a selected and controlled environment aimed at fostering an individual's social competence and achieving the highest possible level of personal development. In this regard, education enhances an individual's knowledge and understanding of both themselves and their environment. Beyond its positive impact on individuals, education also contributes to creating a more livable environment, increasing welfare, and promoting justice in income distribution at both national and global levels.

Education is expected to align with the needs of the labor market. A mismatch between education and employment can lead to significant negative consequences at the individual, firm, and national levels.

The failure of the education received to align with the qualifications required by the labor market leads to a situation of "structural unemployment" in the labor market. Structural unemployment is the most difficult type of unemployment to solve. Although there are different reasons, such as the fact that labor and capital are geographically located in different regions, and a lack of capital, the most important reason is that the knowledge, skills, and competencies of the individual are not compatible with the knowledge, skills, and competencies demanded in the labor market. Education is a time-consuming process. Gaining the expected qualifications and achieving harmony in this sense will be possible with the existence of planned efforts and appropriate policies. In this study, the concept of education is used in a broad sense to encompass all activities that facilitate the acquisition of knowledge, skills, and competencies, including formal education (education received in schools), courses, education received at community

education centers (non-formal education), as well as on-the-job training programs, on-the-job learning, internships, and similar practices.

Education and employment mismatch can be addressed from various aspects and monitored with different indicators. The most decisive of these indicators is the level of competency in basic knowledge and skills. Competence is an indicator of the extent to which people can perform the skills they possess. It is widely recognized that competence in basic skills serves as the foundation for additional investments in human capital aimed at developing a workforce with the qualifications required by the labor market. While educational programs, vocational training, internships, and similar initiatives that support and develop foundational knowledge and skills serve as the pathway to training qualified professionals, the primary goal is to ensure that the acquired qualifications align with the requirements of the labor market. It is necessary to establish the right relationship between education and employment, and the qualifications of individuals must be recognized both nationally and internationally. In this regard, the establishment and effective operation of the national vocational standards, examination, and certification system is the most important element in the effective functioning of labor markets.

Vocational standards are defined as the minimum requirements that outline the tasks and procedures necessary for the successful practice of a profession, as well as the knowledge, skills, attitudes, and behaviors that must be demonstrated. Vocational standards in Turkey are developed by the Vocational Qualifications Authority (VQA). Vocational standards emerge with the consensus/agreement of basic actors such as employers, labor unions, and employment agencies in the labor market. All relevant stakeholders are extensively incorporated into the process of developing standards for the relevant profession. Next, with broad participation once again, “vocational qualifications” — which form the basis for the assessment and certification of vocational standards—are identified. Certification of knowledge, skills, and competencies through accredited examination and certification bodies is carried out within the scope of these qualifications.

Turkey has adopted the decision of the European Parliament and the Council dated 23/04/2008 on the "European Qualifications Framework for Lifelong Learning". This decision requires EU member states and EU candidate countries to establish their national qualifications frameworks and align them with the European Qualifications Framework.

The VQA has been designated as the European Qualifications Framework (EQF) coordination point for Turkey. The basic vision of VQA is to lead the way in the formation of qualified human resources. The MYK has established a system that demonstrates the alignment of knowledge, skills, and competencies with the labor market through internationally recognized credentials, thereby facilitating labor mobility (AKBAŞ, 2014: 1).

Vocational Qualification Certificates provide employers with information about the knowledge, skills, and competencies of the people they will employ, while enabling the certificate holders to present their qualifications concretely.

2 YOUTH AND LABOR MARKETS

Participation in the labor market and workforce not only provides individuals with an income but also offers them the opportunity to gain a place in social life. Individuals are classified in different statuses in terms of their relations with labor markets. Individuals may fall into different categories, such as being employed, unemployed, part of the discouraged labor force, or—in the case of young people—“Neither in Education nor in Employment (NEET),” a category whose importance and numbers have grown in recent years.²

Individuals who are willing to accept the prevailing wage rate in the labor market, are actively seeking work, but are unable to find employment, are considered unemployed. In this regard, unemployment represents an active state. The will and behavior of the individual are linked to "finding a job". To remember the basic concepts of the labor market, the sum of the employed and the unemployed constitutes the labor force. The sum of the labor force and non-labor force groups constitutes the active

²The NEET (Neither in Education nor Employment) ratio refers to the fact that young people are not involved in education, employment or any vocational training process. The NEET rate includes not only job seekers, but also young people who have withdrawn from education and the workforce and are "neither at work nor in school". In other words, it is the rate of young people who are unemployed, uneducated or do not receive vocational training, and do not participate in any formal education or vocational training activities. According to OECD data, Turkey has the highest NEET rate among the young population in the 15-24 age group with 23.21%. While Colombia (23.15%), Costa Rica (20.74%), and Mexico (15.87%) rank among the highest, the Netherlands, the Czech Republic, and Norway have the lowest NEET rates, at approximately 4% (OECD, 2026).

population. The active population is linked to the population of the country. The distribution of the population by age group is just as important as the population size itself. It can be stated that countries with a large young population and an active population have dynamic labor markets. In this regard, youth constitute the most dynamic group of both society and labor markets.

Table 1. Youth population and the proportion in total population of the European Union member countries. 2024

Country	Total population	Youth population (15-24 age)	Proportion of youth population (%)
Ireland	5 351 681	675 182	12.6
Netherlands	17 942 942	2 202 159	12.3
Denmark	5 961 249	726 591	12.2
France	68 467 362	8 212 980	12
Belgium	11 817 096	1 381 828	11.7
Sweden	10 551 707	1 204 546	11.4
Finland	5 603 851	623 027	11.1
Luxembourg	672 050	74 206	11
Romania	19 067 576	2 081 421	10.9
Spain	48 619 695	5 247 629	10.8
Hungary	9 584 627	1 008 815	10.5
Austria	9 158 750	951 127	10.4
Estonia	1 374 687	142 757	10.4
Greece	10 400 720	1 081 030	10.4
Cyprus (Greek Cypriot Administration of Southern Cyprus)	966 365	99 525	10.3
Portugal	10 639 726	1 098 757	10.3
Czechia	10 900 555	1 109 130	10.2
Croatia	3 861 967	393 067	10.2
Latvia	1 871 882	188 826	10.1
Germany	83 456 045	8 341 728	10
Italy	58 971 230	5 871 620	10
Poland	36 620 970	3 584 979	9.8
Slovakia	5 424 687	531 416	9.8
Malta	563 443	54 515	9.7
Slovenia	2 123 949	206 777	9.7
Lithuania	2 885 891	274 936	9.5
Bulgaria	6 445 481	592 701	9.2
European Union-27 countries	449 306 184	47 961 275	10.7
Türkiye	85 664 944	12 763 159	14.89

Source: TurkStat. Youth in Statistics. 2024³

Table 1 shows the total population and the population aged 15–24 for European Union (EU) member states and Turkey. The table ranks EU member states based on which

³ <https://veriportali.tuik.gov.tr/tr/statistical-themes>

have the highest proportion of young people in their total population. Turkey has a higher proportion of young people than all EU member states and the EU-27 average.

Table 2. Main labor force indicators. 2024

Years	Labor force participation rate (%)	Employment rate (%)	Unemployment rate (%)
Total	53.7	48.8	9.2
15-24 age	47.2	39.5	16.3

Source: TURKSTAT. Labor Force Statistics

Although the number of the young population is important, their position in the labor market is also extremely important. Table 2 shows the total population aged 15 and older, as well as the labor force participation rate, employment rate, and unemployment rate for the 15–24 age group. The labor force participation rate and employment rate of young people aged 15-24 are lower than the general average, while the unemployment rate is high.

Youth are the most dynamic segment of society. Receiving education in accordance with the requirements of their age and then working in a job suitable for their qualifications is important for the social adaptation of young individuals. There are various active labor market policies, such as internships, workplace learning practices, job search assistance, CV preparation training, job interviews, and interview techniques implemented to ensure a healthy and smooth transition from school to working life⁴

"Vocational qualification certificates", which show the knowledge, skills and competencies acquired by the individual at school or in different learning environments, have the potential to play a facilitating role in the transition to labor markets. The large number of job seekers in the labor markets gives employers the privilege of choosing from "large pools of candidates". Employers are in a strong position in this regard. If job seekers can demonstrate their knowledge, skills, and competencies through the documents they possess, it may make it easier for them to find a job.

⁴ As it will be remembered, labor market policies are divided into two as active and passive policies. Both sets of policies can be applied together in labor markets. Passive policies, such as unemployment aid and unemployment payments, help mitigate the negative consequences once unemployment has set in. Active policies, on the other hand, include practices that will facilitate the individual's entry into labor markets through education, teaching job search techniques, and entrepreneurship training.

2 VOCATIONAL QUALIFICATIONS SYSTEM AND VOCATIONAL QUALIFICATIONS AUTHORITY (VQA) IN TURKEY

Vocational standards and the examination and certification system are a vital mechanism for developing the workforce and human resources in the desired direction by facilitating the employment of a skilled workforce and ensuring mobility both within the country and abroad. Vocational standards are norms that show the minimum knowledge, skills, attitudes, and behaviors needed to fulfill the requirements of a profession with acceptable standards. Vocational standards are of great importance in defining the qualifications of trained people, preparing training programs, and providing training.

The learning processes applied in different ways between countries and the examination and certification systems, which can be expressed as the recognition of these learnings, are generally designed to draw a global framework. The EQF, which began with the establishment of national qualifications frameworks by Ireland, France, and the United Kingdom before 2005 and evolved into a system adopted and supported by 38 countries by 2015, is based on two fundamental pillars: learning outcomes and all levels of qualification (CEDEFOP, 2015: 10).⁵

The preparatory studies for the Turkish Qualifications Framework (TQF), which are carried out in cooperation with the Ministry of National Education and the Council of Higher Education in Turkey, are carried out with reference to the EQF⁶. The EQF was established by the European Parliament and the Council on 23 April 2008 under the name of the European Qualifications Framework for Lifelong Learning (The European

⁵ EQF is gradually expanding. Countries that have aligned their proficiency levels with the EQF include Austria, Belgium (Flemish and French-speaking Communities), Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, France, Germany, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Slovenia, and the United Kingdom. As of 2015, Greece, Cyprus, and Romania have begun discussions with the EQF Advisory Group regarding the finalization of their reports. The number of countries cooperating with the EQF increased from 36 to 38 in 2014.

⁶European Qualifications Framework (EQF) covers competencies of all types and levels, and the use of learning outcomes clarifies what a person knows, understands, and is capable of. The level increases according to proficiency. The lowest level is Level 1, and the highest level is Level 8. Most importantly, EQ is closely linked to national qualifications frameworks; as a result, it can provide a comprehensive overview of qualifications of all types and levels across Europe, which are becoming increasingly accessible through qualifications databases.

Qualifications Framework: Supporting Learning. Work and Cross-Border Mobility. 2018: 5). EQF is a common reference tool that ensures qualifications are more understandable and transparent across different countries and systems in Europe and facilitates the interconnection of national qualification systems. This framework, which was finalized after taking into account the views of various countries—including European Union (EU) member states and Turkey—is designed to encompass the competencies acquired through any form of education an individual may have received (MURAT & ŞAHİN. 2011: 118. BİÇERLİ. 2010: 24. CRUZ -CASTRO & CONLON. 2001: 2 cited in CANBEY-ÖZGÜLER. 2017: 18).

VQA, which works to improve education and employment cohesion in Turkey, established a system consisting of eight levels in which the knowledge, skills, and competencies gained through formal, non-formal, and free learning opportunities are defined in the Turkish Qualifications Framework, which was developed in accordance with the EQF in 2015. The VQA establishes minimum standards that define the knowledge, skills, behaviors, and attitudes necessary for the successful performance of occupations defined at various levels and publishes these as National Vocational Standards. According to information obtained from the official website of VQA, as of February 2026, there are 943 National Vocational Standards and 695 National Qualifications. The total number of VQA Vocational Qualification Certificates issued is 3.337.452.

The primary objectives of the National Vocational Qualifications System (NVQS) include strengthening the link between education and employment, establishing national and international standards for learning outcomes, ensuring quality assurance in education and training, aligning qualifications for horizontal and vertical transitions within a nationally and internationally comparable framework, ensuring access to learning, progress in learning, and the accreditation of learning, and promoting lifelong learning. The first phase of NVQS is the development of vocational standards.

The draft vocational standards prepared by stakeholders in the business community are then submitted to the sector committee, following a review and evaluation, they are published in the Official Gazette upon approval by the VQA Board of Directors.

Whether individuals are suitable in terms of the characteristics (knowledge, skills, and competence) that they should have during the execution of a profession is carried out by examination and certification bodies authorized (accredited) by VQA. Certification bodies authorized by VQA give professional qualification certificates to individuals who are successful as a result of measurement and evaluation (GÜNER, 2016: 218).

These certificates are the result of a system that is recognized at both the national and international levels, supports lifelong learning, and provides individuals who have acquired their profession without formal education with the opportunity to document their skills. The state, business representatives, trade unions, professional organizations and universities work in cooperation at every stage from the creation to the implementation of national vocational standards (Akbaş, 2007: 1). This system is also defined as the "collective skill building" system (ANTE, 2016: 8, THELEN & BUSEMEYER, 2008: 14, CANBEY-ÖZGÜLER, 2017: 18).

VQA was appointed as the coordination point of EQF Turkey with the Vocational Qualifications Authority Law No. 5544 dated 21 September 2006 (UÇAR & ÖZERBAŞ, 2013: 244, MYK, 2011: 19, CANBEY – ÖZGÜLER, 2017: 18). The qualification levels for the profession to be standardized must be consistent with the competency levels adopted by the EU and the EQF⁷.

National vocational standards prepared in accordance with EQF references and placed in TQF form the basis for the preparation of national qualifications. In fields where national vocational standards exist, national qualifications are developed based on one or more of these standards. The vocational qualifications system, which includes national occupational standards and qualifications, supports the principles of lifelong learning, facilitates access to quality manpower for employers in labor markets, as well as strengthens the education-employment relationship and ensures the accreditation of learning within the scope of the document for employees and job seekers (Serin, 2014: 3).

The minimum norms accepted by VQA, which include the knowledge, skills, and attitudes required for the successful performance of a profession, are defined as national

⁷Retrieved December 23, 2019, from <http://www.atsomesem.org.tr/icerik/3/16/avrupa-yeterlilik-cercevesi.html?hl=en>,

occupational standards⁸. Vocational standards function as an important bridge between business life and educational life. National vocational qualifications, which are prepared on the basis of national or international vocational standards, cover the knowledge, skills, and competencies that individuals should have while continuing their profession. A professional qualification certificate is given to those who are successful as a result of the measurement and evaluation carried out by the certification bodies authorized by VQA. These documents are technical documents approved by VQA and entered into force⁹.

4 YOUTH IN THE LABOR MARKET AND THE VOCATIONAL QUALIFICATIONS SYSTEM

For youth, it is crucial to secure employment opportunities that align with the education they have received and the qualifications they possess. The prerequisite for having a good profession is to receive a good education. The training received is expected to be compatible with labor market requirements, in other words, labor demand. However, it is not always easy for youth to match their knowledge and skills with the demands of the labor market. It is important to document the knowledge gained in school through certifications such as apprenticeships, on-the-job training, and vocational qualifications (CANBEY-ÖZGÜLER, 2012: 30).

The "Youth in the Labor Market, 2024" data published by TurkStat in Turkey illustrates the employment status of young people aged 15–34 and the alignment of their current jobs with their fields of study. An analysis of the tables shows that the compliance rate is higher among those with a four-year or higher degree. The compatibility of the current jobs of vocational and technical high school graduates and the fields from which they graduated is the lowest among all educational groups.

⁸ Retrieved December 23, 2019, from <https://www.myk.gov.tr/index.php/tr/ulusal-meslek-standard-tanm-ve-cerii>.

⁹ Retrieved December 23, 2019, from <https://www.myk.gov.tr/index.php/tr/ulusal-yeterlilik-tanm-ve-cerii>.

Table 3. Non-institutional population by educational attainment level and labor force status. 2024. (%)

Educational attainment	Labor force participation rate (%)	Employment rate (%)	Unemployment rate (%)
Total	60.1	52.5	12.7
No school completed	35.3	30.5	13.5
Less than high school	44.6	39.6	11.1
General high school	54.6	46.5	14.8
Vocational high school	71.4	62.7	12.2
Higher education 2 or 3 years	77.4	65.8	15.0
Higher education 4 years and over	83.3	73.3	11.9

Source: TurkStat

As can be seen in Table 3, the highest labor force participation rate among young people aged 15–34 is found in the “four-year college degree or higher” group. The unemployment rate is similarly low, but the lowest unemployment rate is in the “less than high school education” group. The high unemployment rates among graduates of “general high schools” and “two- or three-year vocational colleges” are striking. In this regard, it can be considered that having vocational qualification certificates will provide an advantage in the transition to labor markets.

Table 4. Match between the field of highest level of education and current/last main job. 2024. (15-34 age) (Thousand people)

Education attainment	Total	Very compatible	Mostly compatible	Somewhat compatible	Very little compatible	Not compatible at all	No particular educational field is needed for job
Total	9 221	3 095	2 310	1 319	404	1 446	647
General high school	2 322	589	648	445	108	315	216
Vocational high school	2 089	488	426	335	105	520	213
Higher education 2 or 3 years	1 667	523	405	216	81	322	119
Higher education 4 years and over	3 143	1 493	830	323	109	288	99

Source: TurkStat. Youth in the Labor Market. 2024

Table 4 shows the "compatibility of the current job with the department they graduated from" according to the educational status of the employed people in the 15-34 age group. According to the data in the "Total" row, it appears that, within the employment of the 15–34 age group, there is a "very high degree of alignment" between the school from which individuals graduated and their current job. However, when the breakdowns given according to education levels are examined, vocational or technical high school data stand out. The group with the least compatibility between the education they receive and their current profession is vocational and technical high school graduates.

Vocational standards will be useful for employers at many stages, from the selection of the person they will employ to the determination of wages and promotions, as they will have information about the knowledge and skills that the people they will employ should have. Employees will also be able to better demonstrate their competencies during job applications (ARSLAN, 2012:1).

The development of the vocational qualifications system and its expansion to reach a broader audience are important for increasing employment, reducing unemployment, training the workforce needed by the country's education system and labor markets, and thereby ensuring that qualified human resources are properly directed to enhance competitiveness.

5 CONCLUSION

Strengthening the link between education and employment has emerged as a key factor in determining a country's competitiveness in today's knowledge-based economy. The mismatch between education and employment has significant negative consequences for individuals, businesses, and the country. Factors affecting individuals—such as unemployment, dissatisfaction with one's job, low productivity, and job-hunting while employed—can have negative consequences that extend from the firm level to the national level.

The mismatch between education and employment is a significant issue for both individuals and society. The development of basic knowledge and skills of individuals should be supported by education, vocational training, internship, etc. Documenting the

knowledge, skills, and competence gains provided by these training is at least as important as the training received.

In the case of Turkey, youth who are “general high school graduates” constitute the group with a relatively weak position in the labor market. It can be stated that vocational competency certificates, which are expected to yield positive outcomes for everyone, are relatively more important for youth who have graduated from general high schools. Especially in sectors, regions, or countries where the supply of labor exceeds the demand for labor, more is expected of the workforce. People who have to work for wages will be able to increase their relative weakness against employers who have the power to choose in the job search process with the vocational training certificates they have. When viewed at the individual level, the issue can be approached in this way. However, it is important to approach the issue from a broader perspective and keep in mind that the qualifications individuals possess and the documents they hold represent only a small part of the broader context of labor market conditions. There are macro-level factors at play, such as the economy’s ability to create jobs that match youth skills and qualifications, the presence of new technologies that reduce labor’s share of production, globalization and international labor markets, as well as the role of labor unions in labor markets and collective bargaining power. Each of these areas constitutes a separate study topic. In this study, the topic of vocational competency certificates and youth was addressed in broad terms, focusing on our main research question. It is believed that the findings and perspectives presented in this study may serve as inspiration for future research.

REFERENCES

- AKBAŞ, B. Mesleki eğitimin önemi, ulusal yeterlilik sisteminin esasları, Amacı, İstihdam ve Ekonomiye Katkısı. **Toprak İşveren Sendikası Dergisi**, n. 102, p. 1-3. 2014. Available at: <http://toprakisveren.org.tr/tr-tr/alt-sayfalar/170/makaleler>. Accessed on: Dec. 23. 2019.
- AKBAŞ, B. Ulusal Mesleki Yeterlilik Sistemi. **Toprak İşveren Sendikası Dergisi**, n. 74, p. 1-3. 2007. Available at: <http://toprakisveren.org.tr/tr-tr/alt-sayfalar/170/makaleler>. Accessed on: Dec. 23. 2019.
- ANTE, C. **The europeanisation of vocational education and training**. Switzerland: Springer, 2016.

ATSOMESEM (Antalya Ticaret ve Sanayi Odası Mesleki Sınav ve Sertifikasyon Merkezi) [ATSO Vocational Examination and Certification Center]. **Avrupa Yeterlilik Çerçevesi**. [n. d.]. Available at: <http://www.atsomesem.org.tr/icerik/3/16/avrupa-yeterlilik-cercevesi.html?hl=en>.

BİÇERLİ. M. K. Mesleki yeterlilikler ve mesleki eğitim. **İşveren Dergisi**. v. 48. n. 12. p. 24-25. 2010.

CANBEY-ÖZGÜLER. V. Okuldan Çalışma Yaşamına Geçiş: Teorik Yönler ve Uygulama Örnekleri. In: **Prof. Dr. Cihangir Akın'a Armağan**. Sakarya: Sakarya Üniversitesi Yayını. 2012. p. 77-114.

CANBEY-ÖZGÜLER. V. Türkiye'de Mesleki Yeterlilikler Sistemi ve Sendikalar. **Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi**. v. 9. n. 22. p. 15-43. 2017. Available at: <https://dergipark.org.tr/tr/pub/makusobed/article/293237>.

EUROPEAN UNION. **The European qualifications framework: supporting learning, work and cross-border mobility**. Luxembourg: Publications Office of the European Union. 2018. Available at: <http://ec.europa.eu/social/BlobServlet>.

GÜNER. R. Tehlikeli ve çok tehlikeli işlerde mesleki eğitim kargaşası. **Mali Çözüm**. p. 217-227. Mar./Apr. 2016. Available at: <https://www.proquest.com/openview/c3a898751bd1b839af7f3d5b5db4aaf7/1?pq-origsite=gscholar&cbl=2042748>.

MURAT. S.. ŞAHİN. L. Gençlerin istihdamı/işsizliği bakımından Türk eğitim sisteminin değerlendirilmesi. **Çalışma ve Toplum**. v. 3. n. 30. p. 93-135. 2011. Available at: <https://dergipark.org.tr/tr/pub/ct/article/1155063>

MYK (Mesleki Yeterlilik Kurumu) [Vocational Qualifications Authority]. **Ulusal meslek standart tanımı ve içeriği**. [n. d.]. Available at: <https://www.myk.gov.tr/index.php/tr/ulusal-meslek-standard-tanm-ve-cerii>.

MYK (Mesleki Yeterlilik Kurumu) [Vocational Qualifications Authority]. **Official Website**. [n. d.]. Available at: <http://www.myk.gov.tr>.

OECD (Ekonomik İşbirliği ve Kalkınma Örgütü) [Organisation for Economic Cooperation and Development]. **Youth not in employment, education or training (NEET)**. [n. d.]. Available at: <https://www.oecd.org/en/data/indicators/youth-not-in-employment-education-or-training-neet.html>.

THELEN. K.. BUSEMEYER. M. R. **From collectivism towards segmentalism: institutional change in German vocational training**. Cologne: Max Plank Institute for the Study of Societies. 2008. (Discussion Paper 08/13). Available at: http://www.mpifg.de/pu/mpifg_dp/dp08-13.pdf.

TÜİK (Türkiye İstatistik Kurumu) [Turkish Statistical Institute]. **İstatistiklerle Gençlik**. 2024. Available at: <http://www.tuik.gov.tr>.

TÜİK (Türkiye İstatistik Kurumu) [Turkish Statistical Institute]. **Veri Portalı**. [n. d.]. Available at: <https://veriportali.tuik.gov.tr/tr/statistical-themes>.

UÇAR. C.. ÖZERBAŞ. M. A. Mesleki ve teknik eğitimin Dünya'daki ve Türkiye'deki konumu. **Eğitim ve Öğretim Araştırmaları Dergisi**. v. 2. n. 2. p. 242-253. 2013.

Available at:

http://www.jret.org/FileUpload/ks281142/File/28._canan_ucar_mehmet_arif_ozerbasd

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Özgüler, V. YOUTH IN THE LABOR MARKET AND THE VOCATIONAL QUALIFICATIONS SYSTEM. *Veredas Do Direito*, e235541. <https://doi.org/10.18623/rvd.v23.5541>