

# AN OVERVIEW OF TURKISH VET SYSTEM

**SUMMARY OF A LONG STORY** 





















## Republic of Turkey Ministry of National Education

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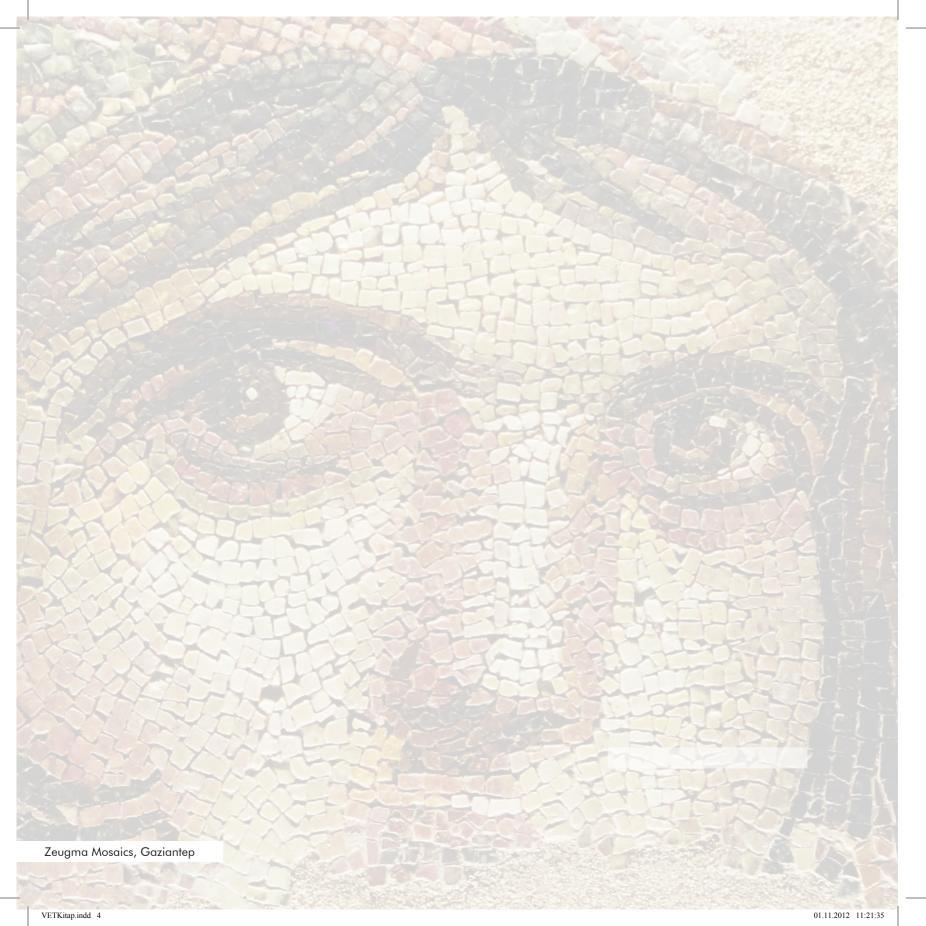
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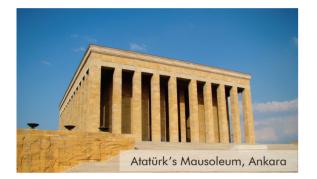
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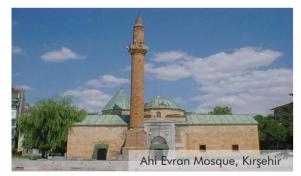


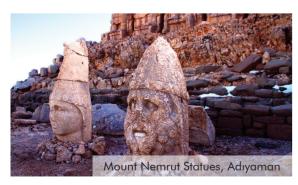
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# 1. Turkey; Facts and Figures

Official Name: Republic of Turkey

**Location :** Turkey is bordered on the northwest by Bulgaria and Greece; on the north by the Black Sea; on the northeast by Georgia and Armenia; on the east by Iran; on the south by Iraq, Syria, and the Mediterranean Sea; and on the west by the Aegean Sea.

Form of Government: Parliamentary Democracy

**Legislature:** Grand National Assembly

Capital: Ankara

**Population:** 74.724.269 (31 December 2011)

Area: Total - 783 .562 km2 (37th in the world) -Water %: 1.3

Life Expectancy: Women: 76,6 (2011) Men: 71,7 (2011)



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**Industries :** Tourism, Automotive, Machine, Electric and Electronics, Textiles, Food processing, Mining, Steel, Petroleum, Construction, Lumber, Paper, Chemicals

**Agriculture:** Wheat, tobacco, cotton, olives, sugar beets, pulses, citrus fruits, nuts, barley, oilseeds, tea, vegetables, rice; sheep, goats, cattle, poultry, dairy, eggs, meat, honey, hides

**Natural Resources :** Antimony, coal, petroleum, natural gas, bauxite, manganese, chromium, mercury, copper, borate, sulfur, iron ore



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# 2. Turkish National Education System







The Turkish National Education System is determined by National Education Basic Act No. 1739, consists of two main parts, namely "formal education" and "non-formal education". The initial stage of education system is the preschool education level, which is optional.

Formal educational services at all educational levels are provided substantially (more than 90 %) by public education institutions. Private education institutions also exist. Private education institutions mean private financing and administration. Individuals, corporations or other types of institutions (such as associations, foundations) can open and run private schools profit based at pre-primary, primary and secondary levels. Private education institutions are subject to the same regulations with public institutions in terms of educational arrangements and certification (curricula, teacher qualifications, length of school day/week/year, assessment, progression, diploma etc.). Public funds are given to private institutions in various ways to a certain extent. But no government-dependent private institution exists. In higher education level, only 'foundations' can run private higher education institutions without making a profit. Public fund can be provided for private higher education institutions within some limits upon meeting certain criteria determined by regulation. Although private higher education institutions are substantially autonomous in terms of their administration and management, they are subject to the same regulations regarding educational standards with public institutions.

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Administrative legislation and supervision related to formal and non-formal education (except for higher education) is performed by Ministry of National Education – MoNE and it is responsible for preparing curriculum, maintaining coordination between educational institutions, construction of school buildings etc.

Educational activities in the provinces are organized by the Provincial Directorates of Education appointed by the Minister. Supervision of educational institutions is carried out at both central and regional (local or provincial) level. The supervision of primary education institutions is performed at provincial level by primary education inspectors, while inspectors delegated by the MoNE supervise secondary education institutions. Higher education institutions are autonomous for purposes of education and research. However, they have to submit annual reports to Higher Education Council (YÖK) which is responsible for the planning and coordination of higher education. Institutions are monitored at least once a year by Higher Education Supervisory Board acting on behalf of the YÖK.

## **Compulsory Education**

According to the recent Primary Education and Education Law, no 6287 dated March 3, 2012, compulsory Education is incresased to 12 years instead of former 8 years. With the new law compulsory education encloses 4 years primary school, 4 years secondary school and 4 years of high school education. First four years (1, 2, 3, 4, classes) are called

primary school, the second 4 years (5, 6, 7, 8. classes) secondary school and the third 4-year (grades 9, 10, 11, 12) as the high school. No diplomas will be granted during primary and secondary education; at the end of the 12-year compulsory education secondary education diploma will be offered.

With this new implementation to begin in 2012-2013 school year, all children who have completed the age of 66 months at the date of 30 September 2012, will be enrolled to schools centrally through the e-vvv system. Among the children aged 60 to 66 months whose appropriate for schooling, will be enrolled to primary schools upon the written request of their families. Other students will be directed to pre-school education.

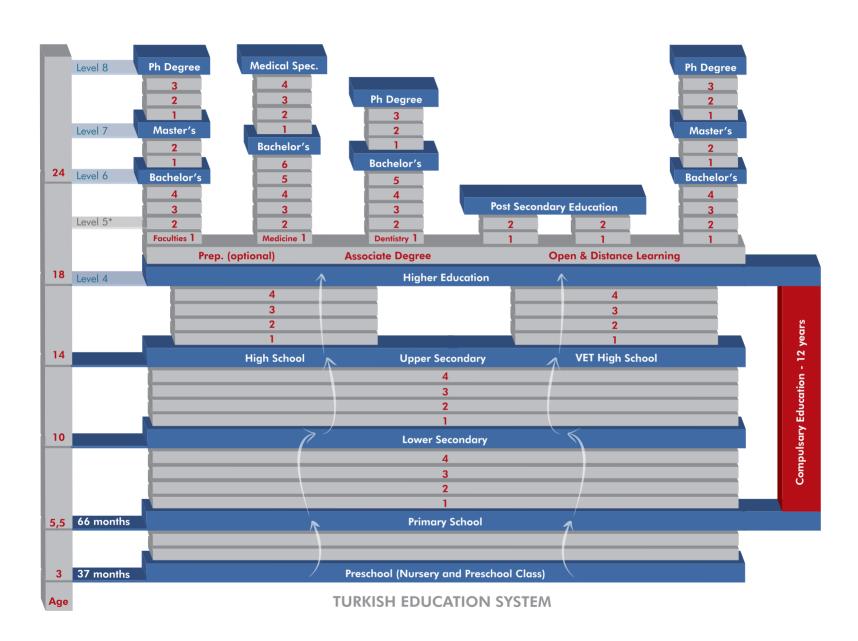
In addition, schooling goal of %100 until the end of 2013 for the children of 48-60 months in preschool education; is yet remaining.

For pre-school education; children aged between 37-66 months at the date of 30 September 2012, continue their education in kindergardens or practice classes, children aged between 48-66 months continue their education in preschool nursery classes of primary education.

Students attending 4th grade and pass to an upper grade will be enrolled to 5th grade through the e-school system.

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<sup>\*</sup>In 4 years and higher education programs, students can obtain their 2 years associate degree and leave the faculty.

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## General Education

#### **Formal Education**

Formal education is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose. Formal education includes pre-primary, primary, secondary and higher education institutions. Formal education is compulsory for all children at primary, lower secondary and upper secondary level between ages of 66 months -18 years old.

#### Preschool Education

Preschool education; involves the education of children in the age group of 37-66 months who have not reached the age of compulsory primary education, on an optional basis. Preschool education institutions may be established as independent kindergartens or, where considered necessary, as nursery classes within a primary education school or as practice classes affiliated to other related educational institutions. The objective of pre-primary education is to ensure that children develop physically, mentally and emotionally and acquire good habits that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish properly and correctly.

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## Primary Education

Primary education involves the education and training of children in the age group of 66 months to 9 years and it lasts 4 years. Primary education is compulsory for all children and is given at no cost at State schools. The objective of primary education is to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities. In the last educational semester of primary education, necessary studies are carried out by guidance services in order to inform students on which schools and programs in lower secondary education pave the way to which professions and the living standards these professions shall provide to them.





Formal Education	Pre-Primary Education, 37-66 months (non-compulsory)	
	Primary Education, Duration: 4 years	
	Lower Secondary Education, Duration 4 years	
	Upper Secondary Education, Duration 4 years	

Higher Education, Duration: 2 years or 4+ years

Non-Formal Education Public Training (HEM)

Apprenticeship Training (MEM)

Open Learning

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## • Lower Secondary Education

By 2012-2013 academic year, after the first level primary school, the second level secondary school has entered the system. The students who has completed the 4 year primary school, without being subject to any entrance examination, can register for the secondary school(5th class) through the e-school system.

The ones who complete secondary school(8th class) can register to the schools which accept students with an entrance school can take the placement test or can register directly to high school over the system. After 4 years of primary education, students can choose either 4 years of lower secondary schools or Iman-Hatip lower secondary schools.



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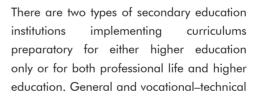


## • Upper Secondary (General & Vocational) Education

Upper Secondary education includes all education institutions of a general or vocational and technical character with duration of at least four years following lower secondary education. The objectives of upper secondary education are to give students a common minimum overall knowledge, to familiarize them with problems of the individual and society and to seek solutions, to ensure that they gain the awareness that shall contribute to the socio-economic and cultural development of the country and to prepare them for both higher education and a profession or for life and employment, in line with their interests and aptitudes.

The secondary education is handled in two categories as general secondary education and vocational–technical secondary education. Secondary education schools last minimum 4-year including 9th- and 12th grades and cover 14-17 ages. Some institutions have 5–year duration, including foreign language preparation grade (For instance, Social Sciences High School). Some institutions in secondary education and private secondary education institutions employ foreign language preparation classes in compliance with

the objectives of curriculum and the courses of natural sciences group and mathematics can be taught in foreign language. The secondary education institutions are in the scope of post-compulsory education. Both general education and vocational-technical education have institutions with predominant foreign language education named as Anatolian High Schools, Anatolian Vocational High Schools etc. The basic difference of these institutions from others is the increased number of foreign language courses and instruction of some courses in natural sciences in foreign language. Otherwise, these institutions are completely identical with other institutions.







Types of education institutions	School types	Duration (Year)	Ages
General Secondary Education	-General High School -Anatolian High School -Science High School -Social Sciences High School -Fine Art and Sports High School -Anatolian Teacher High School -Multi Programmed High Schools	4	14-17
Vocational and Technical Upper Secondary Education	-Technical and Industrial Vocational Schools -Technical and Industrial Vocational Schools for Girls -Hotel and Tourism Vocational High School -Commerce High School -Health Vocational High School -Special Education Vocational Schools -Multi-Programmed High Schools	4	14-17

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secondary education has abundant institution diversity. There are more than 30 types of institutions. This diversity takes root from the above mentioned Anatolian High School practice and establishment of institutions according to the vocational branches. For example, curriculums related to commerce and tourism is enclosed in separate institution type while industrial curriculums are enclosed in another type of institution. Notwithstanding the diversity of institutions, the 9th grades of entire secondary education institutions employ same (common) general education courses.

### • Higher Education

Higher education comprises of the education institutions at every stage based on secondary education with duration of at least two years. The purpose of higher education is to raise the students in line with their interests, capabilities and skills according to the human force necessity of the society at higher level and various stages and science policy of the country, to conduct research in scientific areas, to make publications illustrating the research and investigation results and promoting science and technology, to provide opinion on researches and investigations requested by the Government,

to disclose the scientific data that shall raise the general level of Turkish society and enlighten the public opinion and to provide non-formal education services.

Post secondary VET schools implement 2 years programmes, the graduates are led to be technicians at level 5 and they may proceed with their further higher education.

Turkish higher education system consists of 'universities' and 'higher technology institutes' (ISCED 5A-B, 6). All higher education institutions are affiliated to universities/ higher technology institutes. Only exception of this is some vocational higher schools run by foundations (ISCED 5B). Presently, there are eight vocational higher schools of this type. Universities/higher technology institutes consist of vocational schools which provide two year-education leading to associate degree, faculties (science and literature, engineering, etc.) and vocationally oriented higher schools with four year-duration leading to bachelor's degree, faculties (medicine and dentistry) with five-six year-duration leading to master's degree, the institutes (graduate schools) awarding



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master's/doctorate degree. Universities/higher technology institutes may be divided into two groups in administration and financing: public and private (foundation) universities. The students of foundation higher education institutions constitute only 8,3 percent of all higher education students. The share of graduate students (master and doctorate) of foundation higher institutions is 5,7 %.

### **Non-Formal Education**

Non-formal education is delivered through short courses, public training, apprenticeship training and distance learning in public and private schools which operate under the coordination of Ministry of National Education. In accordance with the general objectives and basic principles of national education, non-formal education covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education or be independent of it.

The main objectives of non-formal education are:

• To teach citizens to read and write and to provide them

- with the possibility of continuous education so that they may complete their deficient education,
- To provide them with the opportunity of education that shall help them in adjusting to scientific, technological, social and cultural developments,
- To provide an education that serves to protect, develop, promote and assimilate the values of our national culture
- To ensure that an understanding and habits for living together, solidarity, mutual assistance, working together and getting organized are acquired and assimilated,
- To provide opportunities for citizens in non-formal education to gain a profession in accordance with the employment policies and in line with the development of the economy,
- To promote a healthy way of life and healthy nutritional habits,
- To establish the habit of spending and using spare time productively.
- To provide people engaged in various professions with the necessary information and skills for further development,



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Non-formal education is organized as a complementary with formal education institutions and using of the institutions facilities in order to enable the participants to acquire the same qualities as a student in formal education. Non-formal education is realized through public education, vocational education and distant education.

### Apprenticeship Training

Apprenticeship training is a dual training system in which theoretical training is given in vocational training centers and practical training is in the workplace. Students must be gradueted from lower secondary education to participate in apprenticeship training programme. Apprenticeship training is provided for those who have not been able to continue their education after lower secondary education or who have been left out of formal education for various reasons. The period of apprenticeship training lasts from two to four years depending on the nature of the professions. Theoretical education within apprenticeship programmes consists of 30% general knowledge courses and 70% vocational knowledge courses. Theoretical education takes place at vocational training centers, vocational and technical education centers, or education centers offered by the enterprises for one day a week. Practical training takes place at workplaces in real production environments for five days a week. Those

Apprenticeship Training

who complete apprenticeships follow a process including examinations and required work experience to get to the foremanship and the mastership qualifications. Only those who have a mastership certificate have the right to open a workplace of their own. These apprentices were trained in 333 vocational training centers.

#### **Public Education Centers**

Education activities, carried outside of formal education institutions, take place mainly in public training centers throughout the country. These centers offer:

- Literacy courses
- Vocational courses
- Socio-cultural courses and activities

There are 969 public education centers and the courses are free of charge and anyone interested (generally after the age of 17) is admitted to these centers.



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## 3. Administration of Education

#### **Ministerial Tasks and Governance**

Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011.

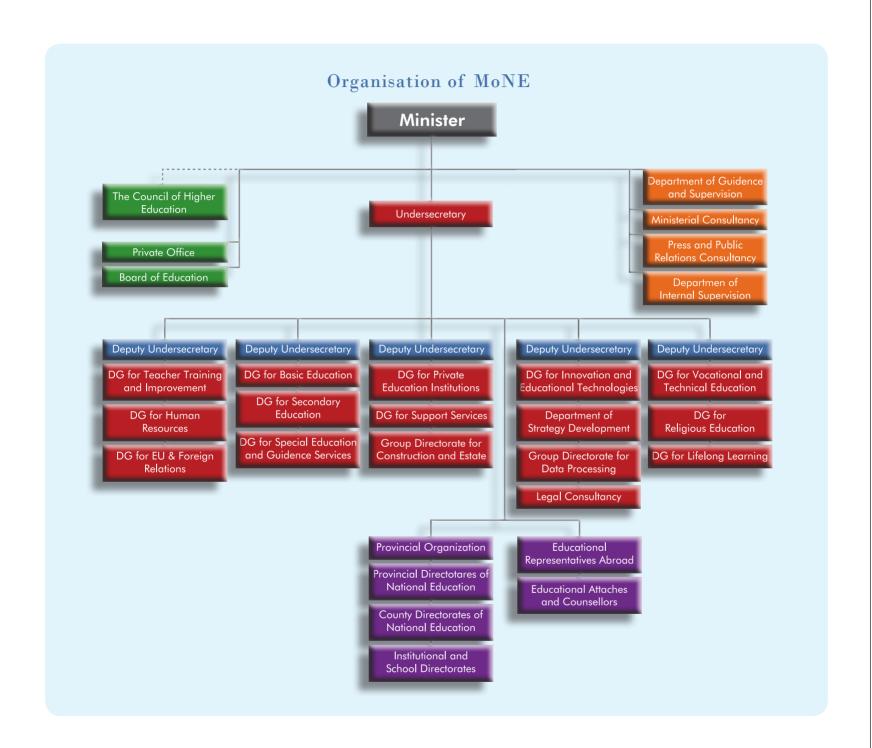
## According to the Statutory Decree of 14.09.2011 MoNE's Tasks:

- To develop, implement and update the education and training programs which equip preschool, primary and secondary school students for the future by providing the development of them in terms of physical, mental, moral, spiritual, social and cultural characteristics, by equipping them with knowledge and skills required for a social structure based on human rights and for a globally competitive economic system; and to conduct and to monitor the education and training services of teachers and students within this framework.
- To determine and implement the national policies and strategies for all levels in education and training, to observe and monitor their implementation and to improve them by updating according to new service models.
- To design and improve the education system in a innovative, dynamic way, in compliance with the economic and social developments, and in the light of current techniques and models.
- To develop and implement policies and strategies which facilitate the access to education and which guarantee that each citizen benefit equally from the educational opportunities, to observe and coordinate their implementation.

- To develop and implement policies and strategies to extend the participation of girls, disabled and other citizens in society needing special attention to education, and to coordinate the implementation of them.
- To develop and implement special education and training programs for the ones with special talents in order to protect and improve their talents, and to coordinate the implementation of these programs.
- Establish and monitor education and training institutions other than higher education institutions, and issue permission for establishing.
- Studies due to all needs and problems of Education and training for those Turkish citizens who live and work abroad, to be carried out in cooperation with relevant institutions and foundations (organizations).
- Determine the equivalence degree and prepare the programs and regulations for formal and non-formal education institutions that have been established by the institutions and foundations other than higher education.
- Cooperation on determining the programs and equivalence degree and preparation of regulations for secondary education institutions linked to Turkish Armed Forces.
- In order to carry out higher education in concordance with the national education policy; tasks and responsibilities given to the Ministry in accordance with law number 2547 Higher Education dated 4/11/1981
- Deliver other tasks and duties given to the Ministry through the legislation.

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# 4. Vocational and Technical Education in Depth

The vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training / practical training in schools). Vocational training policies and activities are mostly carried out by the MoNE within the framework of Law No. 3308, which came into force in 1986 and Law No. 4702 of 2001, which brought about changes to the system, establishing new and strong links of co-operation with industry and commerce. The vocational education system includes:

- Vocational and technical high schools providing training in more than 130 occupations and giving access or leading to the qualification of specialized worker and technician;
- Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centers;
- Informal education can be provided primarily through vocational education centers.

As mentioned before; Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011. With this law 4 different vocational education directorates within ministry are merged to form a unique directorate.

DG for Vocational Education of Girls, DG for Vocational Education of Boys, DG for Trade and Tourism Education, Department of Health Education are merged to form a unique directorate which is now DG for Vocational and Technical Education. DG for Apprenticeship and Non-Formal Education is under DG for LLL.

**VET SCHOOL TYPES** 

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- a) To condition and implement policies towards the management of the schools and institutions of vocational and technical education and the education of their students.
- b) To prepare or outsource the education and training programs, textbooks, educational tools and equipment of vocational and technical schools and submit them to the Board of Education.
- c) To develop, implement and coordinate the implementation of policies and strategies which will enhance vocational and technical education and strengthen education employment relationship.
- d) To fulfill other tasks given by the minister.

Vocational and technical secondary education includes at least 19 different kinds of schools, in addition to vocational education centers, Open Education as well as special private schools. The MoNE is responsible for oversight of all vocational and technical schools whether or not they are under the jurisdiction of the MoNE. Vocational and technical

high schools can be grouped in five categories. Vocational and technical education is officially co-educational and boys and girls attend schools designed for the other gender.

## Schools affiliated to the MoNE Directorate General for Vocational and Technical Education are:

- Anatolian Technical High Schools,
- Technical High Schools,
- Anatolian Vocational High Schools,
- Industrial Vocational High Schools and Multi-Programs High Schools,
- Agricultural Vocational High Schools,
- Anatolian Meteorological Vocational High School,
- Anatolian Cadastral Vocational High School.
- Some of the Vocational Education Centers and some of the enrolments in Open Vocational and Technical Education also operate within this category;
- Some of the Vocational Education Centers and Open Vocational and Technical Education are categorized under technical education for girls;
- Commercial Vocational High Schools,
- Anatolian Commercial Vocational High Schools,





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- Health Vocational High Schools;
- Anatolian Hotel Management and Tourism Vocational High Schools,
- Anatolian Mass Communications Vocational Schools,
- Multi-Programs High Schools and
- Justice Vocational High School;

# Schools affiliated to the MoNE Directorate for Religious Education:

- Imam-Hatip Lower Secondary Schools,
- Imam-Hatip Upper Secondary Schools,
- Anatolian Imam-Hatip Upper Secondary Schools,
- Imam-Hatip Upper Secondary Schools with Intensive Foreign Languages and Open Education;
- Open Education High Schools render services to students who cannot attend formal education for any reason, who are over the age of formal education, and who wish to be transferred to open education high schools while attending a formal high school.

Informal education provides educational services other than the formal education services in line with the general aims and basic principles of national education to citizens who have never entered or who are at a certain level of the formal education system or who have left formal education.

Educational services are provided to every age group with every type and nature in 16 informal education institutions including;

- Girls' Practical Art Schools,
- Maturation Institutes.
- Public Training Centers,

- Apprenticeship Training Centers,
- Vocational Training Centers,
- Adult Technical Training Centers,
- Adult Tourism and Hotel Training Centers,
- Tourism Training Centers,
- Training and Practice Schools
- Private Courses,
- Industrial Art Schools of Practice,
- Science and Art Centers,
- Open Primary Education Schools,
- Open High Schools,
- Vocational and Technical Open Education Schools

Vocational and technical education institutions educate the pupils as manpower for business and professional branches in line with the objectives of general secondary education and prepare them for higher education. The secondary education institutions offering vocational and technical training enclose compulsory courses in the 9th grade, Information and Communication Technology course and an elective course of three hours. The pupils are allocated to job families in the 10th grade and occupational branch in the 11th grade and attend to these branches in the 12th grade and graduate.



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## Open Vocational High School

As a result of feedback received from implementations to date, scientific and technological developments, face-to-face education and practical training; it became necessary to establish Open Vocational High School in order to implement vocational secondary education programs more effectively which already exist in Open High School programs.

Although Open Vocational High School carries out the same system in terms of formal education program content, it is unique and different from the other formal education institutions in terms of structure and functioning.

In 2006, along with all high schools Open Vocational High School is also extended to 4 years from 3 and its regulation is revised in this context so that the system could be replaced. From this date forward, parallel to the evolving technology, registration and registration renewal of Open Vocational High School education is being done via the internet.

Common and elective courses taught in Open Vocational High School are determined in parallel to the formal education by the Board of Education. Education is delivered via TV and radio and supported by the printed materials. Vocational courses are being done face to face. Printed materials are sent to students' addresses by mail and published as e-books on the internet as well.

Graduates of Secondary School enrolled to Open Vocational High School can graduate at end of 4 years (8 semesters) earliest. A school year consists of two periods. Students must renew the enrollment on the internet twice a year according to the specified times mentioned in the work calendar. Students who haven't renewed their enrollment two terms in a row become dimmed. Credits of dimmed students are reserved and they can continue where they left again by signing up enrollment.

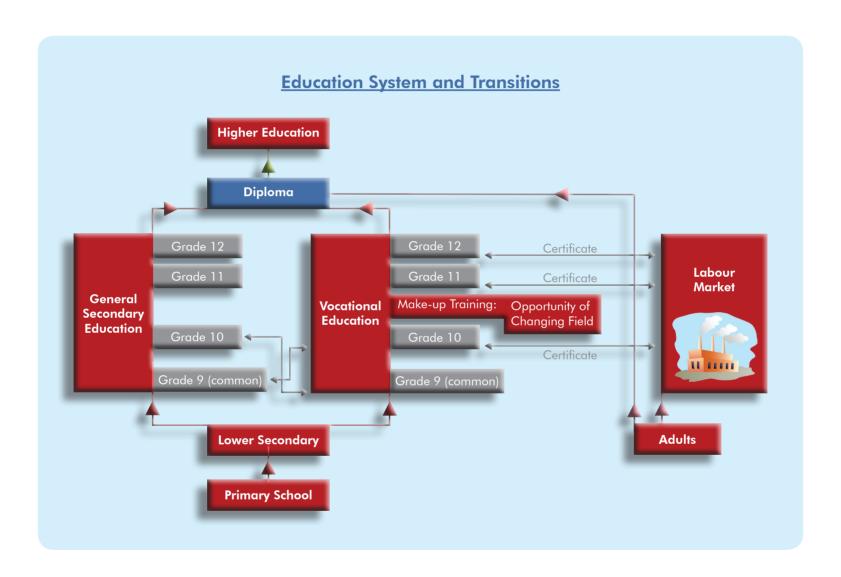




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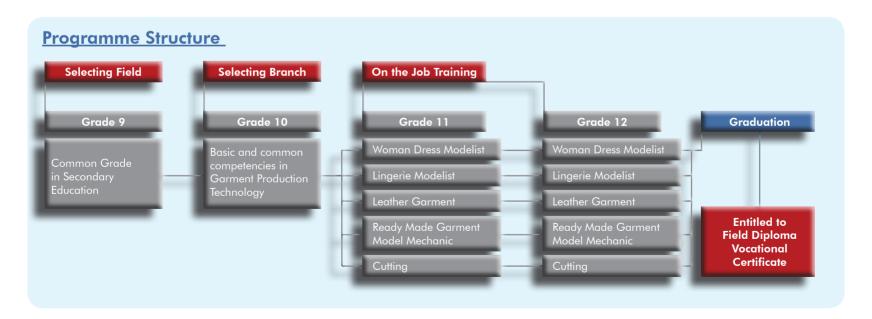
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Generally, the branch courses in secondary education institutions offering vocational and technical education comprise of courses gaining competencies towards various professions. Furthermore, each branch comprises of various sub-branches. Anatolian Technical High School and technical School are excluded from this generalization. The weekly timetables and curriculums implemented in Anatolian technical high schools and technical high schools are similar with the general high schools as of the common general education courses and branch courses of natural sciences branch. The present branches in vocational and technical education institutions can be categorized as follows:

 Industrial and technical branches: Apparel, textile technologies, olive technology, and computer aided industrial modeling, decorative arts, automotive technologies, furniture and decoration, metal technology, machine technology, information technologies, apparel machinery maintenance and repair, electric technologies, electronic technologies, industrial casting, nourishment technology, construction technology, plastic arts and design, plastics technology, etc.

- Branches related to trade and tourism: office management and secretary, accounting and finance, insurance trade and risk management, computers, marketing, catering services, accommodation services, travel agency, travel, recreational services, tourism, journalism, public relations and promotion, radio, cinema and television, etc.
- Branches related to social services: Skin care and hairdressing, child development and education, organization services, etc.



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# 5. Competency Based and Modular VET Curricula

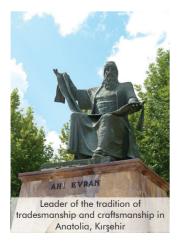
Developing occupational standards and training standards In the sectoral and work analysis conducted in 2004-2005, total of 576 occupations within 2nd, 3rd and 4th levels are covered and have been transformed Labor Market Development to be appropriate as an occupational standard of Occupations format (first draft occupational standard) and Analysis and Levels according to the methodology that is developed, Writing 65 occupational standards have been put **Module Texts** to use as final drafts. Also, seminars on preparation of occupational standards were Competency implemented for the interested sectors. Table Deriving from Occupational Standards and Vocational analysis, qualifications Framework for occupations have been identified and CURRICULA Curricula training standards for 192 occupations DEVELOPMENT at level 4 have been developed within Occupational **PROCCESS** the curricula. In all countries, the most Standart important challenge faced by VET systems is to ensure that training standards (curriculum) Contents of are in line with occupational standards Lessons (competences) required by the labour market. In Turkey, the recent creation of Vocational Training Qualification Authority (VQA), a public entity Standards responsible for establishing a system of vocational Module qualifications on the basis of occupational standards, Creation Task is a welcome institutional development that will provide Analysis competencebased objectives to VET curricula and ensure the sustainability of SVET (Strengthening Vocational Education and Training) achievements in this area.

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## Development of competency based and modular VET curricula

Ministery of National Education has been developing modular VET curricula since the year 1993. In particular, through EU funded SVET projects, competency based modular VET curricula development studies have been intensified since 2002. In this context the programmes of grades 9-10-11-12 in 17 job families and 64 branches have been developed within the context of the Project and approved by the Board of Education. First they were implemented in the 105 pilot schools of the SVET Project. Later, thanks to the further development works, total of 42 job familes and 192 branches which are in line with the educational fields mentioned in ISCED'97 and according to the results of sector survey, have been accepted by 2006 and have been implemented in Vocational and Technical Schools and Institutions throughout Turkey within the 2006-2007 education and training period. At the moment, based on the feedback and changing needs of the labour market, approximately 7000 module booklets covering 61 job families and 228 branches representing all sectors in Turkey are being utilised for VET teaching.

Europaen Qualification Framework (EQF) which consists of 8 reference levels has been adopted by the Turkish Ministry of National Education and competency based modular VET curricula haveen developed in accordance with the 8 reference levels of the EQF. First 4 reference levels (1, 2, 3 and 4. levels) of the EQF have been handled by the MoNE and the rest (5, 6, 7 and 8. levels) were under the responsibility of Council of Higher Education (CoHE).

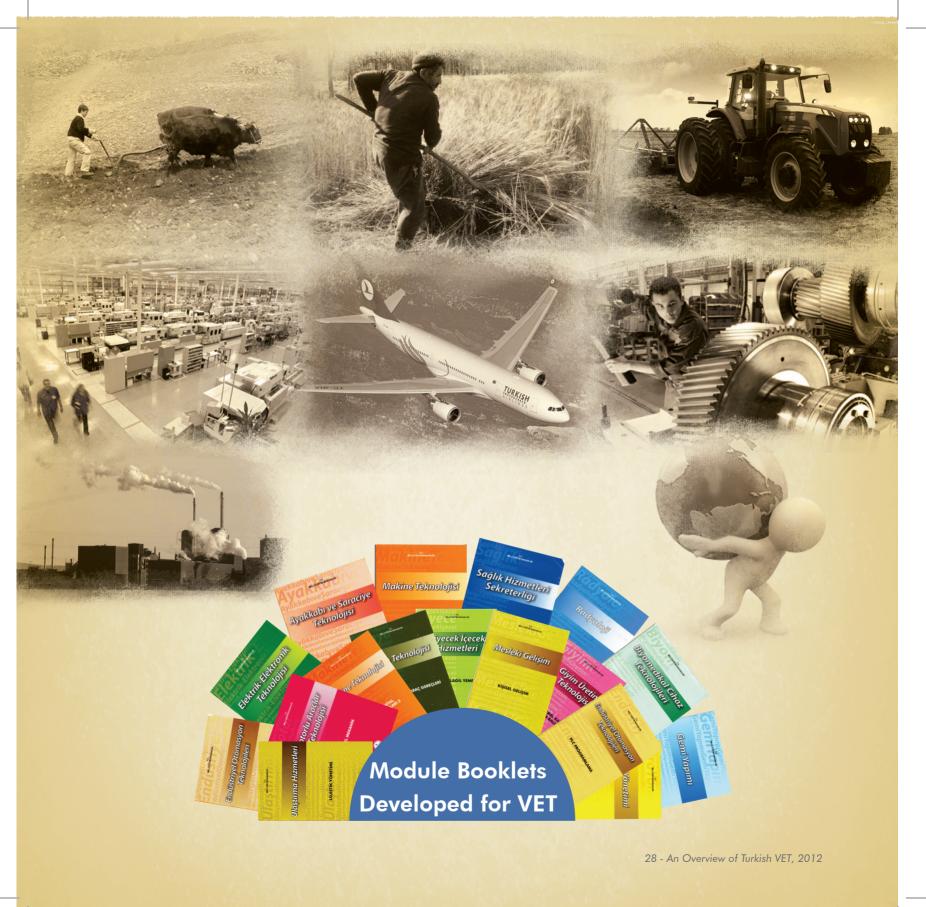
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No	Job Family / Field of Training
1	Accounting and Finance
2	Agricultural Technology
3	Aircraft Maintenance
4	Anaesthesiology and Reanimation
5	Animal Health Care
6	Art and Design
7	Beauty and Hair Care Sevices
8	Biomedical Devices
9	Cartography-Land Surveying
10	Ceramics and Glass Technology
11	Chemical Technology
12	Child Development and Training
13	Clothing Production Technology
14	Computer and Information Technology
15	Construction Technology
16	Dental Prosthetics
17	Electrical- Electronic Technology
18	Emergency Paramedical Services
19	Environmental Health
20	Family and Consumer Services
21	Fire Fighting and Fire Protection
22	Food and Beverage Services
23	Food Technology
24	Footwear and Leather Technology
25	Graphics and Fotography
26	Handicrafts
27	Horticulture
28	Hospitality Travel Services
29	Industrial Automation Technology
30	Installation and Air Conditioning
31	Indsutrial Design

No	Job Family / Field of Training
32	Jewellery
33	Journalism
34	Justice
35	Laboratory Services
36	Leisure Services
37	Maritime Engineering
38	Marketing and Retail
39	Mechanical Technology
40	Medical Laboratory
41	Medical Secretarial Services
42	Metal Technology
43	Metallurgical Technology
44	Meteorology
45	Motor Vehicles Technology
46	Musical Instrument Making
47	Office and Secretarial Work
48	Orthopaedic Prosthetics and Orthetics
49	Patient and Gerontological Services
50	Plastic Technology
51	Printing
52	Public Relations and Organization Services
53	Radio and Television
54	Radiology
55	Rail Systems Technology
56	Shipbuilding (Marine Vessels)
57	Textile Technology
58	Transportation Services
59	Wood Technology
60	Animal Husbandry
61	Renewable Energy Technologies
62	Design Technology

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# 6. Teacher Training for VET Teachers

Initial teacher training programs for pre-primary education, primary education, lower and secondary education in Turkey are carried out by the universities. Today, main source for training of teacher is faculties of education. Programs regarding of training teachers for pre-primary and primary education (generalist teacher and specialist teacher) are at the bachelor's degree level (4 years), programs in respect of training teachers for secondary education is master's levels (5 years). Some branch teaching programs common in both primary and secondary education (physical education, painting, music, computer teaching) are bachelor's degree (4 years) level. The faculties of education bound either in public or private universities have same structure and programs. The basic director of the structure and programs of teacher education is Higher Education Council.

Vocational school teachers were graduated from the Technical Education Faculties until 2009. Faculty of Technical

Education, Faculty of Vocational Education and Faculty of Trade and Tourism Education which used to train teachers for vocational and technical secondary education institutions were closed down and new colleges called Faculty of Technology, Faculty of Art and Design and Faculty of Tourism were opened on November 13th 2009 with the decision by Turkish Parliament due to the employability problems that the graduates of those schools have faced in recent years and the suggestions by the Higher Education Council of Turkey (HEC). These new faculties will train engineering students. Additionally, the graduates of these faculties can also become teachers at the technical or vocational high schools if they get pedagogical courses. MoNE announces the need for teachers of VET schools and if the candidate teacher carries all qualifications required by the MoNE including his/her KPSS result- National Selection Examination for Civil Servants - which is obligatory for all branches of teaching profession.





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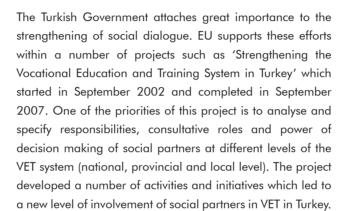


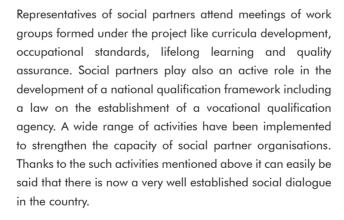




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## 7. Role of Social Partners





















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## **Vocational Education Council (VEC)**

VEC is composed of the representatives of Ministries, public institutions and agencies, employers and workers. VEC takes decisions on the issues of implementation of vocational and technical education programs at all formal, non-formal, apprenticeship education institutions. Council decisions are notified to the Ministry of National education.

### **VEC Tasks:**

- to identify the educational needs of different sectors and fields on apprenticeship training and vocational education,
- to provide feedback on the fundamentals and durations of the vocational education programs,
- to prepare the drafts of regulations about testing/ assessment procedures, establishment and functioning of vocational education testing/assessment commissions at apprenticeship and enterprises,

- to prepare contract models for apprentice nominees, apprentices and students receiving vocational education at enterprises,
- in case of necessity; to set up specialty commissions so as to examine the issues related to apprenticeship and vocational education,
- to examine the issues delivered by the Ministry about apprenticeship and vocational education and provide feedback,
- to determine the professionals and places which will be imported or exported to/from the implementation field in line with the law on vocational training in enterprises and apprentices
- to keep track on the effects on vocational education of changes in technological developments and business life



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The contemporary practices indicate that the chances for success are higher if the solutions for employment and education are developed locally by taking into account the provincial conditions in the framework of national policies. The Provincial Employment and Vocational Education Boards are important mechanisms having the potential to produce "local solutions for local problems" by means of social dialogue method.

Provincial employment and vocational education boards have been created to mobilize local facilities and resources in the fight against unemployment by providing collaboration and peer between different institutions and organizations. They consist of the representatives of other public authorities, as well as workers, employers and trade organizations, industry chambers and other local organizations representatives. The expected priority tasks are:

- to determine and monitor the needs of the local labour market status needs and problems by the related people corncerned,
- to provide vocational courses in the areas of labour force demand and
- to prevent employment loss.

Board decisions are final. The Committee prepares the action plans of the decisions taken, determines the responsible institutions, practices and results. The Board meets quarterly. Secretariat is carried out jointly by the Provincial Employment Agency and the Provincial Educational Directorate with the fields of own to stay limited. Follow-up on the decisions taken and the other researches towards labour market and different activities are performed by the Executive Board.





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# Skills 2010 Project-Specialized Vocational Training Centers Project- (UMEM Beceri 2010)

Specialized Vocational Training Centres (UMEM) SkillS ' 10 Project has started in June 2010 within the scope of the Protocol signed between Union of Chambers and Commodity Exchanges of Turkey (TOBB), Ministry of Labour And Social Security, Ministry Of National Education, and TOBB Economics and Technology University (TOBB ETU). 19 provinces have been started in the first place, that is pointed at the 81 provinces up to date.

In this context, the project's components are as follows:

- 1. To strengthen education infrastructure;
  - Machinery-equipment acquisition
  - Curriculum revision
  - Training of trainers
- 2. Labour market needs analysis;
  - implementation of the labor market needs analysis surveys in 19 pilot provinces
  - importing labour-interns claim s from the enterprises of 81 provinces
- 3. Mapping studies;
  - Selection of participants
  - intern placement
  - job placements of the successful ones.
- 4. Implementation of the newly designed courses

## UMEM project implementation plan

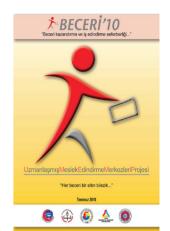
 In the context of "Labor market needs analysis" and labour force-labour-trainee claims collected in 81 provinces determining the vocational and technical training requirements of the labor force in 81 provinces and complementing the trainings of trainers in 81 provinces,

- Providing theoretical training to the unemployed people who are registered to Turkish Empoyment Agency
- Providing practical training to the job seekers by matching them with the enterprises under the coordination of local "Course Managements",
- Certificating the successful ones and employ them in enterprises of the internship.

## Achievements up to date;

- In all 81 cities, 100 million TL (app. 57 million USD) is invested on the infrastructure of 140 vocational high schools.
- Local Course Administration councils were established
- The instructors of these schools have been trained to train the unemployed.
- In 19 provinces that constitute 80% of the work force, Labor Market Needs Analyses are performed.
- 5,000 firms are surveyed, their requirements concerning their employees and vacant positions are detected.
- In 5,000 firms, the demand for intern positions is also identified.
- Analysis results were shared with public by meetings in 19 provinces. Problems of labor market were discussed with industrial employers of 19 provinces.
- Central Information System studies have been completed. The labor demands are collected through this system. (www.beceri.org.tr)
- Advertisement activities (posters, brochures, T\ programmes, etc.)
- A 7/24 call center was established in order to respond to informational inquiries.

Result: Successful trainees are getting their certificates.

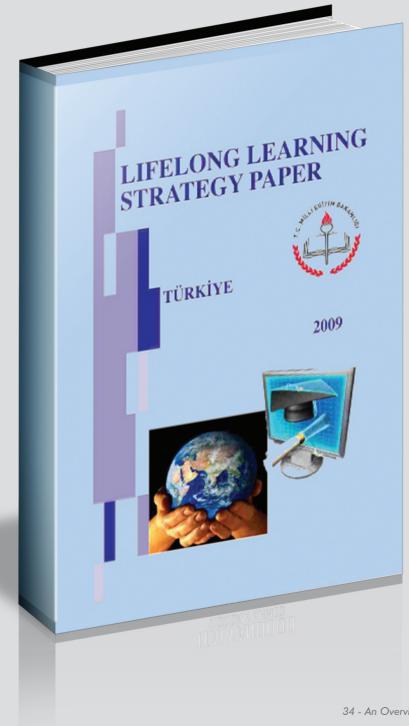






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## 8. Lifelong Learning

Learning is one of the qualities brought by birth and maintained during the life time of a human being. Human being improves himself / herself through education, gains qualities and a respected place amongst the society.

Learning may take place anywhere and anytime. It may take place in class at school as well as at home, outside, in the workplace, while travelling, in the garden, in a sports facility or in a recreational facility. However, some types of learning take place as planned, programmed, organised and by the student in a voluntary manner within pre – regulated environments. Some may occur by seeing, hearing, touching and also feeling and experiencing the events or objects and gaining a point of view or knowledge at any environment, without the relevant person even being aware of it.

Lifelong learning concept, which European Union (EU) Lisbon Strategy and European Union itself put emphasis on, is an extension of instruments and frameworks developed for the purpose of efficiently implementing the European Employment Strategy (EES), which had emerged before. Many changes are emerging in connection with the employment problem along with the changes and developments in the world.

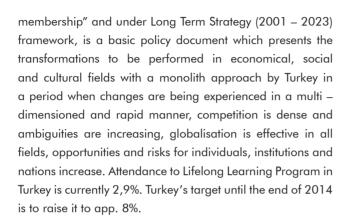
In recent years, just like other countries undertaking efforts to become an information society, Turkey has also understood the importance of information and issues like who shall obtain which information from where and how and where and for what purposes such obtained information may be used are under discussion. Under these circumstances, it is obvious that a more systematic and organised structure shall be needed.

Ninth Development Plan covering the 2007 – 2013 period has been prepared with a vision of "Turkey which grows in stability, shares its income fairly, which has competitive power at global scale, which transforms itself into an information society, which has completed alignment process for EU



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According to Turkey Statistics Institute (TURKSTAT) figures, the total population of Turkey which was 72.561.312 in 2009 is estimated to reach 80 million in 2020. According to TSI population figures, half of the Turkey's population is under the age of 28,8 and 67% of the population is between the ages of 15 and 64. 26% of the population is at the 0-14 age group. As seen from these figures, Turkey has also has the youngest population. The employment rate is also low compared to EU benchmarks, particularly for women. According to Address Based Population 2008 figures, male employment reaches 72.6%, the rate for female employment is 26.7% - well below the lowest EU performers. Unemployment rates increased to 10.3% in 2008 although youth, urban and female unemployment rates stand at 19.0%, 11.8% and 11.1% respectively.

In this context; Turkish LLL Strategy Paper has been completed with the main objective of facilitating access to quality lifelong learning with a strong LLL infrastructure. Paper has been released in 2009 with the support of the social partners parallel to the 60th Government Plan and

EU Acquis Adaptation Program. There are 16 LLL priorities and measures towards their implementation containing preschool education, education of older people, financing LLL, legislative stu

As Ministry of National Education (MoNE) was restructured in September 2011; among other changes, a DG for Lifelong Learning was formed.

#### Tasks of DG for LLL:

- To create policies in order to generalize education and training with a view of lifetime lifelong learning except for the compulsory education and to ensure their implementation, monitoring and assessment.
- To execute the non-formal education and open education services
- To provide general or VET education through non-formal education for the citizens who haven't participated in any formal education system, dropped out or completed in any stage and need further education
- To prepare or outsource the education and training programs, textbooks, educational tools and equipment of non-formal education institutions and submit them to the Board of Education.
- To carry out the services related to the private nonformal educational institutions
- To ensure the general and vocational education of candidate apprentices, apprentices, seniors and masters according as the Vocational Education Law dd. 5/6/1986 no. 3308
- To fulfill other tasks given by the minister.



#### **Quality Assurance in VET**

(Establishing a Quality Assurance System by Activating the Vocational Qualification System)

In order to develop and operate the national qualifications system necessary to determine the principles of national qualifications in technical and vocational areas, to execute activities related with supervision, measuring, evaluation, documentation and certification based on national and international vocation standards, a new structuring is envisaged in the "Law on Vocational Qualifications Authority" numbered 5544 which was adopted by TGNA and published in the Official Gazette dated October 7, 2006 and numbered 26312. The creation of such a structuring constitutes an important step for regulating vocational qualifications in Turkey, which was a deficiency recognized for a long period of time.

Main target of European Qualifications Framework is to develop a joint reference point for different national or sectoral qualifications and to facilitate communication between educators and students in education and training. Thus, transfer and recognition of qualifications of citizens will be facilitated by ensuring interrelation between qualification frames and systems at national and sectoral level. In other words, it will facilitate the transfer, transparency and recognition of qualifications evaluated and approved by a competent authority at national or sectoral level.

It is advised under the European Qualifications Framework for each country to develop a National Qualifications Framework and to associate this National Framework with European Qualifications Framework. Definition of National

Qualifications Framework in the Vocational Qualifications Law is as follows: National Qualifications Framework shall qualification principles which are designed in a manner to be in compliance with qualification principles adopted by EU and qualification principles acquired with programs based on the permission of all technical and vocational education / training programs including primary, secondary and higher education and formal, non – formal and relevant institutions. Qualification principles shall be clear after the development of National Qualifications Framework with joint studies of YOK, MONE, VAI and other stakeholders in Turkey.

Main purposes of vocational qualifications system;

- Strengthening the relation between education and employment,
- Developing national standards for learning outcomes,
- Encouraging quality assurance in education and training
- Associating Qualifications for horizontal and vertical transitions, developing national and international comparability infrastructure,
- Ensuring access to learning, progress in learning, recognition of learning and comparability of learning,
- Supporting lifelong learning.

Quality Assurance in VET







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The principles taken as basis in national qualifications system;

- Compliance with national development plans,
- Expression of recognition and value in the national and international arena,
- Developing a certification infrastructure based on principles,
- Developing a flexible system which allows horizontal and vertical transitions,
- Ensuring a consensus among the relevant parties through national and international occupational standards,
- Providing full participation of the relevant parties,
- To be open for the benefit and access of all relevant persons without any restrictive obstacles other than the limitations set forth in the law,
- Providing mobility and certification of personal education outcomes gained with education and experience irrespective of the place of education and workplace,

It is the recognition of the knowledge and skills previously acquired by the individuals through different ways. National Qualifications Framework, which is still being developed by VAI, is an expression of a change particularly in vocational and technical education system. The Framework, which is closely related with lifelong learning, is important since it will allow the certification of knowledge – skills – attitudes and behaviours of individuals who are undergoing various ways of learning. The Framework will also contribute greatly to ensuring transparency in education. Transparency in education will ensure increasing vocational education and training level and ensure a healthier execution of education – labour – employment relation through the activities of accreditation, supervision, measuring and evaluation, documentation and certification, by providing mutual

recognition in diplomas and certificates, identifying national qualification principles in technical and vocational areas based on national and international qualification principles, accreditation of education institutions and programs which will provide such qualifications.

With the Framework, people who apply for jobs will be able to document their talents and skills in the labour market and employers will employ the right people in accordance with such documents. Furthermore, a large proportion of the people who have gained skills by working, but not having any education, will find an opportunity to document their skills, thus, their employment opportunities shall increase.

Within the framework of LLL Strategy; EU funded IPA 4 (Grant) **Project of Promotion of Life Long Learning** is moving along. Utmost output expected from the project is the Lifelong Learning Coordination Draft Law

#### **Objective of the Project**

This Project is an initiative to transfer dynamic labor force, employment, continious learning and culture of learning and qualitative education access compliant with different age groups, improved technology and the demands of labor force into a lifelong learning strategy for adaptation in global changes of today's world in which social and economic power depends on knowledge.

#### **Activities of the Project**

- Within the scope of Lifelong Learning strategy, a Decree in Law on Coordination of Lifelong Learning to constitute legal infrastructure of lifelong learning in Turkey will be prepared.
- Turkey Lifelong Learning Strategy Paper which is effective

regarding sustainability of Lifelong Learning Strategy will be improved in a way to include period between the years 2013 to 2018.

- A national lifelong learning coordination and information center and lifelong learning coordination and information units which established in provinces for the implementation and extension of Lifelong Learning Strategy in Turkey. Will be supported.
- Lifelong Learning web portal will be developed by utilizing from the power of technology in Access to education.
- 5. A pilot implementation on European Credit Transfer System in Vocational Education (ECVET) will be made in line with reference levels defined under European Competency Framework to ensure vertical and horizontal transfers between European Union countries and equivalences among countries especially on vocational education.
- 6. A system which will enable recognition and assessment of previous learning of individuals will be developed to increase employability of individuals at every age and opportunity in labor market and to ensure their return to education system when required.
- Policies for extension of lifelong learning at local level will be developed.
- 8. Branch competencies of vocational and technical teachers will be improved through practice based technical trainings in a close cooperation of the sector to make them meet changing needs of the sector.
- Totally 45 grant schemes with the total budget of Euros
   million have been implemented with participation of social stakeholders for the ownership at local level.



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## 9. Vocational Qualifications Authority

Complying with European Qualifications Framework (EQF)

The law of Vocational Qualifications Agency (VQA / MYK) has been accepted by the Turkish Grand National Assembly as of number 5544 in September 2006 and has been published on the official gazette on 07 October 2006. The establishment VQA will achieve a system that will enable mobility among academic and vocational fields appropriate for assessment at all levels, grading and certification based on the accepted occupational standards.

VQA has two major responsibilities that are crucial to the strengthening of the relationships of the VET system to employment:

VQA is expected to develop occupational standards (OS)
based on actual competencies required by the labor
market. These OS will shape the development of training
standards to be used by all training institutions in the
country. They will provide VET schools with much needed
objectives in terms of competencies-based curricula.

To the extent that social partners are involved in this task their commitment to the VET system will increase and the relevance of VET to employment will improve.

2. VQA also carries out important responsibilities in the area of student assessment and certification. It will contribute to overcome a major weakness of the Turkish VET system, namely the lack of standardized mechanisms to assess and control the quality and the relevance to employment of the learning process that takes place in training institutions.

Both missions are extremely ambitious as they intend to introduce in the Turkish VET system outcome-related mechanisms that are considered everywhere as landmarks of modern governance. So far (2011) over 215 OS have been prepared in cooperation with social partners and sector representatives.





## 10. ECVET; Laying the Stones

Turkey, since being recognized formally as a candidate for EU membership at the Helsinki European Council in December 1999, has been engaged in the accession process, preparing itself to fulfill all the conditions of the membership known as the "Copenhagen Criteria". In this regard education sector, VET in particular, is one the important areas that Turkey has been working on. Turkish Ministry of National Education, which is the responsible body for administering the overall education system, has been implementing a comprehensive reform process in all aspects of vocational education and training (VET) since 2004. The process is based on new global understanding of VET. It particularly refers to the priorities

of the Copenhagen Process of November 2002 along with national decisions set out in development plans, government programs and declarations of the Education Assembly.

Some of the milestones of VET reform implemented since 2002 are summarized below, which were mainly achieved through some EU funded projects (via MEDA and IPA programs) under the administration of the Ministry of National Education, in close cooperation with the social partners. All the achievement outlined here were based on international approaches in the area of VET sector, such as the consideration of ISCO 88 and ISCED 97.

A comprehensive labor market skill needs analyses

Occupational standards and respective training standards

Development of competency based modular VET curricula (for 58 job families and 224 branches are in use in the VET)

Introduction of an educational year (grade 9) between primary and secondary schools, which allows students a full year to decide whether to proceed with academic education or VET

Establishment of the Vocational Qualifications Authority (VQA)

Capacity building for teachers and managers (numberless trainings, study visits, twinning programs etc.)

Grant projects implemented by social partners for better social dialogue and improved capacity

Introduction of lifelong learning approach with its all aspects

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For European Credit Transfer System in Vocational Education and Training (ECVET) to serve its purpose a functioning National Qualifications Framework (NQF) is a must. Turkey is aware of the fact that development of these two mechanisms (NQF and ECVET) should go hand in hand. Therefore, before elaborating on the Turkish initiatives for ECVET, let's have a brief look at the development process of NQF for Turkey.

The major milestone towards a functioning NQS for Turkey was the establishment of the Vocational Qualifications Authority (VQA) in 2006, which was one of the major tangible outputs of an EU funded VET project. This was thanks to the two year long intensive work with the contribution of the Ministry of National Education (MoNE), the Council of Higher Education (CoHE) and a diverse range of relevant stakeholders, mainly social partners. The VQA, acting as the EQF National Co-ordination Point in Turkey with an ultimate responsibility of transferring the qualification levels in the NQF to the European Qualifications Framework (EQF) levels, will achieve a system that will enable mobility among academic and vocational fields appropriate for assessment at all levels, grading and certification based on the accepted occupational standards. It is worth noting here that Turkey adopted 8 reference levels of the EQF for the National Qualification Framework (NQF) being developed.

VQA has two major responsibilities that are crucial to the strengthening of the relationships of the VET system to employment. First, it is expected to develop occupational standards (OS) based on actual competencies required by the labor market. These OS will shape the development of training standards to be used by all training institutions in the country. They will provide VET schools with much needed

objectives in terms of competency-based curricula. So far over 150 OS have been prepared in cooperation with social partners and sector representatives. To the extent that social partners are involved in this task their commitment to the VET system will increase and the relevance of VET to employment will improve. VQA is also given important responsibilities in the area of assessment and certification of learning outcomes gained by all individuals. It will contribute to overcome a major weakness of the Turkish VET system, namely the lack of standardized mechanisms to assess and control the quality and the relevance to employment of the learning process that takes place in training institutions, then in turn will improve mobility in VET.

In Turkey ECVET is considered as a tool for supporting mutual trust in the field of qualifications and increasing transparency. It would thereby enable knowledge, skills and competences acquired through formal, non-formal and informal learning be accumulated, transferred and recognized.

Adoption of ECVET principles in Turkey, on the other hand, is a relatively new area of interest in the scope of Turkish VET reform. The development process has started almost two years ago and has been still ongoing. Turkey has not only been working on ECVET nationally but also participating and contributing to the studies that take place in broader EU context. Despite being a new concept there are already some technical milestones reached in the development of ECVET for Turkey.

Turkey has committed to developing an ECVET system under lifelong learning approach. This commitment was officially declared in an international meeting on ECVET on 28 March



2007 in Ankara. The Educational Research and Development Directorate (ERDD) of MoNE is the responsible unit for the development of ECVET in Turkey. First, in the same year, an extensive consultation process took place, with over 250 responses from a vast range of stakeholders. The ERDD then prepared A Country Report on ECVET, reflecting the views of the stakeholders. Below are the major conclusions compiled in the country report:

ECVET is fully supported by the Turkish stakeholders and is considered within Turkish VET reform priorities are noted

ECVET is considered as a tool for supporting and promoting LLL

ECVET will help facilitating the recognition of non-formal and informal learning

ECVET will encourage partnerships between countries as well as stakeholders

ECVET will promote mutual trust

The descriptions of the units and their credit points should be updated when needed.

ECVET will promote the employability of the individuals

The establishment of the VQA and modular VET curricula are considered advantages in terms of adopting ECVET

Later the MoNE organized a series of workshops with the participation of the representatives of CoHE, social partners, teachers from VET, trainers and members of the curricula working groups of MoNE, where an ECVET approach specific to Turkey was discussed based on lessons learned

from the practices of EU member states. As a result of this development process, **ECVET Discussion Paper** including a proposed Action Plan based the SWOT Analysis for Turkey was prepared.

In line with the Action Plan a sample approach to assigning credits to the existing VET curriculum was also agreed upon by a multi-actor working group. Based on the agreed national credit-rating approach for Turkey all learning outcomes based on knowledge, skills and competences were assigned credit points.

Below are the basics of the ECVET approach specific to Turkish VET context:

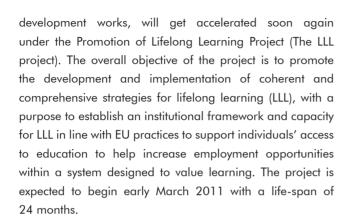
- Total learning duration corresponding to learning outcomes are credited.
- Learning outcomes which lead to qualifications of similar scope, content, complexity and duration are issued the same credit value.
- Learning outcomes gained through face to face learning up to 20 hours is equal to 1 ECVET credit value.
- One full educational year of VET provision year is equal to 60 credits.
- By completing 4 years of secondary formal VET education can be accumulated 240 credit values.

An example ECVET conversion was adopted to assign credits to units of qualifications at levels 2, 3 and 4 in the selected field of training, namely, Computer and Information Technology (4th level curriculum for Network Operator).

Having noted above the studies done so far for ECVET, it is good to know that Turkish VET reform, including ECVET

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During the LLL project the above proposed ECVET model above will be restudied and adopted for 50 occupational areas and tested in pilot schools, with an ultimate aim of implementation nationwide by the end of 2012 in line with the ECVET Action Plan for Turkey.

European Credit Transfer System in Vocational Education and Training (ECVET), was designed in order to facilitate transfer, accumulation and recognition of learning outcomes.

This system was developed under European Commission in line with Copenhagen Declaration. Many people in Europe carry out various learning activities in a different country from theirs. However this kind of mobility is not attractive enough due to various factors, especially since transfer, accumulation and recognition of these are difficult. Same situation also emerges when transferring from one vocational education and training to another or from an informal learning environment to an official one. At this point what is needed is that a system is developed that will enable arrangement

of qualification documents (diploma, certificate, completion document etc.) while going from one learning environment to another. Thus ECVET will act as an information exchange tool that will enable assessment of all kinds of learning carried out in formal, non-formal and informal contexts, especially the ones performed as a result of mobility between countries.

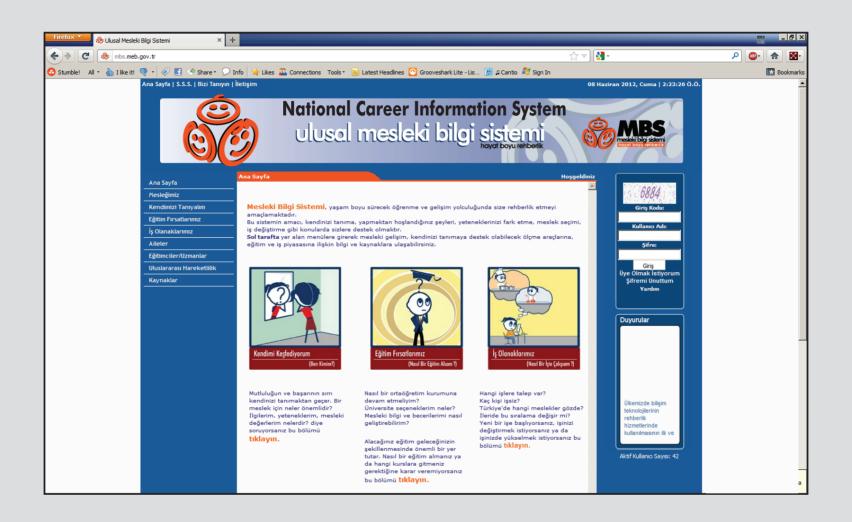
ECVET is a method enabling qualifications to be defined in terms of learning units that can be transferred and accumulated (knowledge, skills and competences). Credit points are added to these units. It is expected that ECVET facilitates transfer and accumulation of the learning outcomes acquired by persons transferring from one learning environment or qualification system to another.

European Credit Transfer System in Vocational Education and Training (ECVET), was designed in order to facilitate transfer, accumulation and recognition of learning outcomes. Ministry of National Education carried out works for formation of European Credit Transfer System in Vocational Education and Training (ECVET) and also for making it operational. In the works, representatives of MoNE, CoHE and social partners and teachers from pilot institutions, trainers and members from program developing working groups participated. As a result of the workshops supported by national and international experts, a sample work was carried out for preparation of a ECVET Discussion Paper for Turkey and a draft model for crediting supporting this paper and for crediting a formal non-formal training programmes in line with the determined principles. Next stage at this respect is approval of ECVET draft model and then using it in crediting field-branch curricula.



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## 11. Raising awareness and ownership on VET

Public perception about VET in Turkey, like in any other country in the world, has a number of dimensions that need to be corrected. For instance, general academic learning is much more acknowledged than VET by most parents since the public has still an understanding that students who go for vocational learning are the less able and that students in academic learning are more intelligent and will be better off in their life. However the reform being implemented in Turkey is not directly addressing the parity of academic and vocational routes. Instead it focuses on promoting VET through some real examples of good practices. On the other hand, it is also good to know that this prejudice is slowly breaking down mainly thanks to the recent VET reform programmes (such as the SVET the MVET projects and the HRDVET projects)

Nevertheless one cannot suggest that the image of VET does not need to be improved any more. There is still a long way until the public perception about VET comes to a point where it does not conjure up any negative picture and is considered as one of the normal learning streams that anyone could opt for. To achieve that goal; ministry has been organizing various events such as information seminars, career days, entrepreneurship conferences, lifelong learning seminars, establishment of VET Information Centers etc.

In this context The Ministry has recently launched an online portal named "National Career Information System". The system, which is a career guidance and counseling service, will be used for career planning purposes for all VET students and all individuals who needs to learn more about VET programs they are interested in. Therefore unemployed people and those who want to change their job will also benefit from the portal very much. In basic terms any individual who wishes to make a career planning for him/herself answers a list of questions, reads the profile prepared by the system for her/himself and identifies his/her career opportunities.

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# AN OVERVIEW OF TURKISH VET SYSTEM SUMMARY OF A LONG STORY



VET in TURKEY; we do improve! we do innovate! we do it right!