



Education and Culture  
Lifelong learning programme  
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**PROJECT NAME: EXPANDING BEQUAL BENCHMARKING TOOL AND COMMUNITY OF PRACTICE FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING (BEQUAL +)**

### **Work Package 2: Initial Study**

#### **Short Country Study: Turkey**

For each importing country a short country study should be produced.

The main tasks of the study are:

to explore the **characteristics of VET systems** in the importing countries and to outline the main features that should be taken into account in process of adaptation of products

to examine and compare the **existing approaches for quality assurance** in participating countries

to study the **transition from CQAF<sup>1</sup> to EQAVET<sup>2</sup>**; to assess the progress of the importing countries in linking their quality assurance arrangements to EQAVET

to assess **mismatches, shortages and gaps** in quality assurance in importing countries

to consider the **issues in adaptation of project products** to identified countries specifics and to EQAVET

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<sup>1</sup> Common Quality Assurance Framework.

<sup>2</sup> European Quality Assurance Reference Framework for VET.

The suggested common structure for the country summaries is the following:

<b>1. Research method and data gathering tools</b>
Review of: <ul style="list-style-type: none"><li>- existing documents and studies related to VET systems in importing countries;</li><li>- existing quality assurance arrangements – regulations, national qualification frameworks, reports, studies, assessments, etc.;</li><li>- good practices and VET institutions reports</li><li>- comparative studies of different research organizations and international institutions related to quality assurance in VET (e.g. CEDEFOP, European commission, EQAVET Network, etc.)</li><li>- results from related LLP projects</li></ul>
<b>2. Please, describe the basic characteristics of VET system in the respective countries?</b>
<p style="text-align: center;"><b><u>Basic Characteristics of VET in Turkey</u></b></p> <p><b><u>Introduction</u></b></p> <p>The Turkish education system is organized on the basis of;</p> <ul style="list-style-type: none"><li>- Constitution of the Turkish Republic</li><li>- Laws Regulating Education and Instruction</li><li>- Government Programs</li><li>- Development Plans</li><li>- National Education Councils</li></ul> <p>Based on these factors, education principles have been defined as follows;</p> <ul style="list-style-type: none"><li>- Education shall be national,</li><li>- Education shall be Republican,</li><li>- Education shall be secular,</li><li>- Education shall have a scientific foundation,</li><li>- Education shall incorporate generality and equality,</li><li>- Education shall be functional and modern.</li></ul> <p><b>1.Secondary Education</b></p> <p>The purpose of secondary education is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills.</p>

## Basic Characteristics of VET in Turkey

### *Vocational and Technical High Schools*

Vocational and technical high schools are secondary education institutions which train medium level technical manpower in line with the needs of industry and prepare students for higher education. Vocational and Technical secondary education institutions are:

- Technical High Schools for Boys;
- Technical High School for Girls;
- Schools for Commerce and Tourism;
- İmam and Preachers' High Schools;
- Special Education Schools;
- Vocational and Technical Education Centres;
- Multi-Programme High Schools;
- Health High Schools;
- Agriculture High Schools;
- Justice Vocational High Schools;
- Land Registry and Cadastral Vocational High Schools;
- Police College.

Types and duration of education of Technical High Schools for Girls, for Boys and Commerce & Tourism High Schools:

- Vocational High Schools (3 years);
- Anatolian Vocational High Schools (4 years including one year in a preparatory class in a foreign language);
- Technical High Schools (4 years);
- Anatolian Technical High Schools (5 years including one year in a preparatory class in a foreign language);
- Vocational and Technical Education Centres are formal and non-formal education institutions established on the basis of a multi-programme under a single management. They provide secondary education diplomas or certificates in vocational and technical education;
- Dual Vocational and Technical Education Centres are institutions established to provide qualified technical personnel, experienced apprentices, and trainers for the motor and

industrial electronics sector. The duration of education is three years.

According to Article 29 of the Basic Law on National Education number 1739, multi-programme high schools have been established in settlements where the population is low and dispersed in order to ensure the effective use of resources, to make maximum use of the school buildings, teachers, administrators and other staff, and to allow students who have completed primary education to benefit from secondary education according to their interest, requests and talents. Multi-programme high schools are schools offering programmes of both general high schools and vocational-technical high schools. Programmes offered in multi-programme high schools aim at ensuring students achieve secondary education levels of general culture and preparing students for both higher education and working life through vocational training needed by various vocational sectors.

### **Other Characteristic of VET in Turkey**

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 tertiary 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 branches in the 10th grade and vocational branch in the 11th grade and attend to these branches in the 12th grade and graduate.

The branches in vocational and technical education institutions could be classified as (1) Industrial and technical branches, (2) Branches related to commerce, tourism and communication, (3) branches related to social services and (4) branches related to religious services.

In vocational and technical education institutions, the pupils receive all education in institutions during the 9th grade. Pupils attending to 10th, and 11th grades receive theoretical and practical education in schools.

12th grade students get their education for two days per week and skill training in enterprises for the remaining three days. Pupils attending to some vocational high schools (especially schools on hotel management and tourism), however, receive training in institutions for 6

month period between October- March and receive skill training in enterprises for 6 month period between April-September. Thereby, it is possible to benefit from the opportunities of master instructors/tutor staff expert on the machinery, devices of the enterprise and its profession. (For further details see 5.18.). Very few of this type of schools are not subjected to this practice because of the curriculum content.

The time of opening, closing and half term for the secondary education institutions are regulated by regulation to be issued by Ministry of National Education (Milli Eğitim Bakanlığı-MEB). The academic calendar drafted by taking such dates into consideration enters into force upon recommendation of national education provincial directorates and approval of the governor. The practice is made taking the climatic and local conditions of the country into consideration.

The curriculums for all institutions in the country are drafted by the relevant educational units and Turkish Education Board (Talim ve Terbiye Kurulu-TTK) and enter into force upon approval of the Ministry. The curriculums determine the following;

- minimum and maximum weekly course hours
- which courses to be delivered in which grades
- common must courses, branch courses and elective courses and overall hours.

The term of academic year in secondary education institutions cannot be less than 180 workdays. The term of academic year is calculated by counting the days when the institution is open from the day of commencement of the courses until the day of ending and the days of National festivals, memorial days and celebrations when the pupils attend ceremonies.

The academic year is divided into two semesters. There is a half term holiday between the first semester (starting in the second week of September and end in the last week of January) and the second semester (starting in the second week of February and ends in the second week of June). The term of half term holiday is two weeks in January and February.

A week for institutions comprises of five days (Monday to Friday). The courses in the institutions employing full-time education run for 45 minutes. The course hour in the institutions employing double-shift education can be 40 minutes. The recesses are five minutes minimum.

The course hour is taken as basis for the vocational education in vocational technical education institutions, while the study time is taken as basis for the skill education. Accordingly, one course hour is 40 minutes with recess of minimum 10 minutes. If necessary, the workshop and laboratory practices and some courses according to their properties can be employed as block lessons upon resolution of branch teachers' board. Each block lesson, however, cannot exceed two course hours.

The starting and ending times of the courses are determined in the meeting held with the educational region advisory board chaired by province/district national education director or relevant deputy principle or branch manager, taking into account the properties of the institutions and implemented curriculums and local environment and transport conditions(Regulation on Secondary Education Institutions/Article 7)

Classes usually begin by 07.30-8.00. Ending time for classes demonstrate variation depending on the fulltime or double-shift education basis and weekly timetables of the institutions.

In principle, vocational education in enterprises is conducted during daytime. However, the vocational education can also be conducted during nighttime, provided not to exceed 24:00 upon resolution of the provincial employment and education board adopted taking into consideration the characteristics of the sector and the type of curriculum and prevailing climatic conditions and the enterprises running in definite periods of the year (Vocational and Technical Education Regulation Article 161) The number of overall weekly course hours the students is obliged to attend demonstrate variations depending on both the type of institution and the class level. The overall weekly course hours in institutions offering general education varies between 30 and 37, whilst this figure varies between 35 and 45 hours (course hours) in vocational and technical education institutions.

The students leaving school or graduating with the right of holding diploma are granted with the leaving certificate displaying the identity, diploma information and the transcript (Regulation on Grade Promotion and Examination in Secondary Education Institutions/Orta Öğretim Kurumları Sınıf Gecme ve Sınav Yönetmeliği, Article 59, Vocational and Technical

Education Regulation)

This certificate is issued only for informative purposes and do not count as diploma and do not furnish any legal rights. Independent Workplace Opening Certificate having the privileges and responsibilities of Mastership Certificate is provided to the graduates of technical high school or the graduates of four year education program of vocational and technical education school and institutions. However, certificate in this context are not prepared in the areas/branches in which opening a workplaces permission is regulated by special laws. Independent Workplace Opening Certificate are prepared by the directorate of the school student graduated (Vocational and Technical Education Regulation Article 233).

**3. Please, provide brief description of legal framework: How is the issue (of quality assurance) addressed in the law? What are the mandatory requirements, if any?**

Basic Law of National Education No. 1739 Article 56: It is foreseen that MEB is responsible for implementation, supervision and control of education and instruction services in accordance with the Law regulations on behalf of the State.

Among the tasks of the Law on organization and Duties of Ministry of National Education, No. 3797, Article 2: includes also the task of “ planning, programming, implementing, following and controlling all the educational and instructional services pertaining to the teachers and students of the education institutions in all stages that are affiliated to the Ministry.

Specific arrangements related to the implementation of the supervision services are as follows:

- By-laws for the Teftiş Kurulu Başkanlığı (Supervision Department of the Ministry of National Education)
- Regulation for the Supervision Department of the Ministry of Education
- Regulation for the Primary Education Inspectorates of MEB

In addition to these basic arrangements there are some guidelines.

MEB implements above-mentioned supervision and evaluation tasks through supervisory organs. This is Teftiş Kurulu Başkanlığı (Authority of Supervision Board) (National level).

The main tasks of the Committee are as follows:

- To arrive at evaluations and inspect at schools and institutions that are subject to the

supervision and control of the Ministry,

- To improve the objects of the Ministry, to do analysis and research for securing the work implemented in accordance with the legal provisions, plans and programs and to develop suggestions.

In addition to these arrangements and organizations the Ministry has been doing innovative studies and researches for the improvement of schools and education via MEB Educational Research and Development Department (EARGED) in recent year.

Within the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) (Central and Provincial Organization), Total Quality Management Implementing Regulations that was issued in the 1999 dated and 2506 numbered journal called “ Legislation Magazine ” started the studies on “ quality in education ” This study is followed by studies on MEB Provincial Organization TQM Implementation Project, Award Guidelines in MoNE TQM Practices and “ Quality in Education ” Award Manual. TQM practices in MoNE proceed with the self evaluation studies based on "Excellence Model" which was developed by Turkish Society for Quality (KalDer) and European Foundation for Quality Management (EFQM).

**4. Please, provide brief overview of the existing profiles of teachers/trainers: What is the typology or classification in the profession, if any? Are there any official profiles (e.g. by degree of education, experience, etc.)?**

#### **CLASSIFICATION OF VET SCHOOL STAFF**

The qualities and the number of staff in the schools is determined by the Ministry and appointed in accordance with the current legislation.

#### **Management Staff**

The principals, do the training and education leading to the teacher, student, balius/parents and others. Principals take the measurements to increase the creativeness, job satisfaction of the employees, solution of disharmony, development to team spirit, integration of the authority with others and the development of the authority culture. The principals maintain the authority to ready to serve.

The management always renews and develops the authority in accordance with the scientific and technological developments. The management uses the possibilities and time to achieve the goals of the authority.

The management achieves the below mentioned duties;



- a) Research and planning
- b) Organization
- c) Guidance
- d) Observing auditing and evaluation
- e) Communication and coordination.

***Duties, authorities and responsibilities of the Principal***

The principal is the training and education leader whom is the first degree responsible of the effective and efficient use of the resources of the authority, managing and representation with team work in accordance with basic principles of the public education to achieve the goals of the authority under the general purposes of public education.

The principal manages the authority cooperating with the committee, commission and tams within the authority.

The principal should have loving, respecting basis, harmonic, authentic and illustrative attitudes in achieving his/her duties. The principal uses the authorities given by the legislation.

***Duties, authorities and responsibilities of the head vice principal***

The head vice principal is responsible to the principal for performing of training-education, guidance and auditing works which should be planned, coordinated and achieved in accordance with the goals. The head vice principal shall substitute the principal in his/her absence. In case of the absence of the head vice principal, than one of the vice principals shall perform this duty.

The head vice principal also performs the other duties, in respect of the logic of the authority, stated in the terms of job and other duties given by the principal.

***Duties authorities and responsibilities of the vice principal***

The vice principal is the closest collateral of the head vice principal and the principal in the management. The vice principal is responsible for the performance of managing, training – education and production works in accordance with their goals.

The vice principal also performs the other duties, in respect of the logic of the authority, stated in the terms of job and other duties given by the principal.

***Duties, authorities and responsibilities of the technical vice principal***

One of the vice principal, appointed workshop and vocational training teachers who has knowledge in trade and financial issues is charged as technical vice principal in revolving fund authorities in accordance with the related legislation.

Technical vice principal is responsible with the principal and the accountant for all the works of the revolving fund enterprise.

***The vice principal responsible from residence and duties***

The vice principal responsible from the residence is responsible for the performance of planned management, training – education services of the residence in accordance with their goals.

***Duties and responsibilities of the coordinator vice principal***

A coordinator vice principal is charged with priority of workshop and vocational training teachers, from vice principals by authority management, to determination of work places in vocational training, planning of training, coordination, execution, observation in enterprises and the execution of the research and development works of the authority.

***Chiefs***

Department, workshop, facility, laboratory offices shall be established regarding the features and types of the vocational training programs in authorities. Furthermore, program coordination office, sector coordination office and vocational guidance chief offices shall establish without increasing the below mentioned numbers, one in 1-3 departments, two in 4-6 departments and three in 7 and more departments. In chief offices, the appointments are made by the province with the suggestion of the principal.

***Department, workshop, facility and laboratory chiefs and duties***

Department, workshop, facility and laboratory chiefs manages the units which given under their responsibility.

The responsibility of the equipment of the units in continuing training – education authority and authorities which have different programs under the same management, is given to the chief of the unit and a technician working in said unit.

In case of the unit which is under the responsibility of the chief, is used by other authorities, than the chief shall provide the usage of the said unit under the provisions of the protocol.

The manner of working regarding the purview of chiefs is determined by the internal directive.

***Sector coordinator, program coordinator, vocational guidance chiefs and duties***

Sector coordination office, program coordination office and vocational guidance chiefs:  
Sector coordination office chief; shall determine the required work fields and the qualifications of the employees in said fields by meeting sector representatives and performs the execution of the education, training and managing works planned and in accordance with

its goals, in respect of the determined targets. Shall cooperate with vocational guidance chief, program coordination chief, authority development management team and profession advisory board, shall help the development of good relations between the authority and the sector.

Program coordination office chief; helps the preparation of formal and general profession and technical education programs to fulfill the training necessities of the people of all ages without any time and place restriction. Shall perform the development works of plan. Shall attend the program evaluation works by cooperating with authority development managing team and profession advisory board.

Profession guidance chief; shall make the presentation of the authority, profession work field/branches with student advisor in registration term to the students and parents, shall give information, regarding the management rules, human relations, job safety and productivity to the students whom will study vocational training. Shall observe and guide the students in taking employment and productivity after graduation. Shall present the upper education institutions and employment areas. Shall observe the works of the students whom take employment and shall apply the necessary surveys and evaluate the results. Shall cooperate with guidance service or advisory teachers.

Shall perform his/her duties with meetings, various events, brochures, posters and media with the permission of province. Shall make suggestions for new programs as per his/her survey results of senior elementary students and adults. Shall evaluate the feedbacks achieved during the education and graduation with sector and program coordination chiefs

***Research department chief office and duties***

In authorities applying continuation program, a research department chief office shall be established with teachers representing each profession charged by the authority management under department chief office and adequate number of technician and senior student. Whom has a master degree on its work field, known a foreign language and educated on, research techniques, statistic and survey-evaluation has a priority for being charged as presentation and marketing office chief.

***Presentation and marketing chief office and duties***

In authorities applying continuation program, a presentation and marketing department chief office shall be established with teachers representing each profession charged by the authority management under department chief office and adequate number of technician and senior student. Whom has a master degree on its work field, known a foreign language and

educated on, presentation, marketing, administration and public relations has a priority for being charged as presentation and marketing office chief.

### ***Duties and responsibilities of vocational teachers***

The teacher whom is the basic principle of training and education shall perform his/her duties to development of person in social development.

The teacher, whom is responsible from the order and management of a class, shall provide the required physical and psychological atmosphere for training and education, shall communicate the students with love and humanity. The teacher shall avoid from reflecting his/her personal problems to the class, shall inform the students about the program, method and techniques. The teacher shall follow the modern training and education techniques which the students shall learn by living, executing and researching and shall use the technological resources.

The teachers are responsible to perform their duties in respect of the relevant legislation and in accordance with the general purposes and basic goals of Turkish Public education.

The teachers are in charged in all kind and level of education and training and production and are responsible of achievement of said duties.

### ***The tutor and his/her duties***

In boarding and pension authorities, tutors are charged to give education-training, feeding, accommodation and resting services to students and or trainees.

### ***Coordinator teacher and duties***

Coordinator teacher/teachers are appointed from, administrators or teachers, whose main profession is, workshop, laboratory, and profession training and whose in norm list in the authority, to perform the execution of the planned vocational training in enterprises, observation of the compatibility to the program, determination of the possible problems, observation of the success and failure, absence and continuity and discipline ratios of the students and to guidance. Teachers and administrators, whom has a profession on general culture shall not be charged for this respect.

### ***Guidance teachers***

Guidance teachers are charged for performing the execution of activities of cognizing a person for students/trainers, for the training, profession and personal guidance, shall perform their duties in accordance with Public Ministry of Education Guidance and Psychology Advisory Services Regulation.

The guidance teachers shall perform the works regarding the vocational training by

cooperating with coordinator vice principal and profession guiding chief.

***Guidance in common vocational and technical education***

In common vocational and technical education, the charged guidance teachers, candidate teacher, specialist and senior educator and voluntary students, permanently gives vocational guidance under a plan. May give his/her services to another authority, in case of an absence of adequate personnel or a necessity in the city/borough with the permission of the province. Shall always cooperate with vice principal/principals, and attend the field researches personally.

***Duties and responsibilities of the specialized and senior educators***

Listed senior educator, paid specialist and volunteered educators shall authorize for the teacher required branches in authorities.

Listed senior educators shall give same education periods with the teachers whom are liable to give monthly in the same profession. Same education periods and supplementary education hours of the teachers in same profession may be given. If a course was not established for their profession, then, they charged to serve for the closest profession. If a course was not established for their branches or closest branches, then, they charged to work for the proper services of the authority. If they appointed to another city, then they are charged to work with the same basis.

***Specialist and senior educators whom will be charged with additional lesson or listed***

Regarding the provisions of the regulation, specialist and senior educators shall be charged in training and education and production services. Persons whom perform official duties, pensioners and people whom is working in private or official authorities registered to social security institutions has priority.

Foreigners may be charged as senior educator in case they have the required conditions.

Volunteered senior educators may be charged as free of charge in respect of the duties and liabilities of paid senior educators unless they have the required conditions.

***Technicians and duties***

Technicians are charged to help teachers in education and training activities and performing of services in their profession in the authority.

**VET TEACHER CAREER STEPS**

The purpose of the Regulation Regarding the Rising in Teacher Career Steps is the determination of the procedures and principles of rising in career steps of teachers.

This Regulation is prepared on the basis of Article 43 of the Pubic Education Basic Law,

Law No: 1793 and dated June 14, 1973 and Article 152 of the Government Officers Law No: 657 and dated July 14, 1965

Rising in teacher career steps:

- a) Development of vocational knowledge and skills of teachers
- b) Providing opportunity and chance equality
- c) To obey the generality equality, trust, neutrality, and transparency criteria are the basic principles.

There are new developments on career steps of teachers in Turkey nowadays. These new developments was discussed in the workshop between 18-20 November 2011 in Antalya titled:“ Strategy for National Teacher”. One of the important agenda of the workshop was "Career Steps". According to the decisions taken at the workshop, the system of career steps would be re-organized and "Expert Teacher" and "Chief Teacher" definitions would be changed. There would be a new system with four or five levels and the names of the career steps would be redefined. And Career steps wouldn't compose of any tests and there would be new criteria.

**5. Please, provide assessment of transparency of teachers' qualifications – is there any (public) access to information on teachers' qualification, experience, skills, etc., particularly in the public schools?**

In order the functions of provincial and district national education directorates to be carried out with the support of information technologies, efforts of setting up an administration information system started in 1987. Now, MEBSIS is used instead of ILSIS.

**MEBBIS Application Software**

MEBBIS application software consist of Personnel (personal information, merit system, inspection, investigation, supervision), institutions (private institutions, public institutions), archive- written records, statistics, norm procedures, student attendance, material selection and administrative main modules. Among these main modules there are 440 sub-modules.

**Using MEBBIS application software personnel's**

Personal information, birth certificate information, position / promotion procedures,

educational information, credentials, declaration of property statement, union relations, leave of absence, appointment/change of location, rewards/penalty, reason of leaving the Ministry, information about the personnel's dependents can be kept track of. Service points, service schedule and length of service can be figured out immediately.

### **MEBBIS Performance**

Sample;

While service points and service schedule of a 20 years personnel was taking about a half day in the old system, in the current system the time is equal to the printing time. Time spent for these procedures reduced about 90%.

Information is easily accessed. In collecting data and sharing information classical methods are left and the latest technologies are being used.

All the procedures done by the ministry have become transparent, information about teachers are accessible by the teachers and any unjust treatments because of false records are eliminated. Infrastructure to decrease and even eliminate bureaucracy in public services in the future is established. Using the ID numbers given by Ministry of Internal Affairs required to share information among public institutions have started.

**6. Please, describe the existing approaches for quality assurance of VET in your country: Instruments, measures, indicators, criteria for employment as VET, regular tests, others?**

The responsibility of MoNE to carry out, monitor and supervise educational services includes not only supervision of educational services but also evaluation and development. The Ministry carries out this responsibility by means of school administrators at school level (internal evaluation) and by means of supervision and research-development system at local and national levels (external evaluation). As seen above, this external evaluation is conducted by primary education supervisors at local level and by the Inspectors of the Ministry (Supervisory Board) at central level.

In addition, student achievement is evaluated by means of the national and international monitoring studies and research-development studies conducted or coordinated by EARGED (Directorate for Research and Development of Education). The studies conducted at national

and international levels (SBS, ÖBBS, PISA, TIMMS, PIRLS) are important to show the general achievement levels of the primary and secondary education students (so whole educational system) and give the opportunity to make international comparisons. The supervision at tertiary education level is different from supervision of the MoNE institutions. External supervision of tertiary education is carried out by Supervisory Board of Higher Education (Yükseköğretim Denetleme Kurulu). This board inspects and evaluates the universities, affiliated units, academic staff and their activities on behalf of the Council of Higher Education (Yükseköğretim Kurulu-YÖK).

External supervision and evaluation is carried out by two different supervisory bodies of MoNE (Ministry of National Education):

The Board of Inspection - Ministerial inspectors at the national and central level.

Department of Primary Education Inspectors – at the provincial and sub-provincial levels.

Supervision of the secondary school teachers is carried out by the ministerial inspectors. The supervision is based on the professional area of the teachers. Even if there is no regional organization, Istanbul and Izmir act as working centres for ministerial inspectors because of the work load. Both supervisions (by primary education inspectors and ministerial inspectors) include the supervision of both institutions and personnel (administrators and teachers). In the supervision of the institutions, work and operations of the schools and institutions such as performance of administrators, teachers and the other personnel, teaching, examinations, certification, environmental relations are investigated.

The efforts for the dissemination of TQM practices in schools, as a tool to evaluate the institutional performance, are being made. Some incentives are provided to schools and institutions, such as “ quality certificate ” and “ incentive award ” . Moreover, These efforts are expected to provide support for the formation of new organisation culture consisting of self evaluation, stakeholder participation, etc.

Although there exists a system of evaluation for individual performances in state organisations, It does’nt exist an evaluation system which measures and evaluates the performance of the institution and/or team performances. Award Guidelines in MoNE TQM Practices, mentioned above, has brought an opportunity to fulfil the gap in this field in



educational institutions. According to the Guideline, evaluations in two categories are being made, namely “ the Institutin/School of the Year Award ” and “ the Quality Team of the Year Award” .

An evaluation has been made through the evaluation of 114 related reports by “ the Quality Movement in Education Executive Committee of MoNE ” in 2009. The first three of 56 instutions/schools and 58 teams were awarded and given their “ quality certificates” in Ankara (MEB 2010 Finance Report, p.118)

**7. What is the progress of the country in the transition from Common Quality Assurance Framework to European Quality Assurance Framework for VET?**

<b>Indicators</b>	<b>Observations</b>
<p><b>Relevance of quality assurance systems for VET providers:</b></p> <p>(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative</p> <p>(b) share of accredited VET providers</p>	<p>Not used in public IVET or CVET</p> <p>Not used in public IVET or CVET</p>
<p><b>Investment in training of teachers and trainers:</b></p> <p>(a) share of teachers and trainers participating in further training</p> <p>(b) amount of funds invested</p>	<p>Used both in public IVET and CVET</p> <p>Used both in public IVET and CVET</p>
<p><b>Participation rate in VET programmes:</b></p> <p>Number of participants in VET programmes, according to the type of programme and the individual criteria</p>	<p>Used both in public IVET and CVET</p>
<p><b>Completion rate in VET programmes:</b></p> <p>Number of persons having successfully completed /abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>Used both in public IVET and CVET</p>

**8. Please, identify the major mismatches, shortages and gaps in quality assurance for VET.**

VET Policy is conducted at national level

Currently no national QA approach exists

Quality standards for VET providers exist (TQM, ISO 9000 and School Development Model based on EFQM Excellence Model)

National Reference Point for QA not established yet

**9. Please, list issues to be taken into consideration when adapting the project products**

The relation between quality and accreditation, and in particular the contribution the various accreditation approaches can make to the overall quality of the VET system.

- Accreditation procedures should be linked to the right of the VET provider to award qualifications recognised by the NQF, and do qualifications refer to EQF. This issue should be taken in consideration in national and sectoral accreditation procedures.

- National and sectoral accreditation procedures should be taken into account the practices of VET providers in making use of ECVET and the mobility of VET students.

- In view of the existing national, regional and sectoral frameworks for quality, A set of guidelines and criteria for the accreditation of VET providers should be formulated at EU level.

- However, as accreditation is not the only aspect of quality assurance for VET providers, the discussion should remain open for other topics related to VET providers and quality assurance (e.g. self-evaluation).

**10. Lifelong learning practices among VET teachers/trainers – are there any legal (or guild) requirements for an “upgrade” of VET qualification?**

**PROJECT IKMEP**

IKMEP, the Development of Human Resources by professional Training and financed by European Union in the frame work of IPA 2006 (Instrument for Pre-Assistance), is a two year project that applied to Ministry of Education and Higher Education Council. The total budget of the project is Euro 15,4 million and, Euro 10 Million of 15.4 million is allocated for equipment and Euro 5.4 million is allocated for service procurement. The project is executing with Projects Coordination center of Ministry of Education cooperating with Higher Education Council.

## **The Purposes of IkmeP**

The general purpose of IKMEP is to incent the development and competition strength of mid and small enterprises with the attendance of qualified labors in East and South-East Anatolia Regions. Furthermore, IKMEP has an intention to modernization and increase the quality of professional training, by establishing cooperation between labor market and vocational high schools and profession technique secondary institution in a perspective of life long learning. Thus, IKMEP is aiming to help the improvement of human resources.

## **Cities Schools and Sector That IkmeP Applied**

IKMEP is applied in 8 pilot cities in East and South East Regions. The cities are, Diyarbakır, Elazığ, Erzurum, Gaziantep, Kahramanmaraş, Malatya, Şanlıurfa and Van. Our Project also has an aim to make pilot studies on sector basis and give services to economy's locomotive 8 sectors, the sectors are, IT, electric-electronic, Machinery (Machine Technology, Installation Technology and Air Conditioning), Tourism (Food Services, Accommodation and Travel Services), Metal, Automotive, Textile (Textile Technology and Ready-Wear Industry) and Food. The activities of the project is coordinating in 29 training institution, 16 of which are Professional Secondary School (formal education), 5 of which are professional Training Center (common education) and 8 of which are Vocational High Schools under Higher Education Council.

## **What Does IkmeP Do?**

Develops/revises the curriculum!

IKMEP makes studies on development of a modular curriculum based on adequacy and student centric, in parallel of professional training reforming studies since 2002.

1. Develops the 11 profession field and professions in regards of them in the 8 cities and 8 sectors, with basing the analysis of lobar market requirements.
2. Forms, draft profession standards for the selected professions.

3. Turns, profession standards to training standards.
4. By using the transaction analysis derived as per the profession standards development works, prepares the transaction grouping based modules (learning units)
5. IKMEP executes these studies also for the mass education in respect of life long learning aim. These studies are corresponds to 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> levels of European Adequacy Frame and these studies are the spine of IKMEP and evaluated as the main axis.

### **Creates Awareness on Professional Training!**

IKMEP's activity in professional training makes the presentation of the project and awareness more important. Because, the perspective of the professional training in Turkey should compare with academic training and needs clarification and amendment, such as, to obtain a parallelism between the success degrees of the students and the training they will choose. IKMEP chose the direct professional training as its interest and lays special emphasis to presentation, information, awareness and public relations. In this respect, with the information seminars, career days that the professionally trained people tells their success stories, brochures in connection with the project and selected profession branches, project bulletin, permanently updated web site, domestic and international seminars regarding the entrepreneurialism life long learning and professional training information centers, the target audience of the private project and all the players of the professional training permanently be informed and the importance of the professional training and its place in economy will tried to emphasized.

### **Provides Professional Training Equipment!**

It is obvious that laboratory equipments and appropriate workshops are necessary in the execution of modular curriculum developed on the base of adequacy and observation of labor market. In this respect IKMEP is not only develop the written education and training materials but also completes the curriculum, developed by purchasing equipments from the huge part of its budget, with professional training equipments. In this respect, 16 professional and technical secondary school and 8 vocational high schools and in total 24 pilot institutions is supporting with professional training materials in a total value of Euro 10

million.

### **Lays Special Emphasis to Entrepreneurship and Lifelong Learning**

The concept of learning from birth to death in our culture, now institutionalize with lifelong education. IKMEP makes its all construction on lifelong learning principles, supported by international levels and European Union and continues its studies in this respect. Entrepreneurialism is specially emphasized in the curriculums developed in this respect. The teachers and the academic personnel of the pilot schools are educating on the development of entrepreneurialism. Entrepreneurialism seminars are holding to target the young and unemployed adults. Precautions are discussing to develop the entrepreneurialism with domestic and international conferences.

### **Educates the Teachers and School Managers!**

It isn't good to neglect the education of teachers and managers to focus only the amendment of curriculum and professional training equipment. We can clearly mention that IKMEP is aware of the teachers and managers should have a parallel development to other studies. Otherwise, the curriculums developed by new methods or purchased updated equipments' effect of education will not be sufficient. 174 teachers/managers is educated in 29 pilot institutions within the concept of IKMEP. Our teacher is informed on new and developed training techniques under domestic and international specialists and school teachers have a chance to learn new approaches on management and governing and could have a chance to improve their skills on this respect. Another contribution for professional training people are with work visits. In the frame work of IKMEP the attendants visit related institutions on Small and Medium Size Enterprises-School cooperation applications, education methods, school management, modular training applications, curriculum development, and training standards in European Union countries. They examine the good examples in their place and shall share their observations with their colleagues and help the sharing of gained values.

### **Tries The Attendance of Social Partners!**

The main concept of professional training reform studies that IKMEP is a part is supporting

the development of man power by establishing professional training programs in parallel of the needs of changing requirements of national economy and business world. Thus, the researches in this concept cannot be achieved only in the education world. The attendance of the representatives of business world one of the important players of professional training, is demanded, in IKMEP and similar studies. In this point IKMEP incorporates our social partners (DİSK, HAK-İŞ, İŞKUR, KOSGEB, MYK, TESK, TİSK, TOOB, TURK-İŞ, TÜSİAD) and their representatives in cities to all its studies. This attendance is not restricted with workshops, seminars, work groups etc. The social partners are attending the projects administrative bodies (board meetings for previous two months and executive council meetings for previous six months) and have a chance to effect and direct the resolutions/studies.

There are several laws related with improvement of VET qualifications in Turkey as follows:

- Law on the vocational qualifications authority  
Law no 5544 and vqa legislation, saturday, october 7, 2006 official gazette issue no: 26312,
- Regulation on preparation of national occupational standard,  
Law no 5544 and vqa legislation, friday, october 5, 2007 official gazette issue no: 26664,
- Regulation on vocational qualification, testing and certification,  
Law no 5544 and vqa legislation, tuesday, december 30, 2008 official gazette issue no:27096

## INDEX

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2. [http://www.meb.gov.tr/stats/apk2002ing/apage29\\_48.htm](http://www.meb.gov.tr/stats/apk2002ing/apage29_48.htm)
3. [www.meb.gov.tr](http://www.meb.gov.tr)
4. EC, EACEA, Eurobase “Organisation of the Education System in Turkey 2009/2010.
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