

**INSTRUMENT FOR PRE-ACCESSION ASSISTANCE  
HUMAN RESOURCES DEVELOPMENT COMPONENT  
OPERATION IDENTIFICATION SHEET**

**1. Title of the Operation:** Improving the Quality of Vocational Education and Training in Turkey-II (IQVET-II)

**2. Operating Structure:** Ministry of Labour and Social Security-EU Coordination and IPA Management Department

**3. Organization Responsible for the Implementation of the Operation:** Ministry of National Education,

**4. Compatibility and coherence with the Operational Programme:**

**4.a Common Code for Identification (CCI) No of Operational Programme:** Human Resources Development Operational Programme – CCI No. 2007TR05IPO001

**4.b Commission decision (no and date) and the date of signing of the financing agreement for this OP:**

C (2007)6030 dated 7 December 2007. The financing agreement for this OP signed for and on behalf of Commission on 17 August 2009 and signed for and on behalf of the Government of Turkey on 16 September 2009.

**4.c Title of the priority axis:**

To enhance investment in human capital by increasing the quality of education, improving the linkage between education and labour market, and raising enrolment rates at all levels of education, especially for girls

**4.d Title of the measure:**

To improve the content and quality of Vocational and Technical Education

**5. Description of the Operation:**

**5.a Contribution to the achievement of the Operational Programme:**

The operation is in line with the Operational Programme, which makes emphasis on improvement in the content and quality of Vocational and Technical Education and addressing the needs of the labour market as issues of key importance. The aim of this operation is to improve the content and the quality of Technical and Vocational Education and to ensure its accordance with the European Quality Assurance Reference Framework (EQARF). In order to achieve this, Secondary Vocational Schools, Post-secondary Higher Vocational Schools and Vocational Training Centres (both formal and informal including apprenticeship) will be supported. In addition, this operation will enhance the quality of vocational training by supporting the Quality Assurance System (QAS), under the coordination of the “Quality Assurance Coordination and Management Unit (QACMU)” established in METARGEM / MoNE which was supported by the IQVET-1 Operation.

Teachers should be equipped to respond to the evolving challenges of today’s world. Teacher education has a significant impact on the quality of learning and it needs to be part of a quality assurance system which focus on improvement and evaluation of the quality of education. Therefore, this operation will support VET (Vocational Education and Training) Teacher Professional Competencies Development, Knowledge and Skill Testing, Evaluation and Certification Unit (VET-TCKSCU) within METARGEM/MoNE. It is hoped that, strengthening QACMU, and VET-TCKSCU within METARGEM, together with curriculum revision, trainings on pedagogical and professional competencies, raising awareness and increasing the efficiency of guidance and counselling services will contribute to the aims of the Operational Program.

In order to achieve the above mentioned targets and build this operation on IQVET-1, two main components will be included in the operation the main principle of which is taking on board the “partnership approach”. With the support of the first component, technical assistance, Quality

Assurance Coordination and Management Unit (QACMU) of the METARGEM/MoNE will be strengthened; Provincial Quality Coordination and Implementation Units in the pilot provinces and School Self Assessment and Quality Implementation Units of the selected pilot schools will be supported for a functional National Quality Assurance System which was established in IQVET-1 project. This operation will support 5 sectors in a way that will make them reflect the latest occupational standards. The first component will also include activities for the selected 5 sectors such as making the need and competence analysis, development and revision of modular based programs in line with the results of the needs analysis, an overall revision of assessment and certification process, trainings of vocational schools teachers, managers and counsellors, increasing cooperation between VET schools and relevant public and private sector institutions and disseminating practical applications in cooperation with the relevant business sectors. The main aim here is to ensure the continuity between previous operations for improving VET and IQVET II.

The second component will be a Grant Scheme carefully designed to support the content and quality improvement on VET. For a functional quality assurance system, the activities to be supported will be carefully selected in order to ensure the support to the quality assurance activities rather than classical VET activities. Exchange programs for managers, teachers and students will be the main focus of Grant Scheme program. Social partners will provide inputs, propose models, initiate cooperation between schools and enterprises and also actively participate in the project activities.

Vocational Guidance, Counselling and Career Planning Unit of METARGEM/MoNE is of key importance in this sense, particularly considering the fact that the guidance services in the schools are not efficient in terms of vocational guidance to individuals. There is a need for improvement in this field. This Operation will support Vocational Guidance, Counselling and Career Planning Unit of METARGEM/MoNE and training VET teachers on vocational guidance and counselling as Career Guide to draw a career path for his/her individual VET students as a pilot implementation in the selected pilot schools. In terms of improving vocational guidance it should also be added that trainings will be organized to the technical personnel of Provincial Life Long Learning Guidance and Counselling Centres and İŞKUR Employment and Vocational Guidance Services in order to support them in providing better services for individuals. Regarding these points, the target of the operation is to provide support to the centres, which will contribute to a development in the area. In this respect, this operation will also contribute to the objectives of other measures in HRD OP such as Measure 3.1 “Promoting the development and implementation of coherent and comprehensive strategies for lifelong learning” and the respective operations that will be carried out under this measure.

VET Curricula, Teaching and Testing Materials Development Unit of METARGEM (VPMDU) will be supported and the existing VET Curricula of 5 fields will be revised according to the relevant occupational standards especially approved by the VQA (Vocational Qualifications Authority) and published in the Official Gazette. Also VPMDU will be supported to increase the quality of VET training materials.

All throughout the implementation of the operation, a close cooperation with VQA and VOC Test Centres (Vocational Standards Development, Testing and Certification Centers) representing sectors will be made in the field of occupational standards, qualifications, testing and evaluation in order to reflect the expectations of the private sector to the VET system of Turkey.

#### **5.b Overall Objective:**

Promoting investment in human resources by increasing the quality of VET and improving the linkage between the labour market and education

#### **5.c Operation Purpose:**

Increasing the content and quality of vocational and technical education by developing the knowledge, skills and competencies in line with the Quality Assurance Framework (QAF) through;

- addressing curriculum, teachers, learning environment and school managers
- increasing flexibility of the education system by facilitating vertical and horizontal transitions between different types of programs in the VET system
- making VET an attractive option for students

- promoting cooperation between social partners, schools and VET centers and private sector

#### **5.d Location(s):**

The Operation will be implemented at national level. The pilot VET institutions will be selected in accordance with the pilot schools supported by the EU funded SVET (Strengthening Vocational Education and Training Project) and HRD-VET (Support to Human Resources Development through Vocational Education and Training Project) projects; they will be supported to improve the quality of VET for the implementation of the quality assurance measures and Quality indicators. The pilot provinces will be İstanbul, Sakarya, Bursa, Denizli, Antalya, İzmir, Afyonkarahisar, Adana, Erzurum, Şanlıurfa, Kırşehir, Rize, Hatay, Adıyaman, Batman, Samsun, Tunceli, Kayseri, Çankırı, Gaziantep, Kars, Bartın, Elazığ, Malatya and Ankara. In line with the financial allocation of the HRD OP, 20% of the operation budget will be allocated for the activities at national level, 55% in 12 NUTS II regions and 25% in 14 NUTS II regions

**5.e Duration:** 24 months

#### **5.f Target group(s):**

- Students in vocational secondary and post secondary vocational education,
- Teachers, school managers and counsellors in vocational secondary and post-secondary vocational education,
- Students who cannot continue higher education, graduates of vocational secondary and post-secondary education,
- Employers, employees and NGOs representing business life
- Trade Unions, Employer Organizations, Vocational Organizations, Teacher's Unions and Civil Servant Confederations,
- NGOs related to education

#### **5.g Description of the Operation and background:**

Quality in VET is a key priority at EU level to 'promote mutual trust, transparency and recognition of competences and qualifications, and thereby establishing a basis for increasing mobility and facilitating access to lifelong learning'.

In April 2008, the European Commission presented a draft recommendation on the establishment of a European Quality Assurance Reference Framework for VET (EQARF) adopted by the European Parliament and the Council in June 2009. This recommendation establishes a European Quality Assurance Reference Framework which comprises a quality assurance and improvement cycle (planning, implementation, evaluation/ assessment and review/revision) based on a selection of quality criteria, descriptors and indicators applicable to quality management at both VET-system and VET-provider levels.

Besides, VET is crucial for improving the linkage between the education system and the labour market and, indirectly, for boosting the economy. Improving the quality of VET and making the system an attractive option for students will facilitate access to labour market. In this sense, a successful VET system will play an important role in providing opportunities for both young population and sectors that need skilled personnel. In this respect, in order to increase the competitiveness of the schools and their graduates, universal values for quality must be met. As indicated in the, 9<sup>th</sup> Development Plan, even though the education level of labour force is increasing, it is still below the EU average. This situation is still an important problem in today's world which needs qualified labour force with a high level of skills.

When the unemployment statistics are examined, it is clearly seen that the linkage between the education system and the labour market should be strengthened in order to achieve higher employment

rates. The ratio of unemployed youth population is 20,5 in 2008, 25,3 in 2009 and 21,7 in 2010. As seen in TURKSTAT data, each one of five young is unemployed.

When the educational attainment level of the labour force is analyzed, it can be seen that labour force participation rate of the VET graduates was 65,8 % whereas the unemployment rate equalled to 13,2 % are unemployed in 2010 Higher unemployment rates among the vocational and technical education graduates reveal the ineffectiveness of the educational system. Indeed, the results of the Labor Market and Skill Needs Survey (Strengthening of Vocational Education and Training in Turkey labor market team and ISKUR, 2006) conducted in 31 provinces, including 13 provinces in the 12 NUTS II Regions, is really striking. The results reveal that 74 % of the companies have not recruited any graduates of vocational and technical schools in the last 12 months. Furthermore, according to the report of the research made within the scope of "Monitoring VET Graduates Project" in 2009, the survey results taken from the web portal show that 66, 93 % of 16.975 graduates who participated in the survey do not have a job.

These numbers show that there is a need for improvement of the quality of VET education, to which the Quality Assurance System (QAS) to be established under IQVET-1 operation will provide a contribution. This operation will improve the quality of VET system through a support to the Quality Assurance Coordination and Management Unit (QACMU) of METARGEM / MoNE which will be functioning in line with the European Quality Assurance Reference Framework. The new QACMU will be the Coordinating Body for the implementation and development of the QAS for VET in Turkey which will increase the number of graduates to be employed. The QAS will be built on EQF (European Qualifications Framework), ECVET (European Credit System for VET) and modular system in line with LLL. In this respect, all of these instruments will form a holistic approach to VET with the establishment of QAS. QAS will include units groups in central, provincial and school level. The members of these units will be trained on quality assurance by TAT and pilot implementation of QAS will be implemented in schools. Through the establishment and implementation of the system under the coordination of the QACMU, an increase in the quality of VET is expected. For strengthening the QAS, a holistic approach will be used by trainings of teachers and administrators, revision of modular programs and adopting the measurement and evaluation system of LLL to the modular programs. This operation will also support the Provincial Quality Coordination and Implementation Units established in the pilot provinces (the PQCIUs are responsible of the policy making of the centres they have been established in and implementation of QAS) as well as the School Self Assessment and Quality Implementation Units of the selected pilot schools (SSAQIUs monitor the system during the implementation phase).

Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world by 2010. They recognise that high quality education provides learners with personal fulfilment, better social skills and more diverse employment opportunities. Their profession, which is inspired by values of inclusiveness and the need to nurture the potential of all learners, has a strong influence on society and plays a vital role in advancing human potential and shaping future generations. Therefore, to achieve its ambitious objective, the European Union needs to view the role of teachers and their lifelong learning and career development as key priorities.

Teachers should be equipped to respond to the evolving challenges of the knowledge society, but also to participate actively in it to prepare learners to be autonomous lifelong learners. They should, therefore, be able to reflect the processes of learning and teaching through an ongoing engagement with subject knowledge, curriculum content, pedagogy, innovation, research, and the social and cultural dimensions of education. Teacher education needs to be at a higher education level or its equivalent and be supported by strong partnerships between higher education and the institutions where teachers will gain employment.

Teachers also have a key role to play in preparing learners for their role as EU citizens. As such, they need to be able to recognise and respect different cultures, while also being able to identify shared common values. First-hand experience gained in other European countries supports teachers in

responding to this challenge. Priority should, therefore, be given to the development of mutual trust and recognition of the competences and qualifications of teachers between member states.

Although teachers play a critical role in society, they cannot act alone. Their own high quality education needs to be supported by coherent national or regional policies that are appropriately resourced. These policies must address initial teacher education and continuing professional development, but must also be set within the broader context of education policy in general. Teacher education has an impact on the quality of learning and, therefore, it needs to be part of national or regional systems that are focused on improving and evaluating the quality of education.

All the VET teachers were graduates of Technical Education Faculties before but during reform process these faculties were transformed into Technology Faculties. In the coming 3 or 4 years, the graduates of these faculties will carry the title of Technology Engineer and they will not possess the pedagogical certificate needed to become a teacher which will raise a problem for VET teacher recruitment. To overcome this problem, a system needed to be established for proving pedagogic certificates to these candidate teachers. In the context of this operation, Pre-service VET Teacher Training Centres to be established in these faculties will provide a solution to this problem.

Another problem emerges during the stage of recruitment of teachers. Existing system (KPSS) which is implemented nationwide every year, selects teachers from 4 year faculty graduates according to their knowledge of general culture and educational sciences. The problem is that, there are no questions relevant to the graduates' area. To cite an example, the competency of an electricity teacher is evaluated with his knowledge of history, literature, mathematics and other subjects. This system does not evaluate teachers according to their vocational competencies relevant to their field. To strengthen these teachers in their respective areas, there is a need for continuous assessment, evaluating and testing. To increase their competencies to meet the needs of the labour market, in-service trainings will provide support to these teachers.

For providing VET system with teachers who have competencies and qualifications required by the sector with a continuous improvement through assessing, testing and evaluating, this operation will support the VET Teacher Professional Competencies Development, Knowledge and Skill Testing, Evaluation and Certification Unit of METARGEM/MoNE in cooperation with the relevant institutions including the Board of Education, Personnel DG, Educational Technologies DG, In Service TT Department, and relevant NGOs representing the Business World.

During the accession process, Turkey has made many important changes in the field of VET. The studies for creating a modern, flexible and quality vocational education system which is in coherence with primary, general secondary and higher education, able to respond to needs of labour market in line with Lisbon and Copenhagen criteria have been carried out since 2002. Within the context of these studies, implementations in the education field in EU countries and other developed countries have been analysed and a structure which oversees supply and demand equilibrium, gives an opportunity to lifelong learning principles to further grow and provides the participation of national and international stakeholders has been targeted. For implementing this structure, studies to establish an assessment and certification system which is based on occupational standards, provides vertical and horizontal transition according to the program type have been conducted.

Between the years 2003-2004, implementation of the new approach to vocational education in the field has been made through conducting job and occupation analyses for levels 2, 3 and 4 and implementing education classifications for some pilot occupations which is based on International Standard Classification Of Education (ISCED 97)- and International Standard Classification Occupation System (ISCO-88). As defined in impact of analysis of SVET, in 42 field of education program studies had been realized but instead of learning outcomes, passing lessons had been defined as assessment methodology of these programs which was the weak point of these studies. In HRD-VET, 64 (5<sup>th</sup> level) programs of 52 sections in Higher Secondary Schools prepared and implemented in 8 institutions and disseminated countrywide in 2011-2012 educational years.

In this context, in 2004-2005 educational year, modular programs in-line with European Competency Framework for 17 fields and 64 branches have been developed and put into practice in pilot schools. Beginning from 2005, modular education programs responsive to the needs of labour market, broad based and enabling vertical and horizontal transition was put into practice in 50 fields and 196 branches. These program development studies have been carried out with social partners (TOBB, TUSIAD, TESK, TISK, TÜRK-İŞ, DİSK, HAK-İŞ) under the coordination of MoNE. By 2008-2009 education and training year, in 58 fields and 224 branches programs covering the sectors country wide are being implemented. In addition to this, in 2006, Vocational Qualifications Authority (VQA) was established in line within the framework of aligning with EU laws with the participation and contribution of social partners. VQA aims at establishing the national vocational qualifications system. VQA which carries out studies like development of vocational standards, defining vocational competencies, assessment, evaluation and certification at the same time will prepare National Qualifications Framework (NQF) according to the 2010 Action Plan which was prepared for the purpose of strengthening the link between employment and vocational education.

Along with the already conducted studies, developing European Quality Assurance Framework was targeted for encouraging and developing European Quality Charter for Mobility and EQF to support life long learning strategies and improve VET system. Indicators like training of trainers, usage of skills acquired in vocational education on the job, programs for increasing the access to vocational education and participation rate in vocational education programs etc. are in line with the aims of the operation.

Main challenges to be dealt with in the context of IQVET-2 operation can be outlined as:

- Strengthening the Quality Assurance Coordination and Management Units (QACMU) of METARGEM/MoNE at National, Provincial and School levels.
- Establishment of the VET Teacher Professional Competencies Development, Knowledge and Skill Evaluation and Certification Unit of METARGEM/MoNE based on NQS in Turkey
- Strengthening in-service training department of MoNE in terms of VET teacher training
- Strengthening VET Curricula, Teaching and Testing Materials Development Unit of METARGEM/MoNE
- Establishing VET TT Centres of Excellence and providing trainings for educators in parallel with the technological developments and evaluation and implementation of gains in class.
- Providing guidance for students according to the career steps through improving competencies of Vocational Educators in the field of Vocational Guidance and strengthening Vocational Guidance, Counselling and Career Planning Unit of METARGEM
- Providing solutions for improving employability
- Evaluation and developing the contents which are of necessity of the training programmes, in terms of topics mentioned above such as skills education , internship, employability
- Increasing the prestige of VET among public to provide students with an attractive education opportunity

To engender further confidence in the quality of the training system, teachers must have mastery over the content of their courses at current industry levels. Teachers spent a considerable amount of time away from the workforce during their work in MoNE, thus engaging them with labour market and industry programs is required. In this respect practical/professional trainings in the sector carry an important role in the quality of education services provided by the teachers. The MoNE will establish a unit under METARGEM for defining the Occupational Qualifications of VET teachers and for testing their skill, knowledge and certification based on the NQS in Turkey in cooperation with the VQA and relevant VOC-TEST centres. This unit will also develop and test the qualifications and competencies of the existing VET teachers and the In-Service Department of the MoNE will organise in-service training activities according to the lacking qualifications of the individual teachers. The MoNE will also develop some incentives in order encourage the teachers to improve their individual occupational qualifications and competencies.

Qualifications (certificates, diplomas and titles) play an important role in modern societies as they influence the way individuals, education and training providers, and labor market institutions interact. Already in the Lisbon strategy, increased transparency of qualifications is considered one of the main components necessary to adapt education and training systems to the knowledge society. It is important that employers have confidence in the qualification system and that the relationship between qualifications be transparent. Therefore, the presence of sector in the evaluation and assessment process of students will provide transparency and confidence and will have an effect on the employment numbers. Also in as emphasized in EU 2020 Goals “As the labour market is increasingly characterised by rapid changes, employers have an important role to play in identifying the knowledge, skills and competences needed in working life. To increase the employability and entrepreneurial potential of all learners, communication and active cooperation should be further developed between education and training institutions on the one hand and employers on the other” and “To mobilize the employment potential of all people, including those far from the labour market, active inclusion policies should be strengthened in an effective way. They should include improved initial training and lifelong learning, targeted support, simplifying formal accreditation procedures and stronger measures to improve skills, adequate minimum income schemes and equal access to enabling services.”

In Turkey, quality in VET education is a new but rapidly developing process. A practical implementation manual including quality criteria, expected outputs and quality assurance of the evaluation and certification process to be implemented at national, provincial and school level will be prepared to assist VET providers to develop quality management and to encourage them to continuously improve the quality of their operations in order to pursue excellence.

EU tools for VET are designed to remove geographical, institutional and sectoral barriers to education and training and thus promote access to and progression in learning. This includes work on the European qualifications framework (EQF) and national qualification frameworks (NQFs), the European Credit System for VET (ECVET), the European Credit Transfer System (ECTS), quality assurance and Europass. This operation will also contribute substantially to the further development of the EU tools (through comparative studies and analyses) and to provide coordination support and expertise to the Ministry of National Education, the public stakeholders (ISKUR, VQA, CoHE (Council of Higher Education) and Universities) and the social partners in the tools' implementation at the national and sectoral level.

Entrepreneurship has been included in the curricula at primary, secondary and tertiary level. Despite the progress made some challenges still prevail such as widening access of all students to practical training in enterprises and ensuring adequate quality of internships, improving progression paths in apprenticeship, and ensuring sustainability of the reforms and funding.

Under Human Resources Development Program (HRD-OP), IQVET-1 Operation will start to be implemented soon. This Operation is designed for strengthening and complementing IQVET-1 Operation as they serve for the same purpose defined in HRD-OP. IQVET-2 Operation proposes a series of activities for improving and/or supporting National Quality Assurance Framework which will be established under IQVET-1 at central, provincial and school level. Also there is program development activity which is similar to IQVET-1 but in different fields. Trainings for teachers in activity 5 and improvement of vocational guidance and counselling services in activity 6 are in line with IQVET-1 Operation. There is a great need in these fields in Turkey, so these activities are designed for the newly chosen pilot cities. In addition to previous operation, there is a guideline for developing quality assurance in the assessment and certification process and a new internship model. As the last but not the least common activity, there is the increasing awareness for making VET an attractive option for students. This is particularly one of the most important problems in VET. Through implementing a campaign, career days, workshops, conferences, a contest and study visits, level of knowledge about VET and the prestige of the VET will be increased among public.

The process which had begun with SVET and followed by HRD-VET project is still continuing. Modular programs of SVET project in line with basic instrument of LLL approach which prioritize

learning were developed, adopted and started to be implemented. In accordance, the studies on ECVET are developed in HRD-VET project and implemented. IQVET-1 Operation will complete the cycle which had begun with SVET and HRD-VET. The experiences and gains of these projects will be transferred to IQVET-1 operation to contribute to the establishment of QAS. In this respect, EQF, ECVET and modular system will be the basis for the system which is planned to be established under IQVET-1 operation. This Operation will be complementary to the outputs of previously mentioned projects and operations. Life Long Learning is the umbrella program for European Competency Framework, ECVET, EQARF, modular programs. Therefore all the activities will be carried in line with Life Long Learning Program.

Overall, this Operation will contribute to improving the quality of VET in terms of supporting the proposed National Quality Assurance Framework, teacher competencies, guidance services, program development, professional trainings and awareness raising. The field of implementation of the Operation will comprise both formal and informal education.

#### **5.h Results with measurable indicators:**

In line with the indicators determined for measure 2.2 in HRD OP, the results to be achieved under this operation are as follows:

**Result 1-** National Quality Assurance System (NQAS) was strengthened under the coordination of Quality Assurance Coordination and Management Unit (QACMU) of METARGEM/MoNE and pilot quality implementation was disseminated in cooperation with VQA and relevant social partners representing business world

- Quality Assurance Coordination and Management Unit (QACMU) of METARGEM/MoNE is fully operational
- Provincial Quality Coordination and Implementation Units (PQCIU) and School Self Assessment and Quality Implementation Units (SAQIU) in the selected pilot provinces are ready to implement NQAS
- A practical implementation manual in line with EQAVET (European Quality Assurance in Vocational Education and Training) to be implemented at national, provincial and school level is prepared
- EUROPASS Department of METARGEM/MoNE was supported in cooperation with VQA and relevant NGOs representing business world and all relevant sample documents under EUROPASS were developed and implemented by the pilot VET institutions

**Result 2-** Pedagogical and professional competences of VET teachers improved in cooperation with universities and relevant NGOs representing business world

- In Service Teacher Training Department of MoNE was strengthened for VET teacher training and professional and pedagogical trainings of teachers in line with Recommendation and Policy report for professional competencies of VET teachers
- Pre-service VET Teacher Training Centres of the selected 5 universities are supported for improving pedagogical and professional competencies of VET teachers
- VET teachers received practical/professional trainings in their relevant areas in the selected private sector organizations in cooperation with VQA and VOC-Test Centres
- VET TT Centres of Excellence were established in VET schools of MoNE
- VET teachers were trained on entrepreneurship in cooperation with relevant NGOs representing business world

**Result 3-** VET Teacher Professional Competencies Development, Knowledge and Skill Testing, Evaluation and Certification Unit of METARGEM/MoNE was strengthened and professional



qualifications for VET teachers were developed and tested through pilot implementations in the selected schools.

- VET Teacher Professional Competencies Development, Knowledge and Skill Evaluation and Certification Unit of METARGEM/MoNE is fully operational
- The existing classification, titles and qualifications of VET teachers were revised and aligned with the classifications of VET teachers in EU MS
- VET teachers were tested and evaluated.
- Recommendation and Policy report/implementation manual for professional competencies of VET teachers was prepared

**Result 4-** Modular VET curricula in revised and credited according to ECVET/ECTS principles in line with European Qualification Framework (EQF)

- VET Curricula, Teaching and Testing Materials Development Unit of METARGEM/MoNE is fully operational
- In the selected fields the Modular VET curricula were revised and credited in line with the approved occupational standards (OS) according to ECVET/ECTS principles and the relevant teaching and testing materials were developed and piloted

**Result 5-** Vocational guidance and counselling services in primary and secondary schools especially for VET teachers in secondary vocational schools increased

- Vocational Guidance, Counselling and Career Planning Unit of METARGEM/MoNE is fully operational
- VET teachers trained on vocational guidance and counselling
- Primary school teachers trained on vocational guidance and counselling.

**Result 6-** Awareness on VET education increased to make VET an attractive option for students.

- People informed on the importance of VET by awareness raising activities
- Entrepreneurship school social clubs will be supported
- Meetings on entrepreneurship
- An entrepreneurship competition is organised
- A skills competition in their relevant areas organised

### **5.i Activities:**

**Activity 1-** Strengthening the National Quality Assurance System (NQAS) under the coordination of Quality Assurance Coordination and Management Unit (QACMU) of MoNE and disseminating pilot quality implementation in cooperation with VQA and relevant social partners representing business world

**Activity 2-** Improving pedagogical and professional competences of VET teachers in cooperation with universities and relevant NGOs representing business world

**Activity 3-** Strengthening VET Teacher Professional Competencies Development, Knowledge and Skill Testing, Evaluation and Certification Unit of METARGEM/MoNE and developing professional qualifications for VET teachers and piloting

**Activity 4-** Revising modular VET curricula in occupational fields and crediting according to ECVET/ECTS

**Activity 5-** Increasing vocational guidance and counselling services in primary and secondary schools especially for VET teachers in secondary vocational schools

**Activity 6-** Increasing awareness on VET education to make VET an attractive option for students.

## **6. Implementation arrangements**

### **6.a Institutional framework:**

Operating Structure (OS): Ministry of Labour and Social Security undertakes all the responsibility in terms of Operation. Accordingly, the OS cooperates with the main beneficiary (MONE) in monitoring the implementation of the contracts and any other aspects with relevance to the implementation of the Operation and ensures preparation and delivery of the relevant reports on the implementation of the Operation by the Beneficiary.

Contracting Authority: The Central Finance and Contracts Unit (CFCU) will be the Contracting Authority of this operation. The CFCU is responsible for tendering, contracting, administration, accounting and payments of the operation.

Beneficiary: The Ministry of National Education (MONE) is the Beneficiary of the operation and is responsible for its management and performance. To that end, MONE will assign a senior staff member as the Senior Representative of Operation Beneficiary (SROB) and will establish an Operation Coordination Unit (OCU).

Senior Representative of Operation Beneficiary (SROB): SROB will act as the official representative of MONE for this operation and will assume overall responsibility for the successful implementation of the operation cooperating with the consultant and ensuring that the consultant performs the tasks in accordance with the pre-defined deadlines and to the standard of quality required. He/she will formally approve the reports of the Consultant, the technical documents, payments requests/invoices prior to financial check and payment by CFCU (“read and approved”), requests of the Consultant regarding recruitment of non-key and short term experts. He/she will ensure the coordination with other departments within MONE for the development and proper implementation of operation. SROB will assume responsibility for establishing the Steering Committee (SC, defined below), organizing its meetings and workshops to be conducted during the operation.

OCU: MoNE will establish an OCU in Ankara in PCC premises. For TA component, MoNE will appoint a co-director and a co-expert for each of the key experts of the TA team and there will be a co-expert from CoHE. These experts will be civil servants and will work together with TA team. Also MoNE will appoint personnel for grant component. For all components, MoNE will appoint at least 10 personnel in total. MoNE PCC will provide place and logistic support (office, furniture, equipment/tool, telephone and fax etc) for OCU. The OCU is planned to be the direct counterpart of the Technical Assistance Team (TAT). TAT and OCU will meet at least once a week to discuss issues related with operation implementation.

In order to carry out the operation in the provinces in an effective and efficient manner, three Regional Operation Offices will be established (Samsun, İstanbul, Malatya). These offices are needed because the operation has some targets different from the other operations so it needs a specialized approach requiring personnel with expertise because of the new fields that have never been studied before. These offices will facilitate the implementation of operation activities. At the same time, culture of project development and implementation in institutions must be developed. These offices will not only serve as means of disseminating the culture of project development and implementation, but also will raise the visibility of the operation and the EU. The duties of these offices will be strictly limited to implementation of activities of the operation. They will not have a role in monitoring activities. MoNE will appoint at least three personnel to each Regional Operation Office. These personnel will work in coordination with TAT.

The Provincial Employment and Vocational Training Boards will participate in the operation activities which will be held in these three Regional Operation Offices.

## **6.b Proposed monitoring structure and methodology:**

A quad structure will be set up to monitor the operation;

1. Steering Committee (once in 6 months)
2. Management Committee (monthly monitoring)
3. OCU+ Technical Assistance Team (weekly monitoring)
4. Grant Monitoring Team (This team will monitor all the activities implemented under Grant Projects)

The OS cooperates with the main beneficiary (MONE) in monitoring the implementation of the contracts and any other aspects with relevance to the implementation of the Operation. The Contracting Authority will be responsible for overall project supervision, review of reports and financial approvals.

Steering Committee (SC): SC will be established to serve as a platform to share results achieved, exchange experiences, etc. The SROB who is the deputy under secretary of MoNE will initiate the establishment of a core SC which will be composed of MoLSS, MoNE, EU Delegation, CFCU, DPT, KOSGEB, TURKAK, CoHE, İŞKUR, MoSIT (Ministry of Science Industry and Technology), VQA, TOBB, TESK, TISK, TÜRKİŞ, HAKİŞ, DİSK, TÜSİAD and the related General Directorates of MoNE. The SC will meet on a semi-annual basis and serve as a platform of coordination among relevant public and private sector institutions. Organization of the meeting will be conducted by TAT. In the course of the operation, the SC could develop a platform for disseminating policy advice. Also SC will advise on implementation strategy, establish linkages between the project activities and overall national strategies, oversee coherence between activities and goals, and provide guidance to MoNE on issues that rise.

Management Committee (MC): A general management meeting will be called on a monthly basis to assess the progress of the operation and propose corrective measures if and when necessary. Management committee meetings, which will be held at MONE premises in Ankara, will be chaired by the Beneficiary. Representatives of OCU, TAT, OS, CFCU and EUD will be the members of MC.

OCU + Technical Assistance Team (weekly monitoring): OCU (PCC Technical Team) and Technical Assistance Team will meet once a week to monitor the implementation and the team leader will build up suggestions regarding the implementation if necessary. Interim reports will be prepared every six months during the period of implementation of the tasks by TA. These reports will be signed by the team leader and will be approved by SC. These reports will be prepared in accordance with the form forwarded by the CFCU and OS. They will be provided along with the corresponding invoice, the financial report and an expenditure verification report. There will be a final report, a final invoice and the financial report accompanied by an expenditure verification report at the end of the period of implementation of the tasks. MONE should ensure delivery of all reports including progress/interim reports on the implementation of the Operation to CFCU. Monthly reports will be prepared by MoNE. In addition, site visits will be conducted on sample activity base in order to monitor the operation with the participation of the OS, MONE and CFCU. TAT shall ensure flow of any kind of information during the desk checks and site visits.

Grant Monitoring Team: All the responsibility in terms of Operation including Grant Schemes belongs to the Operating Structure. Accordingly, the OS cooperates with the beneficiary in monitoring the implementation of the contract, forming a Grant Monitoring Team. The team will be established by experts from MoNE and MoLSS for monitoring the implementation of Grant Component at central level. This team will be operating in coordination with project teams of provincial MoNE Directorates. It will also ensure that the beneficiary/grant beneficiary submit to the OS and the CFCU simultaneously, the progress reports on the implementation of projects in accordance with the form forwarded by the CFCU, as well as monthly, quarterly and final reports where applicable for grant beneficiaries, and any other information about the implementation of Projects under the Operational Programs.

## **6.c Required procedures and contracts for the implementation of the operation and their sequencing:**

The CFCU will be Contracting Authority and responsible for all procedural aspects of the tendering process, contracting matters and financial management, including payment of operation activities.

## **7. Risks and assumptions:**

Risks:

- Related NGOs unwilling to participate in the operation activities.
- Influential stakeholders request additional needs to serve their own purposes
- Local administrations pose objections
- Losing critical staff at crucial point of the operation

Assumptions:

- Social partners, NGOs, VQA, SPO (DPT), MoLSS, TÜRKAK, KOSGEB, CoHE (YÖK) and MoIT (STB) are willing to share ideas and data and able to collaborate
- MoNE continues to be committed to capacity building in LLL approach nation-wide
- National and local administrators are willing and able to collaborate
- Local administrations continue to be supportive of LLL approach
- VQA completes institutional building and starts to implement activities in line with its establishment targets
- Turkish Education System adopts ECVET/ECTS principles

## **8. Expected impact of the operation on the target group and multiplier/spill over effects:**

This Operation will strengthen the linkage among qualifications, lifelong learning and quality in the field of Vocational Education and Trainings. Also this operation aims to contribute to an increase in the quality of VET which is expected to lead to development of an organizational culture in terms of quality. Indeed increased quality of VET will provide self assessing institutions leading to better qualified graduates which will increase their employability. This will also have a positive impact on target group's willingness and ability to participate in economic activities leading to economic growth of the Turkish economy. The impact of the operation on the target group can be much more feasible and beneficial as regards to target group's active participation in VET activities. There are various trainings, preparation of papers, recommendations, new systems and awareness raising activities which will put target groups' perception of quality on a right track. Those students who cannot continue to education will thus have the chance to back to the educational system. Personnel from MoNE, lecturers from universities and members of NGOs will be trained and the trainings will have a multiplier effect within the society because they are all public servers.

The operation will be structured in line with expectations of the private sector and the business world.

Overall the increasing quality of the VET will lead to improved employability, high level income and personal qualifications and satisfaction. The operation also brings engagement of disadvantaged persons and women into economic activities with the emergence of new education opportunities or increase in their quality.

## **9. Sustainability:**

The Operation aligns with programs and policies of government in order to ensure their continuation beyond the life of the project sustainability. This Operation will be complementary and will provide added value to IQVET-1 through a perspective of quality in VET. Operation activities will comprise the strengthening and the dissemination of the Life Long Learning gains.

It is important to involve NGOs, universities, sector and local government representatives to the project as community-based facilitators for growing with the programme by hands-on training. Additionally, institutions that were mentioned in the “Operation Identification Sheet” like NGO’s will provide sustainability over the long term. Target groups and all participants of the operation will be aware of the importance of quality in VET and will develop a culture of quality which will provide sustainability over long term. Also partnerships between NGO’s, formal and informal educational institutions, local authorities, and the other relevant institutions will contribute to the sustainability of the operation at local and national level by providing their participation in operation activities which will promote the sense of ownership within communities to sustain the system for maintenance. The ownership of the operation will also be realized locally through the implementation of grants, which will have a positive impact on the effectiveness of the operation activities. In the evaluation of the Grant projects, sustainability is a key factor for defining the awarded projects. So only the projects that will ensure the institutional and financial sustainability of its activities will be awarded. By the end of the operation, related General Directorates of MoNE will be responsible for the sustainability of the operation nationwide. In the Strategy Document of LLL priority 11 and 2010-2014 Strategy Plan of MoNE under the title of Reconstruction in Education article c, there are emphasizes on quality assurance system in education. After the operation implementation period completed, departments of MoNE will also be responsible for the sustainability of the operation at country-wide especially through monitoring and evaluation systems. MoNE will pursue financial issues after the completion of the Operation.

#### **10. Horizontal Issues:**

IQVET-2 Operation guarantees equal opportunities in all operation activities. The principle of ensuring equal access to services for men and women will be established as one of the main criteria in the selection of beneficiaries of IQVET-2 which is one of the added values of this operation. All persons irrespective of gender enjoy equal opportunities when applying for training or work. However, the participation of women will be encouraged and obstacles removed particularly in the grant projects and other activities of the operation. In fact, gender related aspects will be taken into consideration during the activities, namely time and location of the trainings will be organized to ensure high level of participation of women and work-family balance. Appropriate professional qualifications and experience will be the factors for personnel recruitment and evaluation within the implementation of the operation. During the process of recruiting personnel for this operation, there will be made no distinction.

During the implementation of the operation, “partnership approach” will be realized by providing the participation of civil society both at national and local level in all activities of the operation.

The operation will take care of environmental safety in all activities.

This operation has no negative impact on vulnerable persons.

#### **11. Links with other IPA component measures:**

This operation is closely linked with Strengthening Vocational Qualifications Authority (VQA) and National Qualifications System (NQS) in Turkey (Beneficiary: VQA) Project, which is being carried out under IPA I. This operation will be complementary also to this project.

**Total Budget 24.000.000 €**

