

Chapter 1: KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

QUESTION 1

In what concrete ways has your country developed its provision for Key Competences since 2006? Has there been any link to your country's lifelong learning strategy? Which actors have been involved? What use was made of the European framework and the work of the cluster on key competences (if possible, please provide concrete examples)?

Main theme of our activities related to lifelong learning strategies is around preparation of vocational education and training in parallel with the changing needs of the business world and country economy. Within this frame and in order to contribute to the creation of qualified workforce having the basic qualifications, the representatives of business world (DİSK, HAK-İŞ, İŞKUR, KOSGEB, MYK, TESK, TİSK, TOBB, TÜRK-İŞ, TÜSİAD), which are the most important actors concerning vocational training, have participated as social partners in the EU supported project of “*Strengthening the Vocational Education and Training System (SVET)*”, which was launched in 2002 for a period of 5 years, and found the opportunity to have a direct influence on and to lead the activities to be carried out/decisions to be taken. Therefore, Competence Based Modular Education Programmes, which are implemented in our schools today, are open to all kinds of horizontal and vertical transfer and lead to a wide base of certificate and diplomas, have been determined according to the fields required by the sector by carrying out labour market analyses related to the occupations, which will encompass all vocational and technical secondary education. While arranging the programmes, special attention has been paid for conformity to “International Standard Classification of Education – ISCED 97” and “European Qualifications Framework - (EQF)”, which are developed by UNESCO and accepted in many EU countries, and the programmes encompass 8 Basic Competencies determined by the European Commission.

In order to determine the principles for qualifications on national level in the fields of vocational and technical education, to create a system for carrying out the activities towards supervision, assessment and evaluation, documentation and certification and to make regulations for issues related to national qualifications framework, Law No. 5554 on establishment of Vocational Qualifications Authority came in force on 21.09.2006 and Vocational Qualifications Authority has been established (ANNEX-1). This institute will carry out activities to assess and validate skills gained by the individuals through the process of lifelong learning. VQA will primarily determine the vocational standards, develop qualifications based on vocational standards and carry out exams and certification activities according to these qualifications. VQA has started the determination of standards related to occupations and development of national qualifications based on international standards.

QUESTION 2

Describe briefly how each of the eight key competences (Mother tongue; Foreign languages; Maths, science and technology; Digital competence; Learning to learn; Social and civic competence; Initiative taking and entrepreneurship and Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?

Basic Competency	General Education (Primary and secondary)	Vocational Training and Education
Mother tongue	<p>“To facilitate a correct and elocutionary speaking of Turkish by the children” is among the basic aims of preschool education. In the education programme, which is updated in this aspect, language development has been included as a separate title within the development features and the expected language development features have been stated in separate periods for children of 36-48, 48-60 and 60-72 months old.</p> <p>The skill of “Correct, elocutionary and effective use of Turkish” constitutes the basis of Turkish Language Education Programme (1-8 Grades). In order for the students to comprehend what they listened/watched and read and to express the emotions, thoughts, events and facts effectively and correctly, Turkish Language Education Programme includes the fields of listening, speaking, reading and writing. By taking the level of students into consideration, the learning field of “visual reading and visual presentation” is included in the level of 1-5 grades and grammar in the level of 6-8 grades.</p> <p>In the secondary education, aesthetical and artistic side of language is dealt with, using the chapters of language, expression and Turkish literature lessons. In the chapter of “Communication, Language and Culture”, which is the first chapter of 9th grade Language and Expression, a comprehension of language’s importance in communication is aimed at.</p>	<p>The lesson of Communication is included in the framework of education programme. Module writers have paid attention to the use of a simple Turkish while preparing the modules, apart from scientific definitions. The modules written are evaluated in terms of language. In the seminars, the administrators and teachers have been provided training concerning communication in native tongue.</p>
Foreign languages	<p>In order to achieve communication in foreign language, primary school foreign language (English) and secondary school foreign language (English, German and French) educations programmes, which are prepared by our Ministry, contain the same skills as those in Turkish education programmes (listening, speaking, reading and writing). In the aforementioned foreign language programmes, as stated in Common European Framework of References and in the direction of graded global scale, the students were trained to achieve the skills for making expressions which enable them to convey their emotions and thoughts, both verbally and in writing, by taking the interest and needs of students into consideration.</p> <p>In addition, by taking the intensity of cultural or commercial relations on the international level into consideration, our Ministry has initiated the works the progressive inclusion of education of a second foreign language within the scope of compulsory subjects. Second foreign languages have been implemented as an optional subject in Anatolian Teacher High Schools as of the education term of 2001-2002, and Anatolian High Schools, Anatolian High Schools of Fine Arts and Science High Schools as of the education term of 2004-2005. Furthermore, compulsory subjects of second foreign language (Spanish, Italian and Russian) have been implemented in Anatolian High Schools. Qualification levels related to the language, as specified in Common European Framework of Reference for Languages, have been defined as basic</p>	<p>Foreign language subjects are included in the education programme of vocational technical secondary schools. In trade vocational high schools, Russian and Chinese education programmes are implemented for foreign languages. English lessons are included in the framework of education programme.</p>

	<p>(A1-A2), independent (B1-B2) and qualified (C1-C2) user. In the direction of secondary education institutions' programme prepared within the framework of this Reference, "Communicative Method", which prioritizes the function of language, is taken as the basis.</p> <p>The education of first foreign language has been included in our country's education system for years. According to the first language education programme, the students are aimed to achieve B2+ level at the end of 12th grade.</p>	
<p>Math, science and technology</p>	<p>Cognitive development is included in the development features of preschool education programme and the aims and benefits to be needed by the children in the future steps of education are defined. It is stated that, in order for the children to achieve the aforementioned benefits, activities which lead children towards observation, research, examination and exploration should be utilized. The importance of introducing the nature to the children, the living creatures and non-living objects therein and equipping them with the information and skills towards knowing, loving and protecting these is underlined.</p> <p>Mathematical qualifications are provided in the maths lessons of primary and secondary education level. Within this scope, learning of maths also includes a thinking related to maths, comprehension of general problem solving strategies and consideration of maths as an important tool in life, as well as basic concepts and skills. The programme is, along with the common skills stated above, a learning by the target individuals within Science and Technology Lessons Education Programme to access the correct information, via direct exploration, using basic mathematical skills such as problem solving, communication, association and reasoning, revision and reconstruction of world view through such learning and to develop the enthusiasm of learning along.</p>	<p>Acquisition based skills of expression, experiment, problem solving and project creation skills are given particular importance in the preparation of Health Field education program framework and the modules.</p>
<p>Digital competence</p>	<p>KIDSMART Preschool Education Software, developed by IBM to contribute to digital competency in preschool education institutions, has been installed at 25 schools in the provinces of Ankara and Istanbul as 50 sets, teacher trainings completed and put into service in 2009.</p> <p>An optional lesson of "Information Technologies" has been introduced to the Primary School Weekly Curriculum and education for this lesson is given 2 hours per week for 4th and 5th grades and 1 hour per week for other grades. Within the scope of this lesson, the configuration of basic concepts required for the use of Information technologies in daily life and the acquisition of skills by the individuals, who acquired basic skills on Information technologies, on how to provide solutions for other fields by using such technologies are aimed. The lesson of Media Literacy has been introduced to the 6-8 grades of primary schools as an optional lesson. The aim of this lesson is to solve the problems to be encountered by the students concerning how to access the "correct information" in the abundance of "information", which is caused by an increase in the channels of communication and problem of content filling parallel to the development of mass communication tools.</p> <p>The lesson of <i>Information and Communication Technology</i> has been included in the framework programme of 9th grade in secondary education institutions and the aim is, using these lesson modules, to provide the student with basic information and skills to create documents in computer, using the basic hardware and applications of computer.</p>	<p>Within the scope of SVET project, programmes which are based on labour market analyses and intended for the training of workforce in the required fields are prepared. In this scope, vocational education programs required by the information sectors are studied on and an education programme is developed to train vocational staff under 4 branches of "Field of Information Technologies". These are education programmes for the branches of "Computer Technical Service", "Database Programming", "Web Programming" and "Network Operations". With these programmes, qualified vocational personnel, with vocational qualifications required within the needs of sector, scientific and technological developments of the field of information technologies, are trained.</p>

Learning to learn	<p>Within the scope of preschool education, specified basic qualification aims and benefits are provided to the children under the titles of psychomotor and social-emotional development and self-care skills. In addition, education activities are carried out for the acquisition by the children a sense of responsibility, environmental awareness and respect for differences on the phases of information, skill acquisition, development of attitude and evaluation.</p> <p>As the content of concept of “learning to learn” is questioned, it is observed that this subject can be further expanded to cover topics such as access to information via various sources, to use information for problem solving, decision making and planning, to use information in daily life etc.</p> <p>In the education programmes of primary and secondary education level, a student-centred approach is adopted. Education status, education method and techniques, strategies, education environments and the use of activities and implementations of assessment and evaluation, which are to underlie the concept of learning to learn of such approach, are primarily included.</p> <p>Programmes not only aim to make students achieve skills and information, but also to configure the information and to create new information. Therefore, all the education activities are student-centred.</p>	<p>Activities to promote individual and group learning are included in the modules developed within the scope of secondary education project. Application activities within the modules are arranged in a way to enable self-learning by the student and supported by recommendations which provide a suitable performance in conformity with the specified standards.</p>
Social and civic competence	<p>Social and Citizenship Qualifications are provided within the scope of Social Studies lesson on the level of primary education. The aim of this lesson is to train the citizens of Republic of Turkey as citizens of modern 21st century who adopt the principles and reforms of Atatürk, apprehend Turkish history and culture, are equipped with the basic democratic values, respect to human rights, have an awareness towards the environment which they are in, who evaluate the information according to their experiments and create, use and arrange it within social and cultural context (who thinks critically and makes creative and correct decisions), have developed social participation skills, acquired methods used by social scientists in the creation of scientific information, are active in life, are productive and know their rights and responsibilities.</p> <p>Social Studies lesson aims to make the students adapt to the society, in which they live in, as citizens who adopted democratic values and to equip them with skills to implement this knowledge in real life.</p> <p>It is also included within History lessons in the level of general and vocational secondary education. The aim of history lesson is to train intellectual individuals with social skills, who can acquire both historical and current information related to the political, social, cultural and economical developments taking place in Turkey and the world, analyse the multi-dimensionality and complexity of these developments, changes and transformations via different points of view, are able to develop skills to make predictions of the future to meet the developing and changing needs of 21st century, are conscious and sensitive towards our national history and culture and who can make interactions with different cultures in the world.</p>	<p>The lesson of Vocational Development, which is common for all vocational fields of 10th grade, is a lesson in which general information and skills such as training of students as productive and inclined to the production of science and technology with a high level of skills and enabling them to establish good relations and to adapt to the work, which can be used by the students throughout their life, are given. Using the vocational development lesson modules, the student is aimed to acquire the qualifications expected from the required national and international workforce. The importance of social clubs within the schools is put forward.</p> <p>With the various activities carried out in certain days and weeks (science and technology week, world water day, libraries’ week, health week, world peace day, environmental protection week etc.), the development of social and constructive behaviour is achieved.</p>
Initiative taking and entrepreneurship	<p>Entrepreneurship is included as the field of interim discipline and basic skill in the education programmes of lessons such as Turkish, Maths, Social Studies, Science and Technology and Science of Life, which are modernized in the level of primary education.</p>	<p>In all of the weekly curriculums of new modular vocational education programmes (50 fields / 224 branches), which are developed and implemented within the scope of Project of Strengthening the Vocational Education and Training System</p>

	<p>With the “Technology and Design Lesson Education Programme”, which has been taught at 6-8 grades of primary education since 2006-2007 education year, the students are aimed to be trained as individuals who are aware of the problems, provide solutions, are creative and have a developed imagination, who build and express their thoughts, learn to learn, question, are entrepreneur, open to changes and developments and who have a developed sense of responsibility; therefore, the high level mental skills such as imagination, questioning, creative thinking, critical thinking and reasoning are aimed to be developed.</p> <p>With the Regulations on Social Activities in Primary and Secondary Education of Ministry of National Education, which is put into force in 2005, the students are aimed to acquire attitudes, behaviour and skills such as being an entrepreneur and to carry out this in success, to adapt to new situations and environments.</p>	<p>(SVET), the lesson of Vocational Development is included as two hours per week. Entrepreneurship is also included in the Vocational Education Lesson Modules. The qualifications aimed to be acquired via this module are business administration, financing, marketing, advertisement, sales, business law, career development and business establishment.</p>
<p>Cultural Awareness and Expression</p>	<p>These skills are included in the Visual Arts Lesson Education Programme of 1-8 grades of primary education in relation with the “understanding and expressing the importance of creative thinking”, which is stated in the expansion of cultural awareness and expression qualifications on primary school level. In the programme, three learning areas are specified with the titles of “Formalization in Visual Arts”, “Visual Arts Culture” and “Awareness of Museum”. In the expressions related to the learning area of “Formalization in Visual Arts”, the fact that original works of art may be created, by using the components of visual arts and use of principles for artistic arrangement and via a new understanding of formation and the importance of this in artistic creation is stated.</p> <p>In addition, one of the individual and social aims of Visual Arts Lesson, which is stated under the title of general aims of Visual Arts Lesson, is defined as “to make the student develop creative behaviour, which can be used in all fields” under Article 6. “Creative Thinking” is included in the area of basic skills. Within the popular culture lesson of primary education level, activities are carried out to introduce abstract cultural heritage to children and to make them acquire creative thinking, as well as to make them realize that handicraft is brought about by a need of public and reflects the taste and creativity. Skills of research, compilation, creative thinking and use of communication and information technologies as a tool are also provided to the children.</p> <p>It is also included in the education programmes of Anatolian Fine Arts High School on secondary education level. Within the scope of education programmes of the visual arts and music fields of Anatolian fine arts high schools, cognitive, psychomotor and affective skills, which are directed towards students’ development of their artistic creativeness, lifelong contribution to the culture, which they live in, as producers of art, evaluation of contributions of visual arts to the society, development of authentic thinking, trial and production capacities, development of skills of understanding, expression, listening and creation via music, contribution to the socio-cultural development of Turkish society via musical education and acquisition of skills for free thinking, working and creation, are included on the phase of arrangement/development of content.</p>	<p>A wide pool of optional lessons is introduced for the vocational and technical secondary education programs. Lessons directed towards the qualifications of cultural awareness and expression are provided by the pool of optional lessons.</p> <p>Among the revised vocational and technical secondary education programmes, an education programme is developed to train vocational personnel under 3 branches of art and design. These are education programs of “Interior Decoration”, “Plastic Arts” and “Decorative Arts”. With these programmes, qualified vocational personnel with vocational qualifications of decoration and design of environments, painting, sculpture and design applications and decorative design applications are trained.</p> <p>In addition, learning aims which provide the individual the skill to explain himself are also included in the education programmes of other vocational and technical education programmes.</p> <p>Various social activities, which are directed towards the development of cultural awareness and expression skills of the student are carried out at schools. These activities are folklore teams, Turkish art music, Turkish folk music, dance groups, painting, music and drama courses. Department of Health Affairs support these types of activities in the schools and promote a raise in the number of such social activities.</p> <p>Students are encouraged to participate in contests such as poetry, essay and painting contests, which are organized with various subjects. For the encouragement purposes, the success of students who are ranked in a competition is published on the website of our department.</p>

QUESTION 3

By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that *all* young people leaving initial education and training (i.e. including the educationally disadvantaged) have developed these competences to a level that equips them for adult life?

As is known, adult education is a lifelong education which encompasses all persons within and outside of formal education in its target group. Therefore, target group of non-formal education includes a wide group of adults.

- Illiterate persons, persons with lack of basic education,
- Persons who left at a certain level of formal education,
- Persons who have completed a formal education,
- Persons who wish to make use of their free times while continuing a formal education,
- Persons who were unable to qualify for a job,
- Elderly and retired persons,
- Persons under legal restrictions,
- Rural-urban immigrants,
- Persons who require special education,
- Persons who wish to establish their own business,

may participate in the courses provided within Public Education Centres.

In our country, individuals who have passed their age of primary education or dropped out of primary education for some reason have the opportunity to complete Open Primary School and be awarded a diploma via using distant education methods. In addition, works are carried out to take precautions against primary school drop-outs, primarily for the rural areas and girls, and to increase the rates of graduating for secondary education. Open Primary Education School has been established, under the Department of Education via Radio and Television, with the approval no. 1651 of Ministry dated 12.09.1997. New regulations of Open Primary Education School are published on Official Gazette no. 21171 dated 16.03.2009. Open Primary Education School aims to provide the opportunity of education to those who were not able to complete their primary education for any reason and who are excluded from education system by exceeding the age limit of compulsory education via the principles and techniques of distant education; and by way of this, raise the educational and cultural level of society, to facilitate our citizens' acquisition of a job, to ensure that they contribute to economic development and to prepare them for higher education.

Of those who have passed 15 years of age as of the final date of education year to be specified for Formal Education Institutions; (except for persons requiring special education, persons who are under arrest or convicted)

- Primary school graduates (those who finish 5th grade)
- Persons who dropped out at 6th, 7th or 8th grade of primary schools,
- Persons who have left primary education or applied to examination for external students but have been unable to graduate,
- Persons who are granted the Certificate for Attainment for Adults II. Level Education,
- Persons who had been educated abroad and have a certificate equal to at least primary school 5th grade graduate,

- And persons who are granted the Trainer and Supplementary Basic Education B Course can apply.

Persons who are able to document that they are under arrest, convicted or physically disabled and persons who are able to document that they require special education through a document to be obtained from the Board of Special Education Services, those who are performing military service, working individuals and housewives may also apply, provided that they comply with any of the conditions above. The education programme of formal primary education schools is implemented in Open Primary Education School. Average of grades from exams taken at the end of each term determines year end degree. Students take a Make-up Exam for the lessons they failed at the end of the year. Course notes and books of Open Primary School Education may be obtained from the Headships of Public Education Centres. Internet-Radio TV have started its media activities to provide the students, teachers and parents within the formal and non-formal education the course support material prepared by the General Directorate of Education Technologies. Course materials according to the new primary school programmes are prepared and published on the website. In addition, personal and vocational development programmes for the teachers and parents, education programmes, documentaries, preschool programmes, cartoons and tales, various slide movies and photographs are also on the website. Internet Radio-TV application can be accessed at <http://internettv.meb.gov.tr>.

In addition, with the national vocational qualification system to be established by the Vocational Qualifications Institute, information, skills and qualifications of the individuals will be acknowledged within a national framework, regardless of where or how these are achieved. Curriculum and programmes of education institutions will be prepared and updated by taking into consideration the national qualifications, which include basic qualifications.

QUESTION 4

What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences?

Throughout our country, there are 969 Public Education Centres and 319 Vocational Education Centres under our Ministry. Within the scope of “Law on the Expansion of Universal Services”, these centres carry out activities towards the expansion of information technologies, including “computer literacy”, to make contributions to the development of information society. Within this scope, “*Public Internet Access Centres (KIEM)*” have been established in 1159 Public Education Centres and Vocational Education Centres by the Ministry of Transportation since 2006 and our citizens may use these services free of charge. In the education year of 2008-2009, 22.000 citizens have used Public Internet Access Centres.

Development of the Human Resources through Vocational Training Project (İKMEP), which is carried out by our Ministry, serves the purposes of providing the concept of Lifelong Learning to the stakeholders on local level, raising awareness towards Lifelong Learning Strategies, development of Lifelong Learning perception on local level and to enhance the cooperation between vocational education institutions and SMEs in the field of vocational education. Administrators and teachers of vocational and technical schools and institutions, university representatives, social partners, trade associations, SME representatives and educators take part in the works carried out within the scope of project.

QUESTION 4.a

What, if any, are the current adult target groups and the specific provisions put in place for them?

Within the perspective of lifelong learning, non-formal education programmes (short term course programmes), which aim to develop learning, vocational and life skills of persons from all levels of age and education and vocational programmes, which aim to train apprentices – foremen – masters required by the workforce market, are updated to include the aforementioned 8 Basic Competencies. Vocational and Technical Education Courses, Hobby courses, Training Courses, Development and Adaptation Courses etc. for the adults, which are equivalent to all levels of occupations, are provided in the schools and institutions of our Ministry. With the protocol established with The Federation of All Real Estate Associations of Turkey (TEMFED), *Real Estate Consultancy*, *Estate Financing Promotion and Marketing Consultancy (Mortgage Brokerage)* programs also continue.

QUESTION 4.b

What national data are available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences?

Our Ministry is responsible for the development of informal education programmes which can be implemented anywhere and anytime, which will discover the energies and creativity of persons from all levels of age and education and develop learning, vocational and life skills of these persons by enhancing the quality of life and public welfare. In addition, it is responsible for the training of apprentices, foremen and masters required by workforce market and for making the required regulations and inspection of these. Within this scope and via Public Education Centres and Vocational Education Centres, it aims,

- To cause the individuals acquire the skills of reading and writing and use such skills in daily life,
- To adapt to the scientific, technological, economical, social and cultural developments of our age,
- To protect, develop, promote and adopt our national cultural values,
- To bring in the habits of collective life, solidarity and cooperation,
- To provide the opportunities for recreation, acquisition of skills, enhance financial power, acquisition of an occupation and development of the same,
- To provide an education which supports the human who is able to solve problems, is balanced, efficient and healthy.

See Table 1 for Statistics.

QUESTION 4.c

In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?

While specifying the education provided for adults – at the levels of preschool education, primary education and secondary education – all public institutions and organizations, which provide services in their fields, international organizations and civil non-governmental organizations are cooperated with. Within such scope, works with the participation of related participants are carried out to establish standardization for the

programs provided in the country, under the coordination of General Directorate of Apprenticeship and Non-Formal Education, and these works are planned to be finished by the end of 2009. In addition, in the direction of cooperation protocols signed with the sector, works for the employment, establishment of implementation units in our schools, internship and on-the-job training of teachers are being carried out.

For example, a total of 9 “*Vocational Education*” protocols have been signed with various institutions and organizations between 2007-2009 and these are currently underway. There have been a total of 47 “*Course Training*” protocols of different subjects (such as “Skill Acquisition for and Information of Housewives”, “Literacy and Vocational Courses for Privates under Arms”, “Organization of Seminars and Contests in the field of Artistic Painting”) signed with various institutions and organizations between 1990-2007 and all of these are still in progress. In addition, preparations for the protocols with various institutions and organizations to establish activities, which are yet to be implemented, are still being carried out.

QUESTION 5

How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach (e.g. the teacher as co-constructor or facilitator of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques, and self-directed professional development)? Have any specific measures been taken in the area of VET teachers and trainers?

Works for the enhancement of the qualities of education and the provision of requirements for the development of teachers have started in 2004 within the concept of Support to Basic Education (TEDP), which is created in the direction of Financing Agreement signed with the European Union. As a result of program works for the determination of teacher competencies, which is included in the scope of teacher education, the following are put into force:

General Competencies for Teachers

“General Competencies for Teachers”, which consist of 6 main competencies, 31 sub-competencies and 233 performance indicators by including information, skills and attitudes required to carry out the vocation of teaching effectively, have been prepared and put into force with the approval of Ministry in 2006.

Specific Field Competencies

Specific field competencies, which are required from primary education teachers to carry out their duties effectively, are grouped under 16 fields, with learning fields, scope and qualifications grouped as A1 (basic), A2 (intermediate) and A3 (advanced) and prepared to include performance indicators. Specific field competencies have been put into force in with the approval of Ministry in 2008.

School Based Vocational Development (OTMG)

In the “Study of Current Status” performed in General Qualifications for Teachers, preparation of a guide for teachers, which will enable them to convert Teacher Qualifications

into behaviours and actions to establish the sharing of information and skill between the schools and teachers are recommended.

By taking the determination and analysis of current status and the specified education needs into consideration, a School Based Vocational Development guide is prepared to support the vocational and personal development of teachers along with the determination of General Qualifications for Teachers and Specific Field Competencies. The application is expected to make significant contributions to the enhancement of education quality via on-the-job development of information and understanding, skills and qualifications, values and responsibilities of teachers.

OTMG brings certain responsibilities to teachers concerning the provision of their vocational development. Education and information works of the guide implementation have been carried out on 9200 teachers in 311 schools of 6 pilot provinces and revised in accordance with the feedbacks. Planning for the expansion of School Based Vocational Development throughout Turkey is still being carried on. School Based Vocational Development supports lifelong learning by teachers.

Teacher competencies include the information, skills and attitudes required by the teachers, who will realize the curriculum programmes developed for efficient education and learning. In this aspect, it constitutes the second step of education reform, which encompasses the concept of curriculum programs.

Teacher competencies are expected to be utilized in;

- Personal and vocational development of teachers,
- Specification of teacher training policies,
- Selection of teachers,
- Teachers' in-service training,
- Preparation and development of pre-service education programs of high education institutions which train teachers,
- Evaluation of work success and performances of teachers.

QUESTION 6

What approaches (including new ways to organise learning) does your country take to promote the acquisition of transversal key competences in general education (primary, lower secondary and general upper secondary), VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression)? Where appropriate please refer back to Question 2 on curricula.

Approaches within the scope of primary and secondary education are stated in the answers table of 2nd question. In order to support the acquisition of basic qualifications with a common subject, visual, auidial and kinaesthetic learning methods are used. Especially, interactive education methods (laboratory method, tour-observation method, case study method, problem solving method, question-answer method, project studies) are preferred.

In addition to the student centred and qualification based modular programs for 42 vocational fields and 197 vocational branches, which have been prepared within the scope of SVET since 2002, modular programs are prepared for 8 vocational field and 27 vocational branches within the scope of İKMEP (Development of the Human Resources through Vocational Training Project). Therefore, total number of vocational fields within the

vocational and technical education, for which a modular structure has been implemented, has reached 50 and the number of vocational branches has reached 224. Within this scope, activities to prepare modular programmes for other fields (corresponding to levels 2-3-4-5 of EQF) in addition to the 29 vocational fields, which are already prepared in accordance with the system, are carried out by our Ministry. These modular programme preparation activities, which are being carried out, form the main axis of vocational and technical reform works and all programmes are developed according to labour market needs analysis.

Modules which aim the acquisition of competencies expected from the national/international work force (basic qualifications) that can be used by students/trainees throughout their lives and which may be beneficial for their vocational development, such as training as productive persons with a high level of skills, who are inclined to scientific and technological production and able to establish good relations and adapt to the work, are included within the scope of non-formal education. A vocational staff member who has reached 4th level completes all vocational development modules prepared in accordance with the status of employment around and the availability of students/trainees. Vocational development modules provided in the table below may be used independently of the modular programme.

Modules of Lesson	Period	Competencies Acquired
Communication in Social Life	40/16	To establish and maintain healthy and efficient communication in social life
Communication in Business Life	40/16	To establish and maintain healthy and efficient communication in business life
Diction 1	40/32	Proper speaking of Turkish.
Diction 2	40/32	
Personal Development	40/16	Observe the developments related to his vocation and to continuously develop himself
Entrepreneurship	40/24	Acquire the skills of business administration, financing, marketing, advertisement, sales, business law, career development and business establishment.
Environmental Protection	40/16	To have an awareness towards the environment and to protect it.
Vocational Ethics	40/16	To comply with the rules of vocational ethics.
Work Organization	40/16	Making plans, programmes and work organization at the work place.
Occupational Safety and Health	40/24	To comply with the regulations on occupational health and take the precautions for occupational safety.
Research Techniques	40/16	Carry out a research on the basic level.

In MEMs (Vocational Education Centers) 33 programmes have been made for 35 occupational fields and are being carried out. In the direction of progress within HEM (Public Education Centers) programmes, works to establish a modular structure for the education programmes carried out in these centres (foreman and master training programmes) are performed as well.

Lessons (specified in the table below) which aim the acquisition of skills related to thinking, learning, self-management, teamwork and democratic citizenship rights by all vocational personnel are included under the title of *Lessons on Common Skills*.

Modules of Lesson	Period	Competencies Acquired
Basic Skills	40/32	Will be able to acquire thinking, learning and self-management skills.
Key Skills	40/32	Will be able to acquire skills related to teamwork and democratic citizenship rights.
Entrepreneurship	40/32	Will be able to acquire business administration, financing, marketing, advertisement, sales, business law, career development and business establishment skills.

Occupational Safety and Health	40/32	Will comply with the regulations on occupational health and take the precautions for occupational safety.
Environmental Protection	40/32	Will be able to contribute to the protection of environment.

QUESTION 7

How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.

The changes made in the structure of new education programmes implemented as of 2004-2005 education year have taken the assessment of process, along with the assessment of outcome, into consideration, during assessment and evaluation process. It is stated in all lesson programmes prepared for primary and secondary education that the teachers should effectively use formative evaluation together with the summative evaluation. In the revised education programmes, student centred learning is taken as the basis. According to this, both result-oriented and process-oriented evaluation is performed. Explanations for the method of evaluation to be performed in the lessons are stated in education programmes and teacher guides. Students' statuses in acquiring the information and skills within the education programmes are evaluated using the performance and projects, along with the alternative assessment-evaluation techniques. Therefore, the process of learning is controlled and when a difficulty in the learning rate of student is determined, guidance required for the correction of inadequacies and mistakes is provided during the education. In the evaluation carried out on national scale (Placement Test), process-oriented evaluation is focused on. Placement tests are performed at 6th, 7th and 8th grade.

The need for the use of self-evaluation, peer evaluation, product file (portfolio), observation etc. methods to observe the development of children and to specify the inadequacies, if any, along with the evaluations to determine the level is also stated in the Regulations on Primary Education Institutions. In addition, it is underlined that the teachers should use the evaluation for the purpose of developing the learning by asking expressive questions and giving effective feedback on a short period of time. Furthermore, process-oriented approach and multi-faceted evaluation of the process are taken as the basis for the evaluation and observation of children's development, instead of result-oriented approach. In this aspect, evaluation system is accepted as formative. In this direction, the process of evaluation in the preschool education is multi-directional. The process of evaluation in the preschool education is determined as follows: 1. Evaluation of the children's development, 2. Evaluation of the programme, 3. Self-evaluation by the teacher. In order for the children's development to be evaluated, the teachers constantly observe the children, keep daily notes, transfer these notes to observation record forms and provide at least 1 development report to the families on each term.

Success of students in secondary education institutions are evaluated according to the provisions of Article 5 of Ministry of National Education, Regulations for Promotion to a Higher Grade and Exams for Secondary Education. In order to make corrections for the lack of information in the children, to enhance their skills, to increase their success in the lessons and to help them prepare for the exams, courses to train the students and to prepare them for exams are organized according to the principles of Ministry of National Education, Directive on Student Training Courses. In addition, a communication by the Ministry is issued to all governorships, which states that all necessary precautions to increase secondary education students' success in the aforementioned exams should be taken.

In the vocational education and training, modular programmes which are already prepared have been designed to include both “summative” and “formative” student evaluation. These modules prepared are designed to summarize what is learned on different phases and the progress made by the learners. Therefore, trainer/teacher or the individual can perform a summative evaluation on the various phases of all modules. In addition, formative evaluation during learning, which is performed to make corrections for the inadequacies and mistakes encountered during the learning, is also carried out. Assessment questions at the end of learning activities, module evaluation questions at the end of the module, performance evaluation tests, control lists, assessment tools prepared by the teacher and the criteria devised to assess the skills acquired by the students in the businesses are used for summative evaluation purposes. Applied tests at the end of learning activities are used as formative evaluation tools and the inadequacies and mistakes in the learning status are determined and the necessary corrections are made.

In the near future, when Vocational Qualifications Institute (MYK) starts to carry out its activities, all vocational standards will be prepared by MYK, social partners and sectors; after these standards are reformed into education standards by the Ministry of National Education, modular programmes for all occupations (which are to be continuously updated) will be prepared. After these prepared modules are applied by both our Ministry and different institutions and organizations, exams and certification will be performed in the institutions accredited by MYK, within the framework of “*Regulations on Vocational Qualification, Exams and Certification*” put forward by MYK in 2008. As certification takes place, it may direct the individual to a certification with an international level and, after it is realized by our institution and other institutions, it will also direct the individual to a certification on national level.

QUESTION 8

How does your country – at national and or regional and local levels – evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?

In order to evaluate student outputs of Turkey on national level, Activities to Identify the Success of the System are performed by our Ministry’s Education Research and Development Department. With these works, strong and weak aspects of the system are researched on both national and regional level. Results of these researches are utilized for the development of lesson programmes and teacher training. In addition, the results of qualification for higher education are also taken into consideration. Criteria for the employment of our graduate students in public and private sector are observed (using data of TURKSTAT, Ministry of Health, Ministry of Labour and Social Security). The number of schools which provide education on the branches required by the sector is being increased. Quota is lowered for branches where employment problems are encountered according to the data.

CHAPTER 2: TRANSVERSAL LIFELONG LEARNING ISSUES

QUESTION 9

What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of

national qualifications frameworks linked to the EQF, systems for the validation of non-formal or informal learning and learning outcomes based approaches)?

Turkey has closely followed the studies and developments related to European Qualifications Framework (EQF) and actively participated in these works. Our country has taken part in the Consultation Period, in which 31 countries participated and which is initiated by the European Commission following the introduction of European Qualifications Framework, the draft documentation prepared has been issued to departments of Ministry of National Education related to vocational education, universities, social partners, formal and non-formal vocational education institutions and other related public institutions; these were asked to submit their opinions, recommendations and criticisms concerning such document and, in the light of these opinions, a Country report has been prepared (ANNEX-2) and issued to European Commission. In addition to this, Turkey has regularly participated in the EQF Workgroup, which is assembled with the participation of EU countries; therefore, Turkey found the opportunity to closely follow and contribute to the developments.

Initial works towards the development of National Qualifications Framework (NQF) in our country have been initiated concurrently with the Project for Strengthening the Vocational Education and Training System. Works concerning the draft of Turkish National Qualifications Framework, which is largely in accordance with the EQF and which consists of eight levels, have been transferred to Vocational Qualifications Institute, which is established in accordance with Law No. 5544. Eight reference levels within the proposed Turkish National Qualifications Framework and their equivalents in labour market are as follows:

Level 1	: Primary Education Diploma (apprentice)
Level 2	: 10 th grade certificate (foreman)
Level 3	: 11 th grade certificate (master)
Level 4	: High school diploma (mechanic)
Level 5	: Vocational high school diploma (technician)
Level 6	: University diploma (Bachelor's degree)
Level 7	: Master's degree
Level 8	: Doctorate degree

Informal Learning

“Informal learning” is a relatively new concept in our country and is still debated by the related parties. Informal learning is a part of lifelong learning and cannot be considered separately from formal/non-formal education. As we take into consideration that 85% of learning take place via informal methods, the recognition and validity of informal learning in our country bears great importance. A system in which the informal learning of individuals are defined, evaluated, recognized and directed towards national and international validity is not yet available in Turkey. Works in this field aim to create a system, which will result in the provision of validity of non-formal and informal education in member and candidate states. First priority for attaining such aim is proposed as a clear understanding, adoption and systemic implementation of learning “Output Based Approach” by all related persons on national level. National Qualifications Frameworks’ inclusion of learning outputs, vocation and education standards’ being prepared in accordance with the concept of learning outputs, focusing on individual benefits in the learning programmes and training of teachers to execute such approach are considered as the important effects for creation of such a system.

With the project of “Providing a Common Understanding on and Raising Awareness of Informal Learning in Turkey within the scope of Lifelong Learning”, which is signed by

our Ministry and European Commission on 07.02.2008, the issue has been put forward for discussion and first step towards raising a common understanding is taken to provide a validity and certification for informal learning, both on national and international level, within the concept of lifelong learning. As a result of the activities carried out within the scope of project, determination of place of informal learning within the education system, informing all stakeholders about the meaning and content of informal learning and determination of methods and techniques to be used for the recognition and documentation of informal learning are aimed at.

Programme development works based on the approach of “Learning Outputs”

By revising all educational programmes within the framework of our Ministry’s action plans, preparation of student-centred programs which teach to learn and are suitable for new approaches in education, rather than conventional rote-learning based approaches, are aimed. “The Project for Design of Primary and Secondary Education Learning Programmes” is prepared in 2004. Program development activities, which are started in cooperation with the universities, are being carried out by our Ministry as planned, with support of other projects.

Within this scope, learning programmes for all lessons on primary education level are developed and implemented. Learning programmes developed on secondary education level have been gradually implemented as of 2008-2009, starting with 9th grades. The structure of programmes is designed to be based on learning outputs. Benefits are information, skills, behaviour and values, which are planned to be acquired via planned and arranged experiences within the learning process. In these programmes, there are components such as benefits, content, required explanations, activity examples, assessment and evaluation. 9 common skills are specified and these are planned to be acquired by the students through each lesson within the programme of primary education. Along with the qualifications required by the lessons, these common qualifications will be provided as well. On the other side, required interim discipline fields are determined and qualifications are taught in the suitable lessons.

Other than “*SVET Project*” of Ministry of National Education and works such as “*LLL Strategy Document*”, “*European Life Long Guidance Policy Network Project*”, “*Open Primary School*”, “*Open High School*”, which are prepared within the scope of this project, different institutions and organizations have significant works which will affect Life Long Learning in our country (For example, İŞ-KUR’s “*Requirement Analysis of Turkey’s Labour market*”; YÖK’s (Higher Education Institution) “*Continuing Education Centres*”). In addition, non-governmental organizations such as TESK and TÜRK-İŞ have also similar works.

“LLL Strategy Document” (ANNEX-3) is a document which bears great importance. Initially arranged within the scope of SVET, works on the final version of the document are being carried on according to the decisions taken in the last meeting, in which all related sectors participated, assembled with the cooperation of our Ministry and State Planning Organization in March 2009.

Within the scope of various works carried out jointly by SVET and various institutions and organizations, regulations on “Vocational Qualification, Exam and Evaluation”, which proposes a determination of qualifications according to the vocational standards, are put into force in December 2008.

According to the regulations, there should be at least one exam for the certification of informal learning. Type of exam (practical/theoretical) or the phases within it will be

determined with the agreement of sector and the related parties. Exam and certification may be evaluated as an overall of qualification as well as over a part (modules) of this certification. Therefore, using modular approach model (a flexible model), it will be possible to certify the information and skills of individuals, who did not have the opportunity to be educated but acquired certain qualifications throughout their life, in an institution accredited by VQA.

Within this framework, it is inevitable to perform a serious analysis of occupations within the labour market, via a cooperation of MNE and VQA, a primary determination of qualifications and, by taking these qualifications as reference, giving vocational education programmes of formal / non-formal education institutions a modular structure (as stated above, modular programme works were carried out within both SVET and HRD-VET projects). This issue is highly important concerning the functionality of system and provision of domestic/foreign mobility of persons.

CHAPTER 3: VOCATIONAL EDUCATION AND TRAINING

QUESTION 10

What progress has your country made in increasing the attractiveness of VET programmes and their relevance to the labour market?

Paying required attention to vocational and technical education is among the principles, aims and policies of Ministry of National Education. Various works were performed to develop vocational and technical education system in accordance with the Constitution, laws related to education, development plans, council decisions and scientific studies and considerable progress has been made. These works carried out to enhance the qualities of education system, solve the problem encountered and to attain the standards of developed countries are supported by a number of projects.

EU supported project for Strengthening the Vocational Education and Training System (SVET) in Turkey, which is implemented to strengthen the vocational education and training system in line with needs and lifelong learning principles, was completed at the end of 2007.

Within the scope of project, occupations are categorized according to the occupational groups, occupational fields and occupational branches based on ISCO'88 and ISCED'97 for the programme which aims the training of workforce in the required fields. Work and processes carried out by vocational personnel are determined and language programs which will enable acquisition of qualification are prepared.

Primarily, education and training period of three-year general, vocational and technical high schools are gradually increased to four years in 2005-2006 education year, starting from 9th grade. Modular education programs of 42 fields and 197 branches are developed to be used at vocational and technical education schools and institutions and modular education programmes have been gradually implemented as of 2006-2007 education year, starting from 9th and 10th grades, with the decision no:182 of Head Council of Education and Morality dated 02/06/2006.

Within this process, the infrastructure of a flexible system, which is based on programme type rather than the school type in vocational and technical education and in which transitions between programmes can be made, is established. Activities for the transition to a modular and flexible system to train qualified personnel, who are required by the market, in the vocational and technical education are being performed as planned. As a result of these works, a vocational and technical education system which takes into consideration rapid technological change, international integration, rising competitiveness and

future requirements of information economy will be attained. Formal, non-formal and apprenticeship education programs are devised with the same standards and integrity by taking the changing and developing technology into consideration.

The lesson of “Promotion and Guidance” is added to the 9th grade curriculum, which is common for all secondary education; information is provided on the vocational fields, vocational branches, tools and equipment used in the occupation, conditions for taking part in such occupation, employment possibilities of the occupation, occupation’s status of today and its tendencies for future, related occupations, working conditions of the occupation and health problems related to the occupation and sector promotion is made. In the lesson of Promotion and Guidance, the students are aimed to know all the sectors and occupations and to choose the best occupation according to their interest and tendencies. In this direction, CD and books promoting the academic and general occupations are prepared and distributed to the students for free.

By making protocols for education in the issues of enhancing the desirability of programmes and establishing connections with labour market, participation of sector to the vocational education is achieved. With these protocols and by coordinated work with workforce market, a development in the vocational qualifications of teachers in their fields/occupation is achieved, quality of education is enhanced, a rise in the employment of graduates was achieved and, via a provision for the training requirement of personnel within the workforce market, efficiency in production has been increased. In addition, in order to enhance the desirability of vocational education and training programs and to make connections with labour market, workforce market need analyses have been performed via cooperation with social stakeholders and competency-based modular training system has been implemented in the direction of need analyses for this labour market.

CHAPTER 4: HIGHER EDUCATION

QUESTION 11

In the area of Modernisation of Higher Education what progress has your country made in relation to:

- **Plans/measures to diversify the income streams of Higher Education Institutions?**
- **Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners?**

Measures to enhance diversification of income sources of higher education institutions

Regarding the university funding mechanism in Turkey, the major source of income of state universities is the funds allocated through the annual state budget. The annual recurrent items-except personnel of the state budget of each state university is negotiated jointly by the Council of Higher Education and the university concerned, with the Ministry of Finance and, in the case of the investment budget, with the State Planning Organization. The budgetary system is a line-item budget system with very specific earmarked budget figures.

In addition to the annual budget, provided by the state, each university has three more sources of income. Income from the services provided by the university, such as patient care in university hospitals, and contract research, is collected in a revolving fund. Student contributions towards highly subsidized services are collected in a separate fund. Finally, each university has a research fund made up of a lump sum grant from the state-provided budget

plus a portion of the income from the revolving fund and from earmarked projects given by the State Planning Organization.

Taking into consideration that the number of state universities have increased considerably recently and highly subsidized student tuition fees are determined at the national level, it happens to be hard to see any chance for incomes from the state budget and tuitions fees be increased but incomes from other two sources as well as those from other (private, non-profit and non-national) sectors are open to be utilized for extra funding within universities capabilities and achievements.

In Turkey, financial autonomy for public universities is extremely limited. They have very little flexibility on how they use their resources within limited items in their budgets with little flexibility to switch resources. In addition the amount allocated to each line item is largely determined by history. So, greater autonomy and related regulatory measures are the key elements for HEIs in Turkey to enable them to develop diversity and increased amount of their income which will include all sources in explanatory notes as well as others depending on their highly specialized and diversified services.

Activities for the establishment of a national qualifications framework (NQF) for higher education in Turkey were initially launched by the Council of Higher Education (CoHE) in 2006. In order to set the agenda and organize the process, a special Commission was set up within CoHE. On 07/2008, in order to carry out the NQF activities on a larger scale, and with a view to supporting the activities of the Commission, a “Higher Education Qualifications Working Group” was established upon the participation of experienced academicians from different universities and disciplines and the preparatory activities were launched.

The National Qualifications Commission and the Working Group carrying on their activities determined the calendar for these activities to be carried out during the NQF establishment process as contemplated to be completed in 11 stages:

	<i>NQF for Higher Education Establishment Stages</i>	<i>Date of Completion</i>
1	<i>Adoption of a resolution in order to start the process</i>	<i>April 2006</i>
2	<i>Establishment of the activity calendar</i>	<i>2008</i>
3	<i>Organization of the process</i>	<i>2006-2008</i>
4	<i>Design of the framework</i>	<i>November 2008</i>
5	<i>Obtaining opinion from stakeholders</i>	<i>January 2009</i>
6	<i>Approval of the framework</i>	<i>May 2009</i>
7	Administrative organization	June 2009
8	Application of the framework at the level of higher education programs <ul style="list-style-type: none"> • Pilot application • Application in all institutions 	December 2010 December 2012
9	Inclusion of qualifications in NQFHET	2010 – 2015
10	Self-certification	2010 – 2012
11	Establishment and publication of the NQFHET web site	2009

Until now, 6 stages have been completed successfully. The draft level descriptors for Bachelor’s, Master’s and Doctorate level were prepared by the joint work of the Commission and the Working Group.

These draft descriptors were prepared taking European Qualifications Framework for Lifelong Learning (EQF-LLL) as a reference point. One of the most important reasons of this choice is the flexibility offered in associating the higher education qualifications of EQF-LLL

with the primary and secondary education qualifications as well as those as gained informally and based on experience within the framework of life-long learning in the course of time, and another reason is that vocational education within the Higher Education System in Turkey has an important place along with vocational higher schools and those colleges which make one gain education primarily towards a profession and that EQF-LLL also covers this field. Based on this approach, it was contemplated that all the qualifications within the Turkish Educational System and those which will be developed within time may be defined and associated with each other as an integral whole and that a NQF may be established as covering the entire teaching and education.

Draft level descriptors have been shared with a large group of stakeholders (NGOs such as business associations and trade unions). After the feedback gained from this consultation process, level descriptors were discussed accordingly and finalized/approved by the General Assembly of the CoHE with its decision dated 21/04/09. The implementation of the framework primarily within the higher education institutions and programmes as to be designated on a pilot scale is planned to be completed until 2010, and the application thereof to include all institutions and programmes until the end of 2015.

ANNEXES:

ANNEX -1: Law on Vocational Qualifications Authority

ANNEX -2: Country Consultation Report on EQF

ANNEX -3: Lifelong Learning Strategy Paper

ANNEX- 4: Statistic on non-formal (adult) education

Table -1: Non-formal educational institutions by years

ABBREVIATIONS:

DİSK:	CONFEDERATION OF TURKISH REVOLUTIONARY LABOR UNIONS
HAK-İŞ:	CONFEDERATION OF TURKISH REAL TRADE UNIONS
İŞKUR:	TURKISH LABOUR INSTITUTION
KOSGEB:	DIRECTORATE OF DEVELOPMENT AND SUPPORT OF SMALL AND MEDIUM SIZED ENTERPRISES ADMINISTRATION
MYK:	VOCATIONAL QUALIFICATIONS AUTHORITY
TESK:	CONFEDERATION OF TURKISH TRADESMEN AND CRAFTSMEN
TİSK:	CONFEDERATION OF TURKISH EMPLOYERS ASSOCIATIONS
TOBB:	THE UNION OF CHAMBERS AND COMMODITY EXCHANGES OF TURKEY
TÜRK-İŞ:	CONFEDERATION OF TURKISH LABOR UNIONS
TÜSİAD:	TURKISH INDUSTRIALISTS AND BUSSINESSMEN ASSOCIATION