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2011 NATIONAL REPORT OF TURKEY
(TO BE SUBMITTED TO THE EUROPEAN COMMISSION)



MINISTRY OF NATIONAL EDUCATION
**“IMPLEMENTATION OF THE STRATEGIC FRAMEWORK
FOR EUROPEAN COOPERATION IN
EDUCATION AND TRAINING”**

DIRECTORATE GENERAL FOR FOREIGN RELATIONS

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CONTRIBUTION TO NATIONAL REFORM PROGRAMMES

QUESTION 1: Please provide a summary of the main education and training elements in your National Reform Programme (NRP):

The Ninth Development Plan 2007-2013 envisages Turkey as a country improving towards information society, growing in stability, sharing more equitably, globally competitive and fully completed its coherence with the European Union.

Medium term educational policies of Turkey based on State Planning Organization's *Ninth Development Planning Medium Term Program* (2009-2012) have been determined as follows:

1. Schooling rates in all levels of education will be raised, equipment and physical infrastructure will be improved, regional imbalances and gender disparities in access to education will be reduced.
2. The Ministry of National Education and the Higher Education Council will be restructured in order to increase quality, competitiveness, efficiency and equality of opportunities in education.
3. Alternative financing models in all levels of education will be developed; educational investments of private sector will be encouraged by focusing on quality.
4. The share and quality of vocational training will be increased, active participation of private sector and professional organizations to vocational education process will be provided.
5. International programs in order to increase the exchange and mobility of students and teachers in secondary and higher education will be extended as well as grant programs to enable foreign students and lecturers to participate in educational activities in Turkey and new programs will also be developed. In this context, necessary arrangements will be made in administrative structure.

2

A number of targets have been put forward for all levels and types of education for social and economic progress:

At Pre-school Education Level

- Increasing pre-schooling rate for 4-to-5-year-old children to 50% by the year 2013,
- Extending preschool education throughout the country in a way to allow equal opportunities for all individuals,
- Training more pre-school teachers,
- Meeting physical infrastructure needs as well as diversifying educational services,
- Increasing public awareness towards early childhood education

At Primary Education Level

- Ensuring 100% primary schooling for 6-14 age group by the year 2013,
- Educating individuals who are without primary education via Open Primary Education School opportunities,
- Providing opportunities for at least one foreign language learning and extending second foreign language learning,
- Integrating information and communication technologies into education,
- Increasing the numbers, sizes and capacities of primary education regional boarding

- schools,
- Extending guidance services.

At Secondary Education Level

- Schooling of all age population between 14 –18 years old,
- Eliminating qualitative and quantitative differences among regions and ensuring equal opportunities by increasing quality in education and training,
- Increasing educational expenditures per person,
- Transforming educational institutions with internet connection into learning centers for all individuals,
- Improving digital literacy,
- Restructuring of the system in a way to prepare students between the ages of 14 and 18 for an occupation/profession and/or higher education level,
- Increasing the demand for vocational and technical education,

At Special Education Level

- Providing applied programs for special needs education in a way to make all students in special needs education acquire occupational skills,
- Ensuring facility, equipment, staff and program flexibility in schools which educate students with special needs together with other students,
- Providing guidance and counseling services for the gifted individuals at preschool, primary and secondary education levels.
- Extending early childhood and preschool education for the individuals with special needs.

At Continuing Education Level

- Enhancing learning opportunities for all individuals through information centers, face-to-face education and distance education,
- Improving in-service training of teachers both as regards to quality and quantity,
- Increasing effectiveness of parent training,
- Improving all non-formal education programs with lifelong learning approach,
- Increasing the number of facilities for acquirement of short cut skills by the youth who do not enter into universities,
- Providing social, cultural and artistic spare-time opportunities for individuals,
- Ensuring participation of at least 10% of the total population in non-formal education activities each year,
- Improving literacy initiatives to cover all illiterate individuals,
- Structuring non-formal education services for individuals who would like to get an occupation, change occupation or learn a new occupation.

At Higher Education Level

- Developing a new system in which the school achievement will be taken into consideration at the university entrance stage,
- Extending higher education throughout the country, taking into account regional characteristics,
- Restructuring Higher Education Board in a way to be responsible from coordination and planning,
- Assigning students for graduate studies to meet the need for academic staff of existing and newly established universities,

- Establishing universities in provinces with no universities and increasing the number of units in universities,
- Utilizing all resources in the most rational way.

Medium and long-term results-oriented strategic objectives have been identified in the Ministry of National Education's first Strategic Plan. Selected concrete targets envisaged by 2014 are as follow:

- 39 % net schooling rate at preschool education will increase to the level of 70 %
- 98,20 % net schooling rate at primary school will be increased to 100 %
- The capacity use of regional boarding schools will be above 90%
- The number of students who benefit from scholarships will increase 5% each year
- The rate of drop-outs in secondary education will be below 5% compared student population in secondary education
- Success rate of students who promote to the next grade will be 96% in secondary education
- By eliminating regional differences in secondary school enrollment, the gross enrollment rate will go over 90%
- By further increasing access to education of girls in secondary education, 8.91% gross enrollment gender difference will be lowered to less than 2%
- Transitions from primary to secondary education will be raised from 85% to 95%
- The number of students who facilitate boarding services and scholarship opportunities will be increased by 25% in secondary education
- The ratio of private education institution affiliated to the Ministry will be increased from 5.21% to 9 % with the financial help of private sector.
- The proportion of students attending private education schools will be increased from 2.76% to 5% compared by the number of students in public schools
- 70% of the private tutoring courses preparing students for secondary and tertiary level education will be transformed into private schools
- The standards of educational evaluation, diagnose and guidance services of Guidance and Research Centers will be identified and 20% of them will be adjusted to the standards. The number of Guidance and Research Centers will be increased up to 12% until the end of plan term. The special education classrooms and support education rooms prepared relevant to the standards for the students in integrated education up will increased up to 50%
- The number of special education schools and institution will be 25% more and 20 % of the teachers working at these schools will have training in special education.

EARLY SCHOOL LEAVING

QUESTION 2: What measures has your country taken to reduce early school leaving?

Pre-school education enables access to primary education. In 2009-2010 academic year, pre-school enrolment rates in Turkey increased from 23 % to 27 % for 36-72 month age group and from 33 % to 39 % for 48-72 month age group. By 2012-2013 school year, pre-school education in Turkey will be compulsory in 81 provinces gradually. The policy of “compulsory preschool education in 32 provinces” with respect to the priority age group of 60-72 months has been successful. In these provinces, the enrolment rates have increased from 71 % to 93 %. In the remaining 49 provinces, the enrolment rates for this age group have increased from 48 to 57 percent. The nationwide average suggests that three out of five children start schooling at the age of 5. In the “9th Development Plan” (for 2007-2013), while the aim of schooling for 4-5 age group has been predicted 50%, now the aim is to reach 100% schooling.

One of the priorities of Turkey’s education system is to achieve 100% schooling in primary education. For this purpose, students who have never registered or have not attended to a school regularly at the age of compulsory education are determined; then persuasion, tracking and assessment efforts related to non-registration and absenteeism are carried out by the Ministry of National Education. In 2009-2010 school year schooling rate in primary education was 98,2 % net. While this rate was 97,8 % for girls, it is 98,5 % for boys. While the predicted gross schooling target by 2013 was 100% in the “9th Development Plan”, this target was already surpassed in 2009-2010 by 106,5 %.

One of the aims in the secondary education in Turkey is to extend the duration of education in the secondary education to 12 years by making the secondary education compulsory based on the fact that 100% schooling has been carried out in the primary education.

5

When we consider the barriers for non-attendance in primary education, economic, social and cultural dimensions occupy the top place. Disability conditions, child labor, delays in identity and address change registration follow the above mentioned dimensions. Another result of student tracking activities is the identification of those who do not attend to school regularly despite being registered. Risks of school dropout, absentee situation assessments and need analysis were carried out to support and track the educational needs of those under the risk of absenteeism as a first step. As a consequence of the research, early warning system was set up through e-school by developing an action plan. These studies will be sustained resolutely until every child at the age of compulsory education is registered and attend to schools.

2.1 Measures to analyse current situation and monitor developments in early school leaving (e.g. data collection, surveys and research):

E-school is a computerized web based data management system activated by the Ministry of National Education of Republic of Turkey in January 2007. It is a system in which huge amount of information including students’ school registration and attendance, written and oral exam points, records, certificate of appreciation or achievements, transfers to other schools, text books starting from their school registration until their graduation. All sorts of information concerning students and schools are entered by school managers and teachers to process for pre-identified purposes. Central and provincial directors, school managers, teachers, students and parents can use and benefit from the system.

The obstacles stemming from school registrations have been removed. However, another matter is to enable students to attend schools regularly. In 2011, a protocol was signed between Ministry of National Education, Prime Ministry, Ministry of Justice, Ministry of Interior, Ministry of Foreign Affairs, Ministry of Health, Ministry of Labor and Social Security to raise awareness concerning school attendance, support the families in need of social support, and enable the disabled children to access school. By means of the protocol, cooperation principles were determined to enable un-registered or non-attending students at the age of compulsory education to access school and quality education.

Accelerated Classroom Education Programs (ACEP) is another initiative which has been put into effect to increase primary education enrollments to 100%. This is a short term transition program to reintegrate 10-14 age groups out of education to primary school. The target groups of ACEP includes un-registered students to primary education, registered but non-attending ones and those who are three levels below their peers due to academic failures. The purpose of the program is to expose those students to the programs involving basic competences in accelerated classrooms, thereby helping them to catch their peers and to receive at least one year education in the 8th level of primary school with their peers. Within the context of the project launched in 2008, 12.892 students benefitted from the programs in two school years. Since one student can benefit from more than a program, total number of beneficiaries is more than the number of students.

Through the Residence Based Population Registry System, started in 2007, and the e-school system organized by the Ministry of National Education, data can be obtained that make possible the accurate calculation of the number of children out of formal education. These data reveal that two-thirds of all primary school-age children who do not attend school are girls. Girls living in the eastern regions and in rural areas are the most disadvantaged group.

2.2 Please indicate the areas of priority areas your country is focusing on (e.g. target groups, educational sectors):

Increasing sensitivity of education to labour demand and training labour force in accordance with the quality and quantity required by the market is the main objective.

In this perspective;

- i) Life-long learning strategy will be implemented effectively.
- ii) The coherence between secondary and higher education and the labour market will be increased.
- iii) Studies towards the harmonization of the curriculum of the vocational and technical schools with the professional standards will be initiated.

It is of utmost importance to effectively direct vocational and technical education to provide the qualified intermediate labour force required by the labour market. While the share of vocational and technical education was 42.3 percent in secondary education in 1995, this rate receded to 32.3 percent due to the effect of different coefficient applications among school types in the academic year of 2002- 2003. Common education for general and vocational education of 9th grades as of 2005-2006 academic year and restructuring of vocational and technical secondary education according to modular base caused this rate to start to pick up and reach 42.8 percent in the 2009-2010 academic year. At the same time, the fact that the system of passing from elementary school to secondary school considers the interests, skills and capabilities of students and an effective guiding system has been established in the elementary school is expected to increase the share of vocational education in secondary

education. Works for enhancing the level of compliance of vocational and technical secondary education with the labour market shall gain more importance in the following period.

Efforts continue to develop the capacities of Professional Qualifications Agency, established in 2006, to manage the national professional qualifications system. The Professional Qualifications Agency, which is an important part of the national competences system, began its works for improving the professional standards by considering the needs of labour market and for making certification after evaluating the students. As of 2010, 280 professional standards were prepared, 115 national professional standards entered into effect after being published on the Official Gazette.

The Lifelong Learning Strategy Document was accepted by the High Planning Council decision dated 5 June 2009 and put into implementation. Additionally, the works for preparing Vocational Education and Teaching Strategy Document covering 2008-2012 continue in order to handle vocational and technical education in integrity and to carry out the implementations.

2.3 Measures to prevent early school leaving. Please mention the most effective measures taken at system level, at school level and in support of individual pupils/learners:

School non-attendance does not only make it difficult for students to benefit from the optimum efficiency from education system but also accelerates the school drop-outs. For that reason, non-attendance is closely tracked by schools considered as an early warning. MoNE intensifies the studies on the system which tracks non-attending students constantly and carries out individualized interference for them. In the system called “Progressive Non-Attendance Management (PNAM)”, non-attendance is reported everyday through e-school and progressive action plans appropriate for non-attendance types are put into effect. Risk Needs Evaluation Forms developed through PNA and Non-Attendance Tracking Commissions at schools interfere with the most appropriate interference programs devised for each student. With the school registration problem solved, tracking of non-attendance has become an important component of participation in primary education. At this point, PNA implemented by MoNE is an important and helping tool to solve non-attendance through individualized interferences.

2.4 Measures to compensate early school leaving. Please mention the most effective measures taken:

“Action Plan for Enhancing the Relation between Employment and Vocational Education”, which was prepared with participation of all relevant partners in coordination with the Ministry of Labour and Social Security in order to provide the vocational and technical education in line with the needs of labour market, implement active labour market policies effectively, increase employability of the labour force by means of overcoming the problem of vocational competence, entered into force after being published on the Official Gazette No. 27642 on 15 July 2010. On the other hand, it is aimed to increase the quality of formal education and arrange vocational courses by enhancing machinery and equipment infrastructure of 111 industrial and vocational high schools in 82 provinces and by providing in-service training for the teachers within the scope of the project on “Specialized Vocational Centres” to be implemented with cooperation of the Ministry of National Education, Ministry of Labour and Social Security, İŞKUR and TOBB.

QUESTION 3: What measures has your country taken to increase tertiary (or equivalent) education attainment?

It has been made possible by law for universities to start distance education programs at associate, undergraduate and post graduate levels using ICT technologies.

The number of academicians has been increased by instructor training programs both at home and abroad and more balanced distribution of them across the country has been realized. Besides, in order to cover the academician shortage of developing universities, especially the newly established universities, academician development programs have been implemented.

Financial resources in higher education institutions has been improved and diversified. Successful students without financial means are provided with scholarships and loans. Special funds allocated for education are directed towards providing equal opportunities in education. In line with enhancing scientific and technologic cooperation with the EU countries and being a part of European Research Area, Turkey has participated to EU's Seventh Framework Programme on Science and Technology.

A Law on Public Financial Management and Control-No. 5018, which was enacted on December 24, 2003 regulates the structure and functioning of the public financial management including that of HEIs, in order to ensure accountability, transparency and the effective, economic and efficient utilization of public resources. In order to present public services at the required level and quality, public administrations including HEIs shall base their budgets, programme and projectbased resource allocations on their strategic plans, annual goals and objectives, and performance. And starting from January 1, 2007 as state funds are allocated on the basis of the performance-based budget system, HEIs are required to prepare annual strategic plans which include their strategic targets determined in accordance with their mission, vision and goals, their performances assessed in the light of predetermined indicators and the monitoring and evaluation of the overall process.

Within the scope of the regulations set up, the Commission for Academic Assessment and Quality Improvements at national level and Academic Assessment and Quality Improvement Boards at institutional level are responsible for organising, coordinating and conducting the self-assessment exercise in the following areas:

- Inputs (Resources and relations)
- Institutional Qualities and Characteristics
- Education-Training Processes
- Research and Development Processes
- Implementation and Service Processes
- Administrative and Support Processes
- Managerial Characteristics (Structural)
- Managerial Characteristics (Behavioural)
- Results (Outcomes)
- Higher Education Mission

3.1 Measures to increase entry rates to higher education, including widening access to under-represented groups:

Even though significant progress has been attained in terms of entry rate for higher education, there is still an increasing demand for higher education. In Turkey more than 1.000.000 students have been placed higher education since 2007. In order to face this growing demand new universities have been established. The number of universities has reached from 130 in

2008 to 165 in 2011.

While higher education schooling rate was 14,65 % (net) in 2002 the number increased to 30,42 % in formal education for 2009-2010 academic year and reached 53 % in total.

2,54 % share of universities from consolidated budget in 2002 has been increased to 3,26 in 2010 budget plan. It is anticipated that this ratio will change to 3,68 % in 2011. Research and development budget of the universities was 86,6 million Turkish Liras (TL) in 2002 and this portion is increased to 480,4 TL in 2010. Increase ratio is 531 % covering 547 million in 2011 budget.

Together with this, differences in higher education access have been reduced to minimum. Different coefficient application partially ceased to be in effect for the obstacles preventing graduates of vocational and technical high schools to enter universities.

Admission to Tertiary Education Institutions does not require examination for the graduates from vocational and technical secondary schools if they want to further their studies in the same field.

3.2 Measures to improve completion rates of students in higher education:

According to Law No 6111 published on February 25, 2011 in the National Gazette, all students who have been dismissed, for whatever reason aside from terrorism-related convictions, while studying for their two year associates degree, a bachelor's degree, or post-grad degree will have the option to re-apply within five years to the higher education institution they were dismissed from, and continue their education.

TERTIARY EDUCATION ATTAINMENT

MOBILITY

QUESTION 4: What measures has your country taken to promote learning mobility?

Important headway has been made in higher education, particularly in the student and instructor exchanges within the scope of the Bologna process, the European credit transfer system and the diploma supplement. However, problems regarding the centralized structure and the quality of the higher education system are continuing to adversely influence its competitiveness and capacity to be able to respond to the requirements of the society.

Center for European Union Education and Youth Programmes (Turkish National Agency) under State Planning Organization is running Life Long Learning and Youth in Action programmes coordinated by European Commission General Directorate for Education and Culture in Turkey since 2004. Among the missions of the Center is to ensure that target groups benefit from Comenius (school education), Erasmus (higher education), Leonardo da Vinci (vocational education) and Grundvig (adult education) programmes effectively. As known, it is possible for the students to benefit from mobility individually or indirectly, via projects (Comenius, Leonardo da Vinci and partly Grundtvig programmes).

Accordingly, dissemination activities are organized for different groups to increase the

number of students going in different education sectors.

Dissemination activities raising awareness, increasing the number of beneficiaries and promoting the projects can be summed under the headings below:

- 1) Activities: Information meeting, workshops, festivals, thematic meetings, conferences and panel discussions periodic meetings and expositions with target group.
- 2) Publications: periodicals, information brochure, books containing best practices, guide books
- 3) Social media tools: Facebook, twitter, youtube
- 4) IT Practices : HEZARFEN Portal for cooperation activities throughout the programmes aiming to facilitate to find partners and to announce the practices of project owners; TURNA online Project Management System

As known, programmes will be so active when the direction of mobility is not only from our country to Europe but also from Europe to Turkey. Just as in students going, students coming to Turkey can benefit from the programmes directly or indirectly.

To increase the number of coming students National Agency distribute the publication prepared in foreign languages, participate to exposition overseas and use HEZARFEN Portal

Moreover, for the students and instructors in higher education KNOWLEDGEBASE-TURKEY, interactive tool as a database of higher education institutions in Turkey has been developed. With this tool, higher education institutions are introduced online. Besides, books called “Studying in Turkey” and “Living in Turkey” are printed and distributed every year in Europe to emphasize the “coming” dimension of mobility.

4.1 Measures to promote outgoing/incoming learning mobility of students in different education sectors (schools, VET, higher education, adults):

Primary/Secondary Education:

The largest part of beneficiary group of the Lifelong Learning and Youth Programmes -in particular within Lifelong Learning Programme- carried out by Turkish National Agency consists of administrators, teachers, staff of Provincial Directorate of National Education, inspectors and students.

The Ministry of National Education promotes the mobility that the group will realize within Lifelong Learning Programmes and ease the outgoing procedures with the help of circuit letters it releases. ‘Projects Coordination Teams’ have been established in 81 Provincial Directorate of National Education. The teams sustain their studies on behalf of the Ministry in order to introduce and expand the activities led by Turkish National Agency within Lifelong Learning Programme on the basis of regional, local institutions and schools.

Higher Education:

Higher Education Institutions are encouraged to develop international common education and training programmes to be implemented in associate, undergraduate and graduate degree programmes within the scope of ‘The Regulation on Establishing Common Education and Training Programmes’ through collaborating with the higher education institutions and

other institutions abroad . In addition, actions are being managed to increase the cooperation between our universities and foreign universities through international contacts. Hence, an increase in the mobility of students is aimed.

The Council of Higher Education participates in international projects as a partner so as to increase the mobility. In this respect, countrywide participation is provided in The Mediterranean Youth Office Project attended by 16 countries bordering The Mediterranean Sea under the leadership of Higher Education Council. In the Project, it is aimed to increase the mobility via developing common programmes between higher education institutions in 16 countries.

Moreover, the activities aiming to increase the mobility within the scope of National Team of Bologna Experts Projects carried out for 5 terms constitute the important part of the Project. In this respect, the importance of the mobility programmes within the LLP is emphasized in the meetings held in order to increase the participation in these programmes to contribute to awareness among Higher Education Institutions.

Farabi Exchange Programme, which is an exchange programme of university students and teaching staff members between the higher education institutions providing education in the associate, undergraduate, graduate and Ph.D. degree program of universities and institutes of technology, is conducted by The Council of Higher Education. Farabi Exchange Programme aims that university students and teaching staff members continue their education and training at an institution of higher education other than their owns during a period of one or two semesters . In this respect, the culture of mobility is aimed to be expanded among universities, which is also considered as an important step towards expanding outgoing mobility.

Adjustment of the course credits acquired from domestic and foreign higher education institutions; recognition of preacquired competences related to the completion of the programme; and the regulations such as doing sub-branch or double principal branches by taking courses from different diploma programmes promote the mobility of students.

4.2 Measures to promote outgoing/incoming learning mobility of teachers and other education professionals in different education sectors (schools, VET, higher education, adults)?

There are various scholarships provided by the Council of Higher Education in order to promote the mobility of education staff in higher education. These scholarships are amended by the Council of Higher Education whenever necessary.

Under the umbrella of “Post Doctorate Research Support”; research assistants who completed their doctorate education within the last five years or assistant professors have been sent to abroad for post doctorate research and analysis.

Under the umbrella of “Master Research Support” ; university lecturers who continue their master education with a defined thesis theme, instructors and research assistants who work under 33/a or 50/d staff, have been sent to abroad in order to make analysis and research on their thesis theme.

Besides, Council of Higher Education provides scholarships for doctorate researchers and for the ones who wish to continue their further education abroad after the master degree. Erasmus

programme which runs under Lifelong Learning Programme is another tool used for the mobility of students, university lecturers and teachers who continue their master or doctorate education.

4.3 Steps to identify and reduce the obstacles to learning mobility?

Applications for the mobilities; including students, teachers and other education staff; are far more than the budget dedicated to our country. Only in the year 2010, our country received support applications at a valuation of 215 billion Euros, of which are worth to be supported in respect of mobility (Erasmus) and are over quality, for the project activities (Comenius, Leonardo da Vinci, Grundtvig, Youth) in Lifelong Learning and Youth Program. Turkish National Agency, the biggest supporter of the mobility, could respond only of its 63,4 billion Euro within the possible budget means. In current situation, mobility is respected by most sectors like school education, higher education, vocational education, adult education and among the young. In this case the biggest handicap against increasing the mobility is that Turkish National Agency cannot correspond the demand. The other handicap is that EU programs, which proved to be successful in method and application, are not carried out in other countries. An expansion among the targets of Lifelong Strategy Document will give the opportunity to our citizens and institutions for performing mobility also out of the EU countries.

(Note: European Commission launched the Youth on the Move initiative in 15 September 2010 in accordance with the EUROPE 2020 Strategy Document. Youth on the Move is aiming to create the qualified, entrepreneur human resource that Europe needs; to train the individuals in accordance with the needs of the labor force market and therefore to decrease the unemployment rate. Youth on the Move is aiming to sustain the mobility opportunities for the young. In order to make the Youth on the Move more beneficial to the country; the cooperation between the related institutions and the initiative of the interaction mechanism are needed.)

- Some measures are taken to dispel the insensitivity of some school and institution directors; in-service trainings are organized in certain intervals for the institutions to make them perform mobility programs and EU programs; schools are announced on the web sites of the related directorate generals
- In order to carry out the activities under the framework of Bologna Process in higher education institutions and gain a sustainable development; there are some questions in Bologna Coordination Commission's questionnaires. Here; some questions are asked to the outgoing and incoming students on:
 - Visa process,
 - Accommodation opportunities,
 - Academic orientation,
 - Social and cultural activities,
 - Insurance, scholarship, adaption and
 - Other difficulties.

NEW SKILLS AND JOBS

QUESTION 5: What measures has your country taken to improve the assessment of future skills requirements matching since 2009?

Vocational education and training system is applied in accordance with the principles of socio-economic needs and life long learning in order to strengthen the area and launched a broad-based education to enable branch, competency based modular structure, prepared by paying attention to technological developments, new programs implemented throughout the country. In this context, the purposes of studies in vocational education system are to establish the structure including professional standards, professional qualifications, modular curriculum, assessment, certification, quality assurance, management systems, and professional promotion. Modular programs were revised in 2010.58 areas and 222 branch programs are applied starting from 2010-2011 school years. Students coming from non-formal education are also benefited from these programs.

For instance, “The Protocol on the Cooperation for Retail Marketing Education” was signed between the Ministry of Education and, Association of Shopping Centers and Retailers. In this context, new job profession, “Food Sales Staff”, and modular program regarding to this job profession had been revealed.

For the first time in Turkey, National Career Information System was released to facilitate the access to vocational guidance programs for all ages, to promote the dissemination of vocational guidance programs, to provide support and coordination for vocational guidance program given by Ministry of Education, İŞKUR and another institutions and/or organizations related to the vocational guidance program, and to provide the guidance to all individuals at the age of 13 and above during their life long journey of learning and development.

Action Plan to Strengthen the Relationship of employment and Vocational Education was prepared by joint study between stakeholders and released by the decision of Council of Ministers in 15 July 2010. The Action Plan was published and promulgated in the Official Gazette No. 27642. Ministries, Public Institutions/organizations and the private sectors act together to draw the National Qualifications Framework, to be applied life long learning concepts as an effective implementation of active labor market and to solve the unemployment problems in the context of Action Plan. In the Action Plan, there are decisions for providing vocational and technical education in the light of labor market needs and for developing the relationship between education and employment policy. In addition, there are ongoing activities regarding to monitoring labor market data and its reflections and determining new job professions and skills based on regional characteristics and their reflections to the vocational education area.

There are the Internet-based Computer and Real Estate Certificate Programs in the Vocational and Technical Open Education Schools. In the context of Internet-Based Certificate Programs, Computer Programming and Information Management certificate programs are provided. In this manner, Real Estate Consultancy and Real Estate Finance and Marketing Consultancy certificate programs are provided in the context of Real Estate Certificate Programs.

5.1 Recent measure to improve skills forecasting (in addition to information provided through Eurydice in June 2010):

In the primary education program initiated renewal since 2003, in addition to acquirements, skills and values with interdisciplinary approach are added to the areas of learning in which

social studies, Turkish, social sciences, science and technology, mathematics e.t.c. According to developed programmes of instruction, besides acquirments while textbooks are writing the context intended to skills and values, visual and activities are included. The activities to develop different skills of children are explained in the teachers' guide books written for every course. The research related to monitoring and evaluation of the sensitivity to the results of labor market analysis in which opened field/branch and programs in vocational and technical training institutions are being done.

5.2 Recent measures to take the results on board in education and training planning processes, information and guidance:

Basic skills of guidance and counseling services are included as an interim discipline in the curriculum. Thus, overlapping intercourse are provided that children especially human relations, self-knowledge and self expression and process belong to career development are well-settled. In this context, recognition of children himself, respect for diversity, empathy, communication skills and acquiring of skills in the field of guidance and counseling services pursuant to the level of class and developmental are being targeted. National Professional Information System that takes into account of career development processes at the guidance to schools has been constituted. This system prepared on the purpose of supporting to Lifelong Learning context and the activities of choice of profession started from primary school continues along lifelong. The works related to increasing usage of it are being continuing by advertising of this system commonly.

EDUCATION BUDGETS (2)

14

QUESTION 6: How has the economic and financial crisis affected education and training budgets in your country (please refer to developments in particular education sectors, if appropriate)?

In 2011 Ministry of National Education (MoNE) took the largest ratio from the central management budget with 34 billion 112 million 163 thousand Turkish Liras (TL) for the first time in the history beginning from 1923. While the MoNE budget was 7,5 billion TL in 2002, it reached 28,24 billion TL in 2010 with an increase of %278. With a foresight of 34,1 billion TL for 2011, the increase ratio happened to be % 354,6 by taking the year 2002 as a basis.

While the allocation for universities from the consolidated budget was %2,54 in 2002, it happened to be %3,26 in 2010 budget. It has been foreseen as %3,68 in 2011. While the research and development (R&D) budget of universities was 86,6 million TL in 2002, it has been increased to 480,4 million TL in 2010. With a total 547 million TL in 2011, increase ratio has reached %531.

Main financing sources of education are composed of the following incomes:

- Allocation from the central administration budget
- Allocation of sources from special provincial administration budgets,
- Incomes of contribution ratio to education (budgeted incomes)
- Foreign loans, scholarships and donations provided from the foreign countries and institutions,

- Individual or institutional contributions, donations to education
- Parent-teacher association (PTA)

As it may be figured out from the below table; in 2009 when the economic crisis deeply felt, allocation for education among gross-domestic product (GDP) happened to be %3,8. This ratio became %3,4 in 2010 and rose %3,8 again in 2011.

As a result we may not negatively relate the education and training budgets with the economic crisis.

Education Budget Allowances by Years:

Year	Budget Allowances			Total Education Budget	
	MoNE Budget Allowances	Budgets of Universities + Board of Higher Education	Total	GDP Share (%)	Consolidated Administration Budget Share (%)
1997	510.063.600	196.699.850	706.763.450	2,4	11,1
1998	1.243.108.000	392.426.699	1.635.534.699	2,3	11,1
1999	2.131.808.500	676.899.815	2.808.708.315	2,7	10,3
2000	3.350.330.000	1.046.544.700	4.396.874.700	2,6	9,4
2001	4.046.305.625	1.364.910.550	5.411.216.175	2,3	11,2
2002	7.460.991.000	2.495.967.700	9.956.958.700	2,8	10,1
2003	10.179.997.000	3.408.608.000	13.588.605.000	3,0	9,2
2004	12.854.642.000	3.894.070.670	16.748.712.670	3,0	11,1
2005	14.882.259.500	5.218.467.000	20.100.726.500	3,1	12,9
2006	16.568.145.500	5.846.822.761	22.414.968.261	3,0	12,8
2007	21.355.634.000	6.586.692.000	27.942.326.000	3,3	13,6
2008	22.915.565.000	7.318.284.650	30.233.849.650	3,2	13,6
2009	27.883.696.000	8.772.719.225	36.656.415.225	3,8	14,0
2010	28.237.412.000	9.355.457.600	37.592.869.600	3,4	13,1
2011	34.112.163.000	11.503.927.500	45.616.090.500	3,8	14,6

LIFELONG LEARNING STRATEGIES (2)

QUESTION 7: What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy?

With the implementation of activities under the Lifelong Learning Strategy Document, the following objectives are targeted:

Increasing Access to education, increasing quality in education, assisting in the formation of balance between education and employment, assisting to decrease unemployment by harmonization with the rapidly changing labor market, ensuring rapid adaptation of labor force related with improvements in existing occupations and increasing efficiency of labor force due to its relation with certification system, documenting trainings attended and certification, easy adaptation of employed or unemployed individuals with changes and improvements in the market, easily obtaining vocational improvements, assisting to decrease unemployment rates, assisting to increase prosperity of the society via qualitative education and contributing to improving educational culture in the country.

Activities:

- Increasing the literacy and basic education activities targeting adults,
- Development of lifelong learning programs at rural areas,
- Development of a system in which basic skills and key competences are extensively evaluated,
- Standardization, certification and national/international validation of skill levels,
- Improvement of training opportunities offered in enterprises,
- Extensive and continuous training of the practitioners, training of formation teachers for the effective use of information technology classes, in-service training seminars for the teachers regarding the more effective implementation of the new curriculum,
- Dissemination of guidance and orientation in a manner to also include the pre-school education institutions,
- Implementation of effective programs to assure the active involvement of families and the society aimed at improving the quality of pre-school education,
- Taking the necessary measures particularly aimed at rural areas and girls for decreasing the school drop-out rates in the primary education and raising the entrance rates into the secondary education,
- Increasing the measures aimed at raising the schooling rates at all education levels,
- Establishment of the appropriate infrastructure for the training of children with special training needs,
- Development of non-formal education opportunities including e-learning, in order to assure the adoption of lifelong learning concept in the society,
- For disseminating the high-quality education opportunities, establishment of quality assurance system in education institutions and the development of a model based on performance assessment.

In light of these policies, objectives on schooling rate in 2012/13 according to education stages are planned as follows:

- Pre-primary education (4-5 age): 50.0 %
- Primary education: 100.0 %
- Secondary education: 100.0 %
- Higher education: 33.0 % (excluding open education).

“Mother & Daughter at School” Literacy Campaign is an adult education programme, primarily targeted at young girls and women who could not benefit from educational opportunities and did not complete compulsory education, living in socio-economically deprived and priority development regions as well as migrant-receiving cities. The campaign also aims to increase access to basic education of target group and reinforce their skills on family planning, basic life, computer, child care, etc. through adult education.

Learning should become a part of our daily lives in order to adapt quickly to changing conditions. In this sense, motivating adults to continuously learn and facilitating their utilization of educational opportunities is of a great importance. Continuous learning opportunities should be offered to persons who have missed formal education as much as it is offered to persons who have benefited sufficiently from such opportunities. Particularly, facilitating access to education for individuals who have been defined as disadvantaged (unqualified young persons, elders, unemployed persons, disabled persons etc.) is important.

An individual's continuation to education is closely related with reaping social and individual benefit of the education taken. Within this context, education has to also deal with the acquisitions which it has provided to the individual and also with the transformation of these acquisitions to benefits.

In Turkey, there is a need for strengthening education infrastructure and increasing quality in parallel to the developments towards perception of lifelong learning in a manner to cover the totality of education. Below mentioned issues are coming into prominence when specific needs of Turkey and EU criteria and as well as the components aforementioned are considered.

7.1 Does your country have such a strategy (please indicate where it is laid down):

“Turkish Lifelong Learning Strategy Paper” and its annex “Turkish Action Plan on Lifelong Learning Strategy” are accepted with the decision of Council of Further Planning dd. 05/06/2009 and with No. 2009/21. These documents have been prepared within the context of EU Harmonization Programme of Turkey (2007-2013) under the coordination of MoNE with the related institutions.

7.2 Please briefly refer to the main measures addressing the principles of shared responsibility, effective financial mechanisms, flexible pathways and quality initial and targeted continuing training:

In the Lifelong Learning Strategy Paper, there are 16 priorities of Turkey which are also coherent with Lisbon Objectives.

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
1. Making a Legal Arrangement within the Scope of which Tasks and Responsibilities of Parties are Clearly Indicated for Coordination of Lifelong	1.1 “Lifelong Learning Committee” shall be established with participation of relevant ministries, institutions, senior managers under chairmanship and in the secretariat of MoNE so as to conduct tasks and responsibilities, taking place in HBO strategy paper.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, MYK, İŞKUR, Universities, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2010

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
Learning	1.2 The law and legislation, which is in line with conditions of Turkey, on Lifelong learning, and tasks and responsibilities of relevant parties shall be defined within the scope of LLL.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, VQA, İŞKUR, Universities, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2010
	1.3 It shall be ensured that private and public agencies establish lifelong learning policies, and that their implementations are evaluated and supported.	MoNE	Ministry of Labour and Social Security TOBB, TESK, Local Administrations, NGO's.	2013
2. Increasing the Level of Social Awareness and Establishment of a Lifelong Learning Culture	2.1 Family training studies will be expanded.	MoNE	Ministry of Health, SHÇEK, KSGM, ASAGM, TRT, Local Administrations, NGO's.	2013
	2.2 Programmes and broadcasts shall be available in media, which shall increase Lifelong learning awareness.	RTÜK	TRT, Media	2013
	2.3 It shall be promoted that non-governmental organizations, professional unions, and local administrations participate in Lifelong learning activities with labour power and financial sources much more effectively.	MoNE	Ministry of Interior Affairs, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2013
	2.4 In order to promote LLL, it shall be ensured that knowledge-skill and experiences of individuals are awarded and evaluated.	MoNE	STB, Ministry of Health, CoHE, VQA	2013
3. Strengthening Data Collection	3.1 Scanning shall be made for selection of appropriate data and data sources at national and international level.	TURKSTAT	MoNE, Ministry of Labour and Social Security, State Planning Organization, YÖK, İŞKUR, SHÇEK	2010

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
System for Effective Monitoring, Evaluation, and Decision-Making.	3.2 Statistics developed for helping making decisions in terms of LLL activities will be presented to use of the parties concerned.	TURKSTAT	Ministry of Finance, MoNE, Ministry of Labour and Social Security, State Planning Organization CoHE, İŞKUR, SHÇEK	2012
	3.3 Benefit and satisfaction level of people, participating in LLL activities, shall be determined.	TURKSTAT	MoNE, Ministry of Labour and Social Security, CoHE, İŞKUR, SHÇEK, Trade Unions and Confederations	2012
	3.4 LLL Committee shall convene at regular intervals and evaluate activities.	MoNE	Ministry of Finance, Ministry of Labour and Social Security, State Planning Organization, CoHE, VQA, İŞKUR, Universites, Local Administrations, Trade Unions and Confederations, TESK, TOBB, NGO's.	2010
	3.5 "LLL Basic Indicators" book shall be published.	MoNE	TUİK	2011
4. It shall be ensured that all individuals gain literacy, and there is an increase in the level of literacy.	4.1 The illiterate, primarily residing in rural areas and who are disadvantaged (the old, women, and handicapped etc.) shall be determined, their participation in literacy courses shall be promoted, and it shall be ensured that they gain literacy.	MoNE	Chairmanship for Handicapped Affairs, Chairmanship of Religious Affairs, TSK, KSGM, ASAGM, Local Administrations, Trade Unions, Media, TRT, NGO's.	2013
	4.2 Minimum education opportunities shall be ensured for segments of the society, who were not able to benefit from corporate education, and who were devoid of the right to basic education in line with the needs of time.	MoNE	Ministry of Health, TSK, Security General Directorate, Local Administrations, NGO's.	2012

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	4.3 It shall be ensured that individuals, who have recently gained competence of literacy, and those, who already possess the said competence, develop their literacy practices.	MoNE	Ministry of Culture and Tourism, Ministry of Interior Affairs, Local Administrations Media, Trade Unions, NGO's.	2013
	4.4 In order for literacy not to be minimized to solely alphabet knowledge, literacy concept shall be handled under EU and OECD standards and shall be defined in this context.	MoNE	TURKSTAT	2010
5.	5.1 In order for children, who are disadvantageous socio-economically, to benefit from compulsory education, financial support shall be sustained and services rendered shall be diversified.	MoNE	Ministry of Finance, SYDGM, KSGM, Local Administrations, NGO's.	2013
Ensuring Increase in the Level of Education Facilities in All Stages of Education, Primarily Basic Education	5.2 In order to increase the level of educational facilities in secondary education, the level of financial opportunities shall be increased starting from girls, those, residing in rural areas and children of low income families.	MoNE	Ministry of Finance, State Planning Organization, SYDGM, Local Administrations, NGO's.	2013
	5.3 Mechanisms aiming at determining children, who can quit school at an early age shall be expanded to include the secondary education, problems shall be examined, and necessary measures shall be taken.	MoNE	SHÇEK, SYDGM, Local Administrations, NGO's.	2011

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	5.4 Special importance shall be attached to development of distance education, and a special education channel shall be established.	MoNE	MoNE, TRT	2010
	5.5 Preschool education shall be expanded by prioritizing the disadvantaged segments.	MoNE	Local Administrations, NGO's.	2013
6. Ensuring Alignment of Education Institutions' Physical Substructure and the Number and Quality of Education Personnel.	6.1 In order to establish "a positive learning medium", physical capacity of education facilities shall be increased and they shall be equipped with modern materials.	MoNE	Ministry of Finance, State Planning Organization, SYDGM, Local Administrations, NGO's.	2013
	6.2 Quality of in-service and pre-service education activities shall be increased.	MoNE	MoNE, DPB, TRT, Universities	2013
	6.3 Capacities of professional bodies and nongovernmental organizations shall be strengthened.	MoNE	KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	6.4 It shall be ensured that private and public organizations establish Lifelong learning policies, and that they are evaluated and supported.	MoNE	ÇSGB, TOBB, TESK, Local Administrations, NGO's.	2013
7. Constant Updating Education Programme in line with Changing Needs	7.1 Individual needs shall be taken into consideration at every level of formal and informal education, and educational programs shall be constantly updated.	MoNE	CoHE, Universities, Local Administrations, NGO's.	2013
	7.2 Development of foreign language programmes, where practical implementations are dominant, shall be sustained.	MoNE	CoHE, Universities, Trade Unions and Confederations,	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	7.3 The curriculum, which shall ensure information technology literacy, shall be updated, and access to individuals to service shall be facilitated.	MoNE	TRT, RTÜK, Media	2013
8. In order to Ensure that Individuals Comply with Changing Needs of Time, Making Information and Communication Technologies Much More Effective	8.1 Internet access substructure of schools and Public Internet Access Sectors (KIEM) shall be completed and competent trainers shall be authorized.	MoNE	Ministry of Communications, Ministry of Culture and Tourism, CoHE, SHÇEK, TSK	2012
	8.2 It shall be ensured that open access sources are increased within the scope of e-learning implementations.	MoNE	CoHE, TRT, Universities	2013
	8.3 Awareness and demand shall be established in LLL in terms of information technologies.	MoNE	TRT, Universities, NGO's.	2013
	8.4 In order for individuals to comply with changing needs of the age, legal arrangements shall be made with a view to making use of information and communication technologies much more effective.	MoNE	Ministry of Interior Affairs, Ministry of Communications, State Planning Organization, CoHE	2012
	8.5 Arrangement of broadcasts in line with the issue, demand and needs in visual and audio media with regard to information and communication technologies.	RTÜK	TRT, Media	2012
	8.6 A national and international information network, supporting Lifelong learning, shall be established.	MoNE	Ministry of Communications, Chairmanship of EU Education and Youth Programmes Center	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	8.7 It shall be ensured that experiences of academicians in universities are transferred to formal and informal educational facilities.	CoHE	MoNE, Universities	
9. Attaching Importance to Disadvantaged Persons in the Course of Participation to Lifelong Learning	9.1 The scope of the supporting education, given to individuals, needing private education, shall be extended.	MoNE	CoHE, Universities, NGO's.	2013
	9.2 It shall be ensured that formal education, given for the handicapped, is supported by informal education.	MoNE	Chairmanship for Handicapped Affairs, Local Administrations, NGO's.	2013
	9.3 Promotion mechanisms shall be developed in order for inclusion of working children in education.	Ministry of Labour and Social Affairs	MoNE, TRT, İŞKUR, Local Administrations, NGO's.	2013
	9.4 Skills, obtained by housewives, and young girls, who have not completed their education, shall be supported by vocational informal education programmes, entrepreneurship and marketing competences shall be given, and their economic capacities shall be upgraded.	MoNE	İŞKUR, KSGM, Local Administrations, NGO's.	2013
	9.5 Families, migrating from rural areas to cities, and whose socio-economic level is low, shall be strengthened with alignment, citizenship education and family trainings.	MoNE	Ministry of Labour and Social Affairs, Local Administrations, NGO's.	2013
	9.6 Through "family trainings" for disadvantaged families (mother-child, my family, father support etc) expansion of trainings shall be	MoNE	Ministry of Health, SHÇEK, ASAGM, Local Administrations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	ensured.			
	9.7 Cooperation mechanism shall be developed for removal of accommodation problems of family members of the sentenced, and street boys, and directing them towards vocational and informal education.	SHÇEK	MoNE, Ministry of Labour and Social Affairs, Security General Directorate, Local Administrations, NGO's.	2013
	9.8 It shall be ensured that family training programmes for groups with special needs are prepared.	MoNE	SHÇEK, ASAGM, Chairmanship for Handicapped Affairs, Local Administrations	2013
10. Strengthening Vocational Guidance Services within the Scope of Lifelong Learning	10.1 Journals, manuals and programmes shall be prepared for promotion of professions and awareness of students in terms of professions shall be ensured.	MoNE	STB, İŞKUR, VQA, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	10.2 It shall be ensured that guidance and consultancy services capacity is increased in educational institutions and in the business world.	MoNE	ÇSGB, STB, İŞKUR, TESK, TOBB, Trade Unions and Conferedarations	2013
	10.3 Vocational awareness of students shall be increased through activities such as career days, business tours, internships, courses etc. in post secondary schools and secondary schools.	MoNE	ÇSGB, STB, YÖK, İŞKUR, GSGM, Universities, Local Administrations, Trade Unions and Conferedarations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	10.4 It shall be ensured that MoNE guidance and research centers and İŞKY vocational guidance and consultancy services have a structure and functionality, sufficient for career development plans preparation and implementation of students and adults.	MoNE	ÇSGB, İŞKUR	2011
	10.5 Extension of “updating and development” programmes, supporting constant education in post secondary schools shall towards specialty field shall be ensured.	CoHE	MONE, TESK, TOBB, Trade Unions and Confederations	2013
	10.6 Necessary trainings shall be given to individuals in the field of “Entrepreneurship”.	MoNE	CoHE, KOSGEB, İŞKUR	2013
11. Activation of Vocational Competency System and Establishment of Quality Assurance System	11.1 “National Competency Strategy Paper” shall be prepared with participation of relevant parties.	VQA	State Planning Organization, CoHE, MoNE, TESK, TOBB, Trade Unions and Confederations, NGO’s.	2010
	11.2 Evaluation of knowledge and skills (informal education), obtained apart from educational organizations, in transition to formal and informal education and certification, shall be ensured.	VQA	MoNE, CoHE	2013
	11.3 Corporate capacity of VQA shall be strengthened, and vocational competency system shall be activated.	VQA	MoNE, STB, CoHE, Local Administrations, TESK, TOBB, Trade Unions and Conferedations, NGO’s.	2010
	11.4 Quality system to be established shall be structured in alignment of	VQA	MoNE, CoHE, TÜRKAK	2011

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	international standards shall be ensured.			
	11.5 Comparableness and validity of documents, given at a national level shall be ensured.	VQA	MoNE, STB, CoHE, TÜRKAĞ	2013
	11.6 It shall be ensured that quality assurance system to be established for education is adopted at a national and international level.	MoNE	VQA, CoHE, Media, NGO's.	2013
	11.7 Establishment of education standards on the basis of national vocational standards shall be sustained by the Ministry of National Education.	MoNE	VQA, CoHE, NGO's.	2013
	11.8 Private and public agencies, which aim at participating in quality assurance system and to be accredited in education shall be promoted.	MoNE	VQA, İŐKUR	2013
	11.9 Quality monitoring mechanism shall be developed on the basis of system integration.	VQA	TÜRKAĞ, organizations, authorized by VQA.	2013
12. Facilitation of Transition between Educational Institutions, and between School&Work-Work&School.	12.1 Establishment of mechanisms, which shall ensure that people receive education in the fields in terms of which they are insufficient, and current structures shall be strengthened.	MoNE	İŐKUR, ÇASGEM, CoHE, TOBB, Trade Unions and Conferedations	2013
	12.2 Lateral and vertical transfer between types and levels of educational institutions shall be facilitated.	MoNE	CoHE	2011

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	12.3 Informing beneficiaries of education on transfer, and ensuring awareness in this regard.	MoNE	Ministry of Labour and Social Affairs, İŞKUR, VQA, TOBB, Trade Unions and Confederations, NGO's.	2010
	12.4 It shall be ensured that modules, which are currently used in vocational education, are revised in line with current needs, and an updating mechanism aiming at new professions is established.	MoNE	ÇSGB, İŞKUR, VQA, CoHE, Trade Unions and Confederations, NGO's.	2013
13. To Ensure that Labour Force Obtain a Competitive Quality	13.1 In order to increase quality of labour force, effective in-service education activities shall be conducted for permanent and temporary employees.	Ministry of Labour and Social Affairs	MoNE, STB, İŞKUR, DPB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	13.2 In order to ensure compatibility of labour force quality with market needs, participation of business world in vocational and technical education shall be ensured.	MoNE	ÇSGB, STB, İŞKUR, Local Administrations, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
14. Ensuring Finance of Sharing of Lifelong Learning by Parties	14.1 An integrated Lifelong learning finance model shall be established with active participation of relevant parties.	MoNE	Ministry of Finance, ÇSGB, STB, State Planning Organization, İŞKUR, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2010
	14.2 Responsibility and authority shall be given to social parties in finance of Lifelong learning, and contribution of individuals and families to Lifelong learning finance shall be promoted.	MoNE	Ministry of Finance, Ministry of Labour and Social Affairs, STB, State Planning Organization CoHE, TOBB, TESK, Trade Unions and Confederations, NGO's.	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	14.3 Mechanisms, which shall promote higher investments of private sector in education shall be promoted.	MoNE	Prime Ministry, Ministry of Finance, Ministry of Labour and Social Affairs, STB, State Planning Organization, Undersecretariat of Treasury, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2013
	14.4 Sources, allocated from the general budget for supporting Lifelong learning, shall be increased.	Ministry of Finance	State Planning Organization, MoNE	2013
	14.5 Monitoring mechanisms, which shall ensure effective use of resources, shall be established.		Prime Ministry, Ministry of Finance, ÇSGB, STB, State Planning Organization, CoHE, KOSGEB, TESK, TOBB, Trade Unions and Confederations, NGO's.	2011
	14.6 Within the framework of skill training of enterprises and establishment of education bodies, personnel trainings shall be supported.	İŞKUR	Ministry of Finance, MoNE, STB, KOSGEB, ÇASGEM, SGK, DPB, TESK, TOBB, Trade Unions and Conferedations, NGO's.	2013
15. Increasing International Cooperation and Mobility within the Scope of Lifelong Learning	15.1 Full alignment of high education institutions with Bologna process shall be ensured.	CoHE	MoNE, Universities, Chairmanship of EU Education and Youth Programmes Center	2013
	15.2 An effort shall be made for increasing budget means in the course of execution of memorandum of understanding to comprise the period after 2013 with regard to "Lifelong learning programmes", conducted by Chairmanship of EU Education and Youth Programmes Center.	Chairmanship of EU Education and Youth Programmes Center	Ministry of Finance, State Planning Organization, Secretariat General for EU Affairs	2013

PRIORITY	MEASURE	AUTHORIZED ORGANIZATION	RELEVANT ORGANIZATION	TERM
	15.3 Arrangements shall be made in order to ensure that programmes similar to EU education and youth programmes are rendered in countries, taking place out of EU.	Chairmanship of EU Education and Youth Programmes Center	Prime Ministry	2010
	15.4 In order to establish an international cooperation with regard to Lifelong learning, effective participation of stakeholders in the activities to be conducted.	MoNE	CoHE, Chairmanship of EU Education and Youth Programmes Center, Universities	2013
	15.5 In order to promote international mobility of individuals, crediting shall be ensured by using international credit transfer systems of formal and non-formal learning within the scope of Lifelong learning.	MoNE	Ministry of Labour and Social Affairs, CoHE, MYK, Universities	2012
16. Supporting Lifelong Learning Activities so as to Increase Effective Participation of the Old to Social and Economic Life	16.1 It shall be ensured that education opportunities for old employees are developed and the competences, gained, are used in the course of pension period.	MoNE	ÇSGB, İŞKUR, SHÇEK, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's.	2013
	16.2 Opportunities shall be ensured for information and experience sharing including use of new technologies between generations.	MoNE	SHÇEK, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's.	2013
	16.3 It shall be ensured that the old individuals capture developing technological services and benefit from these services.	MoNE	SHÇEK, TRT, Local Administrations, TESK, TOBB, Trade Unions, and Confederations, NGO's, Media.	2013

OTHER SIGNIFICANT REFORMS IN THE PRIORITY AREAS (2)

QUESTION 8: What progress has your country made in making reforms in the priority areas not directly addressed in questions 2 – 7? (Please indicate relevant priority area and give a short description)

Council of Higher Education is an important priority is to prepare the Higher Education Qualifications Framework. “Higher Education Qualifications Framework for Turkey” which is described in the area of Associate, Bachelor’s, Master’s and Doctoral-level determinants has been accepted by the decision of the Presidency of the General Assembly in 21 January 2010. The next step in definition the scope pf TYYC Basic Adequacy to form the basis of the work, TYYC as Basic Areas of the International Classification of Education Standard (ISCED 97) identified as a reference point for determining the main areas and agreed to work continued in this direction. Interuniversity Board of Education Councils for each key area identified by working groups have been established with the participation of members and for their own areas of competence identified in these working groups. The qualification specified by the Commission on Higher Education Qualifications that was created within the Presidency, after the approval of the General Assembly was accepted as TYYC Basic Qualifications in 13 January 2011.

PROPOSALS FOR THE PRIORITY AREAS OF THE SUBSEQUENT PERIOD (1)

30

QUESTION 9: Under the 4 broad strategic objectives, described below, the Council also defined mid-term priority areas for the period 2009-11. Which mid-term priority areas would your country wish to cooperate on during the next cycle (please indicate order of priority – high, medium, low)?

9.1 Making lifelong learning and mobility a reality: High

9.2 Improving quality and efficiency of education and training: High

9.3 Promoting equity, social cohesion and active citizenship: High

9.4 Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training: High

9.5 Other comments: