

## Annex 1 - Template and guidelines for national implementation plans

Please fill in the information in English.

### 1. Brief information on the national context and baseline

#### 1.1 National context

Turkey is a European Union (EU) candidate country with a population of over 83.4 million; its gross domestic product (GDP) per capita purchasing power parity (PPP) is USD 28,435 PPPs, and life expectancy is 78.6 years as of 2020 ([Turkey 2021](#)). According to the results of the European Comparison Program for 2020, GDP per capita index based on PPP in Turkey was 62, while the average for 27 EU countries was 100, placing Turkey's GDP per capita index at 38% below the EU average ([PPP 2020](#)). In the absence of further shocks, GDP growth is projected to be 9% in 2021 before easing to 3.3% in 2022 and 3.9% in 2023 ([Turkey Economic Snapshot – 2021](#)). The education system has improved but remains a key challenge, and the weakness of the labour market remains an issue. Despite these issues, however, Turkey was one of the few countries in the world that experienced positive economic growth in 2020 (ERP, 2021–2023 [Commission Assessment](#)).

As a country with 5,420 VET institutions and 1,848,236 students in IVET, Turkey is well structured in VET in terms of law, regulations, governance, schools, teachers, students, curriculum development, etc. MoNE governs VET along with its sub-government bodies: the Board of Education (Board of Education and Discipline), the Directorate General of Vocational and Technical Education, the Directorate General of Lifelong Learning, the General Directorate of Special Education and Guidance Services, the General Directorate of Private Education Institutions, the Strategy Development Department, and the General Directorate of Innovation and Educational Technologies. NGOs and social partners (TOBB, HAK-IS, TISK, etc.) are also very much involved in decision making in VET and related developments.

There is a wide variety of schools regarding the formal and non-formal VET in Turkey covering I-VET and C-VET.

#### *On the formal side, I-VET:*

Formal I-VET education spans upper secondary (within scope of ISCED 3, TQF 4) and four-year (five years for some schools, including preparatory class) education. Formal VET schools are as follows:

- Vocational and technical Anatolian high schools (public and private, Anatolian Vocational Programme, Anatolian Technical Programme)
- Multi-programme Anatolian high schools (Anatolian Vocational Programme, Anatolian Technical Programme)

- Vocational education centres (MEM)
- Open vocational high schools
- Special education vocational high schools
- Special education practice schools (public and private)

***On the non-formal side, C-VET:***

- Public education centres (HEM)
- Girls' technical maturation institutes
- Vocational courses

**Number of students per school type (as of 10.09.2021)**

School type	Number of students
Vocational and technical high school (public)	1,381,441
Vocational education centre	250,932
Open upper vocational secondary school	72,558
Vocational and technical high school (private)	143,305
<b>Total</b>	<b>1,848,236</b>

Source: [meslekhariasiegitimharitasi.meb.gov.tr](https://meslekhariasiegitimharitasi.meb.gov.tr)  
 (Last accessed: 10.04.2022)

**National implementation plan process**

Turkey's National Implementation Plan (NIP) is prepared in line with the Osnabrück Declaration (OD) on VET, which is an enabler of recovery and just transitions to digital and green economies. It comprises a review of current actions being taken related to Turkey's obligations under the declaration.

The declaration was agreed upon by ministers in charge of the EU member states, the EU candidate countries, and the EEA countries, including the Turkish minister of national education, on 30 November 2020, for the period of 2021–2025, to complement and operationalise the vision and strategic objectives formulated in the council recommendation of 24 November 2020 on VET for sustainable competitiveness, social fairness, and resilience.

The commitment was reaffirmed by the ministers in a joint meeting held with the European social partners and the European Commission in Osnabrück on 16 and 17 September 2020 to contribute to the post-COVID recovery and to further develop the European Education and Training Area.

To date, the country brief document, which sheds light on developments in Turkey in 2021, has been prepared with the contributions of the MoNE and ETF. The NIP based on the country brief covers Turkey's main priorities on VET and the main measures to be taken as per the priorities.

## **1.2 The strategic and legal frameworks**

The six strategic and legal frameworks regarding VET and VET-related developments are as follows:

- 1- [The Eleventh Development Plan \(2019–2023\)](#)
- 2- [MoNE Strategic Plan \(2019–2023\)](#)
- 3- [Education Vision 2023 \(EV2023\)](#)
- 4- [Pre-Accession Economic Reform Program \(ERP 2021–2023\)](#)
- 5- [New Economy Program \(NEP, 2021–2023\)](#)
- 6- [MoNE 2021 Performance Program \(2021\)](#)

These strategic and legal frameworks establish the legal base for reforms in VET, as well as general education in Turkey. The Eleventh Development Plan is the most comprehensive of them, covering all reforms to be implemented. The reforms envisaged by the aforementioned strategic frameworks regarding VET are briefly given below:

### **VET-related projections in Eleventh Development Plan**

The main targets relating to VET and surrounding issues as laid out in the Eleventh Development Plan are as follows:

- The working-age population outside the labour force will be included in the labour force
- The efficiency of existing trainee (VET) support programs will be increased
- VET schools and institutions will be updated in line with the demands and needs of the sector
- Multiple vocational-skill infrastructures will be established

- Career guidance will be strengthened in vocational and technical education
- Work-based learning will be increased

The duties given to the Ministry of National Education in the development plan (MoNE 2021 Performance Program) can be read [here](#).

### **MoNE 2019–2023 Strategic Plan**

MoNE has seven objectives and thirty-three purposes (sub-objectives) regarding VET, which were first embodied in its 2019–2023 Strategic Plan, and then evolved into the 2023 Education Vision. Turkey, having been involved in VET-related processes starting with the Copenhagen process (2010) and ensuing developments in VET, is a member of several initiatives, such as the European Alliance for Apprenticeships. Turkey has also progressed substantially in supporting lifelong learning strategies, improving the VET system, and developing structures in line with the European Quality Assurance Reference Framework and the European Quality Charter for Mobility.

### **Education Vision 2023**

MoNE, in line with its Education Vision 2023 paper ([EV 2023](#)), has seven objectives and thirty-three goals regarding VET priorities, which are also embodied in the MoNE Strategic Plan 2019–2023 (2019). The Vision paper covers the whole education system in Turkey, as well as VET and lifelong learning, and sets the infrastructure of VET objectives and purposes. The seven VET objectives are as follows:

1. To increase the value attributed to VET (5 goals)
2. To increase guidance and access opportunities in VET (7 goals)
3. To develop new-generation curricula
4. To develop educational environments and human resources (5 goals)
5. To train professional personnel needed by businesspeople investing abroad (2 goals)
6. To strengthen the education–employment–production relationship in VET (6 goals)
7. To raise the qualified manpower needed by the local and national defence industry (3 goals)

### **Pre-Accession Economic Reform Program 2021–2023**

One of the main drivers stipulating reforms in VET in Turkey is the Pre-Accession Economic Reform Program spanning the years 2021–2023. The prominent measures that are related to VET in the [2021–2023 Economic Reform Program](#) are as follows:

Measure 16: “Preparing digital content and skill-based programs according to curriculum” (ERP (2020–2022) Measure 18)  
Measure 17: “Updating of curricula in vocational and technical education” (ERP (2020–2022) Measure 19)  
Measure 19: “Job clubs” (ERP (2020–2022) Measure 21)  
Measure 21: “Vocational Training and Skills Development Cooperation Protocol (MEGIP) Project” (ERP (2020–2022) Measure 23)  
Measure 22: “Future Professions” (ERP (2020–2022) Measure 24) including on-the-job training

### **1.3 Main strategic documents and strategies**

The main strategic document regarding VET is [MoNE 2019–2023 Strategic Plan](#) (2019 – Strategy Development Department). VET strategies, as well as other education-related strategies are set out in this document. As per this document, VET strategies are as follows:

#### **1.3.1 VET strategies**

VET Strategies are addressed as goal 6 in [MoNE 2019–2023 Strategic Plan](#). According to the main goal 6, “Vocational and technical education and lifelong learning systems will be organised in accordance with the needs of the society and the requirements of the labour market and information age.”

VET strategies are as follows (as per targets):

MoNE Strategic Plan – VET Strategies

- Target 6.1. The value and access opportunities attributed to vocational and technical education will be increased. This target has two strategies.
- Target 6.2. New-generation curricula will be developed in vocational and technical education, and human and physical infrastructure will be improved. This target has two strategies.
- 6.3. The relationship between vocational and technical education, employment, and production will be strengthened. This target has three strategies.

#### **1.3.2 Lifelong learning strategies (LLL)**

LLL Strategies are also addressed in the [MoNE 2019–2023 Strategic Plan](#) as target 6.4 under goal 6. LLL strategies are as

follows (as per the target):

#### MoNE Strategic Plan – LLL Strategies

- Target 6.4. To increase the work and life quality of individuals, lifelong learning qualifications, participation, and completion rates will be increased and educational activities for citizens abroad will be continued. This target has three strategies.

### 1.3.3 EU Skills Agenda

[The New Skills Agenda for Europe](#), presented by the European Commission in July 2020), builds upon the Commission’s 2016 Skills Agenda. It is an ambitious five-year plan to help individuals and businesses in Europe respond to change by upskilling and reskilling. It has twelve actions (of which action 4 is related to OD) organised around four building blocks built on three overall aims listed below:

- Strengthening sustainable competitiveness
- Ensuring social fairness
- Building resilience to react to crises

#### EU Skills Agenda indicators

Indicators (in %)	Current level (latest year available)	Objectives for 2025
Participation of adults aged 25–64 in learning during the last 12 months	38% (2020)	50%
Participation of low-qualified adults 25–64 in learning during the last 12 months	18% (2020)	30%
Share of unemployed adults aged 25–64 with a recent learning experience	11% (2020)	20%
Share of adults aged 16–74 having at least basic digital skills	56% (2019)	70%

Turkey has positioned itself to meet the requirements of the EU Skills Agenda via the Eleventh Development Plan (2019–2023); EV 2023; Pre-Accession Economic Reforms; and MoNE Strategic Plan (2019–2023) in terms of VET reforms and initiatives, including LLL, QAVET, apprenticeship, digital skills, digital platforms (AI/VR/XR/), curricula developments (flexible, modular), innovation ecosystem (R&D, PPP), and involving of social partners in decision making and incentives for the private sector to invest in VET.

The [SSDE](#)-Safe Schooling and Distance Education Project (for mobilising EV2023) significantly contributes to Turkey's endeavour to become future-ready through long-term project investments such as New Digital Education System (NDES), EdTech Innovation Hubs, Professional Learning Lab (PLL), Education System for the Future (ESF), and the synergic impacts of the SSDE Project on other projects and activities in the context of EV2023.

#### 1.3.4 Resilience and recovery plan

Turkey, having been strongly affected by Covid-19 in March 2020, mitigated the negative impact substantially by the beginning of 2022 by implementing various measures to ensure the continuity of the economy. The basic measures, as described in the [WB Turkey Economic Monitor](#) in 2020, are as follows:

##### Measures while entering Covid-19 (sustainability)

- Protecting jobs through financial and technical assistance to MSMEs for integrated jobs strategies
- Protecting earnings and benefits through employment subsidies (wage and social security provisions), such as programs managed by SGK and ISKUR earmarked for wages or through lump-sum grants to firms
- Compensating lost income through unemployment benefits and the severance payment mechanism, as well as unconditional cash support to vulnerable households
- Stimulating job creation and skills transfer by linking MSMEs and financial intermediaries more directly to active labour market policies and vocational training programs and systems managed by ISKUR and MoNE alike

##### Measures while phasing out Covid-19 (recovery)

The Turkish government's [New Economic Program](#) (NEP 2021–2023) is set to cover policies not only to support economic recovery from the Covid-19 virus crisis and provide sustainable growth in the coming years, but to facilitate the employment of young people and people over a certain age, encouraging short-term and flexible working models.

One of the main recovery measures set out in the NEP is that the contents of VET, LLL, ALMPs (active labour market policies), and programs will be planned in a way that donates people with the skills demanded in the labour market, thereby meeting the need for qualified human capital and minimising institutional capacity loss, taking into account the future needs of the real sector, and especially the focus sectors. NEP is also well analysed in [WB Turkey Economic Monitor](#)

[2021](#) in terms of improving the attractiveness of VET, better coordination of employment incentive programs, high-level commitment to green transformation etc.

In addition, in the Ministry of Labour and Social Security 2021 Performance Program [MoLSS 2021 PP](#), various measures were taken and implemented in the context of VET, qualified work force, digital skills, etc., in cohesion with NEP, EV2023, and Eleventh Development Plan.

Other documents discussing Covid-19 and recovery are as follows:

- [Vocational and Technical Education During the Covid-19 Pandemic](#) (October 2020)
- [Turkey post-COVID recovery Principles for a sustainable and resilient strategy](#) (2021)

## 1.4 Labour and employment policies

The Ministry of Labour and Social Security (MoLSS) is the ministry in charge of labour and employment policies. The basic documents that frame and enable the regulations of the main labour and employment policies are as follows:

[Eleventh Development Plan](#) (2019–2023)

[New Economy Program](#) (NEP, 2020–2022)

[New Economy Program](#) (NEP, 2021–2023)

According to the NEP (2021–2023), the unemployment rate is projected to reach 12.9% in 2021, then gradually drop to 11.8% in 2022 and 10.9% by 2023. According to the Ministry of Labour and Social Security 2021 Performance Program [MoLSS 2021 PP](#), the unemployment rate as of January 2022 is 11.4% ([www.resmiistatistik.gov.tr](http://www.resmiistatistik.gov.tr)).

The Vocational Qualifications Authority (MYK), the Head of Social Security Agency (SGK) and the General Directorate of Turkish Employment Agency (ISKUR) are the institutes affiliated with the Ministry of Labour and Social Security. Together with these institutes, MoLSS addressed several areas of focus in its [performance program](#), which are as follows:

- Improvement of working conditions to encourage vocational training
- Digital transformation
- Digital skills



- On-the-job training
- Flexible working hours
- Vocational rehabilitation for disadvantaged groups
- Vocational skills inventory and matching
- Emerging professions
- Digital library covering courses being conducted by ISKUR
- The fight against informal employment
- New occupational standards as per sectoral developments

### 1.5 Sectoral and regional strategies

There are also schools that implement special projects and programmes among vocational and technical secondary education institutions. MoNE appoints managers and teachers for these schools within the framework of the Regulation on Educational Institutions Implementing Special Programs and Projects ([Official Gazette, 2016](#)). In addition, there are management models created by the relevant stakeholders in the schools within the scope of the protocol. Within the scope of the protocols made with the relevant sector, education is provided in schools with project school status.

Comprehensive cooperation activities related to the field of education and training – such as programme studies, scholarships, internships, skills training in enterprise, teacher training, and joint management – are carried out with the relevant sectors. Studies carried out within the scope of these protocols include granting scholarships to students, opening schools, fields and branches, supporting workshops and providing equipment, training material support, training in skills, internship practices in enterprises, and providing teachers with on-the-job and in-service activities. As of now, there are about 240 protocols with different institutions, organisations, and sectors.

There are two main structures involved in the sectoral and regional strategies regarding VET development:

**Sectoral centres of excellence (sectoral CoEs):** With the Technical Assistance Project for Increasing the Quality of VET through the Establishment of Sectoral CoEs ([METEK](#), with the financial support of EU and TR), it is aimed:

- to improve knowledge, skills, and competencies in line with EQARF and EQAVET by training teachers and administrators
- to improve learning environments
- to make VET an attractive option for students

- to increase cooperation between schools, social partners, and the private sector

The project covers twenty-five provinces and includes twenty-five different [professions](#), from shipbuilding to plastic technology, metal technology, motor vehicle technology, and the like. The [centres](#) to be established in the regions are already on the way.

**Provincial Employment and Vocational Education Board (PEVEB):** (The Turkish Employment Agency Law No. 4904 and the Vocational Education Law No. 3308) PEVEB is in charge of province-level employment and VET developments. Together with the Provincial Directorate of National Education, it is tasked to do the following:

- To create the employment and vocational education policy of the province
- To do the necessary work to prevent child labour outside the scope of apprenticeship and vocational training
- To determine the measures to protect employment, to prevent unemployment at the provincial level, and to notify the relevant institutions and organisations as necessary

## 1.6 Main policy initiatives and reforms

### Education platform, digital skills, curricula development, R&D in VET, etc.

The Safe Schooling and Distance Education Project ([SSDE](#)) is based on operationalising EV2023. It is managed by the General Directorate of Innovation and Educational Technologies ([YEGITEK](#)), and the main beneficiary of the project is MoNE. The main goals are as follows:

Digital infrastructure	➔ NDES (AI/VR/XR) – new digital education system platform
Education System	➔ ESF (flexible, modular) – education system of the future
R&D – PPP	➔ Innovation Ecosystem
Incubation and innovation	➔ ETKİM – Incubation and Innovation Centre of Educational Technologies). <a href="#">More...</a>

### Centres of excellence

- **Sectoral Centres of Excellence (Sectoral CoE)** – Technical Assistance Project for Increasing the Quality of Vocational and Technical Education through the Establishment of Sectoral Centres of Excellence ([Sectoral CoE](#)). DG VET is the beneficiary of the project that is EU funded (2021-2024). In the project, the Ministry of Labour and Social Security is Operating Structure and

Contracting Authority.

- **Centres of Vocational Excellence (CoVEs)** – Turkey MoNE Vocational Education and Training Schools and Centres of Vocational Education and Training Centres have joined the ETF Network for Excellence ([ETF ENE](#)). Another development within the scope of the project initiated by the Ministry of National Education to improve the quality of vocational and technical education, twenty vocational education excellence centres ([CoVEs](#)) will be established across the country. [Read more](#).

### Apprenticeship

The Vocational Education Programme for Employment ([IMEP](#)), a project being carried out in Turkey now, is EU–TR funded and implemented with collaboration of MoNE and [TESK](#). It facilitates employment access of Syrians (uTP) and host communities through quality apprenticeship and vocational training. The aims of the programme are based on the following three pillars:

- Empowering host communities and Syrians (UTP) through apprenticeships and vocational training
- Elimination of child labour with an improved apprenticeship training system
- Promoting social and economic cohesion between host communities and Syrians (UTP)

### Cooperation and collaborations between public and private sector

251 organised industrial zones in seventy-seven provinces and four industrial sites in four provinces are matched with at least one vocational and technical Anatolian high school or vocational training centre via a [collaboration protocol](#) signed between MoNE and the Ministry of Industry and Technology.

[MEGIP](#) – Vocational training and skills development cooperation protocol signed by the Ministry of Labour and Social Services, Turkish Employment Agency (ISKUR), and the Union of Chambers and Commodity Exchanges of Turkey (TOBB) (ended [as of 14.12.2021](#)).

For similar collaboration protocols: [More...](#)

### Research and development (R&D), patent, utility model, etc.

To raise generations with R&D culture and to lay solid foundations for the future, fifty research and development centres have

been established within the existing vocational schools throughout Turkey. [More...](#)

### Quality assurance

[Turkish VET Quality Assurance](#), which is in line with the European Vocational Education Quality Assurance (EQAVET), was established in 2019 within the MoNE and continues its activities in the following three bases:

- Self-assessment
- External evaluation
- Continuous improvement

For the sustainability of quality assurance established in schools on a provincial basis, the [Education Inspectors Presidency](#), responsible for quality assurance, was established in each province on 12 March 2022; the Regulation on Education Inspectors of the Ministry of National Education was published in the Official Gazette, dated 1 March 2022 and numbered 31765. The process leading to a robust QA in VET is ongoing to select, train, and certify internal auditors, as well as to update current regulations.

### Lifelong learning (LLL)

The main policy for LLL is MoNE [2019–2023 Strategic Plan](#) (2019), and its aim is that vocational and technical education and lifelong learning systems will be organised in accordance with the needs of society and the requirements of the labour market and information age. Its strategies are given in section 1.3.2. With some exceptions, the offers for lifelong learning are unfit for their purpose and limited in coverage. Only 6.2% of the adult population participated in lifelong learning, which is considerably less than the EU (11.1%) ([Commission Assessment-2021-2023](#)).

## 1.7 Relevant statistics

There are thirty-six key indicators on VET laid out in [CEDEFOP](#), which includes developments, trends, and comparisons between countries over time. Through these key indicators, developments on VET at EU level and country levels are monitored and comparisons done. There are also indicators laid out in the OECD Indicators of Education Systems ([INES](#)) Programme, which Turkey is also involved in and contributes to. Evaluations are carried out in the tables below according to the CEDEFOP indicators:

### VET statistics as per European Skills Agenda indicators

CEDEFOP indicators* against Skills Agenda indicators	Year	TR	EU	Skills Agenda 2025 Target**
Adults in lifelong learning (%)	2020	6%	9.2%	50%
Low-educated adults in lifelong learning (%)	2020	3%	18%	30%
Unemployed adults in lifelong learning (%)	2020	9.4%	11%	20%
Adults aged 16–74 with at least basic digital Skills (%)	2019	36%	56%	70%

Sources: \*[CEDEFOP Indicators](#), \*\*[European Skills Agenda Indicators](#)

As of 10 September 2021, the total number of students in the formal VET system is 1,896,971, of whom 65% are male and 35% female. Their distribution by the type of school is given in the country brief.

MoNE Strategy Development Department Formal Statistics, UNESCO Turkey TVET Country Profiles, and ISKUR Active Labour Programme are also important sources to obtain VET metrics.

## 2. Challenges and general objectives of the plan

### 2.1 Main challenges

According to ERP, [2021-2023 Commission Assessment](#), two weaknesses posing challenges and needing further improvement still linger in Turkey's agenda with regards to VET and issues surrounding VET. These are as follows:

**The weakness of the labour market remains an issue.** The unemployment rate fell slightly in 2020, but this is not a sign of a structurally better performing labour market. Rather, it is the result of massive job-retention policies and an indication that workers were discouraged to look actively for a new job during the pandemic. The employment rate fell further with the COVID-19 crisis and may even come under more pressure when the short-term work schemes and the ban on layoffs expire. The potential of women in the labour market remains largely untapped. Active labour market policies, as well as reskilling and upskilling offers, do exist but are limited in scope. Undeclared work has decreased but remains at a high level. The already high NEET (not in education, employment, or training) and youth unemployment rates have increased further.

**The education system has improved but remains a key challenge.** During the pandemic, Turkey embarked on a commendable distance learning system, in which the state TV TRT–EBA broadcast school lessons for pre-school, primary, secondary, and high school students on separate channels. In addition, there was an education platform on the internet, and tablets were distributed to families in need. Generally, the quality of education has improved, as evidenced by the latest Programme for International Student Assessment (PISA).

The key challenges that Turkey face, as laid out in [the Commission Assessment](#) (22.04.2021) of the Economic Reform Programme of Turkey ([ERP](#), 2021-2023) are as follows:

### **Key challenges regarding the VET:**

There are 3 key challenges in the Commission Assessment, but only key challenge 2 is related to VET.

- *Key challenge #2: Raising the performance level of the education system*

**Measures (key challenge 2):** To improve the performance of education in VET in particular, Turkey has sustained previous measures (ERP 2020–2022) and realigned them with its new conditions, as given below:

- Measure 16: Preparing digital content and skill-based programs according to curriculum
- Measure 17: Updating of curricula in vocational and technical education
- Measure 19: Job clubs
- Measure 21: Vocational Training and Skills Development Cooperation Protocol (MEGIP) Project
- Measure 22: Future Professions including on-the-job training

As per these measures, the activities planned in 2021, in accordance with the targets and defined indicators, are carried out and the associated results recorded. The cost of the activities and the source of financing are met via “other public finance resources.”

In line with measures in the MoNE Strategic Plan (2019–2023) and EV2023, Turkey has made progress in education, especially in improving access to various levels of education. From now on in the text, the measures taken and their impacts on the improvements of VET are analysed in the direction of the Osnabrück Declaration’s requirements at the national level. Analyses will be done both qualitatively and quantitatively.

The measures taken in line with the Osnabrück Declaration (OD) can be found under the relevant headings below.

## **2.2 Osnabrück Declaration requirements**

### **OD – Objective 1: Resilience and excellence through quality, inclusive, and flexible VET**

1.1 Explore the possibility of setting up a network of voluntary experts and executives, retired or on sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA.

1.1.1 Regarding the apprenticeships, the IMEP Programme is being implemented, which aims to improve employment prospects for Syrian refugees and host communities by providing high-quality VET and apprenticeship in Turkey (Vocational Training Programme for Employment-VET4JOB). It is coordinated by a consortium (international and national) in cooperation with the Ministry of National Education and the Confederation of Turkish Tradesmen and Craftsmen (TESK).

1.2 Support the development of digital infrastructure for learning and teaching purposes in VET, including artificial intelligence and AR/VR technologies, and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas, thus ensuring social inclusion.

1.2.1 ***The Safe Schooling and Distance Education Project (SSDE)*** to operationalise EV2023. The project is managed by the General Directorate of Innovation and Educational Technologies (YEGITEK) and its main beneficiary is MoNE.

1.2.1.1 Digital infrastructure → NDES (AI/VR/XR) – New Digital Education System Platform

1.2.1.2 Education System → ESF (flexible, modular) – Education System of the Future

1.2.1.3 Research and Development (R&D) – Public Private Partnership (PPP) Innovation Ecosystem

1.2.1.4 Incubation and innovation → ETKİM – Incubation and Innovation Centre of Educational Technologies).

*The SSDE Project will be the mainstay of the Ministry of National Education’s strategy in the field of educational technologies in the coming period, together with the FATİH project and EBA. Please see the rough [roadmap of the project](#).*

1.3 Reinforce work-based (WBL) learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships and making use of the on-demand support services and policy-learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training-to-work transitions of vulnerable groups and to improve citizens’ qualification levels.

1.3.1 ***Cooperation and collaborations based on WBL between public and private sector***

1.3.1.1 *Two hundred and fifty-one organised industrial zones in seventy-seven provinces and four industrial sites in four*

provinces are matched with at least one vocational and technical Anatolian high school or vocational training centre via a [collaboration protocol](#) signed by MoNE and the Ministry of Industry and Technology.

1.3.1.2 [MEGIP](#) – Within the scope of employment campaign, vocational training and skills development cooperation protocol is signed by the Ministry of Labour and Social Services, the Turkish Employment Agency (ISKUR) and the Union of Chambers and Commodity Exchanges of Turkey (TOBB). With the protocol, it is aimed to carry out studies on organising vocational training between ISKUR and TOBB that combines theoretical and practical training in public–private sector cooperation to train the workforce with the qualifications demanded by the labour market (ended [as of 14.12.2021](#)).

1.3.1.3 Regarding work-based learning, MoNE signed 222 collaboration protocols with several sectoral entities (public and private). [Read more](#).

1.4 Support vocational excellence (CoVEs) and improve permeability between vocational and academic pathways, including work-based learning and enhanced cooperation between VET, HE, and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above.

1.4.1 **Sectoral centres of excellence** (Sectoral CoE) – Technical Assistance Project for Increasing the Quality of Vocational and Technical Education through the Establishment of Sectoral Centres of Excellence ([Sectoral CoE](#)). DG VET is the beneficiary of the project that is EU funded (2021–2024). Ministry of Labour and Social Security as Operating Structure and Contracting Authority.

1.4.2 **Centres of vocational excellence** (CoVEs) – Turkey MoNE Vocational Education and Training schools and Centres of Vocational Education and Training Centres have joined ETF Network for Excellence ([ETF ENE](#)). Another development is that within the scope of the project initiated by the Ministry of National Education to improve the quality of vocational and technical education, twenty vocational education excellence centres ([CoVEs](#)) will be established across the country.

1.5 Develop national and regional skills intelligence systems, including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders, and providers to adapt and update VET programmes, curricula, and guidelines in a timely and effective manner.

*With regards to predicting skills trends in a rapidly changing labour market, developing a fast and fit-for-purpose labour market and*



skills intelligence system (LMSI) is a key element in increasing insight into what is happening in the world of work and the VET-to-work transition ([The importance of being vocational](#)). CEDEFOP has already developed such systems, named [Skills-OVATE](#) and [Skills intelligence platform](#), which offer detailed information on the jobs and skills employers demand based on online job advertisements (OJAs) in twenty-eight European countries. [Read more](#).

“Action 2: Strengthening skills intelligence” is part of the [European Skills Agenda](#) (a five-year plan setting objectives to be achieved by 2025) under the building block named “Actions to ensure that people have the right skills for jobs.” Regarding Turkey, there are four type of initiatives that roughly meet the requirements above, but all these initiatives should be merged to the skills intelligence system to be established. Initiatives that support the functionalities of the skills intelligence systems are as follows:

- 1.5.1 MoNE constructed [Turkish VET Map](#) (IVET) for all provinces in Turkey (2019). VET map has potential to support policy actions through providing the whole picture of VET. With the map, the number of students in VET, the distribution of students to fields and VET institutions, and the number of employees working in vocational fields are presented at the provincial level. [Read more](#).
- 1.5.2 MoNE constructed a common platform, called [My Job, My Life](#) (IVET), aimed at bringing all stakeholders together, including students, teachers, graduates, and other interested parties. The platform provides detailed information about fields and promotional videos, current news about VET, success stories of students and teachers, documents required for students and teachers, preliminary information and forms required for projects, process presentations for patents, utility models, and design. [Read more](#).
- 1.5.3 The Ministry of National Education General Directorate of Lifelong Learning developed [E-Non-formal System](#) (CVET) to ensure the employability and socio-cultural development of individuals at different education and age levels, through improving their knowledge, skills, and competencies. By increasing their access to learning, it aims to make the transformation from the learning individual to the learning society and learning Turkey. Currently, the performance values of the system are as follows; number of course areas: 73; number of vocational courses: 2,770; number of general courses: 1,039; and total number of courses: 3,809.
- 1.5.4 Vocational Qualifications Authority ([VQA](#) – 2006) CVET is mainly in charge of TQF, national occupational standards, and national qualifications. Occupational standards are determined on a tripartite basis consisting of three parties: the state, the employer, and the worker. VQA’s [web portal](#) (CVET) covers the sections of the ratified and published Occupational Standards, National Qualifications, Certification Bodies, and search button for VQA certificates. Currently, a total of 880

*national occupational standards and 572 vocational qualifications are already ratified and published in the portal.*

## **OD - Objective 2: Establishing a new lifelong learning culture – relevance of CVET and digitalisation**

2.1 Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders, and social partners. Besides provision for education and training, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning, and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs, or individuals at risk of unemployment.

2.1.1 **Skills strategies:** *In terms of developing national skills strategies, Turkey's 2023 Education Vision ([EV2023](#)) is the main source that covers all the main sectors in the Turkish economy, including those that already have a competitive advantage in Turkey or have the potential to have it until 2023. In the 2023 education vision, skills are directly included as one of the main topics: "Digital Content and Skills Supported Transformation in Learning Processes." There are two main objectives under this main heading: "GOAL 1: An ecosystem will be created for development of digital contents and skills" and "GOAL 2: Content will be developed, and teachers will be trained for the development of digital skills." Under the main topic "Secondary Education," Goal 2 also mentions skills as such: "Academic knowledge will be transformed into applied skills." EV2023 overwrites the previous skills strategies and studies like [Skills Vision 2020](#) and [FRAME Initiative](#) (focused more on defining key skills priorities within the framework of Vision 2023).*

2.1.2 **Lifelong learning (LLL) with relevant stakeholders:** *With the Turkish Qualification Framework ([TQF](#)) developed in line with European Qualification Framework ([EQF](#)) for LLL, LLL is generalised and supported systematically; the national and international transparency and recognisability are realised to the maximum, and education and employment opportunities for all individuals of society are created. [VQA](#) is the main institute from the EU-Level LLL perspective, with its twenty-seven sectoral committees with a tripartite structure that review the drafts and make suggestions for the verification of National Occupational Skills Standards (NOSs, 880 standards ratified) and National Qualifications (NQs, 572 qualifications ratified) developed by the organisations assigned by VQA. VQA's system or structure can be described as a so-called universally known "recognition of prior learning ([RPL](#))" system based on European guidelines for validating non-formal and informal learning ([VNFIL Guidelines](#)). VQA certificates are also integrated into the Turkish "e-government" system and used as a Europass certificate supplement.*

*However, there is not yet a new strategy for lifelong learning, as Education Vision 2023 does not allocate much space to lifelong learning. The TQF regulation includes provision for validation of non-formal and informal learning (VNFIL),*

stipulating that all qualifications included in the TQF can be obtained through VNFIL. [Read more.](#)

2.1.3 MoNE LLL is managed by DG LLL and has its own portal named [e-yaygin](#). Lifelong Learning Academy – [Distance Learning Portal](#) was developed at the beginning to shift the in-class LLL courses to Distance Learning Portal, later moved to [EBA](#) and [OBA](#).

2.2 Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels, addressing gender and other stereotypes for an equal, fair, and diverse society.

*There is a measure in EV2023 under the “Lifelong Learning” heading (which spans CVET too) that says the following: “GOAL 1: The Quality of And Access to Lifelong Learning Programmes will be increased, which aims to achieve in general that the curriculum for citizens who are outside the formal education system due to their age will be simplified and a national lifelong learning monitoring system will be established.”*

*There are already in place three active web sites catering to the management and information needs of CVET and IVET as seen below. But all three systems should be more responsive or sensitive to addressing the issues regarding gender and other stereotypes for an equal, fair, and diverse society.*

2.2.1 [E-Non-Formal](#) system for whole CVET activities (DG for LLL System). Public Education Centres (PECs) are in charge of conducting CVET courses, and relevant stakeholders get involved in developing/updating CVET curricula. PECs, in terms of CVET, conduct several courses in different areas besides VET courses as the ones below:

- Reading and writing courses
- Vocational – technical courses
- Social – cultural courses
- Social – cultural practices
- Education activities developed with the collaboration of public and private entities, NGOs, etc.

2.2.2 [VET Map](#) for IVET info.

2.2.3 [My Job, My Life](#) for IVET and CVET info.

2.3 Work with respective stakeholders to develop digital learning solutions supporting access to CVET opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on-the-job CVET and the positive effects of learning-conducive work environments.

2.3.1 *Certificates awarded after the PEC courses are also used as Europass Supplement ([National Reference Point](#)) and integrated to [e-government](#). All Europass Supplements of the certificates being issued by PECs can be reached via [Europass Turkey](#). The qualifications are defined as ISCED 3 (TQF 4 according to [TQF](#)) and documented to use LLL certificate supplement nationally and internationally.*

2.3.2 *[VQA](#)'s certification system (exam certification oriented), which is fully based on qualifications, is outside of CVET (MoNE) and can be regarded as the main part of the Turkish RPL (Recognition of Prior Learning) System.*

2.3.3 *The main part lacking in CVET is e-learning (on the way to being developed) and MOOC-like learning systems (which can be organised fully self paced or periodically). These are needed to develop at least some of the digital parts of PEC courses, which cover synchronous and asynchronous modules. (Note: MOOC = massive open online courses.)*

2.3.4 *Regarding the CVET Credentials (certificates leading to full qualifications), Level-4 qualifications in the PEC system are generally organised as the sum of the relevant sub-competences (which are also certificate based). Sub-competences in the PEC system can be regarded as credentials, but this issue needs more discussion.*

2.4 Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF recommendation where appropriate.

2.4.1 *The [Europass platform](#), launched on 1 July 2020 following the revised [Europass Decision](#), was adopted by the Council and European Parliament (2018). The National Europass Centre ([NEC](#)) of Turkey is the vocational qualifications authority. VQA became the National Europass Centre in 2008 and started its activities as part of the National Europass Centres Network. VQA NEC is the first point of contact for any person or institution that wants to use Europass or learn more about Europass. Europass certificate supplements covering MoNE, VQA, and university can be reached via NEC ([certificate supplements](#)).*

2.4.2 *To establish a national database and integrate it with the [EQF/Ploteus Portal](#) (European Learning Opportunities and Qualifications Portal) and the [ESCO Portal](#) (European Skills, Competencies and Professions), which contain comprehensive information on qualifications and learning opportunities in EU countries, the Turkish Qualifications Database Project was*

*implemented between 2014–2016, laying the foundations of the database. Within the scope of this project, the Turkish Qualifications Database (TYVT) was created and made available in Turkish and English at <https://portal.tyc.gov.tr/>. Through this project and the project implemented in 2017–2018, all qualifications under the responsibility of MoNE, higher education institutions, and vocational qualification authority, are transferred to the Turkish Qualifications Database. [Read more.](#)*

2.5 Support VET teachers, trainers, guidance counsellors, adult educators, and mentors by equipping them with the adequate skills and tools for and through digital technologies, in particular through systematic approaches to and opportunities for initial and continuous professional development in both school and work-based settings, as well as distance education and training, enabling them to progress in their careers.

2.5.1 *There is a project named [METEK](#) that contributes to these requirements. METEK is an Operational Programme for Increasing the Quality of Vocational and Technical Education through the Establishment of Sectoral Centres of Excellence, which is being implemented under the Instrument for Pre-Accession Assistance for the Period 2014–2020 (IPA II). The project is being conducted in cooperation with the Ministry of National Education General Directorate of Vocational and Technical Education, which is the beneficiary; the European Union Financial Aids Department, which is the operating structure and the contracting authority; and the European Union delegation to Turkey, which is the funder. The operation (technical assistance component) has started as of March 2021. The implementation period of the projects supported under the grant component has started as of 1 February 2022. This operation covers whole requirements requested under this item. [Read more.](#)*

### 3.1 - Detailed description of main measures and/or their packages

#### Improving the quality of vocational education and training through establishment of sectoral centres of excellence<sup>1</sup>

##### Rationale/background, challenges addressed

The main issue to be addressed in Turkey is to increase the quality of vocational and technical education by developing the knowledge, skills, and competencies in line with the EQARF and EQAVET. Within this concept and the scope of the National Implementation Plan (NIP), the challenges to be addressed are as follows:

**Main challenge 1** → Centres of excellence, permeability, WB learning, and collaboration

- The need of establishing and improving of centres of excellence (CoEs) for the quality of VTE
- The need of improving of the permeability between vocational and academic pathways
- The need of transitioning to work-based learning
- The need of enhancing collaboration between VET, HE, and research centres

**Main challenge 2** → Skills intelligence system

- The need for national and regional skills intelligence systems to ensure that social partners, decision makers, stakeholders, and education providers adapt and update VTE programs, curricula, and guidelines in a timely and effective manner.

**Main challenge 3** → Supporting VTE teachers, trainers, and LLL, etc.

- The need to support VET teachers, trainers, guidance counsellors, adult educators, and mentors by equipping them with appropriate skills and tools for and through digital technologies to advance their careers in IVET, CVET, in-school, and WB learning.

##### Specific objectives of the measure/package and their relation to the general objectives of the plan

As per the challenges described in the previous section, the main actions to be taken are as follows:

<sup>1</sup> <https://metek.meb.gov.tr/>

**Main challenge 1 is addressed by:**

- **Action 1:** Establishing centres of vocational excellence (CoVEs) covering professional fields
- **Action 2:** Establishing a special centre of excellence (SCoE) covering vocational foreign languages, mathematics, and science for VE
- **Action 3:** Establishing eighteen sectoral centres of excellence (SCoEs)
- **Action 4:** Improving the special field competencies of teachers with on-the-job training in twenty-five fields in VTE Secondary Schools

**Main challenge 2 is addressed by:**

- **Action 5:** Updating VET programmes

**Main challenge 3 is addressed by:**

- **Action-6** Providing teachers with the training in accessing and using existing LLL materials
- **Action-7** Reaching people through training and information activities regarding Vocational Guidance and Career Counselling services (VGCC)

**Note:** Indicator 1 is associated with Action 1, and so on.

**Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline**

The main actions to be followed and monitored under the NIP

Indicators	Target	2022	2023	2024	2025
1 – Centres of vocational excellence	14 CoVEs				
2 – Special centre of excellence	1 CoE				
3 – Sectoral centres of excellence	18 SCoEs				
4 – Teachers receiving on-the-job training	3,000 teachers				
5 – Updated VET programmes	-				
6 – Teachers with training in LLL materials	2,500 teachers				
7 – People reached in VGCC	1,200 people				

**EU policy priorities addressed**

<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive, and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups</b>
<input checked="" type="checkbox"/> (List to be provided) <ul style="list-style-type: none"> <li>- MoNE, DG VTE</li> <li>- CCOs, mainly chambers of commerce and industries, chambers of arts and craftsmen</li> <li>- NGOs</li> </ul>
<b>Source of funding (national, EU funds, sectoral)</b>
List all sources of funding and estimated amounts, if available. <ul style="list-style-type: none"> <li>- EU funded</li> </ul>



### 3.2 - Detailed description of main measures and/or their packages

#### Establishing a new lifelong learning (LLL) culture – relevance of CVET and digitalisation

##### Rationale/background, challenges addressed

Regarding lifelong learning, the main issues to be addressed in Turkey are to increase the number of VET courses and participants, and to shift to distance education as an alternative to in-class education. There are several projects and actions underway that cater to supporting LLL in a quantitative and qualitative manner, establishing the link that leads to the RPL (Recognition of Prior Learning). Within this concept and the scope of the National Implementation Plan (NIP), the challenges to be addressed are as follows:

**Main challenge 1** → The number of VET courses and participants

- The need to increase the number of courses opened within the scope of lifelong learning
- The need to increase the number of trainees participating in courses opened within the scope of lifelong learning
- The need to increase the participation rate in lifelong learning
- The need to increase the rate of benefitting from lifelong learning
- The need to increase the number of users benefitting from the online LLL system
- 

**Main Challenge 2** → Standard LLL qualifications

- The need to increase the number of qualifications placed in the Turkish Qualifications Database (TQ-Database)
- The need to increase the number of eTwinning projects and the schools and teachers benefitting from them

##### Specific objectives of the measure/package and their relation to the general objectives of the plan

As per the challenges described in the previous section, the main actions to be taken are as follows:

**Main challenge 1 is addressed by:**

- **Action 1:** Increasing the number of LLL courses

- **Action 2:** Increasing the number of LLL participants
- **Action 3:** Increasing the participation rate in LLL
- **Action 4:** Increasing the rate of benefitting from LLL
- **Action 5:** Increasing the number of online LLL users

**Main challenge 2 is addressed by:**

- **Action 6:** Increasing the number of qualifications in the TQ-Database
- **Action 7:** Increasing the number of eTwinning projects
- **Action 8:** Increasing the number of eTwinning schools
- **Action 9:** Increasing the number of eTwinning teachers

**Note:** Indicator 1 is tabulated as the indicator of Action 1, and so on.

**Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline**

The main actions to be followed and monitored under the NIP

Indicators	Target	2022	2023	2024	2025
1 – Number of LLL courses	-				
2 – Number of LLL participants	-				
3 – Participation rate in LLL	-				
4 – Rate of benefitting from LLL	-				
5 – Number of online LLL users	-				
6 – Number of qualifications in TQ-Database	-				
7 – Number of eTwinning projects	-				
8 – Number of eTwinning schools	-				
9 – Number of eTwinning teachers	-				

<b>EU policy priorities addressed</b>
<b>Osnabrück Declaration</b>
<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive, and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>
<input type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups</b>
<input checked="" type="checkbox"/> (List to be provided) <ul style="list-style-type: none"> <li>- MoNE, DG VTE</li> <li>- MoNE, DG LLL</li> </ul>
<b>Source of funding (national, EU funds, sectoral)</b>
List all sources of funding and estimated amounts, if available. <ul style="list-style-type: none"> <li>- EU funded</li> <li>- Publicly funded</li> </ul>

#### 4. Governance of the implementation of the plan

MoNE, as the main governmental body with regard to VET in Turkey, is engaged in collaborative, consultative, and supportive ways of working with VET stakeholders such as national, regional, and local authorities, and social partners. The Board of Education and Discipline, DG VTE, DG LLL, DG Special Education and Guidance Services, DG Private Education Institutions, and the Strategy Development Department are sub-governmental bodies in decision making regarding VET on the formal side; they are also cooperating with the social partners listed below.

As part of this cooperation, MoNE established an Osnabrück Declaration Working Group (ODWG) and held a meeting on 27 April 2022 in DG VTE. After the meeting, MoNE circulated a formal letter to get the ODWG's formal comments on NIP via e-mail. The following social partners and sub-governmental bodies participated, and MoNE, together with the national expert, gave a [presentation](#) at the meeting.

##### **Social partners (forming the ODWG):**

1. TOBB – The Union of Chambers and Commodity Exchanges of Turkey
2. TESK – Confederation of Turkish Tradesmen and Craftsmen
3. TİSK – Confederation of Turkish Employers' Associations
4. HAK-İŞ – HAK-IS Trade Unions' Confederation
5. OSBÜK – Organised Industrial Zones Supreme Organisation
6. TUSIAD – Turkish Industry and Businessmen Association
7. KOSGEB – Small and Medium Enterprises Development and Support Administration
8. ISKUR – Turkish Employment Agency
9. YOK – Higher Education Council

##### **Public authorities (forming the ODWG):**

1. VQA – Vocational Qualifications Authority
2. ISKUR – Turkish Employment Agency
3. DG YEĞİTEK – DG Innovation and Educational Technologies
4. DG – LLL

The measure (3.1) selected is being taken under the operation for increasing the quality of vocational and technical education through the establishment of sectoral centres of excellence implemented under the instrument for pre-accession assistance for the period 2014–2020 (IPA II).

The operation is carried out in cooperation with the Ministry of National Education General Directorate of Vocational and Technical Education, which is the beneficiary; the European Union Financial Aids Department, which is the operating structure and the contracting authority; and the European Union delegation to Turkey, which is the funder. The operation (technical assistance component) has started as of March 2021. The implementation period of the projects supported under the grant component has started as of 1 February 2022.

The measure (3.2) “Establishing a new lifelong learning (LLL) culture – relevance of CVET and digitalisation” is already the measure of DG LLL; it is publicly funded.

The measure/measures and relevant indicators selected within the scope of the NIP are already in line with the national context and agreed upon by all the WG participants, MoNE and social partners included. MoNE–DG VTE is the main body who will be in charge of governing NIP.

## 5. Expected effects of the plan

In addition to establishing fifteen centres of vocational excellence and eighteen sectoral centres of excellence, there are goals to be achieved through the measures selected in the NIP. These are as follows:

- Training of teachers and administrators
- Improvement of learning environments
- Making vocational and technical education an attractive option for students
- Increasing cooperation between schools, social partners, and the private sector

All the above-mentioned goals will be achieved in twenty-five occupational fields and in the cities of Istanbul, Kocaeli, Bursa, Denizli, Antalya, İzmir, Adana, Sivas, Konya, Eskişehir, Trabzon, Hatay, Kahramanmaraş, Erzincan, Samsun, Tekirdag, Kayseri, Afyonkarahisar, Gaziantep, Manisa, Çanakkale, Kırşehir, Zonguldak, Malatya, and Ankara. This will, in turn, have a positive influence on the schools, students, teachers, families, CCOs, and public and private sectors of other cities in Turkey.

Apart from the aforementioned goals, the actions to be carried out under the measure will also stipulate the following in the long term:

- Social and economic development
- Readiness of students for employment
- Quality-based training that is flexible, transparent, and innovative
- Education that meets the needs of all segments of society and provides them with the opportunity to learn

Regarding obstacles/risks that may hinder the implementation of the NIP, there is no risk in sight; the project covering the measure (3.1) has already been funded and started implementation of both the technical assistance and grant component. Regarding the measure (3.2), establishing a new lifelong learning (LLL) culture is already in place, and being implemented.