



LIFE LONG LEARNING APPLICATIONS AND CHALLENGES IN TURKEY

***2014-2018 Turkey Life Long Learning Strategy and Action
Plan***

**Promoting Lifelong Learning in Turkey: Putting the LLL strategy in
practice**

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Summary

1. Education System in Turkey
2. Secondary School Leave and Employment Situation
3. Changes in Turkey
4. Qualifications System in Turkey and Turkish Qualifications Framework
5. Key Principles and Components of TQF
6. Work Plan



Education System in Turkey-1

1- Formal Education

Public and Private Schools, Open Education Schools
(MoNE)

Public and Foundation Higher Education Institutions
(CoHE)

2- Open Education (Other than Formal Education)

Open Education Schools (MoNE)

Open Education Faculty (CoHE)



Education System in Turkey-2

3- Non-formal Education

Training Courses (Local Administration, Public and Private Institutions Education Centres; Continuing and Distance Education Centres)

4- Job Based Learning

(Apprenticeship, Traineeship, Co-op, Working Student,...)

5- Informal Learning

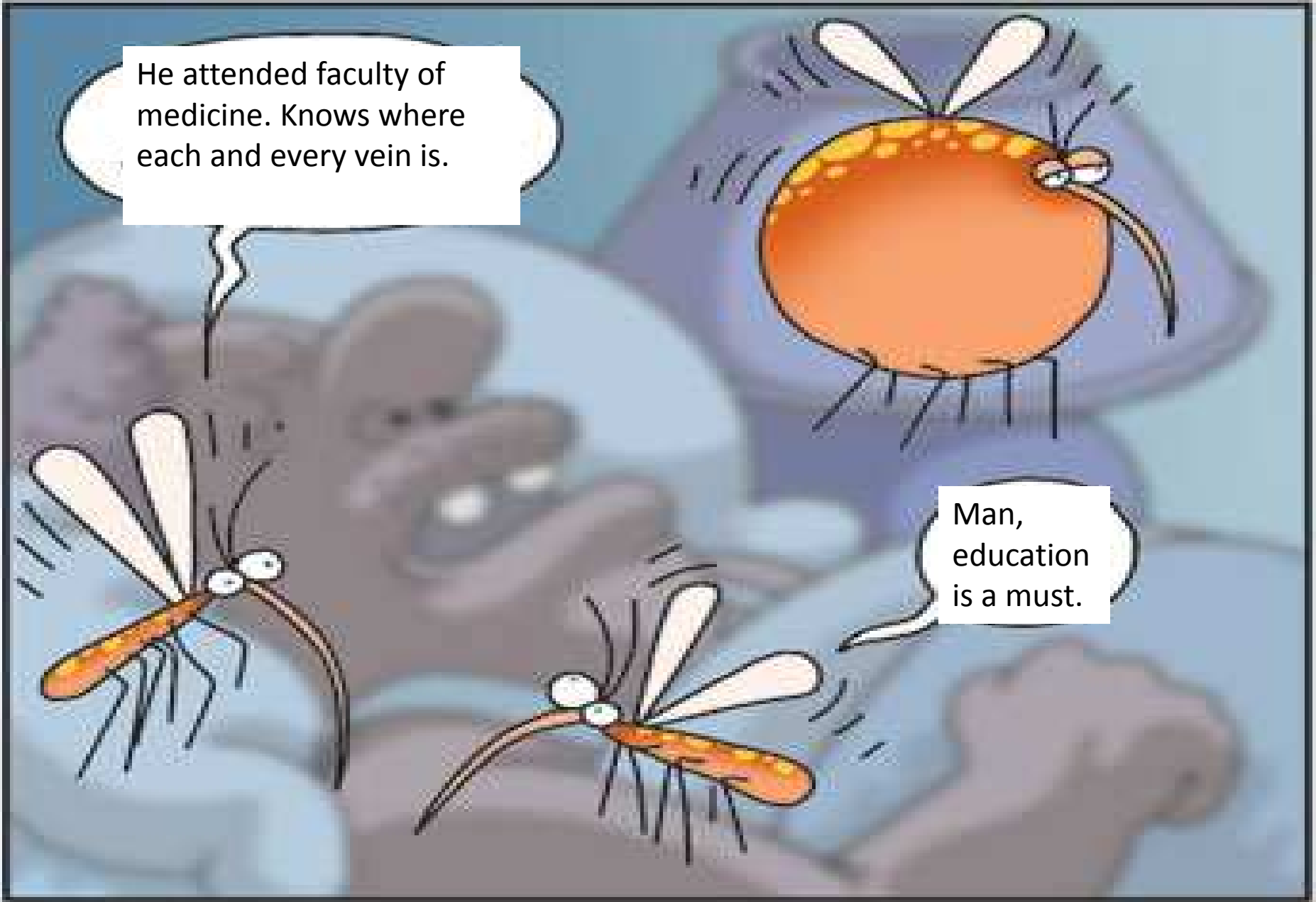
(Unscheduled learnings of individual)



Education System in Turkey-3

Motivating Factors for Higher Education

1. Salary or wage differences
2. Social status (family, environment, media effects)
3. Secondary school curriculum has been designed for entering into higher education (unsuccessful students leave)
4. Deficiency of the system of individual assessment in education (portfolio)
5. University entrance system (don't think much, respond immediately; get prepared in private courses)
6. Technological development bring forward advanced knowledge and skills



He attended faculty of medicine. Knows where each and every vein is.

Man, education is a must.



Secondary school leaving rates

One who left education early is often an individual between the age of 18-24 who has not completed a level higher than secondary school (ISCED 0, 1, 2 or 3c short), and has not attended higher level of education. These individuals are expressed as the percentage of population aged between 18 and 24.



Secondary school leave rates , Source Eurostat (2020 EU target < 10%)

Country	2006	2011	2012
Germany	13.7	11.5	10.5
UK	11.3	15.0	13.5
Finland	9.7	9.8	8.9
France	12.4	12.8	11.6
Turkey	48.8	41.9	38.1
Greece	15.5	13.1	10.1

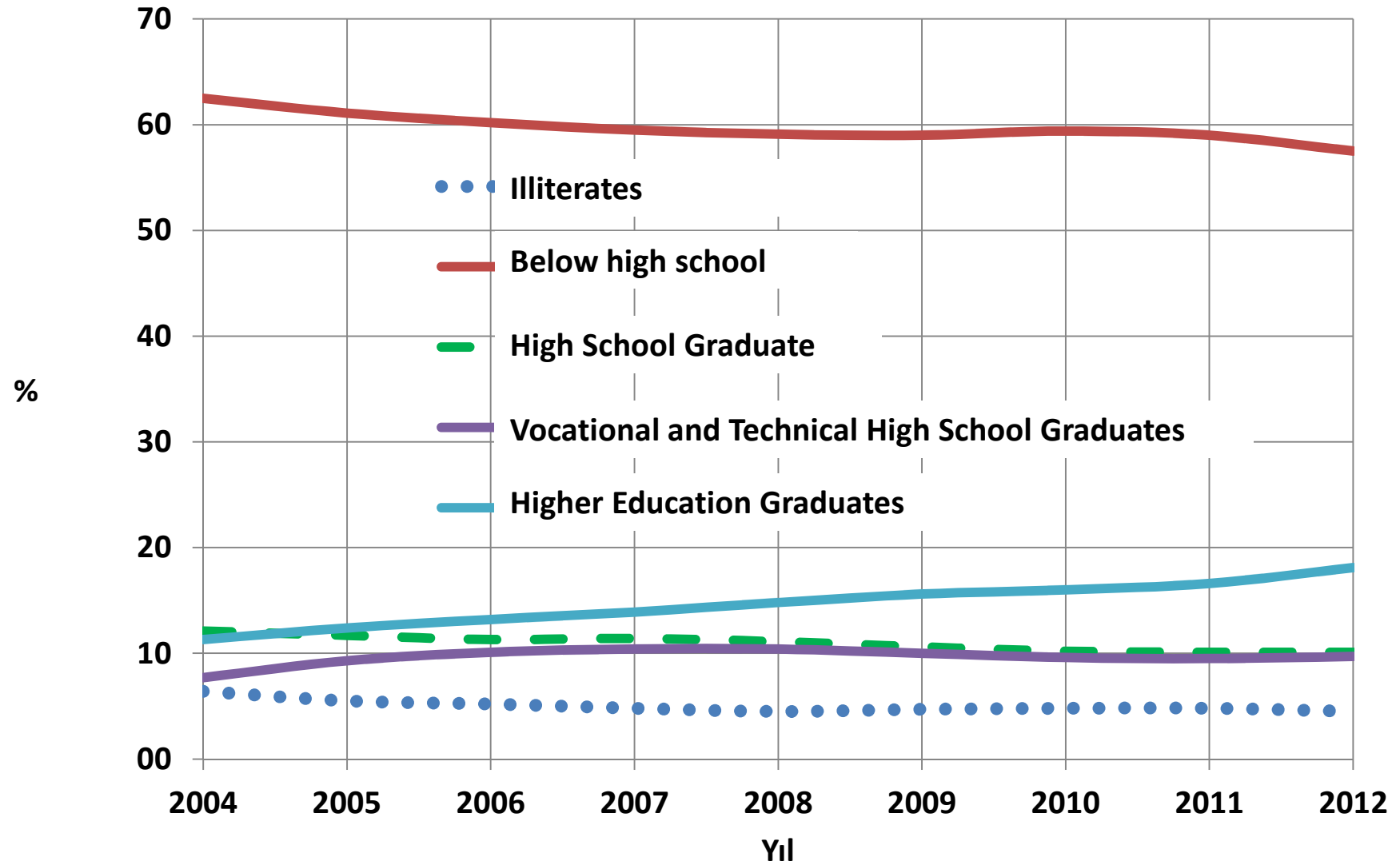


Education Profile of Employment Between 2004-2012 (%), Source: TURKSTAT

Year	Illiterate	Below High School	High School Graduates	Vocational and Technical High School Graduates	Higher Education Graduates
2004	6.4	62.5	12.1	7.7	11.3
2005	5.5	61.1	11.7	9.3	12.4
2006	5.2	60.2	11.3	10.1	13.2
2007	4.8	59.5	11.4	10.4	13.9
2008	4.5	59.1	11.1	10.4	14.8
2009	4.7	59	10.6	10	15.6
2010	4.8	59.4	10.2	9.6	16
2011	4.8	59	10.1	9.5	16.6
2012	4.5	57.5	10.1	9.7	18.1



Education Profile of Employment Between 2004-2012 (%), Source: TURKSTAT





Changes in Turkey-1

- There are a lot of unemployed university graduates. At the same time there are many open job postings.
- People with MoNE and CoHE diploma cannot meet expectations of the business world
- Vocational Qualifications Quthority (VQA) has been established in 2006.
- Qualifications Systems in Turkey
 - is seen as MoNE + CoHE + VQA (Sectors).
 - National Vocational Standards and Vocational Qualifications are prepared by sectors.
 - Assessment and evaluation of vocational qualifications are delegated to sectors.



Changes in Turkey-2

- CoHE enters into Bologna Process; learning output-based learning, workload and credit system
- Erasmus exchange programme; ECTS application,
- Changes in MoNE

Strategic plan and stakeholder participation in decisions

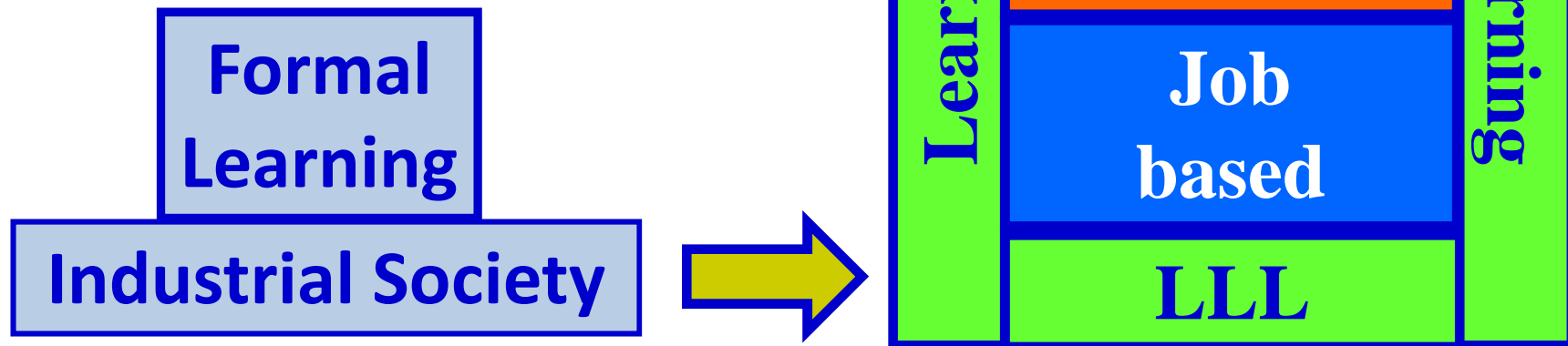
Board of Education, LLL Directorate, Vocational and Technical Education Directorate, ...

- University entrance system is changing, therefore, Private courses (dershane) that have taken over the responsibility of university entrance system are going to be closed down



Life Long Learning (LLL)

All types of learning are included within the scope of LLL.





Qualifications System in Turkey

- Institutions with immediate responsibility in qualifications in Turkey

MoNE, CoHE and VQA: Worked on Turkish Qualifications Framework (TQF) since 2010.

- “TQF defines bases for all qualifications attained in vocational, general and academic education programs and other learning environments, including primary school, secondary school, higher education.
- It is a level-based set of rules and regulations defining qualifications, and classifying and comparing them according to certain criteria.



Turkish Qualifications Framework (TQF) -1

- TQF; participatory, open-minded, leading change, inclusive and
- Designed to comply with European QF.
- Its aim is to improve quality of the education system,
- Strengthen the relationship between employment and education,
- Support individuals' education needs by LLL opportunities,
- Ensure development of qualifications demanded by job market.



Turkish Qualifications Framework (TQF) -2

Legal Bases of TQF has been included in the priorities within very important policy documents such as;

- 2007-2013 Ninth Development Plan,
- 2011 National Youth Employment Action Plan,
- 2008 Turkey National Programme
- 2007 – 2013 Life Long Learning Strategy Document
- Action Plan for Strengthening Employment and Vocational Training Relations
- VQA Law no. 5544 (Article23/A)



TQF Key Principles within the Scope of LLL

- Qualifications are based on learning achievements.
- Progress and transfer between qualification types and levels.
- Workload, credit, credit transfer and/or collection are defined
- Quality assurance of qualifications are prepared.
- Qualifications achieved through formal, non-formal and informal learning environments are recognised.
- Prior learnings are recognised
- Key qualifications are provided



Key Components of TQF Structure

- 8 Levels; knowledge, skills and qualifications identifiers
- Qualification Type Determinants:

Tendency: Academic-General-Vocational

Category: Main-Unit-Supportive-Special Purpose

Credit Scale and Program Duration (workload)

Learning Achievements

Key Competences

Assessment and Evaluation Methods

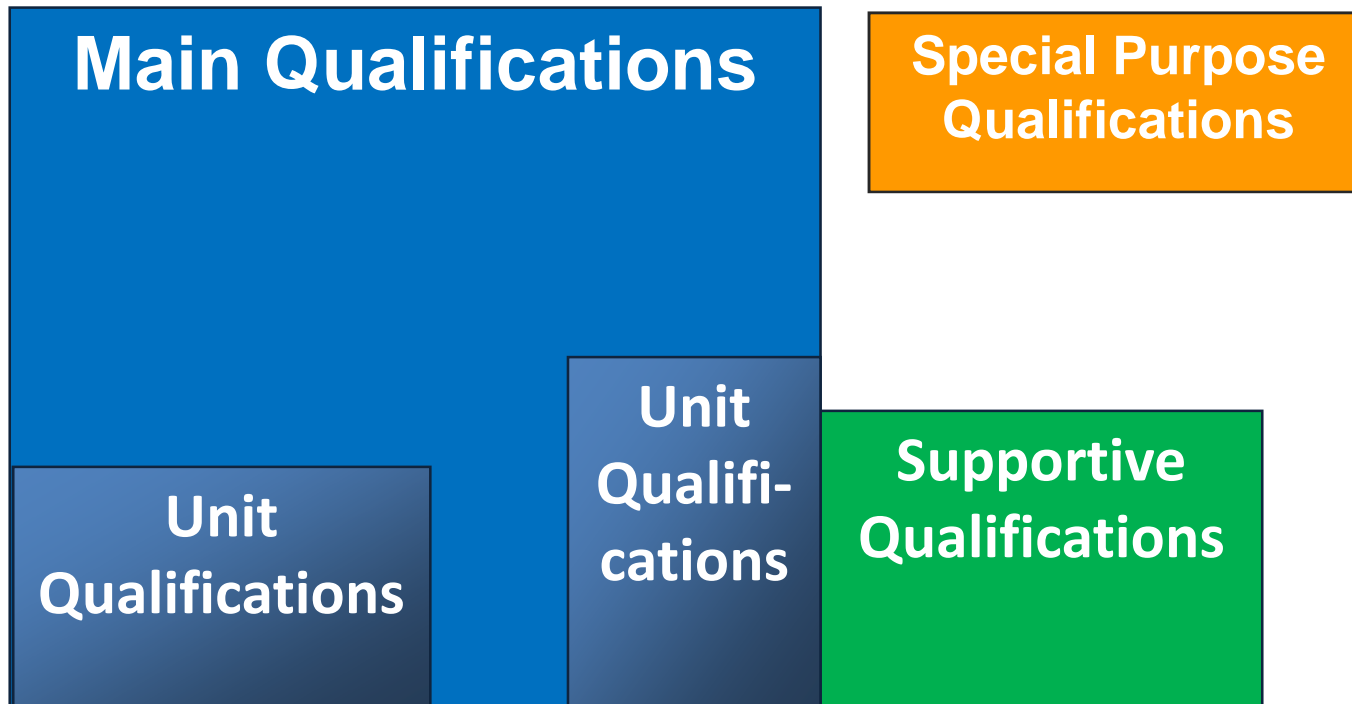
Quality Assurance

Entrance Requirements

Progress, Career and Employment Opportunities



Relation Between Qualification Categories





Key Qualifications

- 1- Communication in Mother Tongue,
 - 2- Communication in Other Languages,
 - 3- Mathematics, Basic Science and Technology
- Qualifications,
- 4- Digital (Information Technologies) competences,
 - 5- Learning how to learn,
 - 6- Societal and Humane Competences,
 - 7- Assertiveness and Entrepreneurship,
 - 8- Cultural Awareness and Expression.



Qualification Type Determinant

Qualification Type				
Awarding Body				
Tendency	General:	Academic	Vocational:	
Level	TQF:	EQF:	ISCED (2013):	
Category	Main:	Supportive:	Unit:	Special Purpose:
Credit Scale and Normal Duration of Program				
Definition				
Learning Achievements				
Key Competences				
Assessment and Evaluation Methods				
Quality Assurance				
Entrance Requirements				
Progress Opportunities				
Career and Employment Opportunities				



Work Plan-1

- Improving basic curriculum, key competences and basic skill
- Achieving proper key qualifications for qualification levels (vertical key competences)
- Developing learning opportunities, especially the Learning Opportunities Portal
- Improving and increasing access to learning opportunities
- Promoting and supporting flexible learning ways; better utilisation of ICT, open and distance learning



Work Plan-2

- Establishment of validation systems for non-formal and informal learning
- Developing Quality Assurance system
- Ensuring that the labour market needs and skills are reflected in National Vocational Standards and National Qualifications
- Ensuring participation of businesses in the decision making mechanism of the education system
- Ensuring participation of businesses in vocational standards, qualifications, learning output, apprenticeship, job based learning, skilling activities by providing human resources and physical infrastructure,
- Providing special incentives and support to organisations who support these activities.



Thank you