

TURKEY

RIGA MID-TERM DELIVERABLES 2015-17

- Amendment to an existing Active Labour Market Services Regulation enacted (February 2016) that increases the duration and access to publicly funded work-based learning
- Amendments to the Apprenticeship Law (December 2016) providing for (i) including apprenticeships in compulsory formal education, (ii) financial incentives to both employers and VET students to engage in apprenticeships, (iii) incentives for start-ups by graduates from apprenticeship schemes
- Official Statistical Programme launched by the Statistical Institute to integrate VET work-based learning data
- Membership in EAfA (2015)

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- EQAVET-compatible national quality framework, partially implemented since 2016
- The E-graduate system continues to be the main tool for systematic collection of data used for monitoring and improving the quality of IVET provision

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- Measures to address the aftermath of the unprecedented influx of Syrian refugees: all refugees may enrol in free Turkish language and skills-training courses
- Legislation adopted in favour of better VET permeability: apprentices have the right to continue to higher education
- TQF legislated (2015) and referenced to EQF (March 2017)
- Functioning VNFIL system

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- Few developments reported in the area of key competences, most of them related to their promotion in CVET through the qualification standards

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- New Teacher Strategy Paper (2017-23) adopted
- Greater focus on distant and on-line training for VET teachers, as well as exploiting the opportunities of Erasmus+ and other EU projects for diversifying and enriching CPD provision for VET teachers

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MOVING FORWARD

- ➔ Implement the newly adopted legal provisions and design further actions for enhancing WBL quality
- ➔ Upgrade QA mechanisms to address WBL associated with both IVET and CVET and ensure the regular application of the EQAVET indicators for quality monitoring in VET
- ➔ Target measures at groups facing barriers to VET and labour market entry, such as NEETs, and prevent in a more efficient way early leaving from education and training, while continuing with NQF and VNFIL implementation
- ➔ Further strengthen the promotion of key competences in VET curricula, with a particular focus on opportunities to acquire/develop those skills through CVET; reinforce monitoring of the acquisition of key competences
- ➔ Improve teacher training, including peer learning and networking on a national scale, and develop a structured approach towards trainers/mentors in companies