

INITIAL VOCATIONAL EDUCATION AND TRAINING TRAINEESHIPS IN TURKEY

Proposal for a quality improvement action plan

Paper prepared by Ahmet Besim Durgun for the European Training Foundation. Draft manuscript completed in June 2019.

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PREFACE

This report has been prepared as a continuation of the contribution of the European Training Foundation (ETF) to the Ministry of National Education (MoNE) of the Republic of Turkey for the ETF multiannual action aiming to support Turkey in the implementation of the European Union (EU) Riga medium-term deliverables on work-based learning (WBL) through an evidence-based and multi-stakeholder approach.

The overall objective of the work at this stage is to validate, with the MoNE and key stakeholders involved in WBL in Turkey, the empirical research findings, conclusions and key recommendations of the analytical report based on a large-scale survey conducted in 2017–18, and to further develop and fine-tune the identified priorities and key recommendations into a draft quality improvement action plan that can be operational for implementation.

The report comprises seven chapters. In Chapter 1, the methodology and stages of this study are presented. While Chapter 2 draws parallels between international frameworks developed by the EU, International Labour Organisation (ILO) and Organisation for Economic Cooperation and Development (OECD), Chapter 3 focuses on drawing the current state of the quality of initial vocational education and training (IVET) traineeships in Turkey by using such frameworks as benchmarking tools for comparison and contrast. In Chapter 4, quality gaps for IVET traineeships are identified. Chapter 5 sets forth a proposal for quality improvement based on focus area, key actions, key activities, responsible stakeholder, the timing and costs. Chapter 6 includes proposed actions and relevant international and European good practices in WBL that may be adopted, adapted or used as inspiration. The report concludes with Chapter 7, which lists a proposed set of priority actions highlighted by key stakeholders covered in the quality improvement action plan.

1. METHODOLOGY

This study involved the collection and analysis of primary and secondary information to develop a quality improvement plan for initial vocational education and training (IVET) traineeships in Turkey. It was conducted in three stages:

1. validation of analytical report results,
2. compilation of European and international good practices,
3. development of a quality improvement action plan for IVET traineeships.

Information was collected during fieldwork and desk research.

FIGURE 1.1 STAGES OF THE STUDY



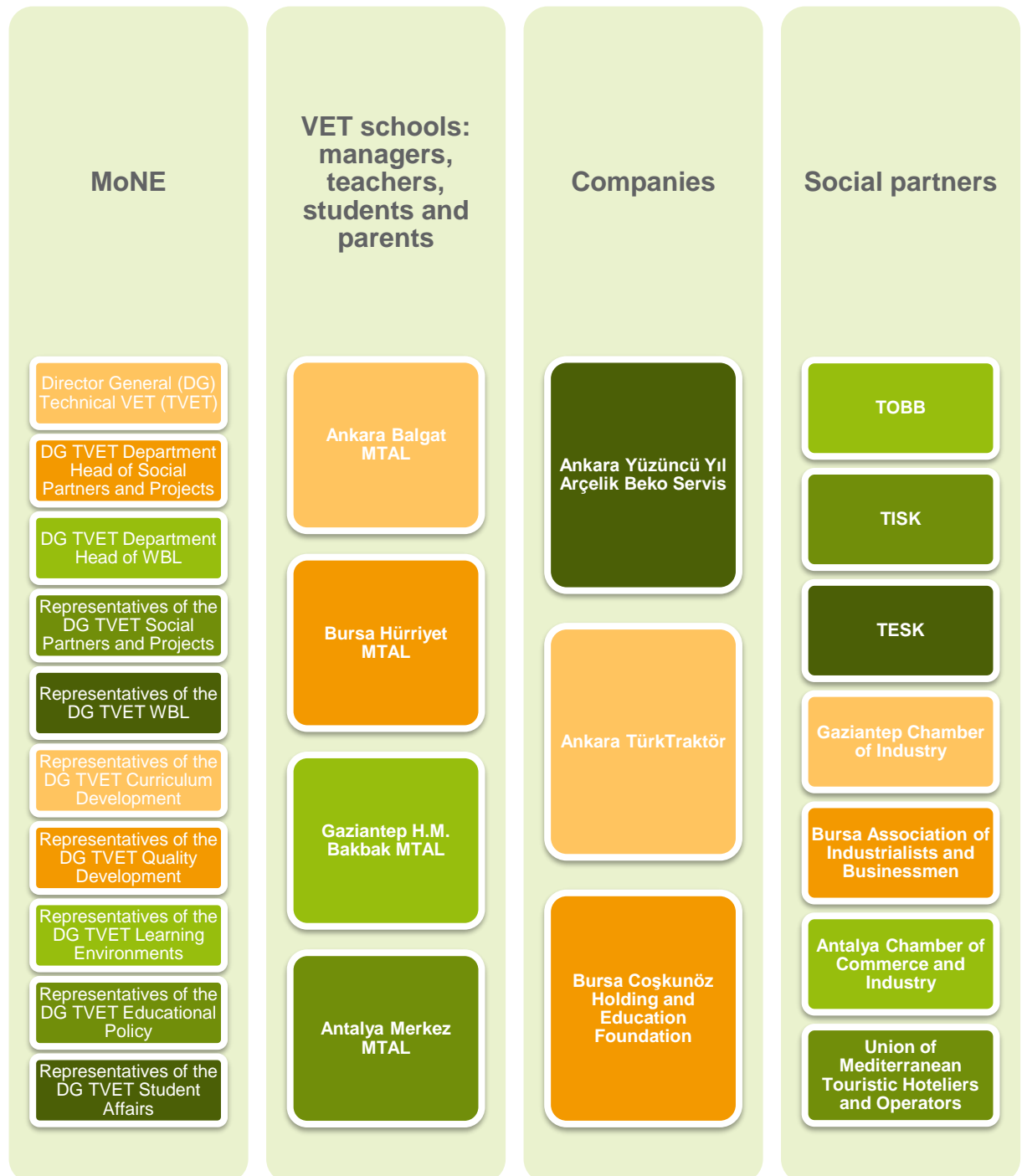
Source: Author's own

In stage 1, the fieldwork involved Phase 1 and Phase 2 bilateral and group meetings with key stakeholders as well as field visits to three provinces. As part of the fieldwork, a total of 10 bilateral and group meetings in Phase 1, four bilateral and group meetings in Phase 2, and eight field visits were held with stakeholders in Ankara, Gaziantep, Bursa and Antalya between 28 February 2019 and 6 May 2019. A summary report was produced at the end of each phase. The list of interlocutors who met in Phase 1, Phase 2 and field visits were agreed by the European Training Foundation (ETF) in consultation with the Ministry of National Education (MoNE) prior to the fieldwork.

In stage 2, a good practice report was drafted as a compilation of state-of-the-art information and good practice examples in the area of WBL and IVET traineeships from comparable countries in the EU and internationally.

In the final stage, international and European frameworks for WBL and traineeships identified during desk research were used as benchmarking tools to identify the current scope and quality of traineeships in Turkey. Results of the final analytical report and technical discussions with stakeholder representatives were then used as bases for an action plan for improving the quality of IVET traineeships in the country.

FIGURE 1.2 PHASE 1 AND 2 BILATERAL MEETINGS AND FIELD VISITS BETWEEN 28 FEBRUARY 2019 AND 6 MAY 2019



Notes: MTAL – Vocational and Technical Anatolian High School; TESK – Confederation of Turkish Tradesmen and Craftsmen; TISK – Confederation of Employer Unions of Turkey; TOBB – Union of Chambers and Commodity Exchanges of Turkey

Source: Author's own

2. COMPARISON BETWEEN QUALITY FRAMEWORKS ON WORK-BASED LEARNING INCLUDING TRAINEESHIPS

In order to put the current state of the scope and quality of IVET traineeships in Turkey in a European and international context, a comparison study was carried out looking at a selection of key European and international quality frameworks and initiatives. Such frameworks and initiatives from the last decade include the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Framework) (2012)¹, the European Quality Framework for Traineeships (QFT) (2014)², High Performance Apprenticeships and WBL: 20 Guiding Principles (hereafter the 20 Guiding Principles, 2015)³, European Commission Staff Working Document (2016)⁴, and Study on Skills Development and Employment (2017)⁵, all of which led to the European Framework for Quality and Effective Apprenticeships (2017)⁶, and in the international context, the ILO Toolkit for Quality Apprenticeships (2017) (hereafter ILO Toolkit)⁷ and the OECD's Seven Questions about Apprenticeships (2018)⁸.

The building blocks for work-based learning in EQAVET Framework are identified as six interdependent elements: design, improve, respond, communicate, train and assess. These six building blocks support and complement each other and build on the EQAVET indicative descriptors and indicators. The building blocks are designed to be useful and appropriate for the three main models of WBL:

1. apprenticeship schemes which combine training in companies and VET schools or other education/training institutions;
2. on-the-job training in companies that typically cover internships, work placements or traineeships which are a compulsory or optional element of VET programmes leading to formal qualifications;
3. integration into a school-based programme through on-site laboratories, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry projects and assignments.

Each building block includes a call to action and sets out activities that help to develop a quality assurance approach for WBL; identification of the key issues that should be considered; and the factors for success in reference to the main messages drawn from an analysis of current practice based on recent experiences, suggesting new ways forward.

¹ www.eqavet.eu/Eqavet2017/media/publications/EQAVET-Quality-assuring-work-based-learning.pdf?ext=.pdf

² https://eeas.europa.eu/sites/eeas/files/council_conclusions.pdf

³ <https://ec.europa.eu/social/BlobServlet?docId=14881&langId=en>

⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1477901513625&uri=CELEX:52016SC0324>

⁵ [www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU\(2017\)602056_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU(2017)602056_EN.pdf)

⁶ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>

⁷ www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_607466.pdf

⁸ www.oecd-ilibrary.org/education/seven-questions-about-apprenticeships_9789264306486-en

The QFT has a limited scope, as it only covers two main types of traineeships: those available on the open market and those that are part of active labour market programmes. It does not cover traineeships that are part of the curricula of formal education or VET, nor does it cover compulsory traineeships where completion allows access to a specific profession (e.g. teaching, medicine, architecture). The reason for this is that traineeships which belong to these categories are in general of better quality due to quality assurance by the educational institutions or professional organisations involved.

The 20 Guiding Principles initiative responds to the policy challenges that need to be addressed in the promotion of apprenticeships and other forms of WBL; hence, this framework illustrates a more general approach to WBL.

The Staff Working Document on Applying the Quality Framework for Traineeships analyses how Member States' existing and new legislation and social partner agreements comply with the requirements of the QFT and points to remaining challenges.

The European Framework for Quality and Effective Apprenticeships assesses the quality and effectiveness of an apprenticeship, and proposes seven criteria for learning and working conditions:

1. written contract,
2. learning outcomes,
3. pedagogic support,
4. workplace component,
5. pay and/or compensation,
6. social protection,
7. work, health and safety conditions.

It also suggests seven criteria for framework conditions:

1. regulatory framework,
2. involvement of social partners,
3. support for companies,
4. flexible pathways and mobility,
5. career guidance and awareness raising,
6. transparency,
7. quality assurance and graduate tracking.

The ILO Toolkit presents the ILO's approach to quality apprenticeship systems and demonstrates what differentiates them from other forms of skills training and WBL. It also lists their benefits and gives examples of international commitments that have been made to promote them.

The OECD's Seven Questions about Apprenticeships: Answers from International Experience explores the following seven questions and answers from international evidence based on the six specific policy papers:

1. Can apprenticeships provide a useful contribution in every country?
2. Should employers receive financial incentives for providing apprenticeships?
3. What is the right wage for apprentices?

4. How long should an apprenticeship last?
5. How can one ensure a good learning experience at work?
6. How can one make apprenticeships work for young people at risk?
7. How can one attract potential apprentices?

Table 2.1 is a summary of six such frameworks, exploring parallels between each in addressing the main elements of implementing an effective quality WBL and traineeships in terms of building blocks, guiding principles and key questions⁹.

⁹ The reader should note that this is not an exhaustive comparison; it was done purely to aid the work in the field of WBL.

TABLE 2.1 COMPARISON OF QUALITY FRAMEWORKS FOR WORK-BASED LEARNING

High Performance Apprenticeships and WBL	European Quality Framework for Traineeships	European Framework for Quality and Effective Apprenticeships	EQAVET Framework: Six Building Blocks for WBL	ILO Toolkit	OECD's Seven Key Questions About Apprenticeships		
Attractiveness of apprenticeships and improved career guidance	Proper recognition of traineeships	Career guidance and awareness raising	Communicate	Promote quality apprenticeships	How to attract potential apprentices?		
	Cross-border traineeships	Flexible pathways and mobility					
	Transparency requirements	Transparency					
	Working conditions applicable to trainees	Social protection	Respond to learners' needs		Promote quality apprenticeships	How to make apprenticeships work for young people at risk?	
							Workplace component
							Pay and/or compensation
							Work, health and safety conditions
Applying the quality framework for traineeships	Pedagogic support	Train the staff	Promote quality apprenticeships	How to ensure a good learning experience at work?			
	Regulatory framework	Improve the quality					
National governance and social partners' involvement	Involvement of social partners	Quality assurance and graduate tracking		Social dialogue		Can apprenticeships provide a useful contribution in every country?	
					Roles and responsibilities of key stakeholders		
Quality assurance in WBL	Conclusion of a written traineeship contract	Written contract		Regulatory framework	How long should an apprenticeship last?		

High Performance Apprenticeships and WBL	European Quality Framework for Traineeships	European Framework for Quality and Effective Apprenticeships	EQAVET Framework: Six Building Blocks for WBL	ILO Toolkit	OECD's Seven Key Questions About Apprenticeships
	Rights and obligations				
	Reasonable duration				
	Learning and training objectives	Learning outcomes	Assess the learners	Labour market relevance	
Support for companies, small and medium-sized enterprises (SMEs), offering apprenticeships		Support for companies	Design WBL	Equitable funding arrangements	Should employers receive financial incentives for providing apprenticeships?

Source: Author's own

3. CURRENT STATE OF AFFAIRS FOR INITIAL VOCATIONAL EDUCATION AND TRAINING TRAINEESHIPS IN TURKEY – AN INTERNATIONAL COMPARISON

As similar sets of indicators and criteria for various modalities of WBL (e.g. apprenticeships and traineeships) are used in key European and international frameworks, it is appropriate to use those criteria and frameworks to assess and compare the current state of IVET traineeships in Turkey in the European and international context.

The following sections illustrate the current state of IVET traineeships in reference to one international and two European frameworks. Using Table 2.1, one can also deduce conclusions for the remaining three frameworks.

3.1 Quality Framework for Traineeships

General information

The Directorate General for Technical and Vocational Education and Training (DG TVET) of the MoNE recently published the Directive on quality assurance of the TVET institutions and accompanying manual. A demo version of the portal is operational for TVET institutions (<http://ozdegerlendirme.meb.gov.tr/ozdegerlendirme/>). WBL and traineeship-focused proof documents are included.

Furthermore, the DG TVET carries out a revision process in relation to TVET programmes and curricula. Consequently, considerable changes in traineeship implementation are expected in the 2020/21 school year.

Remaining challenges

Quality assurance of VET should include aspects and indicators related to traineeships. Traineeship agreements lack information about hiring practices of companies in recent years and employment services on financial conditions. It is essential to receive trainee feedback on traineeship experience.

Regulatory framework

Traineeships in IVET are regulated under the Vocational Education and Training Law No 3308, paragraphs 1–6 of provision 121 of the Regulation on Secondary Education and Training Institutions, and Law No 5510 on Social Security and Comprehensive Health Insurance. Article 3 of Law No 3308 defines the following key terms:

- An **apprentice** is a person who develops his/her knowledge, skills and behaviours required for an occupational field in a work setting according to the principles set forth in an apprenticeship contract.
- A **student** is a person who continues his/her formal education in enterprises, and vocational and technical education and training in schools and institutions.

- A **training master** (usta öğretici) is a person who knows and practises VET methodology and who is responsible for workplace training of candidate apprentices, apprentices, journeymen (kalfalar) and students of vocational and technical education at training schools and institutions.
- **Vocational training in enterprises** relates to training for students of vocational and technical education at training schools and institutions who get their skills training in enterprises, and theoretical training in vocational and technical education at training schools and institutions, or in training centres established by enterprises or institutions.
- **Vocational education and training institutions** are secondary education and training institutions offering a diploma in a vocational education field; higher education institutions offering vocational and technical education; and all types and levels of formal and non-formal education and training institutions offering certificate programmes.

Involvement of social partners

The MoNE has so far played the leading role in VET governance. An increase in the quality of VET in general and traineeships in particular requires active involvement and high-level commitment of all related stakeholders (including industry, business intermediaries, local and regional business infrastructure management, and development agencies) in a coordinated manner.

Collaboration between industry and the MoNE (such as the VET Protocol between the MoNE and TOBB Economics and Technology University (TOBB-ETÜ) continued to increase in the 2018/19 school year.

Support for companies

Students' remuneration during WBL falls under the scope of Law No 3308. Trainees are paid as follows: enterprises with 10 or more employees should pay no less than 30% of the minimum wage. Those with one to nine employees should pay no less than 15%. To promote VET, and as an employer incentive, the minimum remuneration is paid in the form of government contributions for a limited time – two-thirds for enterprises with one to 19 employees and one-third for enterprises employing 20 or more. (The current net monthly minimum wage in Turkey is TRY 2 324.70 / EUR 331.62). Currently, the state subsidy for employers has been extended for another three years, until the 2020/21 school year. Trainees' social security premiums are covered under Law No 5510 on Social Security and Comprehensive Health Insurance. Social security premiums (covering occupational accidents, occupational diseases and health insurance) for the students are paid by the MoNE.

Flexible pathways and mobility

Graduates of VET high schools are awarded a VET High School Diploma and Business Licence (İşyeri Açma Belgesi) in the relevant field of training and occupational profile. Under the Turkish Qualifications Framework (TQF), graduates are given a Europass Certificate and Diploma Supplement along with a transcript including information about the completed curriculum units/modules and title of the enterprise where the WBL took place. Apprenticeship training students are awarded a 'Journeyman' (Kalfalık) Certificate (European Qualifications Framework (EQF)/TQF Level 3) upon passing the skills examination at the end of Grade 11, and a 'Mastership' (Ustalık) Certificate (EQF/TQF Level 4) upon passing the skills examination at the end of Grade 12.

The recent MoNE Directive on Recognition of Prior Learning and Equivalency (dated 2 October 2017) outlines progression routes between MoNE and Vocational Qualification Authority qualifications. Accordingly, students undertaking programmes at vocational training centres are awarded an Open VET High School Diploma upon registering on an open high school programme (VET or general) and successfully completing the general subjects. The Confederation of Turkish Tradesmen and Craftsmen (TESK) also awards vocational qualifications in some occupational fields in which no formal vocational training programmes are offered. Candidates over 16 years of age receive a Journeyman (Kalfalık) Certificate when they have finished lower secondary education, have at least two years' work experience in a relevant occupation and have passed an assessment held by the relevant chamber. The MoNE supports the provision of training and assessments.

Career guidance and awareness raising

Trainees are usually in a difficult situation during their placement in Grade 12: they need the practical skills and knowledge in the field, which is made available through company training, but they also have to consider higher education and university examination options. Furthermore, they are not provided with sufficient support and guidance to overcome these problems and make the right decisions. As company trainers lack adequate student guidance skills, they also fail to motivate and mentor learners. In discussions during group meetings, students emphasise the importance of vocational guidance, especially those who would like to pursue a higher degree. For such students, students recommend Anatolian technical programmes, which are VET-focused and exclusively academic. DG TVET carries out a revision process in relation to design and development of TVET programmes and curricula. Consequently, considerable changes in traineeship implementation are expected.

Transparency

Traineeship agreements are transparent for allowance/compensation and health/accident insurance. However, they lack information about hiring practices of companies and employment services on financial conditions.

Quality assurance and graduate tracking

Quality assurance for IVET traineeship is part of the recently published TVET Quality Assurance Directive and manual. Quality of traineeship is usually monitored by the coordinating teacher. However, this is more of an internal quality assurance process. The teacher and the company trainer, on the one hand, and the school and the company, on the other hand, try to fulfil formalities and make up for each other. Teachers resort to their own resources and capacity to identify ways to improve the quality of traineeships. Quality assurance, especially external assessment of traineeships by third parties, does not exist.

Assessment of WBL also has deficiencies. Company trainers and/or social partner representatives are often not present during end-of-year skills tests for various reasons. Systematic feedback mechanisms for trainees are rarely used.

VET graduates are tracked via the E-Mezun (<http://emezun.meb.gov.tr/>) web portal.

TABLE 3.1 LEARNING AND WORKING CONDITIONS

Condition	Status
Written traineeship agreement	
Written traineeship agreement concluded	Fully compliant
Learning and training objectives	
Objectives clarified	Fully compliant
Mentor/supervisor assigned	Fully compliant
Working conditions applicable to trainees	
Health/accident insurance and sick leave clarified	Fully compliant
Allowance/compensation and amount clarified	Fully compliant
Reasonable duration	
Duration limited to 6 months	5.4 months
Conditions of longer duration clarified	Fully compliant
Termination allowed	Fully compliant
Proper recognition of traineeship	
Proper recognition through certificate	Fully compliant
Transparency requirements	
Allowance/compensation	Fully compliant
Health/accident insurance	Fully compliant
Hiring practices in recent years	Partly compliant
Employment services on financial conditions	Partly compliant

Fully compliant
Partly compliant

3.2 Policy challenges and the 20 Guiding Principles

Details related to the policy challenges and the 20 Guiding Principles are presented in Table 3.2.

TABLE 3.2 POLICY CHALLENGES AND THE 20 GUIDING PRINCIPLES

Principle	Status	Remarks
National governance and social partners' involvement		
Principle 1. A clear and consistent legal framework enabling apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities	Fully compliant	
Principle 2. A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making	Fully compliant	
Principle 3. Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation	Fully compliant	
Principle 4. Systematic cooperation between VET school or training centres and companies	Partly compliant	

Principle	Status	Remarks
Principle 5. Sharing costs and benefits to the mutual advantage of companies, VET providers and learners		
Support for companies, in particular SMEs, offering apprenticeships		
Principle 6. Supporting measures that make apprenticeships more attractive and accessible to SMEs		
Principle 7. Finding the right balance between the specific skills needs of training companies and the general need to improve the employability of apprentices		
Principle 8. Focusing on companies having no experience with apprentices		
Principle 9. Supporting companies providing apprenticeships for disadvantaged learners		
Principle 10. Motivating and supporting companies to assign qualified trainers and tutors		
Principle 11. Promoting the permeability between VET and other educational and career pathways		
Principle 12. Improving the image of VET and apprenticeships by promoting excellence		
Attractiveness of apprenticeships and improved career guidance		
Principle 13. Career guidance to empower young people to make well-founded choices		
Principle 14. Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers		
Principle 15. Promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities		
Quality assurance in WBL		
Principle 16. Providing a clear framework for quality assurance of apprenticeships at the system, provider and company levels and ensuring systematic feedback		
Principle 17. Ensuring the content of VET programmes is responsive to changing skills needs in companies and society		
Principle 18. Fostering mutual trust and respect through regular cooperation between apprenticeship partners		
Principle 19. Ensuring fair, valid and authentic assessment of learning outcomes		
Principle 20. Supporting the continuing professional development (CPD) of in-company trainers and improving their working conditions		
	Does exist	
	Partly exists	
	Does not exist	

Source: Author's own, based on European Commission, 2015

3.3 ILO Toolkit

In Table 3.3, the original terms ‘apprenticeship’ and ‘apprentice’ are used for ‘traineeship’ and ‘trainee’ within the context of this tool.

TABLE 3.3 ILO TOOLKIT

Key features	Status
In your country, is apprenticeship defined and regulated by an official document, e.g. laws, ministerial decrees, collective agreements, and/or policy decisions arising from social dialogue?	
If YES, does the definition of apprenticeship include the following:	
■ a combination of on-the-job training and off-the-job learning?	
■ training to carry out a specific occupation?	
■ a written contract that details the roles and responsibilities of the apprentice and the employer?	
■ a written contract that provides the apprentice with remuneration and standard social protection coverage?	
■ the opportunity to obtain a recognised qualification on the successful completion of a formal assessment?	
Rationale for promoting quality apprenticeships	Status
In your country, is there evidence to show that:	
■ apprenticeships facilitate the school-to-work transition?	
■ apprenticeships promote coordination between the world of education and the world of work?	
■ apprenticeships make good business sense?	
■ apprenticeships provide a cost-effective way of delivering TVET?	
■ apprenticeships are good for the development of SMEs?	
■ the government, employers, trade unions and young people are aware of the benefits of apprenticeships?	
■ there are international and regional initiatives to strengthen apprenticeships?	
Social dialogue	Status
In your country,	
■ do the social partners – employers’ associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	
■ are there tripartite and/or bipartite bodies that formulate, implement and monitor a regulatory framework and strategy for apprenticeship training?	
■ are the social partners formally involved in the design of apprenticeship systems at national and/or sectoral level?	
■ are the social partners formally involved in the implementation of apprenticeship systems at national and/or sectoral level?	
■ do the social partners have the adequate technical capacity to participate in social dialogue at the national and/or sectoral level on apprenticeship training?	
■ are the social partners formally involved in the accreditation of training institutions?	
■ are the social partners formally involved in the accreditation/registration of enterprises that train apprentices?	

Regulatory framework	Status
In your country,	
■ is there a national law that sets out the legal and regulatory framework for apprenticeships?	
■ does the regulatory framework provide a clear outline of the rights, roles and responsibilities of all relevant stakeholders?	
■ does the law provide for the establishment of an oversight or regulatory body whose role is to ensure that all stakeholders comply with the rules governing their roles and responsibilities?	
■ are the social partners (employers' associations and trade unions) represented on the regulatory body?	
■ does the regulatory framework stipulate the standards for the main training and skills development requirements for the successful completion of the apprenticeship?	
■ does the regulatory framework determine the minimum and maximum duration of the apprenticeship?	
■ does the regulatory framework determine the minimum and maximum duration of the on-the-job training and off-the-job training?	
■ does the regulatory framework stipulate that a written contract is signed between the employer and apprentice, or between the employer, apprentice and training institution/chamber/intermediary body?	
■ does the regulatory framework outline the basic apprenticeship-related terms and conditions, including entitlement to:	
• remuneration?	
• leave in line with that of other workers?	
• safety and health measures, and compensation for injury at work?	
■ does the existing regulatory framework set minimum qualifications for TVET teachers and trainers?	
■ upon successful completion of the apprenticeship, does the apprentice obtain a recognised TVET qualification?	
■ does the regulatory framework specify the funding arrangements between government and employers?	
■ does the regulatory framework specify a quality assurance mechanism?	
■ does the regulatory framework define policy measures to promote gender equality and social inclusion in apprenticeships?	




Roles and responsibilities of key stakeholders	Status
In your country, are the following stakeholders involved in the design of apprenticeships:	
■ young people and apprentices?	
■ enterprises that train apprentices?	
■ workers' representatives in enterprises?	
■ in-company mentors/trainers/supervisors?	
■ technical VET (TVET) institutions offering off-the-job training?	
■ TVET teachers and trainers?	
■ local/sectoral coordination support services?	
■ trade unions?	
■ employers' associations?	

Roles and responsibilities of key stakeholders	Status
<ul style="list-style-type: none"> ministries and public administrations in charge of TVET and employment? 	
In your country, are the following stakeholders involved in the implementation of apprenticeships:	
<ul style="list-style-type: none"> young people and apprentices? 	
<ul style="list-style-type: none"> enterprises that train apprentices? 	
<ul style="list-style-type: none"> workers' representatives in enterprises? 	
<ul style="list-style-type: none"> in-company mentors/trainers/supervisors? 	
<ul style="list-style-type: none"> TVET institutions offering off-the-job training? 	
<ul style="list-style-type: none"> TVET teachers and trainers? 	
<ul style="list-style-type: none"> local/sectoral coordination support services? 	
<ul style="list-style-type: none"> trade unions? 	
<ul style="list-style-type: none"> employers' associations? 	
<ul style="list-style-type: none"> ministries and public administrations in charge of TVET and employment? 	
In your country, are the roles and responsibilities of the following stakeholders clearly defined:	
<ul style="list-style-type: none"> young people and apprentices? 	
<ul style="list-style-type: none"> enterprises that train apprentices? 	
<ul style="list-style-type: none"> workers' representatives in enterprises? 	
<ul style="list-style-type: none"> in-company mentors/trainers/supervisors? 	
<ul style="list-style-type: none"> TVET institutions offering off-the-job training? 	
<ul style="list-style-type: none"> TVET teachers and trainers? 	
<ul style="list-style-type: none"> local/sectoral coordination support services? 	
<ul style="list-style-type: none"> Trade unions? 	
<ul style="list-style-type: none"> employers' associations? 	
<ul style="list-style-type: none"> ministries and public administrations in charge of TVET and employment? 	

Equitable funding arrangements	Status
In your country,	
<ul style="list-style-type: none"> are initiatives taken to calculate the costs and benefits, both financial and non-financial, of apprenticeship training for enterprises? 	
<ul style="list-style-type: none"> are initiatives taken to calculate the costs and benefits, both financial and non-financial, of apprenticeship training for apprentices? 	
<ul style="list-style-type: none"> are initiatives taken to calculate the costs and benefits, both financial and non-financial, of apprenticeship training for governments? 	
<ul style="list-style-type: none"> do governments finance off-the-job training? 	
<ul style="list-style-type: none"> do governments provide employers with incentives to take on apprentices? 	
<ul style="list-style-type: none"> do employers finance on-the-job training? 	
<ul style="list-style-type: none"> do employers remunerate apprentices for the on-the-job training period? 	
<ul style="list-style-type: none"> do employers remunerate apprentices for the off-the-job training period? 	
<ul style="list-style-type: none"> are current funding arrangements sufficient to sustain apprenticeship training? 	

Labour market relevance	Status
In your country,	
■ is there a system for assessing and anticipating skills needs?	
■ if a system is in place, are the social partners – employers’ associations and trade unions – formally involved in the assessment and anticipation process?	
■ is there a mechanism in place to translate identified skills needs into the development of apprenticeship programmes and qualifications?	
■ if there is a mechanism in place, are the social partners formally involved in the development of programmes?	
■ are the social partners involved in monitoring the implementation of apprenticeships?	
■ is a system for assessing the skills of apprentices in place?	
■ are the social partners involved in assessing the skills of apprentices?	
■ does successful completion of a quality apprenticeship lead to a nationally recognised qualification?	
■ is a system for providing guidance, counselling and support services to apprentices and employers in place?	
■ are tracer studies regularly conducted, and do the findings inform the reform of apprenticeship training programmes?	
■ are employer satisfaction surveys regularly conducted, and do the findings inform the reform of apprenticeship training programmes?	

Inclusiveness – opportunities for all	Status
In your country,	
■ are statistics on apprenticeships and underrepresented groups collected?	
■ are there effective policy actions (e.g. awareness-raising campaigns) to encourage underrepresented groups to take up apprenticeships?	
■ do governments provide employers with incentives to take on apprentices from underrepresented groups?	

	Yes, compliant
	Partly compliant
	No, not compliant

Source: Author’s own, from the ILO Toolkit, 2017

4. THE QUALITY GAP

The international frameworks and technical discussions during meetings and field visits highlight strengths and challenging areas for quality improvement for traineeships in Turkey.

In reference to the QFT Turkey country fiche, drafted in cooperation with key stakeholders, DG TVET published the directive and accompanying manuals for the new TVET quality assurance system. Traineeship-focused indicators are included in this. Furthermore, DG TVET carried out a revision process for TVET programmes and curricula. Consequently, considerable changes in traineeship implementation are expected for the 2020/21 school year. Traineeship agreements are fairly transparent in Turkey: conditions such as learning and training objectives, wages/allowances/compensation, duration, health and accident insurance, attendance, leave and proper recognition through certificates are clearly stated and based on primary and secondary legislation. Existing quality assurance of VET in Turkey may include further aspects and indicators related to traineeships. Additionally, though companies informally consider and inform trainees about perks such as priorities in hiring, employment guarantees and higher wages, traineeship agreements lack adequate information on recent hiring practices of companies and employment services on financial conditions. Trainee feedback on traineeship experience and preferences may also be obtained and used to improve the quality.

Based on the country's adoption of the 20 Guiding Principles for high performance apprenticeships, aspects such as social partner involvement, focus on involving companies, support for companies providing traineeships for disadvantaged learners, improvement of the image of VET and apprenticeships require special attention. Further work in the following areas may help attain high-quality traineeships:

- improve school and industry cooperation;
- share costs and benefits between key stakeholders;
- find the right balance between general employability needs of trainees and specific skills needs of companies;
- support and motivate companies to assign qualified company trainers, career guidance and improve attractiveness;
- provide quality assurance, especially on the company's part; and support continuing professional development of in-company trainers.

The ILO Toolkit further illustrates the need to become aware of national and regional initiatives to strengthen apprenticeships; to calculate costs and benefits for all stakeholders; to improve technical capacity of social partners; to accredit training institutions and WBL companies; and to promote gender equality and social inclusion.

Though built on different sets of questions and criteria, results in the analytical report and benchmarking against international frameworks echo each other.

5. PROPOSAL FOR A QUALITY IMPROVEMENT ACTION PLAN FOR INITIAL VOCATIONAL EDUCATION AND TRAINING TRAINEESHIPS IN TURKEY

This chapter covers a proposed action plan for improving the quality of traineeships in Turkey. Results and recommendations from the final analytical report were the starting point for this. Desk research on good practices in traineeships and WBL has put the assessment made in the analytical report further into an international and European context.

Discussions during bilateral meetings and field visits validated the findings and results of the analytical report. Through these discussions, new aspects were introduced to improve the quality of traineeships. Hence, an initial set of actions and activities were proposed along with the stakeholder(s) that may be responsible for action.

This proposal was further discussed during the first technical meeting in Ankara, and later in the technical meetings in Turin and Ankara. It was then developed into a synthesis of the field and desk work that also includes recommendations for future work.

TABLE 5.1 PROPOSED QUALITY IMPROVEMENT ACTION PLAN FOR IVET TRAINEESHIPS IN TURKEY

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
A. Roles and responsibilities of key stakeholders	Review the existing roles and responsibilities of the main stakeholders in traineeship provision and devolve certain roles and responsibilities to social partners for functions and sectors in relation to traineeships, and empower them	1. Review existing roles and responsibilities of the main stakeholders in traineeship provision	<ul style="list-style-type: none"> ■ Redefine traineeship process from a quality cycle perspective (e.g. planning, implementation, evaluation and review) ■ Identify stakeholders with roles at the national, provincial, local and institutional levels ■ Define roles and responsibilities of key stakeholders ■ Make legal arrangements related to roles and responsibilities ■ Monitor healthy fulfilment of roles and responsibilities 	MoNE Social partners	Process Management and Responsibility Assignment Matrix – RACI-F chart (responsible, accountable, consulted, informed – facilitated chart) may be used.
B. Involvement of social partners	Establish and foster partnerships, mechanisms and tools between the industry, the school and all key players in the IVET system. Ensure that these partnerships focus also on the quality of the qualification and the learning process, as well as pedagogic options for achieving quality in WBL	2. Establish and foster partnerships, mechanisms and tools between the industry, the school and all key players in the IVET system	<ul style="list-style-type: none"> ■ Promote employment-focused protocols between the MoNE and industry ■ Within the scope of such protocols, identify pedagogic needs, and design and develop solutions for quality improvement of traineeships ■ Establish and maintain a common understanding of quality (via platforms such as quality circles) among partners 	MoNE Social partners Companies	

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	Identify and disseminate good practices such as the traineeship systems (Grade 11 and 12) that bring together the industry, the school and the state	3. Conduct cost-benefit analysis and strategic gap analysis for traineeship stakeholders		MoNE Social partners Companies	
		4. Identify and disseminate good practices focused on employment that bring together the industry, the school and the state	<ul style="list-style-type: none"> ■ Implement awareness-raising activities to promote partnerships ■ Periodically receive feedback from the industry (employers and trade unions) on traineeships 		
	Support chambers and stock exchanges, employer associations and their member companies by providing capacity building activities in fulfilling their expected tasks for traineeships	5. Support training staff and personnel of the social partners and their member companies by providing capacity building activities for traineeships and apprenticeships	<ul style="list-style-type: none"> ■ Identify traineeship-related training needs of staff and personnel of social partners and their member companies ■ Address such needs through capacity building activities 	Social partners MoNE	
C. Support for companies	Expand state subsidy for traineeships to include companies that sign school-industry protocols	6. Expand state subsidy for traineeships to include companies that sign school-industry protocols	<ul style="list-style-type: none"> ■ In reviewing the existing legislation, expand the state subsidy for traineeships to include companies that sign school-industry protocols 	MoNE and relevant public institutions	
	Collaborate with the Ministry of Finance, Economy and Development and Ministry of Industry and Science to ensure that development agencies and the Small and Medium-scaled Industry Development and Support Directorate make financial resources available,	7. Support companies, especially SMEs, to improve their equipment, infrastructure and technical capacity for offering quality traineeship opportunities	<ul style="list-style-type: none"> ■ Identify current (physical, financial and human) capacities of companies allocated for traineeships ■ Identify and set capacity standards for traineeship provision ■ Provide state subsidies, tax reductions or other 	Social partners and relevant public institutions	

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	especially to micro and small companies, to improve their equipment, infrastructure and technical capabilities for offering quality traineeship opportunities. Make sure that more resources are available for enterprises located in less developed regions		<ul style="list-style-type: none"> facilities to improve the capacity of traineeship companies Monitor and analyse the impact of financial incentives on traineeships 		
	Collaborate with enterprises to offer supplementary training or supplementary experience in a pool of diversified workplaces for learners	8. Engage and coordinate a variety of companies offering specialised learning opportunities for intended learning outcomes to enrich learners' traineeship experiences	<ul style="list-style-type: none"> Develop cooperation and coordination between the MoNE and industry by establishing WBL company alliances and agreements, when needed 	MoNE Social partners Companies	
	Create mechanisms to encourage companies to share their best practices in traineeships	9. Create mechanisms to encourage companies to share their best practices in traineeships	<ul style="list-style-type: none"> Identify good practices of companies in traineeships Share good practices of companies through awareness-raising and public promotion activities Participate in national and international fairs as a form of continuing professional development activity for teachers and trainers 	Social partners	
D. Learning and working conditions	Consider making flexible arrangements for traineeship days and plan these with the students and the companies. Include possibility of considering Saturday as a workday in the traineeship	10. Make flexible arrangements for traineeship days (24 hours a week)	<ul style="list-style-type: none"> Review and revise existing legislation and reflect such in traineeship contracts Support trainees and companies through flexible and fair practices 	MoNE and relevant public institutions	The so-called flexibility mentioned here is for cases such as working beyond normal working hours like evenings or Saturdays. Trainees are especially

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	agreement, provided that consent of parents, trainees and companies is given.		<ul style="list-style-type: none"> ■ Plan traineeships relevant and suitable for the qualities of the sector and the field (e.g. winter tourism, summer tourism) ■ Include industry project homework within the scope of TVET curricula and learning materials supporting readiness of learners ■ Prepare and monitor traineeship plans through involvement and approval of relevant parties (parents, students, school, enterprise) 		challenged by placements in technical service companies, where much of the work is done outside normal working hours. It is essential that any revisions or adjustments that will cater to this need should consider the impact of such changes on all relevant parties (such as coordinator, teachers and learners).
E. Career guidance and awareness raising	Seek ways to mitigate the conflict between traineeship in Grade 12 and university examination. Some suggestions include spreading traineeship over several years instead of offering it only in Grade 12 to allow students to study for the university examination, or arranging it in the form of a semester block: one semester in school and one semester in company or as full-time traineeship in Grade 12	11. Seek ways to mitigate the conflict between traineeship in Grade 12 and transition to higher education	<ul style="list-style-type: none"> ■ Review and revise the design, development and implementation of existing VET programmes. Plan conditions and duration in traineeship contracts to ensure flexibility ■ Increase career guidance and development activities, including use of vocational orientation/career aptitude tests for information purposes in guidance and counselling ■ Promote a variety of career pathways for 	MoNE	This issue is expected to be covered in the current framework curricula update process.

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
			learners. Integrate such to the e-Okul ¹⁰ system, or any relevant/suitable portal (such as Mesleğim Hayatım ¹¹ -My Occupation, My Life)		
	Lead the development of a traineeship portal in collaboration with social partners for collecting and disseminating information about traineeships/placement opportunities according to VET fields available locally, provincially, nationally and internationally	12. Develop a traineeship portal providing traineeship opportunities according to VET fields that are available locally, provincially, nationally and internationally	<ul style="list-style-type: none"> Identify and analyse current capacity and capabilities of stakeholders for creating a traineeship portal, and ensure the design, development, implementation and maintenance of such portal 	MoNE TOBB and other social partners	
	Update job descriptions for coordinating teachers and company trainers. Consider sparing coordinating teachers from other tasks to make sure they dedicate their time and energy to the effective monitoring and mentoring of trainees. Ensure these teachers follow up each student closely by also observing and guiding them in the school environment	13. Update job descriptions for coordinating teachers and company trainers	<ul style="list-style-type: none"> Update job descriptions for coordinating teachers and company trainers Identify human resource impact of redistribution/re-allocation in schools and companies 	MoNE TOBB and other social partners	
	If the current system continues, ensure that their workload is alleviated to provide sufficient time for a quality monitoring and	14. If the current system continues, ensure coordinating teachers' workloads are alleviated to provide sufficient time	<ul style="list-style-type: none"> Update job descriptions of coordinating teachers and company trainers Identify human resource impact of 	MoNE	

¹⁰ E-okul is an integrated management information system of the MoNE for formal education students to access their school records (<https://eokulyd.meb.gov.tr>).

¹¹ Mesleğim Hayatım is the MoNE's portal for vocational guidance and information (<https://meslegimhayatim.meb.gov.tr>).

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	mentoring process. Also reward coordinating teachers either financially or through certificates and other means for the additional task(s) they take on for coordination of traineeships Allocate additional funds for company visits by coordinating teachers and clearly define the processes and procedures for visits and monitoring activities	for a quality monitoring and mentoring process	redistribution/re-allocation in schools and companies		
		15. Reward coordinating teachers either financially or through certificates and other means for the additional task(s) they take on for coordination of traineeships	<ul style="list-style-type: none"> Create suitable reward, recognition and support mechanisms 		
		16. Allocate additional funds for company visits by coordinating teachers and clearly define the processes and procedures for visits and monitoring activities	<ul style="list-style-type: none"> Allocate additional funds for teachers' company visits 		
	Conduct a training needs analysis for coordinating teachers and company trainers and repeat this analysis periodically to make sure they are equipped with the skills and qualifications required for delivering a high-quality traineeship Provide cooperative learning opportunities for WBL tasks to coordinating teachers and company trainers in collaboration with the Ministry of Labour and Social Security and the social partners such as TOBB, TESK and TISK. Organise regular traineeship	<p>17. Conduct a training needs analysis for coordinating teachers and company trainers and repeat this analysis periodically</p> <p>18. In collaboration with key stakeholders, provide cooperative learning opportunities for education and training staff in schools and companies to support them in their traineeship-specific tasks</p>	<ul style="list-style-type: none"> Conduct a training needs analysis Address such needs through planning and implementation of capacity building activities Establish a new continuing professional development system or integrate to the existing one for participation of those with training needs with no special limitations Carry out and disseminate results of impact analysis of continuing professional 	MoNE TOBB and other social partners	Inclusion of and support by all stakeholders in the processes of training needs identification and analysis will increase productivity and efficiency of the interventions. The MoNE may ask social partners to launch a call for traineeship provision by their own institutions or their affiliates. Bilateral or multilateral protocols between the MoNE and social partners may be

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	meetings involving all parties to review the progress		development activities for teachers and company trainers on graduate employment and quality		signed that will include suitable incentives.
	In collaboration with the MoNE and other stakeholders, plan and implement awareness-raising and information activities for companies as well as students, parents and the larger community to promote the importance of and facilitate access to traineeships	19. With the support of key stakeholders, plan and implement awareness-raising and information activities for companies as well as students, parents and the larger community	<ul style="list-style-type: none"> Carry out awareness-raising and public promotion campaign and activities on traineeships for companies, students, parents, and the general public 	MoNE Social partners	Sharing success stories and good practices through the media (e.g. newspapers, radio, TV, open air activities, social media) will facilitate achievement of effective results in a short period of time.
F. Social protection, inclusion – equal opportunities for all	Develop a system with the MoNE to encourage and support companies capable of providing placements for students with special needs (with an Individualised Learning Plan) through the schools' guidance and counselling units as well as guidance research centres	20. Develop a system with the MoNE to encourage and support companies capable of providing placements for students with special needs (with an individualised learning plan)	<ul style="list-style-type: none"> Develop a sustainable system to identify companies capable of providing placements for students with special needs Promote such traineeship companies through state subsidies 	MoNE Social partners	
	Organise capacity building activities for teachers and company trainers to address the knowledge and skills gaps in special needs education and training	21. Organise capacity building activities for teachers and company trainers to address the knowledge and skills gaps in special needs education and training	<ul style="list-style-type: none"> Identify traineeship-specific capacity building needs of teachers and company trainers to address the knowledge and skills gaps in special needs education and training Organise traineeship-specific special needs training for teachers and company trainers 	MoNE	In design and implementation of sustainable financing models, positive discrimination should be applicable for companies which already offer traineeship opportunities.

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
			<ul style="list-style-type: none"> Use special education vocational orientation/ aptitude tests as information tools in student placements in education and training fields 		
	Launch a trainee scholarship scheme for disadvantaged groups. Consider empowering schools to raise funds for the trainees from companies that are willing to forgo state subsidy	22. Launch a trainee scholarship scheme for trainees from disadvantaged groups	<ul style="list-style-type: none"> Review and examine existing financial support programmes for disadvantaged groups with a traineeship perspective Research, establish and implement sustainable financing models 	Social partners	
G. Quality assurance and graduate tracking	Make sure the schools plan timing of skills tests together with companies to ensure involvement of company trainers. Shift end-of-year theory and skills assessment to first semester to prevent regression of knowledge and skills in the second semester due to focus on university examination	23. Improve the quality of end-of-year theory and skills assessment in schools	<ul style="list-style-type: none"> Plan the end-of-year theory and skills assessment in schools in strong coordination with the industry Define the scope of assessment to include all learning outcomes during secondary VET (including Grades 10, 11 and 12) 	MoNE Social partners	This issue will be resolved when traineeships are offered in Grade 11, after completion of updating the TVET curricula. In case no changes in the timing of traineeships occur, it is proposed that a mid-term assessment in the first semester, another mid-term assessment in the second semester and a final assessment at the end of the year may take place which may reduce learners' stress factors considerably.

Focus	Recommendation (analytical report)	Proposed action	Proposed activity	Stakeholder(s)	Remarks
	Periodically conduct traineeship surveys to identify learners' needs and preferences, as well as for general and specific feedback on existing traineeship experience	24. Periodically conduct traineeship surveys to identify learners' needs and preferences	<ul style="list-style-type: none"> Periodically conduct and share the results of traineeship surveys to identify learners' needs and preferences 	MoNE Social partners	
	In collaboration with the MoNE, develop a recognition programme for the companies providing traineeship opportunities based on clear criteria and indicators, to encourage industry participation	25. Develop a recognition programme for the companies providing traineeship opportunities	<ul style="list-style-type: none"> Identify quality standards and indicators for traineeship companies Design, develop, implement and review a recognition/ accreditation programme based on quality standards and indicators 	MoNE Social partners	
		26. Reward companies offering traineeship opportunities	<ul style="list-style-type: none"> Identify criteria, tools and mechanisms for the rewarding process Implement the rewarding process 	MoNE Social partners Companies	

6. ACTIONS AND GOOD PRACTICES

A selection of comparable and applicable international and European good practices covered in the European and International Good Practices report drafted by the author under this assignment are presented in Table 6.1. Brief information on each element is described against relevant actions and activities included in the proposed quality improvement action plan for IVET traineeships in Turkey.

TABLE 6.1 COMPARISON OF APPLICABLE INTERNATIONAL AND EUROPEAN GOOD PRACTICES

Focus	Action	Activity	Applicable good practice (referring to European and International Good Practices Report)
Roles and responsibilities of key stakeholders	Review existing roles and responsibilities of the main stakeholders in traineeship provision	Review the existing roles and responsibilities of the main stakeholders in traineeship provision, considering quality cycle and quality standards. Optimise their roles and responsibilities	Process management and responsibility assignment matrix (RACI-F chart) can be developed.
	Establish and foster partnerships, mechanisms and tools between the industry, the school and all key players in the IVET traineeship system	Conduct cost-benefit analysis and strategic gap analysis for traineeship stakeholders	<p>Cost-benefit analysis applied via surveys as done in Germany, Austria and Switzerland can be carried out that may lead to policy choices clearly delineating balanced shares of costs and benefits for all stakeholders. This exercise can be administered on a regular basis to ensure sustainability.</p> <p>The Austrian governance model and the German and Danish systems have strengths of regulating WBL through responsive institutions at all levels, involving all stakeholders with clear roles, rights and responsibilities.</p> <p>Apprenticeship offices in Austria, local training committees in Denmark, and knowledge centres for VET and the industry in the Netherlands take on very essential roles in their systems.</p> <p>Austria's apprenticeship offices established by the economic chambers, and supported by the labour chambers, draw special attention with their mandates in a variety of activities related to WBL, streamlining and facilitating processes such as identification and accreditation of training companies, handling of trainee contracts, coordination of WBL examinations, career guidance and recruitment of new training companies.</p> <p>Establishing WBL offices in chambers with the support of İŞKUR (Turkish employment agency) at the provincial level in Turkey can help implementation of a quality-assured and efficient WBL.</p>
Involvement of social partners	Support training staff and personnel of the social partners and their member companies by providing capacity building activities for	Identify traineeship-related training needs of staff and personnel of social partners and their member companies	<p>Training of apprentice supervisors with action learning periods in Norway, inclusion of mentorship skills in IVET in Canada, training for apprentice assessors in Austria and Germany, assessors' observation during and feedback after examinations in Switzerland, and reformed examination approach in Germany can be relevant.</p> <p>The Finnish example of workplace instructor training within the National Qualifications Framework as well as teachers' work placement periods can be applicable in Turkey to address the skills gap of both teachers and company trainers.</p>

Focus	Action	Activity	Applicable good practice (referring to European and International Good Practices Report)
	traineeships and apprenticeships	Address such needs through capacity building activities	Currently, there is no qualification specific for company trainers. Designing such qualification within the TQF can support quality improvement of WBL.
Support for companies	Engage and coordinate a variety of companies offering specialised learning opportunities for intended learning outcomes to enrich learners' traineeship experience	Develop cooperation and coordination between the MoNE and industry by establishing WBL company alliances and agreements, when needed	Group training organisations in Australia and training offices established by companies in Norway are efficient actors in WBL provision. About 10% to 50% of the WBL cost can be partially funded by the state. Their tasks include selecting apprentices adapted to the needs of employers; arranging and monitoring training both on and off the job; taking care of administrative duties; and ensuring that apprentices receive a broad range of training experiences, sometimes by rotating them to different companies. State subsidy can also be complemented by a fund similar to the Employers' Reimbursement Fund in Denmark ¹² .
Social protection and inclusion	Develop a system with the MoNE to encourage and support companies capable of providing placements for students with special needs (with an individualised learning plan)	Develop a sustainable system to identify companies capable of providing placements for students with special needs Promote such WBL companies through state subsidies	The analytical report points out challenges for students with special needs and from disadvantaged backgrounds. An integrative approach in Austria, allowing a partial qualifications pathway according to an individualised education plan, state-funded apprenticeship assistance via mentoring, and coaching and remedial education in Germany, Austria and Switzerland can be examples to address this challenge. Another way to address the challenge of inclusion and social protection is establishing provincial WBL support networks similar to those in Australia can also provide advice and support to employers and apprentices through universal services for all employers and apprentices, administrative support, payment processing and regular contact, as well as targeted services for those needing additional support.
Quality assurance and graduate tracking	Develop a recognition programme for companies providing WBL opportunities	Design, develop, implement and review a recognition/ accreditation programme based on quality standards and indicators	Training company accreditation in Switzerland and the Netherlands, training company register in Switzerland, company awards and quality management in Austria, and self-evaluation companies in Switzerland can be further explored and used as examples applicable in Turkey.

¹² All private and public employers pay to the Employers Reimbursement Fund (AUB), whether they have apprentices or not. The amount is around DKR 3 000 (EUR 400) a year per employee. In periods when the apprentice is attending college, the employer can have a large part of apprentice salary reimbursed. In that way all companies in Denmark are contributing to the apprenticeship system.

7. PROPOSED PRIORITY ACTIONS FOR QUALITY IMPROVEMENT

As a result of the discussions during three technical meetings with the MoNE, key stakeholders and the ETF, the following are proposed as priority actions. Further steps to be taken by stakeholders will be subject to actions by policy makers.

Roles, responsibilities and involvement of key stakeholders

1. Review existing roles and responsibilities of the main stakeholders in traineeship provision. Update job descriptions for key agents such as coordinating teachers and company trainers.
2. Establish, activate and foster partnerships, mechanisms and tools between the industry, the school and all key players in the IVET traineeship system.
3. Conduct cost-benefit analysis and strategic gap analysis for traineeship stakeholders to support enhancement of image and attractiveness of traineeships among all stakeholders.
4. Identify and disseminate good practices focused on employment that bring together the industry, the school and the state.
5. Expand state subsidy for traineeships to include companies that sign school-industry protocols.
6. Create mechanisms or platforms to encourage companies to share their best practices in traineeships.

Career guidance, awareness raising and social inclusion

1. Design and/or integrate a portal (such as Mesleğim Hayatım – My Occupation, My Life) providing traineeship opportunities offered by companies according to VET fields that are available locally, provincially, nationally and internationally. Coordinated work of the MoNE, TOBB, TESK, İŞKUR and the Social Security Administration may facilitate this process.
2. With the support of key stakeholders, plan and implement awareness-raising and information activities for companies as well as students, parents and the larger community, especially prior to the start of traineeships. This may be through information/kick-off meetings addressing parents, students, teachers, managers and companies.
3. Develop a system with the MoNE to encourage and support companies capable of providing placements for students, especially those with special needs (with an Individualised Learning Plan). Organise capacity building activities for teachers and company trainers to address the knowledge and skills gaps, especially in special needs education and training. Review and coordinate with relevant ministries the existing and available resources geared for disadvantaged groups with a focus on traineeships.

Assessment and quality assurance

1. Design or establish mechanisms (including online) to facilitate trainee progress monitoring by the coordinating teachers and company trainers. Reward coordinating teachers either financially or through certificates and other means for the additional task(s) they take on for the coordination of traineeships. Allocate additional funds for company visits by coordinating teachers and clearly define the processes and procedures for visits and monitoring activities.
2. Conduct a training needs analysis for coordinating teachers and company trainers and repeat this analysis periodically. In collaboration with key stakeholders, provide cooperative learning

opportunities including e-learning for education and training staff in schools and companies to support them in their traineeship-specific tasks.

3. Update the content of the Work Pedagogy course to become a company trainer (usta öğretici or eğitim personeli).
4. Periodically conduct traineeship surveys to identify learners' traineeship experiences, needs and preferences.
5. Develop a recognition programme for the companies providing traineeship opportunities.
6. Reward companies offering traineeship opportunities.

ACRONYMS

DG TVET	Directorate General for Technical and Vocational Education and Training
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ETF	European Training Foundation
EU	European Union
EUR	Euro
ILO	International Labour Organisation
IVET	Initial vocational education and training
MoNE	Ministry of National Education
OECD	Organisation for Economic Cooperation and Development
QFT	European Quality Framework for Traineeships
SME	Small and medium-sized enterprise
TESK	Confederation of Turkish Tradesmen and Craftsmen
TISK	Confederation of Employer Unions of Turkey
TOBB	Union of Chambers and Commodity Exchanges of Turkey
TQF	Turkish Qualifications Framework
TRY	Turkish lira
TVET	Technical and vocational education and training
VET	Vocational education and training
WBL	Work-based learning

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