

MONITORING THE OSNABRÜCK DECLARATION

TÜRKİYE 2025

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CONTENTS

TURKEY COUNTRY BRIEF	4
Introduction	4
Main policy developments in 2024-2025	5
Türkiye's NIP implementation 2021-2025: an overview	16
Conclusions	20
References	22

TURKEY COUNTRY BRIEF

Introduction

This document ('country brief') summarises the results of the third cycle of the ETF monitoring in five candidate countries on the [Osnabrück Declaration on VET as an enabler of recovery and just transitions to digital and green economies \(2020\)](#).

The European Training Foundation's (ETF) monitoring is guided by an analytical framework structured along five EU priorities: agile and resilient vocational education and training (VET), adaptive to labour market needs; flexible and inclusive VET, providing progression and lifelong learning opportunities; innovative and excellent VET; attractive VET, based on modern and digitalised provision and VET underpinned by quality assurance. In 2022, each country committed to working on these priorities, or some of them, in their national implementation plans (available [here](#)).

Aiming to align its reporting and monitoring activities with those of EU Member States, Türkiye joined this process in 2020. This report summarises the main policy developments in Türkiye for 2024-2025 in relation to the thematic priorities identified in the country's National Implementation Plan and provides an overview of the implementation progress of NIPs since 2021 by EU priority area.

Türkiye's VET landscape in 2024-2025 has been shaped by significant policy consolidation and strategic realignment following the completion of the [EU-funded IQVET III \(Improving the Quality of Vocational Education and Training\)](#) project cycle. The country has maintained its comprehensive policy-driven approach, anchored by the new Technical and Vocational Education Training (TVET) Policy Document (*Mesleki ve Teknik Eğitim Politika Belgesi*, 2024) and the overarching Türkiye Century Education Model (*Türkiye Yüzyılı Maarif Modeli*, n.d.). This educational paradigm emphasises building moral, virtuous generations capable of critical thinking while integrating traditional Ahilik principles. This term refers to an ancient Anatolian vocational training guild that unified technical skills with ethical development through structured apprenticeship progressions.

The national strategic agenda centres on 'twin transformation' priorities, embedding digital and green competencies across all vocational fields while addressing regional equity through innovative school models. Key planned VET-related developments until 2028 include the restructuring of 494 vocational schools as institutions specialised in specific vocational fields, the institutionalisation of 15 operational Centres of Vocational Excellence (CoVEs) and the implementation of new regulatory frameworks for sector-integrated schools that blend classroom and workplace training. The AI in Education Policy and Action Plan (2025-2029) further demonstrates Türkiye's commitment to technological integration, while substantial EU-funded inclusiveness initiatives ([IMEP](#) (Vocational Training Programme for Employment) and [SEUP-II](#) (Social and Economic Adaptation through VET) projects totalling over €115 million) continue supporting Syrian refugees and disadvantaged communities. These reforms collectively aim to create a resilient, responsive VET system aligned with both European standards and national cultural values, positioning Türkiye for enhanced competitiveness in the evolving global economy.

This document was prepared by Batuhan Aydagül in cooperation with key VET stakeholders in the country.

Complementary relevant publications are available here [Transforming vocational education and training: ETF monitoring initiatives and deliverables | ETF](#).

Main policy developments in 2024-2025

Osnabrück Objective 1: Resilience and excellence through quality, inclusive and flexible VET

By the end of 2024, Türkiye had fulfilled the majority of its commitments towards the Osnabrück Declaration, for which previous country briefs provided background information and evidence of progress.¹ These commitments, rooted in the EU-funded IQVET III project, included supporting CoVEs, enhancing teachers' competencies, updating learning resources and materials, strengthening career guidance and further developing quality assurance frameworks. The DGVET (Directorate-General of Vocational and Technical Education) completed the remaining tasks by the first half of 2024, with the [final meeting of the IQVET III Steering Committee](#) convening in August 2024 (*METEK III Projesi 7. Yönlendirme Kurulu Toplantısı Başarıyla Gerçekleştirildi - METEK Projesi, 2024*).

The monitoring of 2024 and 2025 continued to capture Türkiye's progress towards the Osnabrück Declaration objectives, now extending beyond the scope of the initial National Implementation Plan commitments. As mentioned in the introduction, Türkiye's new [TVET Policy Document](#) (*Mesleki ve Teknik Eğitim Politika Belgesi, 2024*) represents a significant policy development with direct implications for Osnabrück objectives. Additionally, the MoNE (Ministry of National Education) finalised the [AI in Education Policy and Action Plan \(2025–2029\)](#) (*Eğitimde Yapay Zeka ve Politika Belgesi ve Eylem Planı (2025-2029), 2025*), which also has important implications for VET modernisation and digitalisation.

On the legislative side, MoNE has finalised key regulations to [institutionalise CoVEs](#) (*Sektörel Mükemmeliyet Merkezleri Yönergesi, 2024*) and [diversify VET secondary school types](#) (*Bölge Okulu, İhtisas, Sektör içi ve Sektöre Entegre Özellikle Mesleki ve Teknik Ortaöğretim Kurumlarına İlişkin Usul ve Esaslar Hakkında Yönerge, 2024*), aiming to address access and equity challenges, improve labour market responsiveness and enhance flexible VET provision. Other tangible developments supporting the objectives of the Osnabrück Declaration include modernising curricula, enhancing teacher development programmes and improving educational infrastructure.

Looking ahead, the Turkish government is finalising a credit agreement with the World Bank for the project '[Türkiye: Quality Education for Job Market Readiness in a Technology-Rich Future](#)' (*Türkiye: Quality Education for Job Market Readiness in a Technology-Rich Future (P510381): Project Information Document, 2025*). This project will complement the government's investment and MoNE's strategic plans to modernise VET secondary schools in the coming years.

Türkiye's renewed policy commitment towards the Osnabrück Declaration framework

The report of the Vocational Education Forum

MoNE published the report on the 2023 Vocational Education Forum in 2024 (*METEK III: Mesleki Eğitim Forumu 21-22 Kasım 2023 Antalya - Etkinlik Raporu, 2024*). The Forum was organised as one of the closing activities under the IQVET III project and brought together over 450 stakeholders from government, industry, civil society and academia to review progress and outline the future of VET in Türkiye.

Forum discussions emphasised key priorities aligned with Osnabrück objectives, including the growing importance of digital and green skills, stronger public-private collaboration, expanded work-based learning opportunities and enhanced teacher training. Participants also addressed

¹ Available here: [Transforming vocational education and training: ETF monitoring initiatives and deliverables | ETF](#).

strategies to align VET with labour market demands, support NEET youth (who are not in education, employment or training) and foster international cooperation and mobility. The event underscored the importance of inclusive, forward-looking VET policies and will serve as a foundation for Türkiye's 2024–2030 VET strategy, fostering workforce resilience and alignment with national and global priorities.

New TVET Policy

Türkiye's TVET Policy Document (*Mesleki ve Teknik Eğitim Politika Belgesi*, 2024) demonstrates comprehensive alignment with Osnabrück Objective 1 through systematic approaches to modernising VET provision and enhancing system resilience. The policy addresses agile and resilient VET through significant curriculum modernisation initiatives, including the integration of digital and green skills across all vocational fields (Strategy 2.2.13) and the establishment of new programmes aligned with priority economic sectors identified in the 12th Development Plan (Strategy 2.2.3). The document emphasises the development of skills intelligence through a comprehensive graduate tracking system that integrates data from multiple institutions (Strategy 3.1.15), supporting evidence-based policy making and labour market responsiveness.

Stakeholder engagement receives substantial attention through systematic industry partnerships, including bilateral protocols with professional organisations for teacher development (Strategy 2.1.4) and the CoVEs (Strategy 2.1.3). The policy strengthens work-based learning through enhanced supervision mechanisms and digital evaluation platforms (Strategies 3.1.1-3.1.2), while expanding apprenticeship opportunities through innovative models such as 'sector-integrated schools' (Strategy 2.3.2).

Flexibility and inclusiveness are addressed through modular VET pathways beginning in grades 7-8² (Strategy 1.1.2), designed to create stackable credentials aligned with the Turkish Qualifications Framework. The policy prioritises equal opportunities through targeted programmes for temporary protection beneficiaries and NEET youth (Strategy 1.1.5), while regional coordination mechanisms address geographic disparities in VET quality and access (Strategy 2.3.4). Innovation and excellence are promoted through CoVEs with clear regulatory frameworks, modern infrastructure development, including simulation facilities (Strategy 2.3.1), and systematic quality assurance mechanisms through internal audit systems (Strategy 2.3.6).

The policy integrates digital and green transformations across the curriculum, teacher development and infrastructure components. Quality assurance is addressed through internal mechanisms and MoNE subsequently published the Principles for Monitoring and Evaluation of the TVET Document to establish systematic oversight mechanisms for policy implementation.

New AI in Education Policy and Action Plan

Türkiye demonstrates a commitment to achieving resilience and excellence in VET through its comprehensive AI in Education Policy Document and Action Plan (2025-2029) (*Artificial Intelligence in Education Policy Document and Action Plan (2025-2029)*, 2025). The policy establishes a systematic framework for quality enhancement through targeted curriculum updates, with specific action items addressing vocational fields most affected by AI transformation. Professional development initiatives for VET teachers focus on developing AI-supported pedagogical processes, thereby directly contributing to improvements in educational quality.

The policy also showcases a commitment to inclusiveness through dedicated measures for students with special educational needs, including AI-supported accessibility solutions for visually and hearing-impaired learners. Türkiye's human-centred approach ensures VET systems serve diverse populations through coordinated efforts across multiple education directorates, including special education, religious education and technical education.

² This is equivalent to UK years 8 and 9.

Finally, flexible VET delivery is enhanced through adaptive and personalised learning systems, as well as innovative technologies such as Virtual Reality (VR) and Augmented Reality (AR)-based educational content. These adaptive learning platforms adjust to individual students' learning pace and needs, supporting diverse learning pathways within the VET system while preparing students for AI-integrated workplaces.

[In July 2025, MoNE convened the inaugural meeting of the National Artificial Intelligence in Education Commission to oversee the implementation of the AI in Education Policy Document and Action Plan \(2025–2029\)](#). With the participation of 20 department heads, the Commission reviewed 40 action steps and aligned on interdepartmental cooperation mechanisms. This milestone marked the Ministry's institutional commitment to AI integration in education, setting the stage for systematic monitoring and cross-unit collaboration in policy execution.

In October 2025, the "Artificial Intelligence Applications Ethics Committee Directive" entered into force in line with the AI in Education Policy Document and Action Plan. According to the directive, the Ethics Higher Committee consists of 11 members, chaired by the President of the Board of Education, with the Director General of Innovation and Educational Technologies as an ex officio member. In addition to representatives from the relevant Directorates General, the committee includes three more members from public institutions, academia, the private sector, and civil society. The Committee is to prepare the "Ethics Guide for Artificial Intelligence Applications in Education," to monitor applications, and the committees to be established at the provincial, district, and school levels. [First meeting of the Committee was organised in December 2025](#).

Türkiye's policy developments towards Osnabrück Objectives

Supporting Centres of Vocational Excellence (CoVEs) by engaging VET stakeholders and strengthening partnerships in VET

Türkiye has established and operationalised 15 CoVEs across six provinces (Ankara, Antalya, Bursa, İstanbul, İzmir and Kocaeli), covering 25 sector-specific fields alongside specialised support in vocational mathematics, science and foreign languages. These centres serve as hubs for identifying teacher training needs, supporting continuous professional development and facilitating sectoral alignment and curriculum innovation in VET.

MoNE formalised the institutional framework through a dedicated Directive on CoVE establishment and operation procedures (*Sektörel Mükemmeliyet Merkezleri Yönetgesi*, 2024), which came into effect on 30 April 2024. Since July 2024, the Department of Monitoring, Evaluation and Quality Development within the DGVET has overseen the full implementation and coordination of these centres.

To enhance capacity, the DGVET trained 75 CoVE staff members (5 per centre) through a comprehensive programme that included a two-week international training session in Germany, domestic training programmes, a 45-hour adult education course and on-the-job training. These efforts aim to integrate sectoral innovation into VET and improve teaching quality throughout the system (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu*, 2024).

According to the DGVET reporting in October 2025, implementation advanced with CoVEs developing an annual In-Service Training Plan targeting workshop and laboratory teachers. A Central CoVE Council was also established under the coordination of the DGVET's Department of Monitoring, Evaluation and Quality Development, convening regular review meetings with general coordinators of all 15 centres to track implementation and foster cross-centre learning.

The DGVET also launched a new digital CoVE Monitoring Module to collect monthly reports on activities, performance indicators and targets from each centre. Ongoing work also focuses on strengthening sector engagement through measures such as encouraging teacher-industry meetups, improving school leadership pipelines by selecting principals with technical teaching backgrounds and expanding collaboration with professional organisations to ensure teachers gain direct sectoral experience.

Introducing new VET school models for regional equity and sectoral relevance

In alignment with Türkiye's 12th Development Plan (*On İkinci Kalkınma Planı (2024-2028)*, 2023) and national strategic education goals (*T.C. Milli Eğitim Bakanlığı (2024-2028) Stratejik Planı*, 2023), MoNE [introduced a new regulation](#) (*Bölge Okulu, İhtisas, Sektör içi ve Sektöre Entegre Özellikli Mesleki ve Teknik Ortaöğretim Kurumlarına İlişkin Usul ve Esaslar Hakkında Yönerge*, 2024) establishing four types of vocational and technical high schools: Regional Schools, Specialised (*İhtisas*) Schools, In-Sector Schools and Sector-Integrated Schools. These innovative models are designed to address key challenges in VET provision while strengthening industry partnerships through shared governance structures and formal protocols.

The new school types aim to improve access and equity by locating schools near key labour market hubs. Regional Schools provide boarding facilities or access to boarding to accommodate students interested in VET who live in areas distant from these economic centres. The models foster stronger industry partnerships through shared spaces and co-governance structures, enable field-based specialisation and resource efficiency by clustering related vocational programmes and expand work-based learning opportunities starting from grade 11³. Sector-integrated models, in particular, emphasise practical learning experiences, while sustainable co-financing and in-kind support from private sector partners ensure long-term viability and sustainability.

The regulation establishes clear eligibility criteria for each model, covering infrastructure requirements, partnership arrangements and administrative procedures. This systematic approach modernises VET provision through context-sensitive, partnership-driven school types tailored to regional and sectoral needs, directly supporting Osnabrück objectives of resilient and responsive VET systems.

Implementation of new school models in practice

Following the establishment of the regulatory framework, MoNE has initiated a comprehensive implementation across multiple school models, demonstrating the policy's successful transition from concept to practice. Most significantly, [494 vocational and technical Anatolian high schools have been restructured as specialised institutions](#) (*Mesleki Eğitimde 'İhtisaslaşmış' Okullar Hayata Geçiriliyor*, 2024) in four key fields: maritime, agriculture, trade (including IT, office administration, accounting, marketing and logistics) and tourism (hospitality and food services) in 2024. These schools now feature customised curricula based on specific industry streams, upgraded workshops and laboratories aligned with sector demands, strategically placed teaching staff and integrated production-oriented planning, all located in regions with high concentrations of relevant industries.

Sector-integrated schools are exemplified by partnerships [in Simav, Kütahya](#) (*Türkiye'nin İlk 'Sektöre Entegre' Meslek Lisesi Açıılıyor*, 2024), through which students in machine and design technologies learn directly within real production environments, fully integrating classroom and workplace training. Meanwhile, [the MKE Industry Vocational Training Centre collaboration with the Mechanical and Chemical Industry Corporation](#) (*Makine ve Kimya Endüstrisi Genel Müdürlüğü ile 'Sektör içi Mesleki Eğitim Merkezi İş Birliği Protokolü' İmzalandı*, 2025), focusing on defence-sector production environments, is an example of in-sector vocational education centres.

³ UK equivalent: year 12.

These partnerships feature comprehensive industry engagement, including on-site workshops funded by partners, updated curricula, full logistical support (including safety equipment, meals and transportation), teacher training within production settings and guaranteed employment for at least 30 % of graduates. This systematic implementation across specialised, sector-integrated and in-sector models demonstrates how the new regulation successfully translates policy objectives into tangible educational models that enhance VET quality, accessibility, flexibility and sector alignment while supporting regional economic development.

MoNE also signed four new cooperation protocols with several leading private-sector firms in the second half of 2024 to support regional schools. These cooperation protocols designate a VET secondary school as a regional hub and partner it with the private sector. Under these agreements, students will complete their practical training in authentic production environments, receive 50 % of the net minimum wage as a monthly training stipend and benefit from updated curriculum content, workplace-based teacher training and various awareness-raising and career guidance activities.

Modernising VET through new and updated curricula, learning resources and materials, and infrastructure

In alignment with Türkiye's 12th Development Plan priorities and the [Türkiye Century Education Model](#) (*Makine ve Kimya Endüstrisi Genel Müdürlüğü ile 'Sektör içi Mesleki Eğitim Merkezi İş Birliği Protokolü' İmzalandı, 2025*), ongoing efforts focus on updating vocational and technical secondary education curricula to meet current labour market needs. The curriculum revision process emphasises the integration of digital and green skills across all vocational fields, incorporating twin transformation competencies and circular economy principles to prepare students for sustainable development and modern workforce demands.

The DGVET has developed 60 skill-based teaching programmes in 2024, directly aligned with contemporary workforce needs, while producing 986 new textbooks and educational materials to support updated curricula. As part of these efforts, new framework programmes have been introduced in the fields of Artificial Intelligence, Industrial Quality Control, and Gastronomy and Culinary Arts, aiming to equip students with future-oriented skills while also strengthening the country's cultural and economic potential. Additionally, eight new elective vocational courses were introduced in the formal education curriculum and work continues to develop an additional 71 types of course materials with activity-based content to support deeper learning (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu, 2024*).

In 2024, Türkiye made concrete progress in embedding digital skills through infrastructure development and curriculum innovation. The 4,005 schools, including all types of schools, targeted for IT laboratories and innovative classrooms, received comprehensive digital equipment, including 10 robotics kits (MEB-KIT) designed by the Ministry, 3D printers, and coding and programming resources. Practical digital skills integration was demonstrated through specialized VET-focused initiatives, including VR-based electric vehicle maintenance training for 25 teachers from vocational and technical schools, which showcased sector-specific applications of emerging technologies. The AI applications training and coding education initiatives included VET teachers, with courses covering block-based programming, Python applications, and machine learning fundamentals (*T.C. Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü 2024 Yılı Birim Faaliyet Raporu, 2025*). Building on this foundation, in 2025, contracts were signed for the installation of FATİH⁴ network infrastructure in an additional 3,210 schools, along with the procurement and deployment of 42,000 new interactive whiteboards, further scaling the digital backbone of Türkiye's education system.

⁴ The FATİH Project (Movement for Enhancing Opportunities and Improving Technology) is a nationwide digital transformation initiative launched MoNE in 2011 to integrate information technologies into all schools. It includes the provision of interactive whiteboards, internet infrastructure, and digital learning platforms, aiming to ensure equitable access to technology and improve digital competencies across Türkiye's education system.

Improving teachers' competencies

The DGVET continued its comprehensive professional development in 2024, with 7 251 administrators and teachers participating in activities primarily delivered through on-the-job training modalities (97 % of all training sessions). Despite challenges from the 2023 earthquake and subsequent austerity measures, these activities focused on enhancing adaptation to evolving job requirements, supporting technological alignment and preparing staff for higher responsibilities (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu*, 2024).

Table 1: 2024 In-Service Training for VET teachers – Quantitative Data (at the Central Level from DGVET)

Type of Training	Remote On-the-Job	In-Person On-the-Job	In-Person	Total
# of In-Service Training Activities	10	22	15	47
Total Training Hours	406	1 332	450	2 188
# of Participants	5 951	500	800	7 251

The National Education Academy initiative is developing specialised on-the-job training programmes for vocational teacher candidates, integrating digital and green competencies aligned with contemporary workforce demands. MoNE reported that the National Education Academy awarded 68 492 certificates to teachers who completed digital competency development training in 2025.

To strengthen strategic and innovative leadership capacities, MoNE launched the Leadership and Innovative Approaches in Vocational Education Seminar series (*Mesleki ve Teknik Eğitimde Geleceğin Liderlik Vizyonu Eğitici Eğitimi*, 2025) for school principals. These seminars address current and future-oriented themes, including strategic management, digitalisation, artificial intelligence, the green transition and sustainability, while integrating traditional values such as Ahilik culture.

In 2025, 13 activities were organized to support administrators working in schools and institutions affiliated with MoNE in assuming an innovative and leading role in vocational education and strengthening their leadership skills, and training was provided to 1,328 school principals. In addition, 3 activities were organized to enhance the knowledge and skills of district directors of national education in the areas of Strengthening Vocational and Technical Education and New Approaches, and a total of 889 district directors received training.

Support for teachers and trainers for and through digital tools

Building on the foundational work of 2023, Türkiye significantly scaled its digital teacher development initiatives in 2024. The Department of Digital Skills, established within YEĞİTEK (Directorate-General for Innovation and Education Technologies) in 2023, delivered substantial quantitative results with 297 307 teachers participating in digital skills courses and 2 009 171 teachers completing online training through the ÖBA (Teacher Information Network) platform across all school types. However, disaggregated data for VET schools specifically were not accessible at the time of reporting. The systematic approach was strengthened through 69 different online courses covering areas from AI applications to digital citizenship, demonstrating comprehensive coverage of emerging educational technologies. The 1 419 teachers who obtained trainer certificates through face-to-face programmes represent a critical multiplier effect, as these certified trainers are now delivering localised training across Türkiye's 81 provinces, including to VET institutions (*T.C. Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü 2024 Yılı Birim Faaliyet Raporu*, 2025).

In 2025, technical upgrades to the ÖBA platform enhanced user access, enabled modular course packaging and integrated advanced assessment tools such as customisable item pools and diverse question types. Additionally, Türkiye intensified its engagement with domestic ed-tech companies to align product development with instructional needs. This included cataloguing firms by product type, supporting visibility at national and international events and facilitating collaboration on instructional materials and digital content, thus fostering a more responsive and innovation-driven education technology ecosystem.

[**Digital Ecosystem for Teacher Training Project**](#) is one of the pivotal and large-scale initiative to support the professional development of the teachers on digital skills and technology use in education. The Project is funded by the EU Instrument for Pre-Accession 2021-2027 (IPA-III) and implemented by UNICEF Türkiye. First, a Needs Analysis research was completed and [**Digital Teacher Competence Framework**](#) was developed and published. In line with these two major steps, [**Digital Competence Training Pack**](#) was prepared as an online training course which involves 10 different modules and 120 hours of content with intensive interaction in the content, performance tasks and evaluation at the end, pre-post evaluations for monitoring learning and support/feedback systems for increasing user experience. The Pack is open for all teachers in Türkiye on ÖBA platform to strengthen the digital skills of teachers. More than 950.000 teachers across Türkiye has completed the first 2 modules of the training. In line with the technical upgrades to the ÖBA platform, Teacher Training Monitoring and Evaluation System was developed and integrated to ÖBA. The System works simultaneously with the Digital Competence Training Pack and collects data to monitor the learning and development of the teachers. Data involves user behaviours and interactions during the online course learning experience, On the other hand, 8 Teacher Learning Labs in 7 provinces of Türkiye were established to increase the designing educational material capacity of the teachers and education professionals. This Project covers the whole system and the teachers, including the education professionals in VET.

Further developing national quality assurance systems

The IQVET III project catalysed the DGVET's commitment to quality assurance in VET through a comprehensive approach that incorporated stakeholder consultation via national and provincial advisory boards, renewed standards within a national framework, updated web-based platforms for school self-evaluation and capacity development for educators in pilot schools. This quality assurance component concluded with a large-scale international conference in May 2024 (*Eğitimde Kalite, Gelecekte Güvence - METEK Projesi*, 2024).

The International Conference on Quality Assurance in Vocational Education and New Approaches in Credit-Based Modular Learning brought together national and international stakeholders to advance quality in Türkiye's vocational and technical education system. Conference discussions emphasised aligning quality assurance processes with international standards and expanding the implementation of credit-based modular learning in line with the Turkish Qualifications Framework.

Key outcomes highlighted critical areas, including the need for institutional reform to strengthen quality assurance mechanisms, the scalability of modular learning through a coordinated curriculum and teacher support and the importance of stakeholder engagement for sustainable reform. The conference reinforced Türkiye's strategic orientation toward flexible, responsive and future-oriented vocational pathways while encouraging adaptive policy learning from international best practices.

In 2025, Türkiye advanced the institutionalisation of its national quality assurance system in VET. As part of the IQVET III project, the revised quality monitoring tools and methodologies were rolled out across all TVET institutions, marking a shift from pilot-based efforts to nationwide implementation. The project supported institutions in conducting internal quality assurance activities, cultivating institutional memory through systematic documentation of practices aligned with national and international standards and developing integrated quality monitoring systems. A Self-Assessment Implementation Manual was developed to guide institutions in planning and executing these activities.

In June 2025, all TVET secondary schools conducted self-assessments, producing tailored reports and action plans that launched implementation activities for the 2025–2026 academic year. MoNE further bolstered local ownership and implementation by appointing quality officers in both provincial directorates and schools, providing targeted training to ensure effective delivery. Concurrently, preparatory work was undertaken to expand the Quality Assurance Boards at both central and provincial levels, aimed at enhancing stakeholder participation, disseminating good practices and embedding a culture of quality governance across the system.

Ensuring equal opportunities and inclusiveness in education and training

Türkiye continued its comprehensive efforts to enhance inclusiveness in VET through two major EU-funded initiatives: the completion of IMEP/VET4JOB (VET Programme for Employment)-] Phase I (*Vocational Education and Training Programme for Employment (VET4JOB-II)*, n.d.) and the ongoing SEUP-II (Social and Economic Adaptation Through VET) (*Project on Social and Economic Cohesion through Vocational and Technical Education SEUP*, n.d.) project, alongside the launch of IMEP Phase II in March 2024.

Phase I of the IMEP Programme (2020-2024) operated across 12 provinces, involving 36 vocational education institutions, and reached 44 445 people through community outreach. Additionally, it enrolled 149 737 students in apprenticeship training, including 14 400 Syrians. The programme provided food card assistance to 21 490 apprentice students, Turkish language training to 5 485 beneficiaries, work permits to 3 691 individuals and enhanced educational environments across 41 institutions and 892 enterprises. Phase II launched with a €44 million budget covering 14 provinces through 2028 (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu*, 2024).

Social and Economic Adaptation Project (SEUP-II): With a €71.4 million budget, SEUP-II supports Syrians under temporary protection and disadvantaged Turkish students across 20 pilot provinces. By October 2025, the project had completed the renovation and equipment distribution for 796 workshops across 10 vocational fields with MoNE planning to add 214 more workshops by the end of the year. Furthermore, the project provided support packages to 38 545 students (including transportation, meals, materials and clothing) and facilitated the return of 1 127 students to education through 11 475 family visits. Additionally, 455 graduates secured formal employment, while 'Career and Vocational Education Days' were organised in Gaziantep, Adana, Şanlıurfa, Kocaeli and Bursa complemented by sector collaboration meetings (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu*, 2024).

Both programmes developed digital tools for enhanced delivery, conducted extensive social cohesion activities and established sustainable partnerships with industry and civil society organisations.

Türkiye: quality education for job market readiness in a technology-rich future project

In 2024 and 2025, the government of Türkiye made progress towards a loan agreement with the World Bank on a project titled 'Türkiye: Quality Education for Job Market Readiness in a Technology-Rich Future' (*Türkiye: Quality Education for Job Market Readiness in a Technology-Rich Future (P510381): Project Information Document*, 2025). The project aims to enhance the quality and relevance of both general and vocational education by equipping students with the skills needed for success in a rapidly evolving labour market. Through investments in modern infrastructure, competency-based curricula, inclusive and digital learning tools and teacher professional development, the project supports a more agile, inclusive and future-ready education system. It also promotes data-informed decision-making, school-to-work transitions and partnerships with the private sector and EdTech ecosystem, while embedding robust monitoring and evaluation mechanisms to track impact and ensure continuous improvement. According to DGVET officials, they expect the project to contribute

to the modernisation of 1 328 TVET secondary schools and 20 model labs nationwide. Expected to be finalised in Autumn 2025, the project promises to catalyse the implementation of DGVET's VET policy outlook.

By focusing on inclusive, resilient and responsive VET policies, principles emphasised in the Osnabrück and Torino Processes, the project is expected to drive systemic transformation aligned with European quality benchmarks. As of mid-2025, fieldwork, including infrastructure assessments and workshop/laboratory preparation, is underway, marking a key milestone in Türkiye's commitment to a future-ready VET ecosystem.

Osnabrück Objective 2: Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

Türkiye demonstrated substantial progress in establishing a new lifelong learning culture in 2024, with the new TVET Policy Document providing comprehensive strategic frameworks for digitalisation and the expansion of continuing education. This progress was marked by significant growth in lifelong learning participation, reaching nearly 8 million learners, and the enhancement of vocational guidance systems through early intervention mechanisms and systematic promotional activities.

Türkiye's renewed policy commitment towards the Osnabrück Declaration framework

New TVET Policy

Türkiye's TVET Policy Document establishes comprehensive approaches for developing a lifelong learning culture through digitalisation strategies and the expansion of continuing education. Digital transformation is integrated across educational levels through curriculum development with sector collaboration (Strategy 2.2.13), teacher training in digital competencies (Strategy 2.1.8) and infrastructure modernisation. The policy incorporates profession-specific foreign language education (Strategy 2.2.14) and integration of vocational modules with national qualifications standards (Strategy 2.2.15).

The policy addresses permeability between educational pathways through cross-programme access for general education students to acquire vocational skills (Strategy 1.1.4) and recognition processes for VET graduates entering higher education (Strategy 2.2.11). Progression pathways from VET to higher education levels are established, with expansion of VET programmes to higher qualification levels through differentiated programming approaches.

CVET is strengthened through the expansion of certificate and course programmes in VET institutions (Strategy 3.1.8). Professional development measures include enhanced teacher recruitment strategies (Strategy 2.1.1), sectoral excellence centres (Strategy 2.1.3) and industry collaboration for teacher sector experience. Lifelong guidance is addressed through teacher training in career counselling and industry information sessions.

Türkiye's policy developments towards Osnabrück Objectives

Increased access to lifelong learning

Türkiye expanded lifelong learning opportunities in 2024, with a total of 7 909 495 participants across all programmes, representing a 9,68 % population reach rate. In 2025, the number of participants was 5,680,086 by the end of September. The Directorate-General for Lifelong Learning operated through 1 001 public education centres, 30 maturation institutes and 5 distance education schools, offering 2 789 course programmes, including 1 242 vocational

and technical programmes across 73 learning areas (*T.C. Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü İzleme ve Değerlendirme Raporu 2024, 2024*).

The [Public Education Centers Informatics Network \(Halk Eğitimi Merkezleri Bilişim Ağı \(HEMBA\)\)](#) platform achieved substantial growth with 1 415 795 remote learners and 655 419 completed courses, demonstrating successful integration of digital delivery methods in non-formal VET provision. The platform's 72.07 % completion rate indicates effective engagement and learning outcomes (*T.C. Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü İzleme ve Değerlendirme Raporu 2024, 2024*).

To address youth unemployment and career transitions, a new framework curriculum for 38 fields and 192 branches was implemented at Vocational Training Centres, enabling graduates to obtain master certificates in shorter timeframes. Special attention was given to disadvantaged groups, with 197 028 participants and foreign nationals comprising 209 483 learners from 164 countries, supporting social inclusion objectives (*T.C. Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü İzleme ve Değerlendirme Raporu 2024, 2024*).

Lifelong guidance

Türkiye strengthened its vocational guidance system through early intervention and systematic promotional activities. Following a legislative modification in the Regulation on Preschool and Primary Institutions on January 2025, 12 middle schools were established within Vocational and Technical Anatolian High Schools across 11 provinces to foster early vocational awareness, with a dedicated curriculum planned for the 2025-2026 academic year.

The Directive on Vocational Promotion and Guidance (April 2024) (*Millî Eğitim Bakanlığı Meslekî ve Teknik Ortaöğretim Kurumlarının Tanıtım ve Yönlendirme Yönergesi, 2024*) established Vocational Promotion Clubs and designated the last week of May as 'My Profession, My Future and Career Week'. Vocational skill inventories for 8th and 9th-grade students⁵ were developed in collaboration with the Directorate-General for Special Education and Guidance Services, providing families with evidence-based career guidance tools.

To provide holistic guidance and promote cultural awareness, a monthly event series titled 'From the Words to the Essence of Anatolia' was organised, where experts in various fields engaged with students and teachers on themes reflecting Anatolia's cultural values and life philosophy. This initiative supports comprehensive student development by integrating traditional values with modern career guidance approaches.

The integration of the HEMBA platform with [BTK Academy](#) (Türkiye's ICT Authority's educational platform, established in 2017 to provide IT training and professional development opportunities) established pathways for digital credentials recognised within the MEB system, supporting stackable qualifications and creating bridges between formal and non-formal learning, directly contributing to flexible lifelong learning pathways (*T.C. Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü 2024 Yılı Birim Faaliyet Raporu, 2025*).

Establishing flexible vocational pathways across the lifespan

The DGVET's initiatives in 2024 demonstrate strong alignment with creating modular and flexible VET pathways from early secondary education to adulthood. Key developments include the piloting of vocational skill assessment batteries for 8th and 9th-grade students to guide appropriate vocational track placement based on aptitude and interest, as well as the national expansion of *zanaat atölyeleri* (craft workshops) to support early skill discovery and vocational awareness at middle school level.

⁵ UK equivalent are years 9 and 10 students i.e. 8th and 9th grade students, aged 13 to 15 years old.

In terms of permeability, efforts to improve transitions and graduate tracking through collaborations with SGK (Social Security Institution) and alignment with ISCO-08 (International Standard Classification of Occupations) occupational codes enable smooth progression from secondary to higher vocational education and employment. Recognition of prior learning was significantly strengthened, with 689 283 individuals certified through prior learning processes in 2024, supported by digital materials to enhance certification procedures.

Under the Vocational and Technical Education Cooperation Protocol with the Ministry of Industry and Technology, MEM (Vocational Education Centres) liaison offices were established in 258 industrial zones, with additional 25 offices added in 2025. As of September 2025, these offices enabled 70 438 apprentice students to receive training within organised industrial zones. Additionally, 15 new cooperation protocols were signed in 2024, bringing the total to 202 active agreements with 196 institutions and organisations, supporting curriculum updates, learning environment improvements and graduate employment opportunities (*T.C. Milli Eğitim Bakanlığı Mesleki ve Teknik Eğitim Genel Müdürlüğü Birim Faaliyet Raporu, 2024*).

Türkiye's NIP implementation 2021-2025: an overview

Recap of NIP commitments

Türkiye

	EU priority 1	EU priority 2	EU priority 3	EU priority 4	EU priority 5
Osnabrück Declaration Objective 1: Resilience and excellence through quality, inclusive, and flexible VET					
Establishing centres of vocational excellence (CoVEs) covering professional fields			X		
Establishing a special centre of excellence (SCoE) covering vocational foreign languages, mathematics and science for VE			X		
Establishing 14 sectoral centres of excellence (SCoEs)			X		
Improving the special field competencies of teachers with on-the-job training in 25 fields in VTE Secondary Schools			X		
Updating VET programmes	X				
Osnabrück Declaration Objective 2: Establishing a new lifelong learning culture – relevance of CVET and digitalisation					
Providing teachers with training in accessing and using existing LLL materials				X	
Reaching people through training and information activities regarding Vocational Guidance and Career Counselling services (VGCC)				X	
Increasing the number of LLL courses		X			
Increasing the number of LLL participants		X			
Increasing the participation rate in LLL		X			
Increasing the rate of benefitting from LLL		X			
Increasing the number of online LLL users		X			

Summary of policy developments 2021-2025

As extensively reported in previous country briefs published since 2023, Türkiye anchored its Osnabrück Declaration commitment to the [EU-funded IQVET III \(Improving the Quality of Vocational Education and Training\)](#) project cycle. The IQVET project marked a milestone in Türkiye's ongoing efforts to enhance its VET system in line with national priorities and the EU policy framework. The emphasis on excellence in VET was built on previous policy developments, with MoNE continuing to invest in improving the quality of VET and establishing a new quality assurance framework, while strengthening flexibility and stakeholder engagement. In addition to these priorities, MoNE prioritised equity and access in IVET and CVET in its National Implementation Plan.

The IQVET III project formally concluded in 2025 with the completion of all activities, thereby formalising the fulfilment of Türkiye's Osnabrück commitments. The section below provides an assessment of Türkiye's commitments between 2021 and 2025, all outcomes of a three-year effort facilitated by the IQVET III project

Türkiye's Osnabrück Declaration Objective 1 achievements demonstrate substantial progress across all committed areas. The establishment of CoVEs represents the most significant accomplishment, with all 15 centres operationalised across six provinces by 2024, covering 25 sector-specific fields alongside specialised support in vocational mathematics, science and foreign languages. The centres now function under a formal regulatory framework established in April 2024, with 75 trained staff members and systematic coordination through the Department of Monitoring, Evaluation and Quality Development. DGVET also strengthened CoVE coordination and monitoring through the establishment of a Central CoVE Council and the launch of a digital CoVE Monitoring Module, while also enhancing sectoral engagement via teacher-industry meetups, technical leadership appointments and collaboration with professional organisations to improve workplace exposure.

Teacher competency improvements were fulfilled through Türkiye's NIPs commitments under the IQVET III project, with 3 004 teachers in 25 sector-specific fields receiving work-based training, 1 130 teachers participating in mathematics, science and foreign language training across 25 pilot provinces, 90 teachers completing 'train the trainer' programmes and over 1 400 teachers trained in self-assessment and external evaluation processes, primarily delivered through on-the-job training modalities despite earthquake-related challenges. MoNE's sustained efforts in teacher training across both digital and non-digital domains reflect a continued commitment to enhancing teacher competencies. This includes leveraging digital tools for delivery, building digital skills as a learning goal and forging strategic partnerships with domestic ed-tech companies alongside other capacity-building initiatives.

Curriculum and programme updates evolved beyond initial commitments, expanding from DGVET's annual revision into comprehensive policy-driven modernisation. The 2024 TVET Policy Document established systematic approaches for curriculum development, incorporating digital and green skills across all vocational fields while continuously creating new skill-based teaching programmes and producing new educational materials. The introduction of innovative school models – specialised, sector-integrated, in-sector and regional schools – represents a significant expansion beyond original commitments, with 494 schools restructured as specialised institutions and pioneering sector-integrated partnerships demonstrating practical workplace-classroom integration.

Quality assurance mechanisms have been substantially developed, promising to evolve from basic frameworks into a comprehensive national system incorporating international standards. The IQVET III project established Provincial Quality Assurance Boards in 25 pilot provinces and a national Vocational Education Quality Consultation Board, while developing updated self-assessment tools and web-based platforms for schools. The May 2024 International Conference on Quality Assurance in Vocational Education and New Approaches in Credit-

Based Modular Learning brought together national and international stakeholders, emphasising alignment with international standards and the implementation of credit-based modular learning. These developments created a foundation for systematic quality assurance, incorporating stakeholder engagement and adaptive policy learning from international best practices. These preparations finally resulted in the rolling out of revised quality monitoring tools and methodologies with all TVET secondary schools conducting self-assessment, followed by actions plans, in June 2025.

At the same time, DGVET expanded its quality efforts by appointing dedicated quality officers in schools and provincial directorates, developing a Self-Assessment Implementation Manual and cultivating institutional memory through improved documentation. Work is also underway to scale up the Quality Assurance Boards and further embed a culture of quality across the system. These efforts signal a transition from pilot-based experimentation to fully institutionalised internal quality assurance practices.

Türkiye's Osnabrück Declaration Objective 2 achievements show quantitative scaling in lifelong learning access. Access to lifelong learning expanded to a total of 7 909 495 participants in 2024, representing a 9.68 % population reach rate. The HEMBA digital platform achieved growth, with 1 415 795 remote learners and 655 419 completed courses, demonstrating improved integration of digital delivery.

Vocational guidance and career counselling services were enhanced through systematic interventions targeting early career awareness and family engagement. The DGVET completed training for 1 044 teachers in VET secondary schools on career guidance and counselling, while establishing 12 middle schools within Vocational and Technical Anatolian High Schools across 11 provinces to foster early vocational awareness. The April 2024 Directive on Vocational Promotion and Guidance institutionalised these efforts through Vocational Promotion Clubs and the designation of 'My Profession, My Future and Career Week', while vocational skill inventories developed for 8th and 9th-grade students provided evidence-based tools for family decision-making. These developments promise to transform guidance to systematic, early-intervention approaches, exceeding the original NIPs commitment to enhance vocational guidance and career counselling reach.

Türkiye has also initiated the update and expansion of its national vocational guidance tool, to better support early career orientation through improved aptitude assessments across 56 vocational fields and 119 specialisations. Complementary efforts, including pilot studies and workshops, aim to integrate this system-wide tool into national guidance services, enabling students to make informed vocational choices based on their interests, values and learning preferences.

Areas with development beyond initial commitments include digital transformation initiatives and measures promoting inclusiveness. The AI in Education Policy and Action Plan (2025-2029) represents a forward-looking development not anticipated in the original NIPs. Recent policy developments across MoNE's directorates indicate a coordinated effort to implement the 40 action steps set during the inaugural meeting of the National Artificial Intelligence in Education Commission. A key example of this coordination is the integration of the AI in Education Policy into teacher training plans managed by the Department of Skills at YEĞİTEK. Another example is that, at YEĞİTEK, the establishment of Artificial Intelligence and Big Data Applications Department in 2025. On the other hand, to strengthen the technology infrastructure of the schools, including VET, Innovative Classroom model was developed, and 525 classrooms was established across the country and 500 classrooms each year will continue to be established.

MoNE also sustained its policy priority on inclusive VET through major EU-funded projects IMEP/VET4JOB and SEUP-II, reaching over 200 000 beneficiaries, including Syrian refugees and disadvantaged Turkish students. These programmes established sustainable partnerships with industry and civil society while developing innovative digital tools for enhanced delivery.

Sustainability and institutionalisation represent key achievements of the 2021-2025 cycle. The transition from project-based commitments to comprehensive policy frameworks ensures continuity beyond the NIPs timeframe. The upcoming World Bank project 'Quality Education for Job Market Readiness in a Technology-Rich Future' demonstrates a sustained commitment to VET modernisation, promising to catalyse the implementation of the DGVET's policy outlook through investments in 1 328 TVET secondary schools and 20 model labs. The integration of traditional Ahilik principles with modern educational approaches reflects Türkiye's distinctive contribution to European VET development, balancing international standards with national cultural values.

Conclusions

Türkiye's comprehensive approach to VET modernisation during 2024-2025 demonstrates significant progress in aligning with European frameworks while fostering national cultural identity through the integration of Ahilik principles. The successful integration of project-based initiatives with systematic policy implementation, now anchored by the TVET Policy Document and supported by substantial regulatory developments, positions the country well for continued advancement beyond the objectives of the Osnabrück Declaration.

The alignment of multiple policy instruments (MoNE's Strategic Plan, the TVET Policy Document, AI in Education Policy and various regulatory frameworks) creates a coherent foundation for long-term VET development. The upcoming World Bank collaboration and the government's substantial co-financing commitment represent an important opportunity to catalyse the implementation of this framework. However, ensuring effective coordination across different government levels and agencies will be crucial for maximising policy coherence and implementation effectiveness.

While significant infrastructure and curriculum modernisation have occurred, enhancing the alignment between VET outcomes and labour market demands remains a priority area. The low percentage of graduates finding employment within their trained fields suggests the need for stronger demand-side engagement and more robust employer incentives. Future efforts should focus on creating sustainable pathways that make VET careers more attractive by improving working conditions, offering career progression opportunities and establishing wage structures that reflect skill levels. This requires enhanced dialogue with industry partners to ensure mutual understanding of expectations and responsibilities.

The diversity of stakeholder perspectives presents both opportunities and challenges for the development of VET. While broad interest in VET modernisation is positive, ensuring that all voices – particularly those from directly affected communities – are meaningfully incorporated into policy development will strengthen implementation outcomes. Improved coordination mechanisms between different government directorates and clearer communication strategies could help align various stakeholder groups around shared objectives.

The systematic approach to teacher training and leadership development provides a strong foundation for quality improvement. However, addressing demographic challenges within the teaching workforce through strategic recruitment and retention strategies will be essential for sustaining progress. The integration of digital competencies and AI-supported pedagogical approaches offers opportunities to enhance teaching effectiveness while preparing educators for evolving technological environments.

Despite its complex bureaucratic architecture, MoNE promotes coordination and collaboration both across its own directorates and with other governmental bodies, e.g. to make VET fit for the twin transition. While MoNE DGs have demonstrated the capacity to collaborate effectively despite institutional fragmentation, this complexity poses challenges for collectively monitoring TVET-specific developments, as per the purpose of the Osnabrück Process monitoring. It is therefore essential that these monitoring processes remain adaptable to country-specific contexts and are designed with sufficient flexibility to accommodate institutional variation and local needs.

Building on current achievements, Türkiye is well-positioned to focus on deepening quality assurance mechanisms, expanding flexible learning pathways and strengthening recognition of prior learning systems. The emphasis on twin transformation – digital and green transitions – aligns with European priorities while addressing national development needs. Continued investment in data systems and graduate tracking will support evidence-based policy adjustments and demonstrate the impact of VET on stakeholders. The integration of traditional values with modern approaches represents a distinctive contribution to European VET

development, offering valuable insights for other countries seeking to balance international standards with national identity.

In summary, Türkiye's TVET strategy and evolving policy developments increasingly align with the renewed European vision articulated in [the Herning Declaration](#). MoNE emphasises the integration of industry-education partnerships as a cornerstone of sustainable reform, particularly through the restructuring of existing VET institutions in collaboration with sector stakeholders. This approach resonates strongly with the Declaration's calls for deeper social partner engagement, modern learning environments and stronger labour market responsiveness. Türkiye's focus on practical relevance, institutional flexibility and shared ownership underscores its commitment to a resilient, inclusive and future-ready VET system. By embracing both national cultural values and European-level strategic frameworks, Türkiye offers a distinctive model for leveraging vocational education to address complex challenges in competitiveness, social inclusion and digital transformation.

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