

WP4

COMMON FRAMEWORK FOR EQF AND ECVET BASED ON PAC.TT

Result 9

Overview about corresponding national VET programmes

TURKEY

WP Leader: ISQ

1. INTRODUCTION

The result no. 9 is the national overview about corresponding VET programmes and will allow an overall analysis on the VET qualifications related with the field of the Pedagogical and andragogical competences for VET teachers and trainers (PAC.TT), which will be developed and compiled by the WP leader, ISQ with the contributions of all partners.

First the partners will conduct national research to find VET programmes in line with PAC .TT methodology, contents and learning outcomes, covering the overall curriculum or partial, as for example a specific module. A national overview report will be developed for each incorporated country covered within the partnership (by METGEM in Turkey),

The deadline for delivering the national overview reports by each partner is 30 April 2013.

2. Proposed work methodology and tools

Research and analysis of the current national context in each partner's country related with the national qualification system, the European Qualification Framework (EQF) and European Credit System for Vocational Education and Training (ECVET) will be the starting point in identifying PAC.TT profile related learning outcomes. The research and analysis report will contain information on national education system and VET system, national programmes, national qualification and others VET offers.

The work methodology for gathering data on the qualifications and certification of the VET teachers and trainers will take the form of a desk research conducted on secondary informative resources.

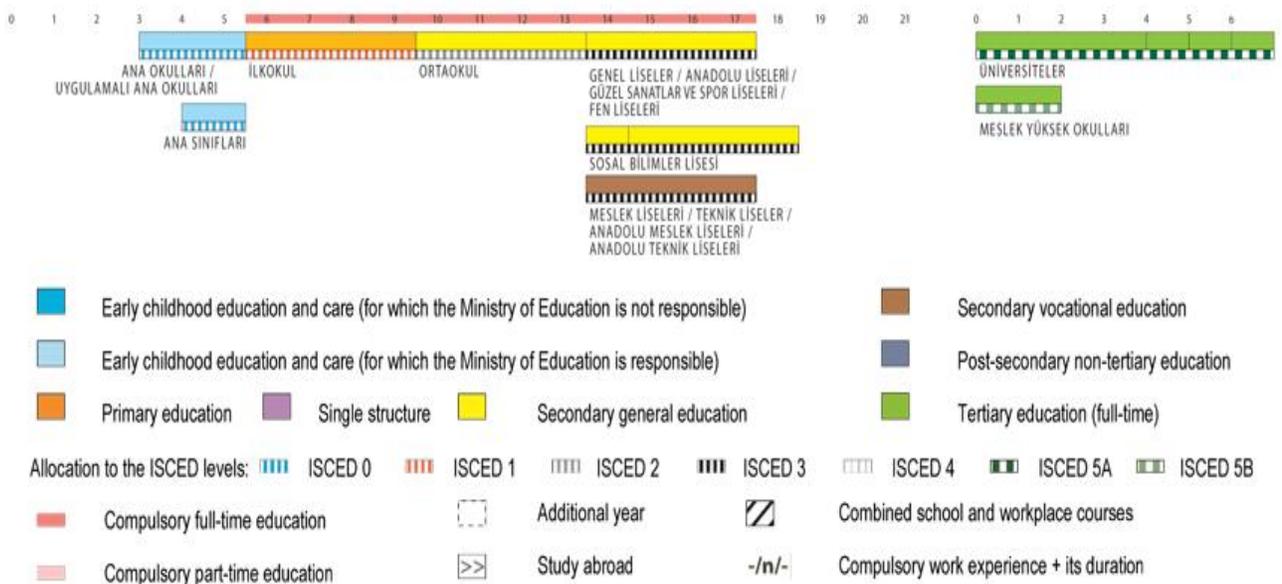
3. NATIONAL RESEARCH AND OVERVIEW

| | |
|-----------------|---------------|
| Partner: | METGEM |
| Country: | TURKEY |

3.1. General description of the formal education and VET system in your country (size: at least 2 pages including the education system in a schematic overview)

- ✓ Please provide information on the formal education system (levels and ECTS points).

Structure of the national education system 2012/13



source: Eurydice

Overall Structure Of Turkish National Education System

The National Education System, determined by National Education Basic Act No. 1739, consists of two main parts, namely “formal education” and “non-formal education”.

1.1 Formal Education

Formal education is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose. Formal education includes pre-primary, primary school, lower secondary school, upper secondary and higher education institutions.

Pre-Primary Education

Pre-primary education; involves the education of children in the age group of 3 to 5 who have not reached the age of compulsory primary education, on an optional basis. Pre-primary education institutions may be established as independent kindergartens or, where considered necessary, as nursery classes within a primary education school or as practice classes affiliated to other related education institutions. The objective of pre-primary education is to ensure that children develop physically, mentally and emotionally and acquire good habits, that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish properly and correctly. Pre-Primary education institutions are opened as independent kindergartens and as nursery classes and practical classes within formal and non-formal education institutions with suitable physical capacity.

Primary Education Institutions

The compulsory primary school age involves in the age group of 6 to 13. The enrollment of this age group starts at the and month of September when child completed the age of 5, and finishes at the end of the educational year when child completed 13 and begins the age of 14. The objective of primary education is to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities. Primary education institutions are consist of the four-year and compulsory lower secondary schools four year and compulsory lower secondary schools which give opportunity to allow between different programmes, and lower secondary schools for imams and preachers. The preferable lessons in type of supporting students' upper secondary education are consist of by students' ability, improvement and prefers in lower secondary schools and lower secondary schools for imams and preachers.

Open Lower Secondary School

It is the institution that provide the opportunity of completing lower secondary education to citizens who completed primary education but couldn't attend to lower secondary education because of any reason, by distance educational method. There are not any divisions and teachers in accordance with system.

Upper Secondary Education

Upper secondary education includes all the teaching institutions, general vocational and technical education institutions with at least four year compulsory formal or non-formal education, based on primary and lower secondary education. The aims and duties of secondary education, in accordance with the general purposes and basic principles of National Education, are as follows;

1. Enabling all students to have the awareness and power to get to know the problems provided that giving culture on minimum common general level look for ways of solution and acquire the conscious of contributing to country's economical, social and cultural development and power.
2. Preparing students for higher education or for life and job fields in accordance with their interests, aptitude and abilities with various programs and schools. While these missions are accomplished, a balance is set between students' expectations and abilities and the needs of the society.

General Secondary Education

It is a four-year compulsory educational process that prepares students both for higher education and for the future according to their interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education.

Vocational and Technical Secondary Education

It is a four-year compulsory educational process that prepares students both for higher education and for the future as well as for an occupation and job fields according to their interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education.

Open Upper Secondary High School

It offers education to students who are not able to attend formal educational institutions providing face-toface education, who have completed the formal education stage in terms of age, and who want to follow an open upper secondary high school while attending upper secondary high school. Education is provided with a pass or fail and a credit system. There

are not any classes and teachers as the system does not require them. Higher education includes all the educational institutions which are based on secondary education, and which provide at least two years of higher education. The aims and duties of secondary education, in accordance with the general purposes and basic principles of National Education, are as follows;

1. Train students according to our country's science policies and the need for labor in higher and various levels of the society in accordance with their interests, aptitude and abilities,
2. Providing scientific training at various levels,
3. Doing research exploring sciences in further detail in order to finding solutions to scientific, technical and cultural problems especially to ones related to our country,
4. Providing the society with the results on research focusing on our country's problems regarding its progress and development with the coordination of the government and institutions and giving opinion on the research the government asks for,
5. Publishing everything that shows the results of research and that enables science and technology to develop,
6. Providing educational services such as spreading scientific data that can improve the level of Turkish society and that can enlighten the public in written or oral form.

Higher education institutions are;

- Universities,
- Faculties,
- Institutes,
- Colleges
- Conservatories
- Vocational Colleges
- Center for Practice and Research

1.2 Non-Formal Education

In accordance with the general objectives and basic principles of national education, the objectives of non-formal education, which covers citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education or be independent of it are;

*To teach citizens to read and write and to provide them with the possibility of continuous education so that they may complete their deficient education,

*To provide them with the opportunity of education that shall help them in adjusting to scientific, technological, economic, social and cultural developments,

- *To provide an education that serves to protect, develop, promote and assimilate the values of our national culture,
- *To ensure that an understanding and habits for living together, solidarity, mutual assistance, working together and getting organized are acquired and assimilated,
- *To provide opportunities for citizens in nonformal education to gain a profession in accordance with the employment policies and in line with the development of the economy,
- *To promote a healthy way of life and healthy nutritional habits,
- *To provide people engaged in various professions with the necessary information and skills for further development,
- *To establish the habit of spending and using spare time productively.

✓ **Please provide information on the structure of the VET system (levels and ECVET points).**

It is a four-year compulsory educational process that prepares students both for higher education and for the future as well as for an occupation and job fields according to their interests, expectations and abilities in addition to equipping them with world knowledge with an education based on primary education.

✓ **Please provide information on the EQF (European Qualification Framework) levels assigned to the national qualification levels**

Turkey has launched efforts to establish a national qualification framework compatible with that of the European Union sometime ago. The framework is aimed to meet educational and training needs of all individuals based on lifelong learning approach. The purpose of the framework also to enable individuals to acquire knowledge and skills in line with the expectations of the labour market. It intends to combine qualifications related to the all components of the current education and training system.

The model of for the Turkey has been developed by the committee for the preparation of a National Qualification Framework which is made up of the representatives of the Vocational Qualifications Agency, Ministry of Education, and the Higher Education Council and a technical working group supported by the Project for the Consolidation of the Vocational Qualification Agency and the National Qualification System in Turkey.”

The Vocational Qualification Agency (VQA) was set up under the Ministry of Labour in 2006 to coordinate all work undertaken in the national vocational qualifications system and the Turkish Qualifications Framework. The EQF (National) levels are seen in the table below:

| | Y institution of higher education | | VQA | Ministry of Education | |
|---|-----------------------------------|----------------------------------|-------------------------------------|---|--------------------------|
| 8 | PHd degree | | Level 8 – Qualification Certificate | | |
| 7 | Master's degree | | Level 7 – Qualification Certificate | | |
| 6 | bachelor's degree | | Level 6 – Qualification Certificate | | |
| 5 | pre-graduate degree | pre-graduate degree (vocational) | Level 5 – Qualification Certificate | | |
| 4 | | | Level 4 – Qualification Certificate | Worker certificate Vocational and Technical secondary school Diploma | Secondary School Diploma |
| 3 | | | Level 3 – Qualification Certificate | Headwoeker Certificate | |
| 2 | | | Level 2 – Qualification Certificate | | Primary School Diploma |
| 1 | | | | | |
| | Academic | Vocational | | | General |

- ✓ Please specify if there is the qualification of Pedagogical Training of Trainers in your VET system (as it appears in the qualification classification)

3.2. Description of existing national qualification offers and programmes (formal, high education, VET) for VET teachers and trainers related with PAC.TT contents and modules (with specification to the pedagogical and andragogical competences). Please identify a minimum of 3.

- ✓ Please provide information on the national qualifications based on the criteria from the table below:

| | |
|---|--|
| Name of qualification | The Recognition of Students -B2 |
| Duration | 12 Hours |
| Entry requirements | According to Voluntaring or Compulsory by Regional/District MoNe |
| Learning outcomes | <ul style="list-style-type: none"> -The Features of Age Period (Knowledge) -Emotional Development (Knowledge) -Moral Development (Knowledge) - Learning Difficulties (Knowledge) -The Methods of Understanding and Reconciliation of children (Skill) -Dealing with Stress (Competency) -Life Motivation and Determination of Targets (Skill) |
| Formal evaluation | Formal evaluation by a survey and q final testing (or Online) |
| Educational system: formal or VET? | For All Teachers (General and VET School Teachers) |
| Provider | Carreer Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education |
| EQF level assigned | Non Structured |

| | |
|---|---|
| Name of qualification | Assessment and Evaluation |
| Duration | 20 Hours |
| Entry requirements | According to Voluntary or Compulsory by Regional/District MoNe |
| Learning outcomes | <p>The goal of the assessment and evaluation (Knowledge)</p> <p>Determining the appropriate assessment and evaluation methods and techniques (Knowledge)</p> <p>Content validity (Knowledge)</p> <p>Item Analysis (Knowledge)</p> <p>Scope Validity (Knowledge)</p> <p>Prepare appropriate questions in accordance to cognitive skills (Competency)</p> <p>Data Analysis (Competency)</p> <p>Decision Making (Competency)</p> <p>Portfolio Preparation and Evaluation (Competency)</p> <p>Prepare the appropriate questions to Cognitive skills (Skills)</p> <p>Project Preparation and Evaluation (Skills)</p> <p>Interpretation (Skills)</p> <p>Back to the first module (Skills)</p> |
| Formal evaluation | Formal Evaluation |
| Educational system: formal or VET? | VET |
| Provider | Career Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education |
| EQF level assigned | Not Considered |

| | |
|---|---|
| Name of qualification | Teaching And Learning Process-A and C |
| Duration | 48 Hours |
| Entry requirements | According to Voluntaring or Compulsory by Regional/District MoNe |
| Learning outcomes | Learning Styles and Multiple Intelligences (Knowledge) Learning Strategies (Knowledge) Motivation (Knowledge) Time Management (Knowledge) Motivation (Knowledge) Emotional Intelligence (Knowledge) Material Design and Development in Education (Knowledge) Education and Content Management systems (Knowledge) Creativity (Competency) Technology Planning (Competency) Replace a professional Reading Glasses as a teacher (Skills) Constructive Discipline (Skills) Applied Word, Excel and Powerpoint (Skills) Technology Integration (Skills) |
| Formal evaluation | Formal evaluation by a survey and q final testing (or Online) |
| Educational system: formal or VET? | For All Teachers (General and VET School Teachers) |
| Provider | Carreer Development, Implementation and Research Center for Teachers (ÖGAM) and Regional Ministry of National Education |
| EQF level assigned | Non Structured |

- ✓ Please also provide information on the **certification paths** taken by the VET professionals in order to receive the respective national qualification.

All prepared documents will be evaluated during the training.

Participation of the teachers

Examinations

Training assessment survey

Final Evaluation

Cerification

4. BIBLIOGRAFY

- ✓ Please specify the sources of information (links, name of publications etc.) used

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