

Standard Summary Project Fiche

IPA decentralised National programmes

Project number: TR 07 02 13

1. Basic information

1.1 CRIS Number:

1.2 Title: Strengthening the Vocational Qualifications Authority (VQA) and the National Qualifications System (NQS) in Turkey

1.3 Sector:

Vocational Education and Employment

1.4 Location:

The Project will be conducted in the VQA located in Ankara; and in the Occupational Standards Development, Vocational Knowledge and Skills Testing and Certification Centres (VOC-TEST) that will be supported by Grant Scheme in the industrialised regions of Turkey: in Ankara, İstanbul, Bursa, Adana, İzmir, Gaziantep, Konya, Kayseri and Antalya or in another province eligible under relevant Labour Market Analysis activities conducted.

Implementing arrangements:

1.5 Implementing Agency:

The CFCU will be the implementing agency and the Director of the CFCU will act as Programme Authorizing Officer (PAO) of the project.

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1.6 Beneficiary (including details of SPO):

The beneficiary will be the VQA and the Senior Programme Officer will be Mr. Bayram AKBAŞ, the president of VQA.

Mr. Bayram AKBAŞ

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VQA will establish the Project Co-ordination Unit (PCU) and the Steering Committee (SC). The details about these organs are given in Annex-III.

1.7 Overall cost:

10.900.000 EURO

1.8 EU contribution:

10.700.000 EURO

1.9 Final date for contracting: 2 years after the signature of the Financing Agreement

1.10 Final date for execution of contracts: 4 years after the signature of the Financing Agreement.

1.11 Final date for disbursements: 5 years after the signature of the Financing Agreement

2. Overall Objectives and Project Purpose

2.1 Overall Objective:

Ensuring the provision of formal and non-formal vocational and technical education and training according to labour market needs, supporting life-long learning, strengthening the relation between education and employment, and facilitate harmonization with European Qualifications Framework. (EQF).

2.2 Project purpose:

Supporting the VQA and Occupational Standards Development, Vocational Knowledge and Skills Testing and Certification Centres (VOC-TEST) to establish and initiate an efficient and sustainable National Qualifications System based on agreed occupational standards with an appropriate system for assessment, grading and certification at all levels in line with European Qualifications Framework.

2.3 Link with AP/NPAA / EP/ SAA

“Increasing the level of education and health by giving particular importance to the young generation and the disadvantaged regions” is envisaged under the 1.20 Economic Criteria Title of the **Accession Partnership Document**. It is stated in the Acquis Communautaire that “vocational and technical education ensures coordination between vocational education and training and

qualified human resource demanded by the private sector, tries to fill the gap and will make the practices in the vocational education field become closer to the EU standards.”

To this end, this proposed national qualifications system project would ensure transparency in vocational and technical education, which will increase the quality of the vocational and technical education services offered by the accredited institutions. As a result of this an infrastructure to mutually recognize the certificates and diplomas will be constructed.

Developing National Qualifications System will ensure coordination between vocational education and training and qualified human resource demanded by the private sector and will fill the gap between them.

Under the Education, Training and Youth section of **NPAA**; Priority 18.1. Harmonisation with EU Acquis in the field of Education “establishment of a new institution responsible for determination of professional competence, employment of staff in the new institution and training of staff” are stated as the necessary institutional changes. In that part of the related document, “professional competence” means the needed basic skills and abilities for the implementation of the occupation.

In the **2005 Regular Report**, under the section 26 –Education and Culture especially for the development of vocational and technical education, it is stated that “Priority should be given to the development of skills training at enterprises and their professional organizations.” and “Despite current efforts in education, gaps still remain between the content of education, especially for vocational education, and skills demand which contribute to a miss-match in the labour market.” It is also stated that, “More efforts should be made towards decentralization, in order to allow the education system to respond to National needs. This remains an important challenge for the still highly centralised system.”

In the **2006 Regular Report** under the section 26 – Education and Culture especially for the development of vocational and technical education, it is stated that, “.... Turkey participates in the development of a European Qualifications Framework, but a national qualifications system has not been established yet. Participation rates in lifelong learning are very low but have increased to 2% in 2005, compared to 1.1% in 2000....” Also in the conclusion part of that chapter, it is stated that “...Efforts in line with the Lisbon strategy need to continue, in particular on lifelong learning....”

2.4 Link with MIPD (2007-2009)

In the Multi-Annual Indicative Planning Document, under Component IV- Human Resources Development in “1.2 Education and Training” it is stated that, “.... Graduates have low marketable skills and not many chances of finding jobs in accordance with their formal educational level...” Also it is stated that, “Another related problem is the relatively low share of vocational education in secondary education. This is related to the qualification and skills needed by the industry not having been fully translated into the curricula of the VET system, thus loosening the link with the labour market and the employment prospects of the graduates....”

2.5 Link with National Development Plan (where applicable)

In the ninth development plan which covers 2007-2013 periods, it is stated in “**7.2.2. Increasing the Sensitivity of Education to Labour Demand**” section that “Activities concerning the National Professional Qualification System, which covers such fundamental functions as the development and certification of qualifications based on professional standards and accreditation of organizations providing certificates and training, will be completed and a vocational education structure that is sensitive to this system will be developed.”

2.6 Link with national/ sectoral investment plans (where applicable)

Not applicable.

3. Description of project

3.1 Background and justification:

Turkey has got young and dynamic population. But it is difficult to say that, we use that human resource efficiently in the context of employment and production. Though there is not equivalent expansion in employment as the economic expansion, there is partial recovery on unemployment rates. According to TURKSTAT’s 2006/October statistics, the unemployment rate is 9, 3% and even that rate is very high. The unemployment rate of youth is 18, 8%, nearly twice of the general unemployment rate. Besides unemployment, lack of qualified personnel is another problem.

The general low educational level of unemployed people (%54, 4 has educational level under high school), not having sufficiently the vocational qualifications that the labour market demands for the ones being graduated from the vocational schools, without taking formal education not being able to certify the existent skills for the ones who acquire these skills while working can be shown as the causes of the current situation. In addition to this, because of technological renovations, the alterations related to working types, the ones having the demanded skills by the time being might turn into unqualified and the employability of these people who can not acquire the new skills gets difficult.

The basic needs and difficulties, which have made the formation of a nationwide NQS in Turkey as an area of priority, are stated below:

- 1 In vocational and technical education, certificate and diploma programmes are implemented via formal and non-formal education by the state, by private institutions and also by various non-governmental organizations. However, the certificate programmes and diploma programmes which have the same titles for the same occupational fields may show big differences, as there are no occupational standards and educational standards based on occupational standards. There was no institution to accredit the schools and institutions, which provide vocational and technical education.
- 2 Individuals who acquire the same vocational skills by formal and non-formal education cannot be provided with occupational certificates of equivalent value.
- 3 Student enrolments to vocational and technical education institutions are made without a plan

which takes account of the human resources demands of the National labour market. For these reasons, there are difficulties in finding a place to work for some occupational fields whereas there are not any students that will receive skills education in some other occupational fields.

- 4 Monitoring and evaluation-assessment mechanisms cannot be used effectively for the evaluation of the programmes and for the reflection of the feedbacks to the programmes.
- 5 Development of the industry and increase in the need for qualified personnel and staff requires setting of certain standards for occupations. Consequently, development of assessment tools that can measure the competences of individuals based on occupational standards, documents for proof of occupational competence and a system that will ensure the validation of these documents have been a necessity.

These difficulties and needs have caused the below stated core problems regarding the vocational and technical education system and the working life.

Core Problem 1: Currently, in absence of a qualifications system; many vocational and technical education courses are organized both by state and private sector institutions and associations; and accordingly different certificates and documents are issued. There is no qualification base and standard for these issues; different programmes, different environmental conditions, different methods and techniques are used for the same certificates and documents in the same fields.

Core Problem 2: There is neither an examination nor a certification centre at the national level in Turkey that can accredit institutions determining occupational standards and accordingly the education standards. This is of vital importance to ensure that the VET sector can meet the requirements of the labour market. In order to establish and generalize a NQS nationwide, more financing, more trained human resource, more technological infrastructure, more use of international experiences and structuring and organization of the institution are needed.

By contributing to relation between education and employment, Vocational Qualifications System will help harmonization of demand-supply of the labor force market. The expectations from the system are the creation of national occupational standards with the participation of representatives of the private sector to the all process and decisions actively, the preparation of curricula of vocational and technical education and training according to these standards, the certification of skills of labor-force with the exams that would be carried out by autonomous bodies, the validation of these certificates at the national level and also international level, the supporting of Life Long Learning, establishing an organization giving chance to the workers to certify their qualifications that they have attained while working.

The main aim of VQA is the establishment and management of national vocational qualifications system, and duties in order to reach that aim are determined in 5544 numbered Vocational Qualifications Authority Law. The VQA, a public entity, with administrative and financial autonomy and a private budget was founded in order to fulfil the duties attributed by VQA Law and to be subject to special law provisions except for those mentioned in that Law. The authority is the related organization of the Ministry of Labour and Social Security. The decision taking and

management organs of VQA is created parallel to the institution's functions, the representation of social partners with more members in the General Board and representation of them with equal numbers and rights in the Management Board has been provided. The Sector Committees, having a key role on the determination of occupational standards, will be mostly comprised of the social partners. As mentioned in 5544 numbered VQA Law, 90 personnel is planned to be employed in VQA and for the 2007 service year, the employment of 56 key personnel has been approved by the General Board of VQA. In order to employ above mentioned personnel, the related by-law has to be prepared and by the end of June, it would be ready.

EURES (European Employment Services) is a network, which enables freedom of free movement of workers working in the Countries of the European Economic Area. EURES provides information and advice for mobile workers on working and living conditions and job opportunities in the European Economic Area, helps employers to provide workers from other countries and gives guidance and advice to the employers and workers in border zones. With the development of national qualifications system, the skills and qualifications would be transparent and easier to compare, by that way the free movement of potential workers would be supported. A link needs to be established between NQS and the EURES

Basic Principles stated in the Lisbon-Sorbonne-Copenhagen-Maastricht Declarations include the followings:

EQF represents a reference instrument for the comparison of qualifications including different education and training system in the context of life-long learning. EQF defines learning outcomes which a student has to know, understand and do at the end of education process. So, EQF defines the learning outcomes on the base of skills, information and qualification and makes the different ways and systems of learning comparable. Transition from traditional education and training to the concept of learning outcomes is such a new innovation. By that way, non-formal education is also recognized and this is very important for the development of life-long learning. The development and dissemination of national qualifications system will make the harmonization with EQF and help for the mutual recognition of vocational qualifications.

Europass is the common name of the document which helps the ones who wants to participate in training programmes, the job seekers, the ones who want to get experienced show their current skills and qualifications clearly and easily and so this document targets easy movement of people amongst sectors, education programmes, educational institutions and countries. The duties that will be done by VQA will especially contribute to the mechanism related with Europass Diploma and Europass Supplement.

Developing and generalizing a National Qualifications System across Turkey, will ensure the fulfilment of the responsibilities and priorities of the documents mentioned above. It will also ensure its harmony with the European Qualifications Framework; the practices within EU and it will help mutual recognition of the occupational qualifications.

The aim of the project is to create a sustainable National Qualifications System with supporting the potential market-oriented VOC-TEST Centres whose duties will be to develop occupational standards, make examinations on their related sectoral area and certify the skills and knowledge

required in the well designed framework of accreditation system.

In line with the Labour Market Needs Analysis activity conducted under the SVET Programme, at least 9 priority sectors including automotive and related sub sectors, tourism, construction, transportation, energy, metal industry, plastic and chemical industry, and textile , ready wear and leather products industry will be selected and the activities as specified under the project will be achieved through the support provided to the VOC-TEST Centres. VOC-Test Centers will be established by the institutions/organisations and/or consortiums representing the relevant sectors, such as employers' and employees' institutions, vocational training institutions, universities, NGOs, non-profit organizations and organised industrial zones. The selection of demands coming from these organizations and institutions would be done according to the evaluation based on beforehand published evaluation criteria. At these evaluations, the main concern would be on vocation and vocation groups, in that context in one sector the formation of several centres would be possible within the limitation of the grant scheme. For the institutions that would be able to apply for that part of the project, with the determination of the consortium leader, a common centre might be formed.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact

3.2.1. Catalytic Effect

The project will have a catalytic effect regarding establishment of technical infrastructure of the national qualifications system, raising human resources, starting accreditation efforts, determination of the education standards according to the occupational standards, preparation of the diploma and certification programmes will ensure transparency in vocational and technical education and this will create a catalytic effect on the mutual recognition of the documents and qualifications. When we analyze the outcomes of the well-established National qualifications system on labour market, the tension and mismatch between the demand and supply sides would be lightened because from supply side of the labour market it would be easier for them to find the suitable personnel to be employed in their enterprises, by that way their cost will decrease as the vacancies are filled in a very short time and profits will increase because the true match between the needs of the occupation and the qualifications of the potential worker will be harmonized and that would increase the efficiency. From the demand side, through the determination of acquired skills and knowledge (by the formal or non-formal education and training), the potential worker would know and see what he/she can do, so the potential worker would make the best choice for his/her career, she/he would have a social security and regular salary and that would decrease the level of social exclusion.

3.2.2. Sustainability

When we look at the organs of the VQA, we face with the good example of social dialogue. This ensures the transparency and continuation of the system with the participation and representation of all related parties. With the proposed project fiche, it is planned to create decentralized and demand driven system. The above mentioned tri-partite organizational structure will be directing on every phase of the system, by that way the decisions taken will reflect directly the needs of the system players.

3.2.3. Cross Border Impact

Since the vocational qualifications and their certification are important for the free movement of workers, the project will have a cross border impact by facilitating the movement of workers.

3.3 Results and measurable indicators:

3.3.1. The framework for the **National Qualifications System** to operate in a sustainable and efficient way has been established, and the system has started functioning in selected priority sectors.

3.3.2. The institutional capacity of the VQA and Occupational Standards Development, Vocational Knowledge and Skills Testing and Certification Centres (VOC-TEST) to provide services in a sustainable and coordinated manner to all stakeholders has increased.

3.3.3. The awareness of all stakeholders (public and private sector actors, unions, labour force, and NGOs) on NQS increased, and their ownership of the system has been achieved.

3.4 Activities:

3.4.1. Activities related to National Qualifications System

- At least 9 priority sectors including automotive and related sub sectors, tourism, construction, transportation, energy, metal industry, plastic and chemical industry, and textile, ready wear and leather products industry have been determined. The priority sectors would function as pilot sectors in which development of occupational standards, establishment of VOC-Test Centres and pilot implementation of accreditation, testing, certification, etc procedures will be supported through grants
- At each of the VOC-Test Centres established in the priority sectors, a minimum of 15 occupational standards will be developed for the levels applicable in each sector.
- The occupational standards developed have been revised and finalised by the sectoral committees established in the VQA.
- Following the adoption by the VQA, the occupational standards have been published in the Official Gazette.
- Occupational standards have been classified according to EU norms. The current system has been updated for the use of VQA.
- The test item banks (both theoretical and practical tests) will be developed at all levels applicable for each of the occupational standards approved

- The criteria required for evaluation and assessment of the skills and knowledge required (at all applicable levels) have been determined for each of the occupational standards developed in each of the selected sectors.
- In each of the priority sectors, a minimum of 100 certificates have been issued in each of the occupational standards developed, for those who are considered eligible after the successful completion of testing (theoretical and practical)

3.4.2. Activities related to Institutional Capacity Building

- National and international training programmes for the management and staff of Vocational Qualifications Authority, for the employees of the related VOC-Test Centers and for the representatives of the social partners have been designed and implemented.
- Infrastructure needs (computer hardware and software, office equipment, communication equipment, internet, web portal) of the Vocational Qualifications Authority have been defined and necessary infrastructure has been provided.
- Relevant criteria for the accreditation of the VOC-Test Centres, which provide certificates and diplomas, have been determined
- VOC-Test Centres that would be supported by the grant scheme to prepare the occupational standards and provide examination and certification services have been determined in accordance with the selected sectors and occupations, as a result of Call for Proposals.
- Internal regulations, manuals, operational guidelines, system procedures for the operations of VQA and NQS have been revised, improved and adopted. Grant scheme has been implemented to support the selected VOC-TEST Centres.
- Study tours have been organised and conducted to 2 EU Member States for a total of 30 persons for the mutual transfer and sharing of best practices.

3.4.3. Activities related to Awareness Raising

- National and international seminars, conferences, and other meetings have been organised to publicize the national qualifications system.
- Dissemination activities at sectoral level including but not limited to standard development, accreditation, testing and certification have been organised
- Production of visual aids such as publicity materials such as CDs, brochures, posters, informative films, etc. has been ensured. Visibility aids as such web sites, logos, introductory materials for the system and its operations, grant scheme and other relevant system outputs have been developed.

- Establishment of sectoral web sites which are linked to official web site of VQA has been facilitated.

Activities will be conducted through 1 service and 1 supply contract, as well as through a Grant Scheme. The man/day inputs (means) to undertake these activities are detailed in Annex 4.1. A Service Tender will be organised to ensure mobilisation of long and short term experts to ensure provision of technical assistance services, timely implementation of project activities and bring in relevant expertise to the project. This will be followed by a Supply Tender to provide the VQA with relevant office equipment so as to strengthen the physical capacity for the provision of efficient services. The Grant Scheme will be organised to provide relevant support to the eligible VOC-Test Centres selected through Call for proposals in the priority sectors as mentioned above. The technical assistance team will also assist the VQA for the management of the grant scheme.

The project in particular focuses on stimulating structures in economic sectors (among others through grant scheme), for which a varied expertise is required. The capacity building of VQA is needed for coordination of these processes. The sector approach is a key element in reinforcing the VQA. The establishment of sectors' VOC-TESTs is the foreseen way to initiate sector dialogues. The dialogue required covers a range of services as skills needs, links between VET and higher education, quality assurance mechanisms, etc. As can be followed from the links to be achieved and structures to be established a wide range of expertise is required to support all structural elements and establishment of the system in addition to the capacity building for the VQA. In addition to this, the project covers various aspects along with administrative components, as training, capacity building, active participation of all relevant stakeholders and social partners. There is a general framework defined in the EU and the development of relevant systems is ongoing. The development of qualifications system for VET is still under process in line with the principles of the European Qualifications Framework, and which defines no specific system to be adopted but rather presents guiding principles. All EU Member States and candidate countries including Turkey are participating the framework on voluntary basis and therefore are establishing their individual systems in conformity with the overall guidelines but also in full consideration of the existing local infrastructure and priorities. In addition to the administrative and legislative processes, Turkey needs to establish and activate the system which requires further and comprehensive technical assistance for full functionality. In another words, since VQAs in each country have been established in accordance with their own needs while being in line with European Qualifications Framework (EQF), there is no single VQS at EU level. VQA with the task of establishing a national qualifications system in Turkey, will establish a system peculiar for Turkey in line with EQF by taking the needs of our country into consideration. There is a need for a design of a model peculiar for Turkey and in conformity with EU in order to be able to provide a functional and an applicable system. Therefore, TA is preferred over twinning.

As it can be seen in the enclosed budget breakdown (ANNEX- 5), the services under the scope of TA are very variable and different; thus the envisaged budget has been established in parallel with this issue to meet the needs.

3.5 Conditionality and sequencing:

The project is conditional upon assignment of at least 10 staff member to the project management.

Tendering for the TA and supply components will continue in parallel. The Grant Scheme component, however, will be implemented with the support of the TA and upon the selection of selectors and occupations. The Grant Scheme component, therefore, may start later than the other two components.

3.6 Linked activities

The World Bank financed Education and Employment Project conducted by the Turkish Employment Organization (IŞKUR), dealt with the occupational standards dimension of National Qualifications System. Within the scope of this project, occupational standards for 250 occupations were prepared.

The Project named Strengthening Vocational Education and Training System in Turkey (SVET) Project was funded by MEDA programme. The aims of SVET, which is currently being implemented, are stated below:

- 1 Raising the vocational education system to the standards of EU and developed countries,
- 2 Strengthening the vocational education system in line with socio-economic needs and life long learning principles,
- 3 Creating infrastructure for transition to 12 years basic education,
- 4 Increasing tendencies of the social partners and civil society institutions, non-governmental organization to the Vocational education
- 5 Together with the social partners, preparing modular vocational curricula in line with the needs of the country and taking account of international standards (ISCED 97, ISCO 88).

The beginning date of SVET Project in Turkey is September 2002 and the ending date is December 2007. The total budget of the Project is 51 Million EURO. One of the components of SVET Project is the establishment of a national qualifications system. Several activities have been carried out under that component.

3.7 Lessons learned

The World Bank financed Education and Employment Project conducted by the Turkish Employment Organization (IŞKUR), only dealt with the occupational standards dimension of National Qualifications System. The occupational standards that were prepared for 250 occupations have become outdated, as it has been a decade since they were prepared and therefore they cannot be used anymore.

Above mentioned SVET Project which is to be finalized in the last quarter of 2007, created a base for the establishment of National Qualifications System. The proposed project fiche would be in some way the continuation of the established sub-structure.

In order to establish and generalize a NQS nationwide, more financing, more trained human resource, more technological infrastructure, more use of international experiences and structuring and organization of the institution are needed.

4. Indicative Budget (amounts in €)

	<u>TOTAL PUBLIC COST</u>	<u>SOURCES OF FUNDING</u>										<u>PRIVATE</u>
		<u>EU CONTRIBUTION</u>					<u>NATIONAL PUBLIC CONTRIBUTION</u>					
		<u>Total</u>	<u>% *</u>	<u>IB</u>	<u>INV</u>	<u>Total</u>	<u>Type of cofinancing (J / P) **</u>	<u>% *</u>	<u>Central</u>	<u>Regional</u>	<u>IFIs</u>	
<u>Service contract</u>	<u>4.100.000</u>	<u>4.100.000</u>	<u>100</u>	<u>4.100.000</u>		<u>-----</u>						
<u>Supply Contract</u>	<u>800.000</u>	<u>600.000</u>	<u>75</u>		<u>600.000</u>	<u>200.000</u>		<u>25</u>	<u>200.000</u>			
<u>Grant scheme</u>	<u>6.000.000</u>	<u>6.000.000</u>	<u>100</u>	<u>6.000.000</u>								
<u>TOTAL</u>	<u>10.900.000</u>	<u>10.700.000</u>				<u>200.000</u>		<u>25</u>				

** compulsory for INV (minimum of 25 % of total EU + national public contribution) : Joint cofinancing (J) as the rule, parallel co financing (P) per exception

* expressed in % of the Total Public Cost

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Contract Completion
1.1 Service Contract	First quarter of 2008	Fourth quarter of 2008	Fourth quarter of 2011
1.2 Supply Contract	First quarter of 2008	Fourth quarter of 2008	Second quarter of 2009
1.3 Grant Scheme	Second quarter of 2009	Fourth quarter of 2009	Second quarter of 2011

Duration of the project: 36 Months

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

Equal opportunity principles and practices in ensuring equal gender participation in the project will be guaranteed. Male and female participation in the project will be based on EU standards and assured by official announcements published to recruit the necessary staff for the project. The main criteria for recruitment will be qualifications and experience in similar projects, not sex or age. Both men and women will have equal opportunities and salaries.

6.2 Environment

The Projects do not have any environmental effects, which may be foreseen.

6.3 Minority and vulnerable groups

According to the Turkish Constitutional System, the word minorities encompasses only groups of persons defined and recognized as such on the basis of multilateral or bilateral instruments to which Turkey is a party. The project will apply the policy of equal opportunities for all groups including vulnerable groups.

ANNEXES

- 1 Log frame in Standard Format
- 2 Amounts (in €) Contracted and disbursed by quarter for the project (IPA contribution only)
- 3 Institutional framework
- 4 Reference to laws, regulations and strategic documents
- 5 Details per EU funded contract

LOGICAL FRAMEWORK PLANNING MATRIX FOR THE PROJECT		Duration: 36 months	
STRENGTHENING VOCATIONAL QUALIFICATIONS AUTHORITY (VQA) AND NATIONAL QUALIFICATIONS SYSTEM (NQS) IN TURKEY		Contracting period expires : 2 years after the signature of the Financing Agreement	Disbursement period expires: 5 years after the signature of the Financing Agreement
		Total Budget: 10.900.000 EURO	
Overall Objective	Objectively Verifiable Indicators	Sources of Verification	
Ensuring the provision of formal and non-formal vocational and technical education and training according to labour market needs, supporting life-long learning, strengthening the relation between education and employment, and facilitate harmonization with European Qualifications Framework. (EQF).	* Establishment and well functioning of national qualifications system.	* Documents of the applications and records kept by VQA and VOC-TEST Centres * EU Delegation regular reports.	
Project Purpose	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Supporting the VQA and Occupational Standards Development, Vocational Knowledge and Skills Testing and Certification Centres (VOC-TEST) to establish and initiate an efficient and sustainable National Qualifications System based on agreed occupational standards with an appropriate system for assessment, grading and certification at all levels in line with European Qualifications Framework.	* Implementations of National Qualifications System coherent with the European Qualifications Framework. * In three years time, the VQA became functional on her main duties.	*Application documents and official documents of VQA and VOC-Test Centres. * Protocols signed with the social partners for the VOC-Test Centres established. * EU Delegation regular reports.	* Actors of business environment preferred certificates carrying the approval of VQA. * Business environment would prefer diplomas and certificates provided by accredited VOC-Test Centres * Service providers, social partners and line institutions will be willing for cooperation.

Results	Objectively Verifiable Indicators	Sources of Verification	Assumptions
<p>1. The framework for the National Qualifications System to operate in a sustainable and efficient way has been established, and the system has started functioning in selected priority sectors.</p> <p>2. The institutional capacity of the VQA and Occupational Standards Development, Vocational Knowledge and Skills Testing and Certification Centres (VOC-TEST) to provide services in a sustainable and coordinated manner to all stakeholders has increased</p> <p>3. The awareness of all stakeholders (public and private sector actors, unions, labour force, and NGOs) on NQS increased, and their ownership of the system has been achieved .</p>	<ul style="list-style-type: none"> * More than 100 occupational standards in priority areas endorsed by the end of the second year. * The VQA has become fully functional on her main duties by the end of the third year. * Relevant criteria and procedures for the accreditation of the VOC-Test Centres have been determined. * At least 10 VOC-TEST Centres have become ready to provide services by the end of the project. * The capacity of VOC-Test Centres on the preparation of occupational standards has increased 	<ul style="list-style-type: none"> * VQA Management Board Decisions * Sector Committees Decisions * Official Gazette. * Sources on examination, certification and accreditation criteria published by VQA * VQA records and certificates given to the participants of training * Accreditation criteria and procedures.. * Approvals given for in-service training and certificates given to the participants by the end of the training by VQA. *VQA Approvals and service contracts for the organization of seminars, conference and meetings * Result reports prepared after national and international seminars, conferences, and meetings. * Grant Contracts signed with the eligible VOC-Test Centres. 	<ul style="list-style-type: none"> * Efficient cooperation was ensured with the universities, business environment and social partners. * Business environment implemented the qualifications system.

		<p>* Reports prepared for the study tour activities.</p> <p>* VQA records and certificates given to the participants of training</p> <p>* Sector committee reports</p>	
Activities	Means		Assumptions
<p>Activities related to Result 1:</p> <p>1.1 Establishment and accreditation of VOC-Test Centres (Centres to be supported by grants) have been achieved in the priority sectors selected in line with the Labour Market Analysis activities carried under the SVET Project</p> <p>1.2 .</p> <p>1.3 The occupational standards developed have been revised and finalised by the sectoral committees established in the VQA.</p> <p>1.4 Following the adoption by the VQA, the occupational standards have been published in the Official Gazette.</p> <p>1.5 Occupational standards have been classified according to EU norms. The current system has been updated for the use of VQA.</p> <p>1.6 The test item banks (both theoretical and</p>	<ul style="list-style-type: none"> • Service Contract (4.100.000 Euro) • Supply Contract (800.000 Euro) • Grant Scheme (6.000.000 Euro) 		<p>* Relevant institutions and associations provided support for the national qualifications system.</p> <p>* Tender procedures and purchases realized on time.</p> <p>* Adequate number of co-expert and assistance staff has been nominated to work with technical consultancy team.</p> <p>* Business environment and other related environment have become conscious about national qualifications.</p> <p>* Staff appointments were realized on time.</p>

<p>practical tests) have been developed at all levels applicable for each of the approved occupational standards</p> <p>1.7 The criteria required for the evaluation and assessment of the skills and knowledge required (at all levels) have been determined for each of the occupational standards developed in each of the selected priority sectors.</p> <p>1.8 In each of the priority sector, a minimum of 100 certificates have been issued in each of the occupational standards developed, for those who considered eligible after the successful completion of testing procedures.</p> <p><i>Activities related to Result 2:</i></p> <p>2.1 National and international training programmes for the management and staff of Vocational Qualifications Authority, for the employees of the related VOC-Test Centres and for the representatives of the social partners have been designed and implemented.</p> <p>2.2 Infrastructure needs (computer hardware and software, office equipment, communication equipment, internet, web portal) of the Vocational Qualifications Authority have been defined and necessary</p>			
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<p>infrastructure has been provided.</p> <p>2.3 Relevant criteria for the accreditation of the VOC-Test Centres, which provide certificates and diplomas, have been determined</p> <p>2.4 VOC-Test Centres that would be supported by the grant scheme to prepare the occupational standards and provide examination and certification services have been determined in accordance with the selected sectors and occupations as a result of Call for Proposals.</p> <p>2.5 Grant scheme has been implemented to support the selected VOC-TEST Centres</p> <p>2.6. Internal regulations, manuals, operational guidelines, system procedures for the operations of VQA and NQS have been revised, improved and adopted</p> <p>2.7 Study tours have been organised and conducted to 2 EU Member States for a total of 30 persons for the mutual transfer and sharing of best practices</p> <p><i>Activities related to Result 3:</i></p> <p>3.1 National and international seminars, conferences, and other meetings have been organised to publicize the national qualifications system.</p>			
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<p>3.2 Dissemination activities at sectoral level including but not limited to standard development, accreditation, testing and certification have been organised</p> <p>3.3 Production of visual aids such as publicity materials such as CDs, brochures, posters, informative films, etc. has been ensured. Visibility aids as such web sites, logos, introductory materials for the system and its operations, grant scheme and other relevant system outputs have been developed.</p> <p>3.4 Establishment of sectoral web sites which are linked to official web site of VQA has been facilitated.</p>			
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