

Standard Summary Project Fiche – IPA decentralised National programmes

1. Basic information

- 1.1 CRIS Number: TR2009/0326.01
- 1.2 Title: Aligning Higher Education with the European Higher Education Area (EHEA)
- 1.3 ELARG Statistical code: 26
- 1.4 Location: Turkey

Implementing arrangements:

1.5 Implementing Agency:

The *Central Finance and Contracting Unit*(CFCU) will be Implementing Agency and will be responsible for all procedural aspects of the tendering process, contracting matters and financial management, including payment of project activities. The director of the CFCU will act as Programme Authorizing Officer (PAO) of the project.

The contact details of CFCU Director are given below:

Mr. Muhsin ALTUN (PAO- CFCU Director)
Central Finance and Contracting Unit
Tel: + 90 312 295 49 00
Fax: + 90 312 286 70 72

E-mail: muhsin.altun@cfcu.gov.tr
Address: Eskişehir Yolu 4. Km. 2. Cad. (Halkbank Kampüsü) No: 63 C-Blok 06580
Söğütözü/Ankara TÜRKİYE

1.6 Beneficiary (including details of SPO):

The beneficiary of the project responsible for the management and implementation will be the Council of Higher Education (CoHE).

Contact Point:

CoHE – YÖK Bilkent Ankara, Türkiye

SPO - Senior Programme Officer

Prof. Dr. Durmuş Günay,

Executive Member of CoHE & Head of Projects Coordination Center

Tel: + 90 312 298 72 26

Fax: + 90 312 266 51 53

E-mail: dgunay@hotmail.com

Address: YÖK Başkanlığı Bilkent/Ankara TURKEY

Financing:

- 1.7 Overall cost (VAT excluded)¹: € 5.0 M
- 1.8 EU contribution: € 4.250 M
- 1.9 Final date for contracting: 2 years after the signature of financing agreement
- 1.10 Final date for execution of contracts: 2 years following the end date for Contracting
- 1.11 Final date for disbursements: 3 years following the end date for contracting

2. Overall Objective and Project Purpose

2.1 Overall Objective:

To align the Turkish Higher Education system and practice with the European Higher Education Area (EHEA) so that it can respond to the needs of the society and challenges of a knowledge based economy.

2.2 Project purpose:

To improve the institutional capacity of the CoHE and higher education institutions in Turkey in line with the developments in the Bologna process mainly concentrating on national qualifications framework (NQF), quality assurance, and recognition.

2.3 Link with AP/NPAA / EP/ SAA

The issue of improving the general level of education is a mid-term priority mentioned in the Accession Partnership (2007) document. It reads:

Continue to improve the general level of education and health, paying particular attention to the younger generation and women.

This project, which aims to improve the quality of higher education, therefore, falls under the AP priority 3.2.

Furthermore, the NPAA refers to increasing the standards qualitatively and quantitatively among the priorities of the Turkish education system. “...However, in Turkey the general education level has not yet reached EU standards...the main priorities of the Turkish education system are increasing standards qualitatively and quantitatively, and eliminating inequalities in accessing education.”

The Progress Report 2008 clearly refers to the main subject of this project by stating that “Turkey is at an advanced stage of implementation of the Bologna process reforms in higher education. It needs to continue its efforts towards implementation of a national qualifications framework improving recognition of prior learning and widening access to higher education”.

Therefore, this project is highly relevant to the priorities of these main documents.

2.4 Link with MIPD

¹ The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated (see Section 7.6)

The MIPD 2007-2009 refers to improving the curriculum and structure of education and training in particular through closer links to market needs. *“This implies providing a good, general education as a basis for further VET or higher education, giving students key competencies and the capacity to adapt to changing needs before going into more specialised courses”*(MIPD, p.35).

This project will help this by enabling the recognition of key competencies and prior learning.

2.5 Link with National Development Plan (where applicable)

The 9th National Development Plan (2007-2013) emphasizes that higher education should become responsive to the needs of business. It also stresses that quality of higher education should be improved so that it can respond to the needs of society. This project directly aims to improve the quality of higher education through better integration with the European Higher Education Area (EHEA).

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

The Strategy of Higher Education in Turkey, prepared by the YÖK, stresses the importance of the strategies that guarantee the improvement in the quality of the higher education system in general. It is mentioned at the “Quality Assurance in Higher Education and Accreditation” section of this Strategy that because of increased international student and staff mobility, cross-border universities and globalized economic services, the issue of quality assurance in higher education has gained great importance. The Strategy takes the action lines of the EHEA as a reference point to the future measures that are going to be taken on the issue. It also emphasizes that the importance of making higher education sector and YÖK more responsive to the needs and demands of business and society. Furthermore, it stresses that the Turkish higher education and practices must be better aligned with the Bologna process and the EHEA.

3. Description of project

3.1 Background and justification:

Higher education in Turkey comprises all post-secondary education programmes, consisting of the three main cycles and the short cycle in terms of the terminology of the Bologna Process. At present, there are 132 (94 state and 38 non-profit foundation) higher education institutions in Turkey, which are all governed by the same Higher Education Law.

The framework of Turkish higher education system is based on two articles of the Turkish Constitution (Articles 130 and 131) and the Higher Education Law no. 2547 enacted in 1981.

The upper bodies of the higher education system are the **Council of Higher Education (CoHE)** and the Interuniversity Council (IUC). CoHE is an autonomous corporate public body responsible for the planning, steering, governing and supervising higher education within the provisions set forth in the Constitution of the Turkish Republic (Articles 130 and 131) and the Higher Education Law. Inter-University Council (IUC), an academic advisory and a decision-making body composed of rectors and one elected professor of each Higher Education Institution (HEI) also assists the implementation of Bologna Process by setting up follow-up procedures in the scope of the regulations enacted by the CoHE and making recommendations for further development and implementation of the Process.

At country level, it is the responsibility of the CoHE to oversee the implementation of the Bologna Process nationwide in Turkey. Bologna Process has been the top priority on the agenda of the CoHE since Turkey's involvement in the process in the year of 2001 and since then the Council has continuously enacted several regulations and set up commissions/working groups to see to it that the implementation of the action lines set forth within the Bologna Process has been well in place. The work at the national level to take Bologna Reforms forward has gained a momentum particularly after 2005. Since then some important key developments have already been achieved but the future challenges to be dealt with for alignment of HE of Turkey with European Higher Education Area (EHEA) still remain. Those having the priority with the respect to the project proposed are:

1. Since 1981, the Turkish higher education system has consisted of a structure based on **three main cycles**: Bachelor's, Master's and Doctorate except the fields of medicine, dentistry, pharmacy, veterinary medicine and law for which programmes are based on a one-tier system, equivalent to combined Bachelor's and Master's programmes, being in line in general with the three-cycles degree system envisaged by the Bologna Process. **However, transparency in terms of qualifications and access within the cycles is still to be increased within the ongoing work of the national qualifications framework.**
2. As for the "Recognition of Degrees and Study Periods", **ECTS and Diploma Supplement (DS)** was introduced in HEIs in 2001. Since the end of 2005-2006 academic year, the implementation of the both has been mandatory for all HEIs. Almost all HEI issue the DS automatically, while some on the request of the student, to all students upon their graduation along with their diploma, free of charge, and in one of the three main languages of EU; English, German or French. Implementation of ECTS is somehow has been adopted by HEIs in Turkey. **However, the use of ECTS based on learning outcomes, student workload of study programs and their curricula, in particular with relation to NQF to be established, and reflecting these properly in DS is still a real challenge since all higher education institutions in Turkey in general use the independent national credit system which is not fully compatible with ECTS.** The existing credit system is based on contact hours (i.e. theoretical or practical hours per week).
3. In 2007, the ratification process of the **Lisbon Recognition Convention (LRC)** has been completed. **CoHE is the national authority for recognition of foreign qualifications. But the process of recognition of such qualifications with the present abilities of CoHE is rather slow and in some cases it takes up to one year to conclude an application.** Moreover, it is not fully understood LRC can facilitate the recognition of foreign qualifications and thus support both mobility and internationalization and should be utilised in close relation with NQF and quality assurance.
4. **As for the quality assurance, it is the responsibility of the CoHE to endorse a national system of quality assurance with a structure and function comparable to its transnational counterparts.** The Council has given this action line top priority on their agenda and some progress has already been achieved towards establishing a nation-wide quality assurance system based on the framework of the regulation on "Academic Assessment and Quality Improvement at Higher Education Institutions" enacted in 2005 by the CoHE. The Regulation determines the principles for evaluating and improving the quality of educational, instructional and research activities as well as administrative

services at HEIs and it establishes the general principles and procedures for approving and recognizing the quality levels of the education, training and research activities at HEIs, evaluation of administrative services, development of an independent external evaluation process as well as the defining the responsibilities of HEIs and the CoHE throughout the process. **As a result, a Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK) was established** and the Commission published a “Guide on Academic Assessment and Quality Improvement in HEIs” in the light of the stakeholders' views and opinions, which includes standards and guidelines and a list performance indicators for the use of HEIs in their internal and external quality assurance procedures.

Recently, a new draft law for academic assessment and quality improvement at higher education institutions, complying with the Standards and Guidelines for Quality Assurance in the European Higher Education Area has been prepared and is to be enacted by the end of 2009, which establishes the principles for evaluating and improving the quality of educational, instructional and research activities and those of administrative services at the institutions of higher education, as well as approval and recognition of their level of quality through an independent “external assessment” by a national quality assurance agency to be established. The law ensures the periodic annual internal academic assessment of higher education institutions at all levels of studies as well as administrative services starting from the beginning of 2010 and a cyclical external assessment of those in every five years with the assessment results open to the public. The main approach to the quality assurance in HE within the framework of the new law to be enacted is institutional evaluation to assess and improve the level of quality of services HEIs provide as a whole. In addition, the law also aims to establishment of other independent national associations, establishments and councils that are capable of carrying out academic assessment and quality improvement activities at programme/subject level with a particular emphasis on the quality assurance of learning outcomes within the NQF to be established as well as recognition of international quality assurance agencies to be established with a European register for the external equality assurance of higher education institutions in Turkey.

In spite of these positive development achieved recently, there is still a great deal of work is to be done to make quality assurance system in HE in Turkey to be fully functional and compatible with the European Standards and Guidelines for Quality Assurance in the EHEA.

5. **The most current development towards implementation of Bologna action lines in Turkey is the work undertaken to establish a National Qualification Framework.** In 2006, CoHE has taken decision to set up NQF. In order to set the agenda and organize the process, a national committee was set up by the CoHE in 2006. At that stage of development, it was agreed that the definitions on qualifications and competences, which are set up at the Overarching Qualifications Framework for EHEA based on the Dublin descriptors, would be applied in Turkey. Accordingly, the Committee drafted the level descriptors compatible with those of the EHEA first, second and third cycles as well as the short cycle. In April 2007, first cycle of consultation process has started. First draft version of level descriptors was sent to all universities and other related stakeholders (national student union, the National Ministry of Education, NGOs business world including employers and trade associations) and relevant feedbacks were included in the descriptors. The subject was also on the agenda of the National Team of Bologna

Promoters and it was open to discussion in a series of meetings with participants from teaching staff of universities, students and other stakeholders.

In July 2008, the number of the members of the initial Committee was increased to nine involving more representatives of the CoHE and also an advisory working group on NQF comprising of 13 members from academic staff of universities has been established. Based on the discussions and feedbacks from the stakeholders and new developments in the fields, both groups decided to redefine the degree structure of higher education based on learning outcomes and make qualifications and awards provided in each level more transparent and conceivable within the contexts of both overarching EQFs (EQF-LLL and QF-EHEA)

Since qualifications within the Turkish Higher Education System includes all vocational qualifications at the level of short cycle which is strongly linked to vocational education at secondary education and some high-level vocational qualifications at first, second and third cycles it was decided to adopt EQF level descriptors as a referencing process and currently all levels and profiles within each layer of higher education are being reviewed within the context of the EQF-LLL. It was also agreed within the Commission and Working Group that this would facilitate life long learning at every level from primary to higher education including vocation education and lead to have a one single NQF in the future.

The design and second stage of consultation process involving all stakeholders mentioned above plus more from government and different sectors of business and trade unions has been completed and **currently a framework for administrative set up procedures including a progressive implementation, inclusion of qualifications into NQF and QA procedures is planned to be outlined by the end of June 2009.**

There are already some HEIs or programs within HEIs design their program/curriculum based on learning outcomes. It is planned that NQF will be implemented at some pilot scales in such programs from different disciplines to demonstrate good examples by 2012 and fully implemented at all programs in HEIs nationwide, including government and foundation HEIs by 2015.

Inclusion of some qualifications (like engineering) into NQF will start immediately after the approval of the NQF through external quality assurance procedures already established. Inclusion of all qualification nationwide will be completed by 2015.

Quality assurance system with the link between the NQF and program outcomes through national quality assurance agencies is planned to be fully operational by 2012 and it is planned self-certification of NQF will take place between 2010 and 2012.

In Summary, the future challenges to align and make higher education system in Turkey fully compatible with the EHEA are as follows;

1. Establishing a fully operational and independent national quality assurance agency with the functions and practices in line with the European Standards and Guidelines
2. Completing the stages of development of the NQF in progress and ensuring the full implementation of its actions at the programme levels of all HEIs.
3. Increasing the operational capacity of CoHE in assessment and recognition of foreign

- qualifications in HE in line with the Lisbon Recognition Convention.
4. Establishing national procedures for recognition of prior learning in HE including non-formal and informal learning and more flexible learning paths that will be linked to the NQF.

The project at hand addresses all these challenges, and will help the Turkish higher education system to overcome these.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)

The project will have a great impact on the Turkish higher education and practices by aligning it with the European level developments in particular the Bologna Process and the EHEA. The structures and practices established, tested or improved through the project will be widely used by the actors in the Turkish higher education system. NQF, QA and Recognition are very much interrelated issues. The establishment of NQF is not solely enough for the higher education system to be improved to the desired levels; its quality must also be assured. When the national Qualifications Framework have been prepared in all levels (with all necessary content) in line with one of the overarching framework (QF EHEA and/or EQF-LLL) and when the quality of these qualifications are assured by the National Quality Assurance Authority this will automatically facilitate the recognition of these qualifications both nationally and internationally. Therefore, the increased mobility of the students and staff will be assured, which is one of the main aims of the Bologna Process within the aim of establishing the European Higher Education Area.

3.3 Results and measurable indicators:

- 3.3.1. The National Qualifications Framework (NQF) for Higher Education (HE) is finalised and approved.
- 3.3.2. Coherence between the National Qualifications Framework (NQF) for Higher Education (HE) and other parts of the national qualifications system is ensured.
- 3.3.3. The NQF for HE piloted at 10 higher education institutions in 5 selected areas.
- 3.3.4. The NQF for HE is self-certified against the Qualifications Framework for European Higher Education Area (QF EHEA).
- 3.3.5. The Quality Assurance Agency of Turkey is fully operational.
- 3.3.6. The Quality Assurance Agency of Turkey actively promotes a quality culture among the concerned institutions and stakeholders.
- 3.3.7. Holders of foreign qualifications have their qualifications fairly assessed in accordance with the provisions of the Lisbon Recognition Convention and within reasonable time.
- 3.3.8 Pilot implementation of the recognition of prior learning has started in 5 universities in cooperation with the CoHE.
- 3.3.9 Awareness is raised among the academic community and other stakeholders of the challenges faced by higher education and the roles and activities of this project to meet those challenges.

3.4 Activities:

- 3.4.1.1 Reviewing the existing NQF and proposing amendments where necessary.
- 3.4.1.2 Reviewing the existing administrative set up and proposing amendments where necessary.

3.4.1.3 Developing descriptions of sectoral qualifications in line with the new national qualifications system for 5 areas.

3.4.1.4 Developing and maintaining a bilingual webpage for the NQF for HE.

3.4.2.1 Establishing a working group with the Ministry of Education, the Vocational Qualifications Authority and other key stakeholders in the development of national qualifications.

3.4.2.2. Organising 5 workshops with relevant stakeholders from all levels of the education system to exchange views and develop coherence. At least 250 people participate in these workshops.

3.4.3.1. Training the administrative and academic staff of the 10 HEIs piloting the NQF for HE. At least 500 people are trained in the pilot universities.

3.4.3.2 Reviewing the existing study programs against the NQF for HE, with regard to learning outcomes, student work load and ECTS.

3.4.4.1 Conducting self-certification process with international participation and alignment with the QF-EHEA and EQF-LLL.

3.4.4.2 Submitting self certification report to the competent authorities (CoHE).

3.4.5.1. Reviewing the Agency rules and procedures with international participation.

3.4.5.2. Training the Agency staff. At least 50 staff are trained.

3.4.5.3 Organising study visits (70 man days) to EU member states..

3.4.5.4 Preparing the university staff and student training modules (contents, documents, material) and carrying out trainings. At least 500 university staff and 5000 students are trained.

3.4.5.5. Developing training modules for external evaluators and training evaluation panels. At least 50 evaluators are trained.

3.4.5.6 Preparing application for ENQA membership.

3.4.6.1 Conducting 5 events (conferences, panels, symposia) to promote the quality culture. At least 1000 people participated in the events.

3.4.7.1 Reviewing the procedures and criteria for the recognition of qualifications and recommending changes where necessary.

3.4.7.2 Organising study visits (70 man days) to the ENIC-NARIC offices in EU member countries.

3.4.7.3 Organising 3 development seminars on best practices for CoHE staff and experts working with recognition. At least 75 people participated in seminars.

3.4.8.1. Development of a policy proposal by the expert group with international participation for the recognition of prior learning.

3.4.8.2 Organising study visits (50 man days) on recognition of prior learning in line with EQF.

3.4.8.3 Conducting 1 seminar at each pilot university on prior learning. At least 1000 people participated in the seminars

3.4.8.4 Assisting the pilot universities to launch the implementation of activities on the recognition of prior learning.

3.4.9.1 Setting up and maintaining the project website.

3.4.9.2 Organising project kick-off and closing conferences. At least 250 people participate at each conference.

3.4.9.3 Holding 5 regional conferences for the dissemination of the NQF for HE and the quality assurance system. At least 1250 people participate in these conferences.

3.4.9.4 Preparing, printing and disseminating information and promotion materials as well as the outputs of other activities.

3.5 Conditionality and sequencing:

There is no conditionality for starting the project.

3.6 Linked activities

The fifth phase of The Project of National Team of Bologna Experts will be implemented between 2009-2011. This project is submitted by the CoHE in response to the calls for “Grant Programme for the Support for Life Long Learning” to the EU Commission. The Centre for EU Education and Youth Programmes is responsible for the financial coordination of the project. The main aim of the National Team is to develop a pool of experts in specific fields (Quality Assurance, Qualifications Framework, and Recognition); to assist the realization of the aims of the Bologna Process in accordance with the national needs and targets.

3.7 Lessons learned

Through other activities and projects that the CoHE has implemented and took part as a partner, the CoHE has gained experience on the project management. CoHE has also learned from its previous experiences, that working with relevant partners and stakeholders and going through a consultation process with them is very important in order for the smooth functioning of the project.

4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION						PRIVATE CONTRIBUTION
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Direct Grant Contract	X		5,000,000	4 750 000	4,250,000	89,5	500,000	10,5	500,000	-	-	250,000	5
TOTAL IB			5,000,000	4 750 000	4,250,000	89,5	500,000	10,5	500,000	-	-	250,000	5
TOTAL INV			-	-	-	-	-	-	-	-	-	-	-
TOTAL PROJECT			5,000,000	4 750 000	4,250,000	89,5	500,000	10,5	500,000	-	-	250,000	5

NOTE: DO NOT MIX IB AND INV IN THE SAME ACTIVITY ROW. USE SEPARATE ROW

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

(2) Expressed in % of the **Public** Expenditure (column (b))

(3) Expressed in % of the **Total** Expenditure (column (a))

The source of co-financing of CoHE will be the general budget of CoHE of 2010 and 2011 that comes from the Treasury. % 50 of co-financing will be provided in the beginning of 2010, and the rest will be in the beginning of 2011.

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

Contracts	Start of Tendering	Signature of contract	Project Completion
Direct Grant Contract	1 st QR 2010	2 nd QR 2010	1 st QR 2013

There will be one contract (a direct grant contract) under the project. As most of the project activities are in such a nature that implementation of those through external experts via a service contract would not yield expected results, it is envisaged that a direct contract with an institution which has experience in this area will be concluded for the implementation of the project. In this sense, **it is proposed that a direct contract is signed with the Council of Europe (CoE)** for this purpose (for a detailed justification of a Direct Contract with the CoE, please see Annex 5).

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

Equal opportunity principles and practices in ensuring equitable gender participation in the project will be guaranteed. Equal male and female participation in the project activities, committees and staffing will be ensured as much as possible. Men and women will have equal opportunities and salaries.

6.2 Environment

The Project does not have any environmental effects which can be foreseen.

6.3 Minorities

According to the Turkish Constitutional System, the word minority 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 regardless of any kind of identity.

6.4 Civil Society

Active participation of the civil society in the project activities will be ensured. Especially the relevant public institutions (such as the Vocational Qualifications Authority, Turkish Employment Agency, KOSGEB, etc), social partners (confederations of employers and employees unions), and other organisations representing the business world (TOBB, TESK, etc). These organisations will be members of Steering Committee and working groups where relevant.

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche	Programme name and number	Aligning the higher education in Turkey with the European Higher Education Area (EHEA) TRXXXX
Aligning the higher education in Turkey with the European Higher Education Area (EHEA)	Contracting period expires: FA+2 years	Disbursement period expires: 3 years following the end date for contracting
	Total budget: 5.000.000 €	IPA budget: 4.250.000 €

Overall objective	Objectively verifiable indicators	Sources of Verification	
To align the Turkish Higher Education system and practice with the European Higher Education Area (EHEA) so that it can respond to the needs of the society and challenges of a knowledge based economy.	Making the Turkish Higher Education system and COHE more compatible with the EHEA by 2013.	EU Commission Country Progress Reports. Progress reports by CoHE and related agencies. Bologna progress reports. Project final report.	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
To improve the institutional capacity of the CoHE and higher education institutions in Turkey in line with the developments in the Bologna process mainly concentrating on national qualifications framework (NQF), quality assurance, and recognition.	The NQF for HE is self-certified against the Qualifications Framework for European Higher Education Area (QF EHEA) by 2013. The Quality Assurance Agency of Turkey is fully operational by 2013. Foreign qualifications are recognized within a duration of two months by 2012. Piloted implementation of the recognition of prior learning by 2013.	EU Commission Country Progress Reports. Progress reports by CoHE and related agencies. Bologna progress reports. Project final report.	The business sector, the bureaucrats of CoHE, the Members of CoHE, the Ministry of National Education, and the politicians embrace the project. The eagerness of the universities towards the coordination. Commitment of the Executive Members of

			CoHE.
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
Result 1 The National Qualifications Framework (NQF) for Higher Education (HE) is finalised and approved.	Approved NQF for HE by 2011.	Project progress reports. National and Bologna progress reports.	The continuation of the economical and political stability. Commitment of the people related to the project.
Result 2 Coherence between the National Qualifications Framework (NQF) for Higher Education (HE) and other parts of the national qualifications system is ensured.	A unified NQF by 2012. At least 250 people participated in the workshops organised for relevant stakeholders from all levels of education system to exchange views and develop coherence.	Project progress reports. National and Bologna progress reports.	Continued support of CoHE administration.
Result 3 The NQF for HE piloted at 10 higher education institutions in 5 selected areas.	Piloted and revised NQF for HE by 2013. At least 500 people trained in the pilot universities.	Project progress reports. National and Bologna progress reports.	Active participation of all stakeholders related to higher education.
Result 4 The NQF for HE is self-certified against the Qualifications Framework for European Higher Education Area (QF EHEA).	The NQF for HE is reviewed by an international team and self-certified, accepted by the competent Turkish authority (CoHE) by 2012. The self certification report is published on the Bologna website.	Project progress reports. National and Bologna progress reports.	Effective communication among social ad business partners. Timely start and progress of the project within the foreseen period.
Result 5 The Quality Assurance Agency of Turkey is fully operational.	Applied for ENQA membership by the end of 2012. At least 50 staff of the Agency trained. At least 500 university staff and 5000 students trained. At least 50 evaluators trained	Project progress reports. ENQA reports. National and Bologna progress reports.	Good coordination among the members of project team.
Result 6 The Quality Assurance Agency of Turkey actively promotes a quality culture among concerned institutions and stakeholders	Conducted 5 events to promote quality culture by 2013. At least 1000 people participated in the events to promote the quality culture.	Project progress reports.	The eagerness of the universities towards the coordination. The continuation of the

<p>Result 7 Holders of foreign qualifications have their qualifications fairly assessed in accordance with the provisions of the Lisbon Recognition Convention and within reasonable time.</p>	<p>Reviewed the procedures and criteria for the recognition of qualifications by 2011.</p> <p>Assessing foreign qualifications within a duration of 2 months by 2011.</p> <p>Organising 3 development seminars for CoHE staff and experts working with recognition on best practices by 2013. At least 75 people participated in seminars.</p>	<p>Project progress reports.</p> <p>Seminar reports.</p> <p>Participant questionnaires.</p>	<p>economical and political stability.</p> <p>Commitment of the people related to the project.</p> <p>Continued support of CoHE administration.</p>
<p>Result 8 Pilot implementation of the recognition of prior learning has started in 5 universities in cooperation with the CoHE</p>	<p>Developed a policy proposal by the expert group with international participation for the recognition of prior learning by 2012.</p> <p>Launched the implementation of activities on the recognition of prior learning by 2013.</p> <p>At least 1000 people participated in the seminars</p>	<p>Reports of international experts.</p> <p>Project progress reports.</p>	
<p>Result 9 Awareness is raised among the academic community and other stakeholders of the challenges faced by higher education and the roles and activities of this project to meet those challenges.</p>	<p>Set up and maintain the project website by 2011.</p> <p>Organized project kick-off and closing conferences by 2013. At least 250 people participated at each conference</p> <p>Hold 5 regional conferences for the dissemination of the NQF for HE and the quality assurance system by 2013. At least 1250 people participated in the conferences</p> <p>Disseminated information and promotion materials by 2013.</p>	<p>Participant questionnaires.</p> <p>Project progress reports.</p> <p>Visibility materials.</p> <p>Conference proceedings.</p>	
<p>Activities</p>	<p>Means</p>	<p>Costs</p>	<p>Assumptions</p>
<p>1.1 Reviewing the existing NQF and proposing amendments where necessary. 1.2 Reviewing the existing administrative set up and proposing amendments where necessary.</p>	<p>Desk study, expert input IT</p>		<p>Consensus among the relevant stakeholders NQF for HE has been adopted before the start of</p>

<p>1.3 Developing descriptions of sectoral qualifications in line with the new national qualifications system for 5 areas.</p> <p>1.4 Developing and maintaining a bilingual webpage for the NQF for HE.</p>			<p>the project.</p>
<p>2.1 Establishing a working group with the Ministry of Education, the Vocational Qualifications Authority and other key stakeholders in the development of national qualifications.</p> <p>2.2. Organising 5 workshops with relevant stakeholders from all levels of the education system to exchange views and develop coherence. At least 250 people participate in these workshops.</p>	<p>Desk study, expert input Working group, workshops</p>		<p>Consensus among the relevant stakeholders on the need for a coherent overall qualifications system</p>
<p>3.1. Training the administrative and academic staff of the 10 HEIs piloting the NQF for HE. At least 500 people are trained in the pilot universities.</p> <p>3.2 Reviewing the existing study programs against the NQF for HE, with regard to learning outcomes, student work load and ECTS.</p>	<p>Desk study, expert input Delivery of trainings</p>		
<p>4.1 Conducting self-certification process with international participation and alignment with the QF-EHEA and EQF-LLL.</p> <p>4.2 Submitting self certification report to the competent authorities (CoHE).</p>	<p>Desk study, expert input</p>		
<p>5.1. Reviewing the Agency rules and procedures with international participation.</p> <p>5.2. Training the Agency staff. At least 50 staff are trained.</p> <p>5.3 Organising study visits to EU member states.</p> <p>5.4 Preparing the university staff and student training modules (contents, documents, material) and carrying out trainings. At least 500 university staff and 5000 students are trained.</p>	<p>Desk study, expert input Delivery of trainings, study visits</p>		<p>QA Agency established with a sufficient number of staff before the start of the project.</p>

<p>5.5. Developing training modules for external evaluators and training evaluation panels. At least 50 evaluators are trained</p> <p>5.6 Preparing application for ENQA membership.</p>			
<p>6.1 Conducting 5 events (conferences, panels, symposia) to promote the quality culture. At least 1000 people participated in the events</p>	<p>Conference, panels, symposia</p>		
<p>7.1 Reviewing the procedures and criteria for the recognition of qualifications and recommending changes where necessary.</p> <p>7.2 Organising study visits (50 man days) to the ENIC-NARIC offices in EU member countries</p> <p>7.3 Organising 3 development seminars on best practices for CoHE staff and experts working with recognition. At least 75 people participated in seminars.</p>	<p>Desk study, expert input</p> <p>Study visits, seminars</p>		
<p>8.1. Development of a policy proposal by the expert group with international participation for the recognition of prior learning.</p> <p>8.2 Organising study visits on recognition of prior learning in line with EQF.</p> <p>8.3 Conducting 1 seminar at each pilot university on prior learning. At least 1000 people participated in the seminars.</p> <p>8.4 Assisting the pilot universities to launch the implementation of activities on the recognition of prior learning.</p>	<p>Desk study, expert input</p> <p>Study visits, seminars</p>		<p>The policy proposal is broadly accepted by stakeholders.</p> <p>5 universities volunteer to pilot the proposal.</p>
<p>9.1 Setting up and maintaining the project website.</p> <p>9.2 Organising project kick-off and closing conferences. At least 250 people participate at each conference</p> <p>9.3 Holding 5 regional conferences for the dissemination of the NQF for HE and the quality assurance system. At least 1250 people participate in these conferences.</p>	<p>IT, expert input, conferences, information and promotion materials</p>		

9.4 Preparing, printing and disseminating information and promotion materials. As well as the outputs of other activities.			
--	--	--	--