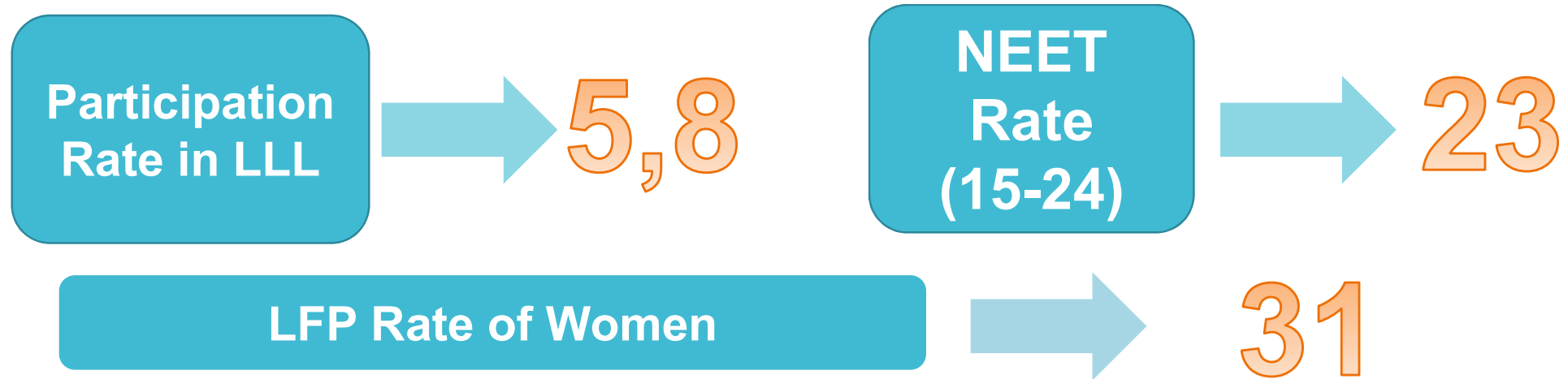




## The Link Between the Turkish Qualifications Framework and the Validation Arrangements in Turkey

## Some Important Statistics



## Educational Attainment of Labour Force



# Turkish Qualifications Framework



is the national qualifications framework referenced to the European Qualifications Framework and which includes the qualifications achieved in all learning contexts such as



**formal**



**non-formal**



**informal**

# TQF Before Validation



Turkish Qualifications Framework

■ Council of Higher Education  
■ Ministry of National Education

# TQF After Validation





# VOCATIONAL QUALIFICATIONS AUTHORITY

## Validation of Non-Formal and Informal Learning

means the process of **confirmation** by a **competent authority** that an **individual** has acquired **learning outcomes** acquired in non-formal and informal learning settings **measured** against a relevant **standard**

## Main Driving Forces for Validation Arrangements

High number of employees without a formal (official) professional qualification

Culture of work-based learning



Demand of employers for qualified and certified labour force



Demand of individuals for time and cost efficient certification processes

Lack of qualifications related to newly emerging occupations



# Stages of Validation of Non-formal and Informal Learning

**1. Identification**



**4. Certification**



**2. Documentation**



**3. Assessment**





## Validation in Numbers

Purpose:  
**Qualified and  
Certified Labour  
Force**



**306.323  
Certificates**

The opportunity for individuals to have their vocational knowledge, skills and competences validated regardless of education level or work experience

**26  
Sectors**

**777  
National  
Occupational  
Standards**

**434  
National  
Qualifications**

**126  
Authorised  
Certification  
Bodies**

## Funding Incentives



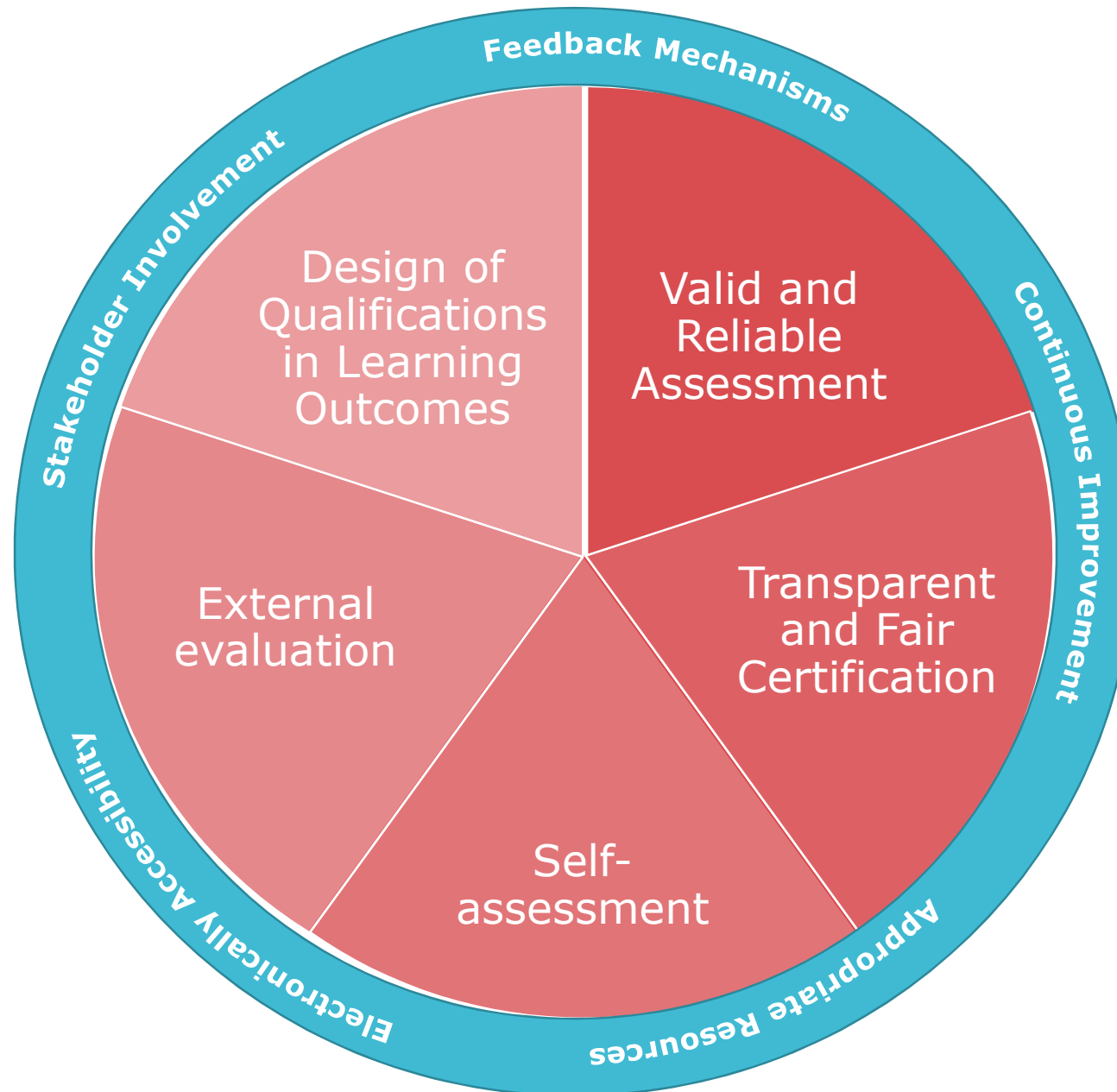
**Unemployment  
Insurance Fund**

**204.468** People

**Direct Grant for  
Validation  
Supported by EU Funds**

**32.040** People

## Quality Assurance of the Validation Arrangements



## Added Value of Qualifications Frameworks in Validation

Qualification frameworks better support the creation of links between formal, non-formal and informal learning by;



Using the learning outcomes approach



Making the outcomes of non-formal and informal learning more visible



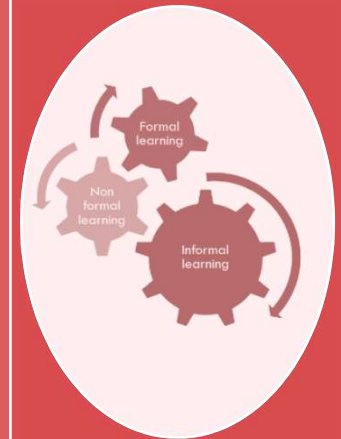
Increasing the esteem of new learning routes



Closing the gap between different learning settings



Levelling qualifications achieved in different learning contexts at the same level



Enabling progress between different learning settings

## Main Achievements at National Level



Main achievements at national level in linking qualifications frameworks and validation arrangements are;



VALIDATION

A new route for accessing qualifications has been provided to the individuals

Qualification providers have found out a new way of delivering qualifications

A bridge between work-based learning and formal learning has been established

The stakeholder involvement has been strengthened

A broad range of learning outcomes have been identified and recognised

## Difficulties and How to Overcome

The **difficulties** encountered in lining qualifications frameworks and validation arrangements are;

- Including the formal traditional qualifications and new qualifications provided through validation at the same level
- Misunderstanding that the qualifications at the same level replace each other
- Threatening the hegemony of higher education qualifications
- Creating a new qualification brand rather than using the existing ones

They could be overcome by;

- Emphasizing the learning outcomes approach
  - Communicating the right messages
- Using the positive image of new qualifications
  - Intense promotional activities
- Explaining the added value of validation



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Türkiye  
Yeterlilikler  
Çerçevesi

*You are*



*welcome!*

