

TÜRKIYE

National Action Plan 2024-2027

Please identify here for your country the current situation and challenges (if relevant) in the respective key commitments. In addition, you may list other commitments of the Tirana or previous Communiqués and your priorities in their implementation.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ul style="list-style-type: none"> • Workload of first-cycle programs is 240 ECTS • Workload of second cycle programs is 120 ECTS • Short-cycle programs exist • Integrated/long programs leading to a second cycle degree exist (< 10% of students) • Intermediate programs within the second cycle exist • The implementation of the commitments related to the degrees structure (3 out of 4 commitments are fulfilled) • Monitoring the implementation of the ECTS system by external quality assurance (5 out of 5 commitments are fulfilled) • Diploma Supplement (4 out of 4 commitments are fulfilled) • National Qualifications Frameworks (All steps are fulfilled) 	Micro-credentials have not been implemented in the Turkish higher education system.
Recognition	<ul style="list-style-type: none"> • Principles of the Lisbon Recognition Convention in national legislation (All five LRC principles specified in national legislation) • Implementation of Article VII of the LRC at national level (Legally required) • System level (automatic) recognition for academic purpose (Automatic recognition is in place) 	
Quality Assurance	<ul style="list-style-type: none"> • Stage of development of external quality assurance system (A fully functioning quality assurance system is in operation nationwide) • Share of higher education institutions reviewed by an EQAR-registered quality assurance agency (Between 25-50% institutions or programs reviewed by an EQAR-registered agency) • Level of student participation in external quality assurance (In all quality assurance reviews, students participate as full members at five levels) 	<ul style="list-style-type: none"> • Level of openness to cross border quality assurance of EQAR registered Agencies (In some cases, institutions and/or programs can choose to be evaluated by a quality assurance agency)

	<ul style="list-style-type: none"> • Level of international participation in external quality assurance (4 out of 4 commitments are fulfilled) • Level of openness to cross border quality assurance of EQAR registered Agencies (In some cases, institutions and/or programs can choose to be evaluated by a quality assurance agency from outside the country to fulfil their obligations for external quality assurance, while complying with national requirements.) • Countries allowing the European Approach for quality assurance of joint programs (Not permitted) 	<p>from outside the country to fulfil their obligations for external quality assurance, while complying with national requirements.)</p> <ul style="list-style-type: none"> • Countries allowing the European Approach for quality assurance of joint programs (Not permitted)
Social Dimension of HE	<ul style="list-style-type: none"> • Strategic commitment to the social dimension of higher education: top-level targeted strategies, action plans and measures (Top-level strategies addressing the social dimension for both students and academic staff) • Strategic commitment to the social dimension of higher education (Quality assurance agencies are required to monitor HEI strategies on the social dimension) • Recognition of prior learning in accessing and for the fulfilment of first-cycle higher education study programs (RPL can contribute to the fulfilment of first cycle study programs in some HEIs) • Enabling flexible modes of lifelong learning in higher education (Enabling flexible modes of lifelong learning in higher education through two of the four mentioned elements.) • Top-level coordination structures and mechanisms between different levels of education (Top-level coordination structures or mechanisms between different levels of education, with a mandate including questions related to diversity, equity and inclusion) • Facilitating synergies for an inclusive lifelong learning (3 out of 4 commitments are fulfilled) • Monitoring student characteristics other than age and gender at higher education (HE) entry, at the completion of the first cycle, and at the end of the first year of the first cycle (Monitoring student characteristics at HE entry, at completion of the first cycle and at the end of the first year of the first cycle) • Monitoring and data collection (Monitoring and data collection in higher education by the following four means) • Legal requirement for free guidance and counselling services for actual and/or potential students in higher education (Legal requirement for free psychological counselling in higher education institutions) 	

	<ul style="list-style-type: none"> • Effective guidance and counselling services (Three of the four mentioned elements are implemented) • Grants awarded in the first cycle of higher education (Need-based grants for <10% of students) • Sustainable funding for equity, inclusion and diversity in higher education (Three of the four mentioned elements are implemented) • Support to higher education institutions (HEIs) for staff training on equity, inclusion and diversity (Top-level requirement or recommendation to provide training to staff on equity, inclusion and diversity) • Inclusive learning environment and institutional culture (Three of the four mentioned elements are implemented) • Top-level measures supporting vulnerable, disadvantaged or underrepresented students in international learning mobility (Top-level recommendations/incentives to HEIs & Top-level measurable targets) • Supporting vulnerable, disadvantaged or underrepresented groups of students and staff in participating in international mobility (4 out of 4 commitments are fulfilled) • Top-level funding of higher education institutions (HEIs) for community engagement activities (Additional funding available to HEIs for community engagement activities & HEIs able to use general funding for community engagement activities) • External quality assurance requirements for community engagement activities (External quality assurance of community engagement activities is required) • Participants in policy dialogue to implement the principles and guidelines on the social dimension (HEIs involved in policy dialogue, students involved in policy dialogue & staff involved in policy dialogue) • Policy dialogue on implementation of principles and guidelines (Three of the four mentioned elements are implemented.) 	
Other Bologna Process Commitments		

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

Please list in the bellow table the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. regulatory/legal change, data collection and analysis, (national) peer support, events, publication of support materials, ...)

Please use a separate table for each of the listed (key) commitments and add lines to the tables as needed.

1) ECTS and Qualifications frameworks

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
1) Preparing and determining the procedures and principles concerning the recognition of micro-credentials in the Turkish higher education		Ensuring the recognition of micro-credentials in the Turkish higher education system.	1) December 2025		
2) Implementing micro-credentials in the Turkish higher education			2) June 2026		

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]

3) Quality assurance

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
<p>1- Creating a working group composed of THEQC staff, national and international advisers of THEQC, and relevant external stakeholders,</p> <p>2- Conducting a survey on HEIs and accreditation agencies on both issues to collect their perspective and see the tendency,</p> <p>3- Producing a report for recommendations on policy change and sharing it with the Council and the stakeholders</p> <p>4- Implementing policy as a national steering document.</p>	<p>1-Creating a group of experts committed to the issue to analyze the data collected,</p> <p>2- Collecting the diverse perspectives from wide arrays of stakeholders,</p> <p>3- Creating a concrete base for the proposed action.</p>	<p>Revising the existing legislation to set the level of openness on cross-border activities of EQAR-registered agencies in Türkiye at the national regulation level.</p> <p>Revising the existing the rules and regulations on authorization and recognition to set the rules for the implementation of the European Approach for quality assurance of joint programs since it is de facto applied.</p>	<p>1- December 2025</p> <p>2- June 2026</p> <p>3- December 2026</p> <p>4- January 2027</p>		

4) Social dimension

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]

5) Enhancement knowledge sharing

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]

6) Other Bologna commitments

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]