



Structures of Education and Training Systems in Europe

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STRUCTURES OF EDUCATION AND TRAINING SYSTEMS IN EUROPE

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TABLE OF CONTENTS

INTRODUCTION: GENERAL POLICY CONTEXT	5
1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE	8
1.1 ORGANISATION OF THE INITIAL EDUCATION AND TRAINING SYSTEM	8
1.2 DISTRIBUTION OF RESPONSIBILITIES	8
1.3 FINANCING	11
1.4 QUALITY ASSURANCE.....	11
2. PRE-PRIMARY EDUCATION.....	13
2.1 ADMISSION.....	13
2.2 ORGANISATION OF TIME, GROUPS AND VENUE	14
2.3 CURRICULUM	14
2.4 ASSESSMENT	15
2.5 TEACHERS	16
3. SINGLE STRUCTURE EDUCATION	17
3.1 ADMISSION.....	17
3.2 ORGANISATION OF TIME, GROUPS AND VENUE	18
3.3 CURRICULUM	18
3.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	19
3.5 GUIDANCE AND COUNSELLING	20
3.6 TEACHERS	21
4. UPPER SECONDARY EDUCATION.....	22
4.1 GENERAL UPPER SECONDARY EDUCATION	23
4.1.1 ADMISSION.....	23
4.1.2 ORGANISATION OF TIME, GROUPS AND VENUE	24
4.1.3 CURRICULUM	24
4.1.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	25
4.1.5 GUIDANCE AND COUNSELLING	26
4.1.6 TEACHERS AND TRAINERS.....	27
4.2 VOCATIONAL UPPER SECONDARY EDUCATION	27
4.2.1 ADMISSION.....	27
4.2.2 ORGANISATION OF TIME, GROUPS AND VENUE	27
4.2.3 CURRICULUM	28
4.2.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	28
4.2.5 GUIDANCE AND COUNSELLING	28
4.2.6 TEACHERS AND TRAINERS.....	28
5. POST-SECONDARY NON-TERTIARY EDUCATION.....	29
6. TERTIARY EDUCATION	30
6.1 ADMISSION.....	30
6.2 STUDENTS' CONTRIBUTIONS AND FINANCIAL SUPPORT	32
6.3 ORGANISATION OF THE ACADEMIC YEAR	33
6.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	33
6.5 GUIDANCE AND COUNSELLING	35
6.6 ACADEMIC STAFF.....	35

7. CONTINUING EDUCATION AND TRAINING	36
7.1 POLICY AND LEGISLATIVE FRAMEWORK	36
7.2 DISTRIBUTION OF RESPONSIBILITIES	38
7.3 FINANCING	39
7.4 PROGRAMMES AND PROVIDERS	39
7.5 QUALITY ASSURANCE.....	41
7.6 GUIDANCE AND COUNSELLING	41
7.7 TEACHERS AND TRAINERS.....	41
BIBLIOGRAPHICAL REFERENCES AND WEBSITES	42

INTRODUCTION: GENERAL POLICY CONTEXT

In its present Constitution (1982), Turkey is defined as a democratic, secular and social state governed by the rule of law respecting human rights; loyal to the nationalism of Atatürk, the founder of Republic of Turkey (Articles 1-2).

The Turkish public administration is regulated according to the principle "separation of powers". In this context, the legislative power is vested in the Turkish Grand National Assembly (*Türkiye Büyük Millet Meclisi*-TBMM), the executive power is exercised by the President of the Republic and the Council of Ministers, and the judicial power is exercised by the independent courts.

The organization, structure and function of TBMM (Grand National Assembly of Turkey) executing the legislative power are determined with the Constitution 1982, (Articles 75-100). The TBMM consists of 550 deputies elected with universal suffrage and the elections are held in every five years. The elections are held under the general administration and supervision of the judicial organs. The legislative body both executes the function of legislation and conducts political supervision on the government.

The authority and function of execution is regulated by the Constitution (1982). Accordingly, the executive power and functions are assumed by the President of the Republic and the Council of Ministers, in compliance with the Constitution and laws (Article 8).

The judicial power can be exercised by the independent courts for and on behalf of the Turkish nation. The acts and actions of the government are subject to the judicial supervision. The executive body is obliged to comply with the resolutions of the court and no other bodies can interfere to the judiciary, cannot make recommendations and suggestions to the judiciary. (Constitution, Article 9, 125, 138) The Turkish judicial system encloses Supreme Courts, such as Constitutional Court, Supreme Court of Appeals and State Council.

The administrative structure of Turkish Republic is handled in two groups as general administrative institutions (central and provincial organizations) and local administrative institutions.

Central administrative bodies comprise of Presidency, ministries and their affiliated units. The President is the head of the state and represents the Turkish Republic and the unitary structure of the nation. The President and the Council of Ministers constitute two elements of the executive body; however the President is not responsible politically for his/her practice.

The other wing of dual executive power is the Council of Ministers (also called as the "Government"). The Council of Ministers comprise of the prime minister and the ministers. The Council of Ministers is politically responsible towards the legislative body and is the actual driving force of execution. The Prime Minister is appointed by the President of the Republic among the members of TBMM. As the chair of the Council of Ministers, the prime minister is responsible from ensuring inter-ministerial cooperation and supervising the general policy of the government. Furthermore, the prime minister is liable from supervising the functions of the ministers in compliance with the Constitution and the laws and take corrective measures (Article 112).

The services assumed by the central administration are realized by means of ministries. Each ministry is commissioned with fulfillment of specific public services. Every ministry comprises of central organization, provincial organization and foreign organization. Currently, there are 23 Ministries (seven of which are state ministries).

There are also further institutions assisting the general administration and conducting supervision and advisory functions. These are State Council, Court of Accounts, State Supervisory Council, State Planning Organization, National Security Council etc.

The provincial organization of the central administration can be categorized under two groups, which are "civil authority" and "regional" organizations. With respect to centralized administration, Turkey is

divided into provinces, which are divided into districts and the districts are divided into sub-districts. The administration of the provinces is based on the principle, "span on authority".

Province administration (named as *İl*): The most comprehensive civil authority departments are the provinces. There are currently 81 provinces. The head of the provincial administration is the governor named *Vali*. The governor is the representative of the state, government and every ministry in the province.

Sub-province administration (named as *İlçe*): The secondary department among the civil authority departments is district. There are 892 sub-provinces in 2009. The head of the sub-province administration is the *kaymakam*.

County administration (named as *Bucak*): The tertiary department among the civil authority departments is sub-district. The head of the county administration is the Sub-province Director (named as *Bucak Müdürü*).

Regional Organization: According to the Constitution (1982) (Article 126), it is possible to form central administrative organization enclosing more than one province in order to ensure efficiency and harmony in offering public services.

Local administrative organizations: These institutions are autonomous organizations on the basis of local administration principle. The general decision making bodies of these institutions are commissioned upon election. These bodies are: special provincial administrations, municipalities and the village. Currently there are more than 35.000 villages in Turkey.

According to the results of 2009 Address Based Census, the population of Turkey is 72.561.312. 26.5 % of 25+ age group has at least upper secondary level or more education (TUIK, 2008)

Distribution of population by age groups is as follows (2009): 0-14 age group 26.4 % and 15-64 age group 66.8 %. Turkey is characterized by its young population: 0-29 age group constitutes 52.8 % of the country population. Proportion of urban population is 75 % and, and its share is increasing gradually.

Turkey is a secular country. The freedom of faith is under the protection of the Constitution. Majority of the Turkish citizens are Muslims (99 %). There are also various communities having different religious beliefs. These include Christian denominations (Greek Orthodox, Armenian Apostolic, Syrian and Chaldean), Judaism, Yezidism and various others. The rights of the non-Muslim minorities are secured with the Lausanne Peace Treaty and they are allowed for establishing their own temples and founding the religious services of these minorities are regulated by their community.

Secularity is one of the fundamental principles of the Turkish national education system. Religious education is conducted under the supervision and audit of the Government.

The official language of Turkey is Turkish. 42nd Article of the Constitution stipulates that teaching of Turkish to the Turkish citizens as the sole mother tongue in educational institutions. The same article also stipulates possibility of teaching foreign language in educational institutions or possibility of offering education in foreign language. It is possible to establish private courses in order to teach different languages and dialects used traditionally during the daily life of Turkish citizens. Furthermore, it is possible to teach language and dialect subjects in other courses. The rights of the minority schools and foreign institutions based on the Lausanne Treaty are protected with the Constitution and these schools offer education in their native tongue.

Fundamental principles governing the entire education system has a legislative framework as follows:

The Constitution (1982): According to the Article 42 of the Constitution of Turkish Republic adopted in 1982 that regulates educational the rights of the citizens and the educational liability of the state, nobody can be deprived of education right. In relation to contemporary scientific and educational principles, education is conducted under the supervision and audit of the Government. The Constitution

ensures the compulsory and free basic education, everyone's right to access to upper levels of education within the frame of their abilities, having the state to take necessary measures to provide equal opportunities for everyone. The Constitution also includes articles regulating the higher education.

The Basic Law of National Education (*Milli Eğitim Temel Kanunu No. 1739*): The law regulating education in a unity treats the pre-primary education, basic education, secondary education and higher education, and non-formal education entirely. This law determines both aims and fundamental principles of education. These fundamental principles of the national education are universality and equality, needs of the individual and society, orientation, educational right, equality of opportunity and possibility, continuity, the revolution and principles of Atatürk, democracy education, secularity, scientific education, planning, mixed education, cooperation of school and parents, and education in everywhere.

The Primary Education and Education Law (*İlköğretim ve Eğitim Kanunu No. 222*) is the basic law that regulates the primary education (= single structure compulsory education). The law regulates the basic topics such as the age of compulsory education, primary education institutions, primary education staff, planning the instruction, registration and admission, attendance of the school, revenue and expenditure of the primary schools, etc.

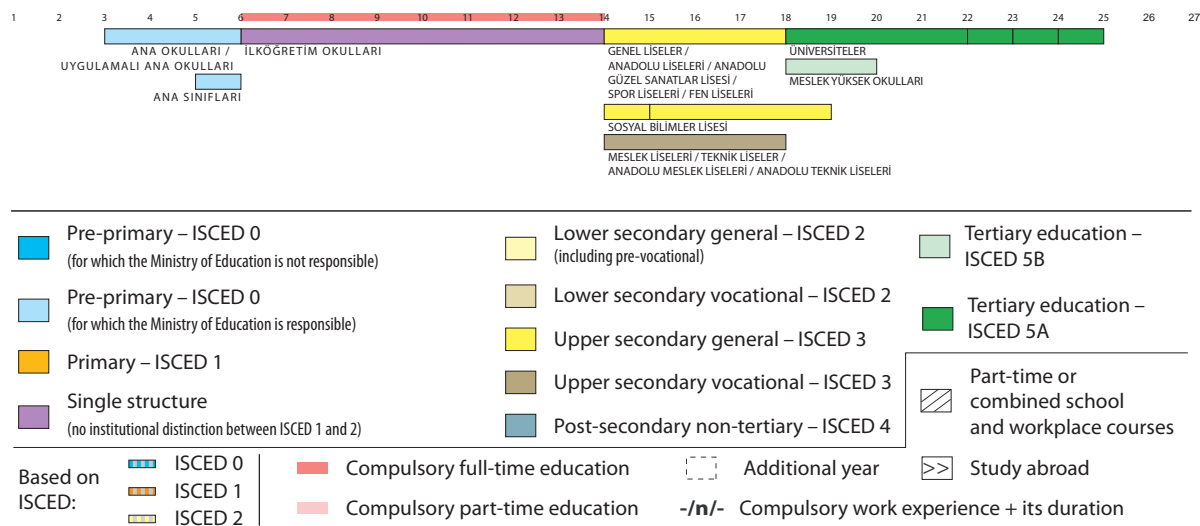
The Vocational Education Law (*Mesleki Eğitim Kanunu No. 3308*) is the basic law regulating vocational and technical education issues. Including board of apprenticeship and vocational education, the education of apprenticeship, headworkers and artisans and the principles associated with vocational education in institutions and enterprises, social insurance, financing vocational education, certification, etc.

The Higher Education Law (*Yükseköğretim Kanunu No. 2547*) regulates the objectives and principles related to tertiary education; administrative organization, education-instruction, and matters related to research, publications, financing and higher education institutions of the foundations.

In addition to these basic laws, there is a series of regulations concerning to the several educational levels and types.

1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE

1.1 Organisation of the initial education and training system



Turkish education system comprises pre-primary, compulsory primary, secondary and higher education levels.

Pre-primary education is a non-compulsory education stage covering education of children between 3 and 6 years. All pre-primary education institutions (named as *anaokulları*, *uygulamalı ana sınıfları*) are under the supervision of MEB (Milli Eğitim Bakanlığı-Ministry of National Education) (See Section 2 for more information).

Compulsory primary education is delivered in single structure primary school (*İlköğretim Okulu*) and it lasts eight years, between ages of 6 and 14 (See Section 3 for more information).

Upper secondary education is provided in general, vocational and technical education institutions (named as *lise*) offering at least four years of education for those who have completed single structure primary education. There is a variety of general and vocational schools (See Section 4 for more information).

Higher education sector consists of universities (*üniversiteler*), higher technology institutes (*yüksek teknoloji enstitüleri*) and independent private (foundation) vocational higher schools (*meslek yüksekokulları*). Except the very few independent private (foundation) vocational higher schools, higher education institutions are gathered under the frame of university (or higher technology institute) (See Section 6 for more information).

1.2 Distribution of responsibilities

1.2.1. Pre-primary education, primary education and secondary education

The Ministry of National Education – MoNE is responsible for the production and supervision of all formal and non-formal education services excluding higher education. MEB is responsible for preparing curriculum, maintaining coordination between educational institutions, construction of school buildings etc. Supervision of educational institutions is carried out at both central and regional (local or provincial) levels. While the supervision of primary education institutions is performed at provincial level by primary education inspectors, inspectors delegated by the MEB supervise secondary education institutions.

Educational administration is organized at central and local levels (provinces/districts). The organizational structure of the MEB encloses organizational units established in 81 provinces and 850 districts denominated as provincial organization (*Taşra Teşkilatı*) other than the central organization (*Merkez Teşkilatı*). Each province has one provincial national education directorate (*il milli eğitim müdürlüğü*) and every district has one district national education directorate (*ilçe milli eğitim müdürlüğü*). These directorates are responsible for executing all educational services at provincial/local levels.

In line with the public administration structure, all private and public schools and institutions at pre-primary, primary and secondary education levels are hierarchically affiliated to the central organization and provincial national organization. The province and district national education directorates implement the resolutions adopted by the Ministry at local levels and act as affiliated to local civil authorities (*kaymakam* in districts, *Vali* (governor) in provinces).

The MEB Directive on Education Zones and Education Boards (*MEB Eğitim Bölgeleri ve Eğitim Kurulları Yönergesi*) (1999) stipulates formation of education zones and education boards. The purpose of forming such zones and boards is to ensure complementary support for educational institutions in areas such as determining student catchment areas, providing effective and efficient use of educational resources, deciding for central schools in areas with low and sparse population ensuring contribution of internal and external stakeholders of the school by means of participation to the administration of education and decision-taking processes.

One of the stakeholders of the educational zone administration is the Education Zone Advisory Board (*Eğitim Bölgesi Danışma Kurulu*). In this board, consisting of internal and external bodies of the school, local education and school administrators, demarches, syndicates, municipality, artisan chambers, volunteer institutions, private sector, school-parent union and school student boards are represented. This formation may be effective in the local base policies and practices, and may be evaluated as the indicator of decentralisation trend of education.

Schools in all education levels are administered by school principal (*okul müdürü*). School principals are responsible for the administration, evaluation and development. School administrators are appointed by governor (*Vali*) through district national education administrator's offer and province national education administrator's approval. School administrator has the deputy principle according the school size. In addition, each school has its teachers' board and branch teachers' board. MEB has a duty to assign teachers to public schools.

The decisions related with the organization of the institutions bounded to MEB (administrative position and numbers, teacher cadres, the other education cadres, etc.) are made centrally. MEB makes decision about school sizes in the direction of proposal coming from the provinces and they take place in investment programme.

The Turkish Education Board (*MEB Talim ve Terbiye Kurulu*) is responsible for the development and update of curriculum. Schools contribute to the process by means of declaring their opinions about the application of curriculum. Besides, some non-formal education curricula may be prepared by the non-formal education institutions (HEMs-Public Education Centres, METEMs-Vocational and Technical Education Centres, etc.). Such curricula must be compatible with the national professional standards and can only be applied after the approval of the Ministry.

Teachers are responsible for applying curriculum in the classroom. School administrators are responsible for the monitoring and supervising that process. Besides, in vocational and technical education, the employer is responsible for vocational education (skills training) in enterprises.

In the Turkish educational system, certain consultative bodies support decision-making processes or participate to the decision. These are:

The National Education Council (*Milli Eğitim Şurası*) is the highest advisory body of MEB (Ministry of National Education). It makes advisory decisions related to education. It ensures participation of all

stakeholders (local and central level MEB authorities, representatives of certain ministries, vocational organizations, non-governmental organizations, labour and employer syndicates, etc.) related to education and meets in once per approximately 4-5 years.

The Vocational Education Board (*Mesleki Eğitim Kurulu*) is a national level decision and consulting board on the vocational and technical education. This board consists of all stakeholders of vocational education (representatives of MEB, İçişleri Bakanlığı-Ministry of Internal Affairs, Bayındırlık ve İskan İçişleri Bakanlığı-Ministry Public Works and Settlement, Sağlık Bakanlığı, Ministry of Health, Çalışma ve Sosyal Güvenlik Bakanlığı-Labor and Social Security, Turizm Bakanlığı-Ministry of Tourism, DPT- State Planning Organization, representatives of social sectors such as confederations of workers, TOBB-Chambers of Commerce, Industry, Maritime Trade, confederations of employer's unions and labour unions and Association of Banks). The board takes the role of planning, developing and evaluating national level vocational and technical education (including non-formal education). In the responsibility of the board can be summarised as follows: it determines the needs of vocational education, declare the opinion on the curriculum and duration of vocational education, prepare regulation proposal related with the examination commission and examinations and offer to MEB. The board is organized at provincial level as the Provincial Vocational Education Board (*İl Mesleki Eğitim Kurulu*). The decisions of the board are carried out by MEB and vocational organizations (especially vocational chambers). The members of the Board and the institutions represented in it are determined by the law.

The Special Expertise Commissions (*Özel İhtisas Komisyonları*): MEB can form certain special expertise commissions to carry out investigation and research related to some educational issues. The Commission is formed by the Minister.

The board of administrators (*Müdürler Kurulu*) is an advisory organ comprising the senior superiors of the central organization of the Ministry. The board makes advisory decisions on the issues given by the Minister and difficult to solve in the ministry. The members are the chairpersons of various units.

The School-Parent Associations (*Okul-Aile Birlikleri*) are school level organizations comprising school principals, teachers and parents. They support school administration for development of instruction and financially contribute to the school. The members are determined through elections.

1.2.2. Higher education

Higher education institutions are autonomous for the purpose of education and research. However, they have to submit annual reports to the Higher Education Council (*Yükseköğretim Kurulu–YÖK*.) is supreme council responsible for the planning and coordination of higher education countrywide. In addition, Inter-university Council exists as supreme body responsible for academic issues. Institutions, functions and responsibilities, legislative regulations related to the tertiary education are treated by YÖK (Higher Education Council) and universities.

According to the Higher Education Law (*Yükseköğretim Kanunu*), university bodies consist of president (*rektor*), senate (*senato*), and executive board (*yonetim kurulu*). Faculties and schools have the same structure as university bodies. However, the head of the faculty is named dean (*dekan*) and of the head of schools is named director (*mudur*).

The bodies, positions, staff titles and number, and organization subjects were regulated by Higher Education Act No. 2547 (*Yukse Oğretim Kanunu*), Law on Organization of Higher Education Institutions No. 2809 (*Yükseköğretim Kurumları Teşkilat Kanunu*), No 2914 Higher Education Personnel Law (*Yükseköğretim Personel Kanunu*) (See also National Dossier Chapter 6).

Rectors have the most of the authority and power in universities. Rectors are nominated by the President of the Republic. Universities have partial administrative and financial autonomy. The appointments of the staff are accomplished by the university administration. Most of the boards consisted of selected members. There are participatory processes for academic staff such as senate, faculty board, faculty administrative board etc.

The decision about the size (quantitative capacity and the instructional programme to be constituted) of the tertiary education institutions are evaluated in accordance with the national level tertiary education planning. The decision related to creation of new departmental programmes are made by YÖK and the investment decisions related to tertiary education are made by the Government.

The Councils of University Students (*Üniversite Öğrenci Konseyleri*): To ensure the participation of the students to the university administration, a student council is formed at every university. This council consists of selected representatives of faculties and higher schools. The president of the council of the students of a university or its representative can participate to the meetings of senate and executive boards. Council representative has no right to vote.

1.3 Financing

Public education institutions in every level are mainly financed publicly. Primary education has basically two financial sources. One of them (main source) is allocated from central budget and second consists of local contributions (allocated portion of special incomes of provincial administrations). These two sources are united in the budget of provincial administrations and are spent for local needs. In financing secondary education central budget sources are basic. Here, as an exception, is a fund that supports vocational technical secondary education: The Fund for Developing and Expanding Vocational and Technical Education (*Mesleki Eğitimi Geliştirme ve Yaygınlaştırma Fonu*). At this level, the resources allocated from central budget are sent directly to the institutions. There are no pre-determined criteria for the allocation of the resources for educational institutions. The resources allocated for education are compared with the needs and the amounts are decided. No financial support is provided for private education institutions from the governmental budget, but some indirect incentives such as tax reduction, land allocation are possible.

In the tertiary education there are three types of sources. These are central budget, tuition fees and incomes from revolving capital funds. In the total budget, central budget sources constitute main part. One of the basic principles to determine these resources is current cost per student by study field. Central budget resources are allocated directly to the universities. The portion of tuition fees in the budget of the universities does not generally exceed 10 %. The portion of incomes obtained from revolving capital funds in the total budget differs from university to university. Financial support is provided to foundation (private) universities in case of meeting some criteria determined by the Higher Education Council *Yüksek Öğretim Kurulu -YÖK*.

Although main financing source of public education institutions is public, especially in primary and secondary education levels, parents' contribution to the administrative expenditures (fuel, maintenance-repair, support personnel, tools, stationary, etc.) are common.

The budget of the educational institutions consists of the personnel, investment, good and service procurements, current transfers, payments to social security institutions components.

1.4 Quality assurance

The supervision and evaluation may be discussed in two components in education system. The first is the supervision of the educational institutions (*okul öncesi eğitim, ilköğretim, ortaöğretim, yaygın eğitim*), and second is the supervision and evaluation of tertiary education.

External supervision and evaluation processes are actualized by two different supervision bodies of MEB (Ministry of National Education):

- Authority of Supervision Board -National and central level by ministerial inspectors (*Teftiş Kurulu Başkanlıkları*)
- Authority of Primary Education Supervisors -province and district levels (*İlköğretim Müfettişleri Başkanlıkları*)

Supervision conducted by 'external supervision and evaluation' activities differ from one educational level to the other. Evaluation of the teachers who work at pre-primary and primary school levels is carried out by the primary education inspectors (*ilköğretim müfettişleri*). Supervisors prepare the reports about the schools, administrators' and the teachers' performances. Supervision of the secondary school teachers is carried out by the ministerial inspectors (*bakanlık müfettişleri*). The supervision is based on the professional area of the teachers. Even if there is no regional organization, Istanbul and Izmir are defined as working centres for ministerial inspectors because of work load.

Both supervisions (by primary education inspectors and ministerial inspectors) include the supervision of both institutions and personnel (administrators and teachers). In the supervision of the institutions, work and operations of the schools and institutions such as performance of administrators, teachers and the other personnel, teaching, examinations, certification, environmental relations are investigated.

The responsibility of MEB to carry out, monitor and supervise educational services includes not only supervision of educational services but also evaluation and development of them. The Ministry actualizes this responsibility of monitoring and evaluation by means of school administrators at school level (internal evaluation) and by means of supervision and research-development system at local and national levels (external evaluation). As seen above, this external evaluation is conducted by primary education supervisors at local level and by the Inspectors of the Ministry (Supervisory Board) at central level.

In addition, student achievement is evaluated by means of the national and international monitoring studies and research-development studies conducted or coordinated by EARGED (Directorate for Research and Development of Education). The studies conducted at national and international levels (SBS, ÖBBS, PISA, TIMMS, PIRLS) are important to show the general achievement levels of the primary and secondary education students (so whole educational system) and give the opportunity to make international comparisons.

The supervision in tertiary education is different from supervision of the MEB institutions. External supervision of tertiary education is carried out by Higher Education Supervision Board (*Yükseköğretim Denetleme Kurulu*). This board, in the name of Higher Education Council (*Yükseköğretim Kurulu-YÖK*) inspects and evaluates the universities, affiliated units, academic staff and activities of these.

When looking at the situation up to 2005, there was no legal regulation on quality insurance in tertiary education at national or university level. Recently, a new regulation The Regulation of Academic Evaluation and Quality Development (*Yükseköğretim Kurumlarında Akademik Değerlendirme ve Kalite Geliştirme Yönetmeliği*) organizing the academic evaluations and quality development subjects in tertiary education has come into force. Commission on the Academic Evaluation and Quality Development (*Yükseköğretim Akademik Değerlendirme ve Kalite Geliştirme Komisyonu-YÖDEK*) at YÖK level and Academic Evaluation and Quality Development Board (*Akademik Değerlendirme ve Kalite Geliştirme Kurulu-ADEK*) at university level, follow that regulation.

2. PRE-PRIMARY EDUCATION

Pre-primary education (*okul öncesi eğitim*) has about 100 years of history. During the first years of the Republic, pre-primary education institutions were opened in the public institutions for the children of working women. In the further years, both independent kindergarten and nursery classes were opened within body of formal and non-formal education institutions. In addition, private pre-primary institutions began to spread.

The purposes of pre-primary education (*okul öncesi eğitim*) in accordance with the purpose of Turkish national education are as follows:

- To develop the bases for children to respect Atatürk, nation, flag, family and human being, devoted to the national and moral values, self confident, communicating the environment well, honest, knowing rights and responsibilities, respectful and tolerant in cultural diversity.
- To ensure that children develop physically, mentally and emotionally and they acquire good habits.
- To ensure that children speak Turkish accurately and fluently.
- To ensure children to acquire the behaviour such as love, respect, cooperation, responsibility, solidarity and share.
- To make children acquire the behaviour of imagination, creative and critical thinking, communicating and expressing the emotions.
- To prepare them for primary education.

Pre-primary education comprises education of 3-5 years old children and is not compulsory yet. It is delivered by three types of institutions:

1. Independent kindergarten (*Bağımsız anaokulları*) (for 3-5 years old children).
2. Pre-primary classes (*Ana sınıfları*) (for 3-5 years old children) and
3. Practice classes (*Uygulama sınıfları*).

Pre-primary classes are constituted in the formal education institutions but are not part of primary education. Children can start pre-primary education when they reach the age of 3. Pre-primary education institutions are coeducational. Parents pay fees and/or are required to provide the educational material and such at nearly all pre-primary education institutions.

Pre-primary education (*Okul öncesi eğitim*) providers are MEB (Ministry of National Education), other public establishments and private institutions. The students of private institutions in all pre-primary education students constitute only 5.1 % as of 2008/09 academic year.

2.1 Admission

Pre-primary education is not compulsory Children are registered to nearest pre-primary education institutions to the settlement of parents. However, working parents can register children to nearest preschool education institution to the workplace in the condition of empty quota and Child Development Commission's approval. There are age limits in the registration-placement of pre-primary education institutions. The children who complete 3 years at the end of September and will not complete 6 years by the end of December of the same year are registered to kindergarten (*anaokulu*) and practice classes (*uygulama sınıfları*). The children who complete 5 years at the end of December and not complete 6 years at the end of same year's December are preferred in registration to pre-primary

classes. Unless the number of the children in this age group is sufficient, 4-5 years old children may be registered to pre-primary schools.

The registration to the pre-primary education institutions starts in June. Applicants' registration is conducted on e-school system at the period specified at the working calendar. Applicants' registrations are turned into final registration at the end of September.

While having the right to register in primary school first grade, physically underdeveloped children may be registered to the pre-school education institutions by means of written application of their custodian.

2.2 Organisation of time, groups and venue

In the pre-primary education, the physical condition and the capacity of the building, the number of personnel, environmental conditions, parents expectations and number of the children are taken into account and:

- At the independent kindergarten (*anaokulu*) and practice classes (*uygulama sınıfları*), one of the single shift and double shift instruction or both may be applied.
- In the pre-primary classes affiliated to primary schools, double shift instruction is applied regardless of the instruction type of the primary school that pre-primary class connected with. However, unless the number of students is sufficient for double shift instruction, part time (half a day) instruction is possible.

In the pre-primary education institutions, teacher is responsible for the duties defined by law, regulations, guides, circular, programmes and rules. The duration of an educational year in pre-primary education institutions is minimum 180 days. The time schedule of the pre-primary education is determined by the school administration according to the work calendar prepared by governorship.

In the pre-primary education institutions, working hours of teachers are coordinated by the school administration, conformable to the MEB (Ministry of National Education) relevant regulation and pre-primary education curriculum, as minimum 9 hours a day and 42 hours a week in single shift instruction and minimum 6 hours a day and 30 hours a week in double shift or half a day instruction.

In the kindergarten and practice classes, teachers work with same child group in the morning and in the afternoon. In the double shift instruction kindergarten, kindergarten and practice classes, teachers work 6 hours per day as one teacher per group. In the pre-primary education institutions, activities should be continuous. The duration of one working hour is 50 minutes.

In the pre-primary education institutions, it is essential for a group of minimum 10 maximum 25 children. If the number of children is more than this range, second group is composed. However, new group will not be formed until minimum number of child for both groups are reached. In the single kindergarten and practice classes the number of the child may be raised to 25 with regard to the class capacity.

2.3 Curriculum

In independent kindergartens and the pre-primary classes affiliated to primary schools and private primary schools, pre-primary education curriculum is applied. Pre-primary education institutions affiliated to the institutions other than these schools may apply their own programme prepared in accordance with the preschool education programme and approved by the Ministry. Preschool education programmes are prepared according to the children's developmental conditions and activities are performed according to this principle.

Preschool Education Curriculum for children between 3 and 6 years is a "developmental" programme. The curriculum is formed according to the following principles: child centeredness, to be objective and achievement based, flexibility, freedom to teacher, openness to the parental participation,

variety in evaluation, openness to be developed and creativity. The curriculum contains a list of activities and explanations related to these activities. Some activities can be carried out as integrated activities.

The subjects of the programme may be summarized as below:

Leisure time activities: Leisure time activities are the first activities of the programme. They aim to prepare children for the day and other activities.

Turkish: In the Turkish activities, there are jingles, finger play, poem, enigma, conversation, reading painted book, story telling, imitation plays, pantomime, dramatization, story completion etc.

Play and Movement: are the activities structured by teacher or children, having some rules and played in group.

Music: Music activities are the activities that may be used during the activities existing in the daily plan. These activities are listening to music, singing songs, dancing, sound recognition activities, rhyme activities.

Science and Mathematics: are the activities that direct children to make observation, search, investigate and explore.

Reading-Writing Preparation Activities: Reading-Writing Preparation Activities contain the activities to facilitate the transition of children to primary school, increase the level of readiness. These activities do not and aim to teach reading and writing.

Drama: These practices contain activities such as various warmup practices, pantomime, role playing, improvisation, story developing, and dramatization.

Field Journey: Every place interesting for children can be considered as natural learning field.

Art: Art practices may be used as an affective learning opportunity for children in various forms during the day.

2.4 Assessment

The curriculum of the pre-primary education aims to improve the children's behaviour in all development fields by means of meeting the developmental needs and assisting the dynamic interaction of these fields. In this context, a kindergarten/nursery class curriculum contains these components: Turkish, language, play, music, art, preparation to reading-writing, science and nature, drama, etc.

Evaluation is one of the most fundamental elements of the pre-primary education process. Evaluation is dealt with in different aspects being the evaluation of the child's development, the evaluation of the programme, the self-evaluation of the teacher.

The child cannot be evaluated based on a single observation result. Observations are made more frequently especially in early age groups, as their development is rapid.

Families are given at least one progress report based on observation results each term. In progress reports, observation results are presented by being based on concrete examples. This report is prepared in the form of a report card with expressions such as good, fair, unsatisfactory, participated, not participated.

While the programme is being evaluated, all aspects of the programme (objectives, behaviours expected to be acquired, educational status) are dealt with and the consistency of these, the balance between what has been planned and practiced, and new requirements emerging in practice are determined.

When evaluating himself/herself, the teacher analyzes the data s/he has obtained as a result of the evaluating of the programme and the children. S/he improves his/her practices by reviewing the plan

s/he has prepared, the environment of education and the materials s/he has used. Teacher fills Individual Information Form of the children and the Teacher Self-Evaluation Form included in Pre-primary Curriculum, keeps the registration on development and sanitary, prepares year-end development reports and student files.

All the data obtained from all these evaluations are used while the programme of the next year is being prepared (Pre-primary Education Curriculum).

In pre-primary education institutions, an observation-progress file concerning the conditions of development, education and health of children is kept for each child. In pre-primary education institutions, a student file is kept in accordance with the information provided by the observation-progress file kept for each child. This file is sent to the basic education school child registered.

2.5 Teachers

Teachers are trained in pre-primary teacher training departments of education faculties, like teacher training for other levels. Pre-primary teachers training programmes are four years bachelor degree programmes. Pre-primary teacher training programmes are also carried out through distance education.

The teachers employed in public pre-primary education institutions are in the position of public servant and generally work in constant status. Whereas, number of the teachers employed contractually is increasing by the time.

3. SINGLE STRUCTURE EDUCATION

The rationale of the regulations and applications related with the single-structure primary education is originated from the Constitution of Turkish Republic. According to the article 42 of the Constitution, basic education is compulsory for all citizens, female or male, and free of charge in public schools. In addition, the Basic Law of National Education (*Milli Eğitim Temel Kanunu No. 1739*) and the Primary Education Law (*İlköğretim ve Eğitim Kanunu No. 222*) contains decision on compulsory and unpaid basic education.

According to *Milli Eğitim Temel Kanunu No. 1739* (National Education Basic Law) the aims and missions of basic education are:

- To achieve every Turkish children basic knowledge, skills, behaviours and habits, to become a good citizen and favourably educate them on national moral values.
- Prepare every Turkish child to life and upper level education by means of developing their interest, ability and talent.

The duration of single structure primary education (= compulsory education) is 8 years and compulsory education period comprises 6-14 years of age. Single structure education is full-time and co-educational. In addition to the traditional single structure primary education practices (full time and day/*gündüzlü*), there are also boarding schools YİBO (Regional Boarding Primary Schools).

Average number of students per school is about 300. However, some schools have 15-20 students in the rural areas and 2 000 students in the urban areas. There is no national standard for school size.

Students who graduate from single structure primary school are granted with single structure primary education diploma. By means of this diploma students may attend high school or apprenticeship education (see section 5) or may begin to work.

There is 'National curriculum' for single structure primary school. Vocational education and training elements in the single structure primary school curriculum are very limited.

Single structure primary education is free of charge in public schools and paid in the private primary schools. However, schools get financial support from parents on some expenditure (stationery, simple repair and maintenance, hardware and cleansing etc.). All textbooks of single structure primary school students are provided free of charge by MEB (Ministry of National Education).

As other educational levels, single structure primary education is substantially financed publicly. The rate of private primary education institutions in the total is nearly 2 percent.

3.1 Admission

Registration and placement procedures to the single structure primary schools are arranged by regulation (*İlköğretim Kurumları Yönetmeliği*). Basic requirement related with the registration and placement of the children to single structure primary education is that children must be in school beginning age. Single structure education comprises the children between the age group of 6-14. This age starts when completing five years with the end of September and ends with the end of educational year that child completes 14 years and enters into 15 years. In this context, the children who will complete 6 years at the end of December of that year are registered to the single structure education. According to the related laws and regulations, parents are obliged to register their child to the single structure education at the required age. Physically underdeveloped children who have attained primary school age, may continue to attend pre-primary education and their registration to the school may be postponed for one year with the written demand of their parents.

New registration period in primary education institutions starts at the first workday of June. Pupils are registered to the school in the registration area determined by the placement board based on the residence of the pupil cited in the national address data base on the e-school system. The children who are out of school for any reason in the compulsory education age are registered to the school when determined. Illiterates are registered to the first grade regardless of their age. The children in the period of compulsory education who are not diagnosed for a need of special education and are not placed any schools are registered to the single structure primary schools. (*İlköğretim Kurumları Yönetmeliği/Regulation of Primary Education Institutions, Articles 14-15-16-17*).

Children of poor families from rural settlements are accepted to Regional Boarding Primary Schools (*Yatılı İlköğretim Bölge Okulları-YİBO*). In a limited degree, children of poor families from urban areas are also accepted to these schools. Pupils from the places where there is no school, school is closed because of insufficient number of student and student who complete 5th grade in the school having integrated classes and students who were not contained in the bussing system are accepted to the regional boarding primary schools. If a regional boarding primary school does not exist in the provinces of children at the age primary education, they are placed to the regional boarding primary schools in other provinces if they have the quota. (Regulation on Primary Education-*İlköğretim Kurumları Yönetmeliği*, Article 22).

3.2 Organisation of time, groups and venue

In the single structure primary school, education can be carried out as double or single shift (different groups in morning and afternoon). Especially double shift education is very common in the metropolitan cities (the cities having immigrants).

There is instruction 5 days a week in the schools. Saturday and Sunday are vacation. In all grades (1-8th grade) teaching load is 30 hours per week (as lecture hour). There is 6 hours instruction in a day. One course hour of single structure primary education schools lasts 40 minutes. It is possible to perform block (unified) lesson practice when necessary, taking into consideration the characteristics of the course and the level of pupils.

School year in single structure primary schools should not last less than 180 working days. Beginning and end of the date for enrolment – acceptance and summer holidays are defined in the work programme issued every year. Date of the beginning of the school year, semester holiday and end of courses are set by MEB (Ministry of National Education). The school year is divided into two semesters. The first semester generally starts in the second week of September and ends in the last week of January. The second semester starts in the second week of February and ends in the second week of June. There is a half term holiday between two semesters. The term of half term holiday is two weeks in January and February. The summer holiday of single structure primary schools starts on the date when the examinations end until the beginning of new academic year.

Grouping of pupils in single structure primary education is performed according to the basis of class. Theoretically, children of equal ages are placed in same classes. Besides grade based grouping in schools there are conjoint class practices.

3.3 Curriculum

Single structure education curricula and their textbooks are determined at national level. The Turkish Board of Education (*Talim ve Terbiye Kurulu*) is responsible for curriculum development. Curriculum development is taken as a continuous activities performed within the integrity of the system in accordance with the necessities of the individuals and the community

In the course of preparation of present single structure primary education curricula, cognitive and constructivist learning-teaching approaches have been taken into consideration. As parallel to this, alternative assessment approaches (performance assessment, preparation of product file, monitoring of

sensory development, utilization of various measures, etc.) based on constructivist learning theories are taken into consideration in the course of evaluation and assessment process.

The common skills stipulated by the present primary and lower secondary education curricula are as follows: accurate, effective and fair usage skill of Turkish language, critical thinking skills, creative thinking skills, communication skills, problem solving skills, research / cross-examination skills, utilization of information technologies skills and entrepreneurship skills. The curriculum also designates emergency education (disasters, fire etc.) and secure living, entrepreneurship, human rights and citizenship, private education, guidance and psychological counselling, health care culture, sports culture and Olympic education as interdisciplinary branches.

The courses in the curriculum are divided into two parts: compulsory and elective lessons. The compulsory courses are Turkish Language, Mathematics, Knowledge of Life, Natural Sciences and Technology, Foreign Language, Religious Culture and Morals, Visual Arts, Music and Physical Education. Elective courses are related to arts and sports, Computer, Chess, etc. Additionally, at all grade levels, there is one hour guidance/social activities course to support the students' development and provide support to the students to orient themselves to the different types of prospective schools. All students at the same grade level receive same lessons of subjects except elective courses. Weekly course load is 30 hours: 26-28 hours of compulsory courses and 2-4 hours of elective courses.

In the single structure schools, the teaching methods are decided by the teachers. However, it is important to note that the textbooks are centrally determined and they often oblige teachers to apply certain methods. Every teacher is responsible for the preparation that is necessary for his/her own course. Textbooks are determined by MEB (Ministry of National Education) and delivered free of charge since 2004. Upon renewal of the primary and lower secondary education curricula, the textbooks are also subjected to an innovation process and are produced in triple sets (Textbook, Teacher's Guidebook, and Pupil Workbook).

3.4 Assessment, progression and certification

The new primary and lower secondary education curriculum considers evaluation as an integrated part of teaching. The curriculum does not only evaluate the outcomes of teaching, but also the educational process. The curriculum also monitors the development of the child by employing adequate assessment and evaluation methods.

Student achievement is determined by the scores students get from exams, projects, homework. Extra-curricular activities and class participation are also taken into account.

Teachers conduct examinations and give project and performance assignments considering overall principles of measurement and evaluation, general objectives and outcomes of curricula of courses. Pupils following special education are evaluated considering individualized curricula by means of examinations, project, performance assignments and their performance in the classroom.

For every grade, the achievements of pupils are evaluated with four distinctive marks while their failure is evaluated with a sole mark. Passing marks are as follows; Fair (2), Good (3), very good (4) excellent (5). Below Standard is 1.

The examinations are carried out by teachers. Progress and effort of pupils at 1st, 2nd and 3rd grades are evaluated on the basis of teachers' observations, taking into account students' projects and homeworks and classroom participation and performance. At 4th, 5th, 6th, 7th and 8th grades, achievement of students is evaluated by exams as well as projects, performance assignments, their performance in the classrooms. It is a principle to grade at least one oral mark (at least two oral marks for foreign language courses) for every course within a semester.

The pupils in single structure primary education institutions are educated and evaluated in integrity within their age category. The overall annual achievement of the pupil is not determined separately for

each course, but as a whole by taking into consideration performance demonstrated in all lessons and in social activities. Successful students pass to upper grades directly.

In order to advance to one higher grade or graduate from single structure education institutions, the arithmetic average of the marks of two semesters for the pupil must not be lower than two for all courses.

Class or branch teachers, school counsellor, school administration and parents decide on measures to be taken for the pupils whose performance seemed to be insufficient.

The pupils in integrated classes do not repeat any course except for the pupils attending to 3rd and 5th grades.

Similarly, the pupils in need of special education attending mainstreaming education in case of their failure do not repeat any course.

The single structure primary education institutions consist of eight-year single structure schools. Pupils completing these schools are granted with primary and lower secondary education diploma. At the intermediate grades, students are given a 'student's report card' (carnet) at the end of each year. The pupils failing to graduate from 8th grade at the end of compulsory education age are granted maximum four more years for education upon request of their parents in order to complete single structure primary education. The children also failing to graduate from school by the end of this extension are provided with a 'Leaving Certificate'. There is no leaving examination at the end of single structure primary education.

The pupils exceeding the age limit of compulsory education and failing to complete 8th grade are directed to the Open Primary Education School.

Every student completing single structure primary school has the right to attend secondary education (high school). Entrance depends on the centralized examination for some high school types such as *Anadolu liseleri, fen liseleri, sosyal bilimler lisesi* (Anatolian high school, Science high school, social science high school, etc.). Students who complete single structure school are free to choose between a general high school or a vocational-technical high school.

3.5 Guidance and counselling

Guidance and psychological counseling services are the professional assistance services offered with the purpose of self-development of pupils, having them utilize and develop their potential in most suitable manner. The vocational, pedagogical and individual guidance and psychological counseling services organized as pupil-oriented are unified in accordance with foregoing objectives. Guidance and psychological counseling services are executed according to Regulation for Guidance and Psychological Counseling Services (*Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği*). The guidance services are offered by coordinator psychological advisor, psychological advisor, class advisor, psychologist, psychometric, educational programmer, private tutor, child development and instruction expert and social experts. In order to ensure effective execution of guidance and psychological counselling services, the Guidance and Research Centers (*Rehberlik ve Araştırma Merkezi-RAM*) are established in all provinces and in some districts depending on the population. There currently 204 Guidance and Research Centers.

According to the Regulation for Guidance and Psychological Counseling Services (*Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği*), sufficient number of class advisors/psychological advisors is commissioned to the guidance and psychological counseling services formed in single structure schools. The class advisors/psychological advisors collaborate with teachers and parents.

At the beginning of each school year, the school administration commissions one class counsellor for every branch of 6th, 7th and 8th grades. The guidance and psychological counseling services in single

structure educational institutions are mainly delivered in the course named "guidance and social activities" included in the Primary Education Schools Weekly Course Schedule.

3.6 Teachers

The classes in single structure institutions are educated by generalist or specialist teachers. Generalist teachers are teaching all subjects in the first five grades. From the 6th to 8th grade, specialist teachers are teaching. For some courses (music, physical education, foreign language, etc.), it is possible to employ specialist teachers after 4th grade.

Classroom teachers (generalist) and branch teachers for primary education are trained in the departments of primary education of education faculties. In these departments, generalist and specialist teachers (natural science, social science, math, etc.) are educated in different programmes. The duration of these programmes is four years and they lead to bachelor's degree. Specialist teachers also have to earn 4-years bachelor's degree from the departments related to their specialisation.

Professional status of teachers working in single structure education is regulated by law. They have the status of 'civil servant'. They are subjected to all rights, authority and prohibitions for the civil servants. Whereas, temporary contracted employment of teachers has also been a new trend in the last decade.

The in-service training of teachers is governed and executed in accordance with Articles 48 and 49 of the Basic Law of National Education (*Milli Eğitim Temel Kanunu No. 1739*), the Law on Civil Servants (*Devlet Memurları Kanunu No. 657*), the Law on Organization and Duties of MEB (*Milli eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun No. 3797*) and regulations issued based on these. The teachers are required to attend 10 days-seminars at the beginning and the end of the each school year.

4. UPPER SECONDARY EDUCATION

The legislative framework of current upper secondary education system is designated with the Basic Law of National Education (*Milli Eğitim Temel Kanunu No. 1739*). Furthermore, there are other laws regulating upper secondary education. The Basic Law of National Education determines the scope (school type and duration) of upper secondary education, right to benefit from secondary education and registration necessities, and the objectives of secondary education. The general aim of secondary education is determined by the 28th article of this law. In compliance with the general objectives and fundamental principles of National Education, the objectives and functions of secondary education are determined as follows:

- To introduce all pupils with individual and societal problems in pursuance of teaching a minimum collective general culture at secondary education level, seek means of solution and furnish the pupils with the power and sense of contribution to economic, social and cultural development of the country.
- To prepare pupils for higher education or both higher education and to life and business in accordance with their interests by means of various curriculum and institutions.

Upper secondary education consists of four years educational institutions (*lise*/high schools) (ISCED 3). These institutions are categorized in two groups as high schools for 'general education' and high schools for 'vocational and vocational-technical education'. Apart from these two types of schools, in areas with low and sparse population, there are schools named as 'high schools with multiple programmes' (both general and vocational–technical programmes) implementing general and vocational–technical curriculum of upper secondary education.

Today, upper secondary education consisted of one level (ISCED 3). While the compulsory education was raised from 5 years to 8 years in 1997, lower secondary education is unified with the primary education.

In terms of a new arrangement valid as of 2005/06 academic year, the upper secondary education institutions are converted into institutions with minimum four-year education time. In a very limited number of public and private upper secondary education institutions, foreign language preparation class exists. In compliance with the objectives of curriculum, the courses in natural sciences and mathematics are instructed in foreign language (for instance, social sciences high schools, *Kadıköy Anatolian High School*, *Galatasaray High School*, and *Istanbul High School*).

It is aimed to ensure access of pupils graduating from compulsory single structure education to general and vocational-technical secondary education within their interests and skills in principle. The secondary education system stipulates the diversity of institution for realization of the foregoing objective.

The upper secondary education level comprises the ages of 14-17 and is not compulsory. Every individual who completes single structure education and has not completed 19 years of age has the right to attend upper secondary education. Formation of the classes is generally dependent on the ages of the enrolled pupils. However, generally the pupils of same ages receive coeducation in same grades except for grade repetition, late enrolment, etc. As it is in the other levels, co-education of girls and boys is one of the basic principles in upper secondary education. Some branches in vocational–technical education institutions are associated with a profession pertaining to specific gender (for example, child development, construction) and therefore female or male pupils might predominate in some branches. Moreover, there might be classes comprising a sole gender.

The number of pupils in classrooms varies according to the type of the institution. There is no legal arrangement associated with the number of students in the classrooms of general upper secondary schools. The number of students in classrooms of Fine Art and Sports High School, Science High Schools and Social Sciences High Schools (respectively *Güzel Sanatlar and Spor Lisesi*, *Fen Lisesi* and

Sosyal Bilimler Lisesi) is limited to 24. The number of students in classrooms of the Anatolian High Schools (*Anadolu Lisesi*) offering general education, and in all vocational and technical education institutions is limited to 30. No classrooms are formed for the curriculum with the number of enrolled students less than 12. These pupils are directed to other programmes, taking into consideration the interests and requests.

Attendance is compulsory in upper secondary education schools. The students absent for total of 20 days within the academic year without any excuses are considered as an underachieved (regardless of their scores on the courses) and repeat the grade.

In principle, education in public institutions is provided for free. However, the parents contribute to the institutions. The voluntary donations of parents during enrolment or within the year are accepted by teacher and parent associations. The sources acquired in this manner are spent for administrative expenditures (support personnel, cleaning, maintenance-repair, stationary, etc.) of the institutions. In addition, the costs of complementary services such as transportation, educational tools, alimentation etc. are covered by the parents of the pupils. Nevertheless, MEB (Ministry of National Education) offers education services completely free of charge with boarding houses for successful pupils suffering from poverty and the pupils encountering difficulties in terms of access in order to ensure their attendance to upper secondary education and all expenditures of these pupils are covered by MEB. The private institutions apply a tuition fees. Pupils attending private institutions (parents) are obliged to pay the predetermined and announced tuition fee. The tuition fees in private institutions vary from institution to institution.

Starting from 2006/07 school year, course books in secondary institutions also are given to all students free of charge by MEB.

While general secondary educational institutions offer the curriculum to prepare the students to higher education, vocational technical secondary educational institutions offer the programmes both to prepare the students to higher education and employment and carry out practice with the business companies.

Great majority of the secondary education schools are public schools. The share of the students of private schools is only 2.8 percent of all secondary education students. The share of the vocational education in all upper secondary education is 40,7 percent

4.1 General upper secondary education

General upper secondary education institutions comprise six types of institutions: General High School, Anatolian High School, Science High School, Social Sciences High School, Anatolian Teacher High School, Fine Art and Sports High School (respectively *Genel Lise, Anadolu Lisesi, Fen Lisesi, Sosyal Bilimler Lisesi, Anadolu Öğretmen Lisesi, Güzel Sanatlar ve Spor Lisesi*).

These institutions, however, demonstrate some differences with respect to the number of students in classrooms, selection of teachers, conditions for admission, predominance of foreign language etc.

4.1.1 Admission

Every individual who holds a single structure primary education diploma and has not achieved 19 years of age has the right to attend secondary education. While general high schools (*lise*) and all vocational schools admit pupils by means of direct application, the other institutions offering general academic education admit students by means of entrance examination.

There are two types of entrance examinations: (1) Level Determination Examination (SBS): This examination is a multiple choice test. Students of 6th, 7th and 8th grades take this examination. The pupils are placed to the institutions they applied in terms of quota according to their average score of three SBS examinations. All Anatolian high schools, social sciences high schools and science high

schools admit pupils with this examination. (2) Special Talent Examination: Fine art and sports high schools admit pupils with special talent examinations.

Admission conditions and procedures are centrally determined and declared by the Ministry.

4.1.2 Organisation of time, groups and venue

The duration of school year in upper secondary education institutions cannot be less than 180 workdays. The school year is organised in two semesters. There is a mid-term holiday between the first semester (in general starting in the second week of September and end in the last week of January) and the second semester (starting in the second week of February and ends in the second week of June). Mid-term holiday is two-week holiday between January and February. The summer holiday of single structure primary education institutions starts at the last day of school year. Out of semester and summer, during the school year, there are religious holidays and holidays during national festival days. In addition to the holidays other than the summer holiday, the minority of the institutions has a right to arrange holiday during their religious festival days and special days of celebration. Dates for starting the school year, mid-term holiday and ending of courses are designated by the Ministry.

A week for institutions comprises of five days (Monday to Friday). Education may be double shift or single shift. The courses in the institutions employing full-time (single-shift) education run for 45 minutes. The course hour in the institutions employing double-shift education can be 40 minutes. The recesses are determined by the school administration. The starting and ending times for the courses are determined by the headship of institutions under the chair of Provincial National Education Director with one representative from teacher–parent association. The daily timetables for the institutions in districts are arranged by the headship of the institution depending on the local conditions. The study conditions in summer and winter seasons are also determined by the principles convened under the chair of National Education Director.

The course hour is taken as basis for the vocational education in vocational schools, while the working hours are taken in practice training in enterprises. Accordingly, one course hour is about 40 minutes with recess of minimum 5 minutes. If necessary, the workshop and laboratory practices and some courses according to their properties can be employed as block lessons upon determination of branch teachers' board. Each block lesson, however, cannot exceed two course hours.

Upper secondary education is conducted during daytime. As the open secondary education is available, education for adults in the evening is limited to these secondary education institutions.

Classes usually begin by 07.30-8.30. Ending time for classes differs depending on the full-time or double-shift education basis and weekly timetables of the institutions. All classes are conducted in the institution providing general education. As regards the institutions providing vocational and technical education, all 9th grade courses are conducted in the institution, while the applied part of the courses of 10th, 11th and 12th grades are conducted in the enterprises.

The number of overall weekly course hours the students is obliged to attend depends on both the type of institution and the class level. The overall weekly course hours in institutions offering general education varies between 30 and 37, whilst this figure varies between 35 and 45 hours in vocational and technical education institutions.

4.1.3 Curriculum

The curriculum and weekly timetables developed by Ministry are implemented in all upper secondary education institutions. The curriculum determines minimum and maximum weekly course hours, which courses to be delivered in which grades and common must courses (courses taking place in the curricula of all institutions), branch courses and elective courses and overall hours. The curriculum comprises of common courses, branch/field courses and elective courses in compliance with the

interests, skills, and individual differences of pupils and the characteristics of the branch/field to be selected. The common courses are the courses related to general academic education topics and mainly included in the curriculum of the 9th grade. Starting from second year, pupils in all upper secondary education institutions are obliged to choose a branch and predominantly receive the courses related to that branch. The elective courses are the courses that offer students to develop personal abilities according to their interest and aspiration.

The courses following the first grade become predominant in one of the foregoing branches according to the type of curriculum implemented. The pupils are oriented towards different branches depending on their interest and achievement beginning from the second year. The general high schools, Anatolian high schools, science high schools, social sciences high schools, Anatolian teacher high schools (*Genel Liseler, Anadolu Liseleri, Fen Liseleri, Sosyal Bilimler Liseleri and Anadolu Öğretmen Liseleri*) contain one or more of four branches/curriculum of (1) Natural Sciences, (2) Social Sciences, (3) Turkish – Mathematics and (4) Foreign Language.

The fine arts high schools have drawing, music and sport branches. If the Ministry considers it suitable, it is possible to establish other branches implementing curriculum for fine arts. The Sports High schools do not have separately determined branches and single curriculum is implemented. The courses in the 9th grade comprise common and elective courses related to general education, similar to general high schools. In further grades, courses associated with branches are predominant besides the courses related to general education.

The foregoing branches are associated with higher education curriculum. The branch courses in the upper secondary education institutions offering a common education consist of the courses aiming to serve students to achieve competence in various branches of higher education. Therefore, the pupils are obliged to make branch selections taking into account transition to higher education.

Education is carried out in Turkish. All schools in the category of Anatolian high schools (general and vocational-technical), however, could perform mathematics and natural sciences (Physics, Chemistry, Biology) classes in foreign language.

The teachers decide on the teaching methods and educational materials, methods for examinations, homework and projects and evaluation for education. For the courses with sufficient number of teachers to form branches, the branch teachers can adopt collective resolutions. The textbooks and educational materials to be used in institutions are determined by the Ministry. Therefore, approaches preferred the textbooks limit the teaching and evaluation practices of the teachers.

Every teacher is responsible for making necessary preliminary studies based on the curriculum related with their course. In principle, every teacher in secondary education institutions drafts an annual plan for the rendered courses at the beginning of academic year, which is ratified by the principle. The daily plans are conducted according to the annual plan. Teachers are allowed to employ visual tools such as video, slide, tape-radio, overhead projector, television etc. For this purpose, the information technology classrooms are created.

4.1.4 Assessment, progression and certification

The achievement of the pupil is determined by evaluation of written and oral exams, homework and projects on the basis of curriculum and the skill training, in and out of course educational activities in the enterprises. The number of written examinations cannot be less than three for the courses with three or more course hours per week, and less than two for the courses with one or two course hours per week. It is a principle to grade at least one oral mark for every course within a semester. The oral mark is achieved upon evaluation of the studies of pupils in social activities, preparation to the course, efficiency during the course and research studies related to the course. Evaluation is based on the semester and the end of the academic year. Homework, projects and practices are evaluated based on 100 full marks

(points). Measurement results are written as exact points in teacher grading books and grading tables. Grading system applied for evaluation and assessment of pupils is as follows:

Marks	Grades	Ranks
85 - 100	5	Excellent
70 - 84	4	Very Good
55 - 69	3	Good
45 - 54	2	Fair
25 - 44	1	Unsatisfactory
0 - 24	0	Ineffective

Term marks, year end marks and year end final achievement marks and graduation (diploma) marks are based on 100 full marks, term grades, year end grades and year end achievement grades are based on quintet system. In quintet system achievement is evaluated for grades with four grades, failure is evaluated with two grades.

Promotion to higher classes for any student is dependent on the grades achieved at the end of first and second semester. In order to consider any student as successful from any course at the end of academic year; (a) the grade for the second semester must be minimum 'Fair', however if the grade for the first semester is 'Ineffective', the grade for the second semester must be minimum 'Good', (b) the year-end skill examination grade for the students receiving skill training in the enterprises must be minimum 'fair'.

The general and vocational-technical secondary education institutions offer curriculum leading to diploma (high school diploma). The pupils successfully completing the courses (courses and internship in vocational and technical secondary education) are granted with high school diploma denominated with the name of the type of institution graduated from. In principle, each and every course must be achieved and there is no completion or final examination practice. The diplomas bear the graduation average and branch/field. The diplomas allow the opportunity for application to higher education entrance examination (ÖSS) or enter an employment stipulated by laws. Furthermore, the graduates from vocational-technical institutions are entitled transition to two-year vocational higher education schools for the graduated branches without being subject to examination.

The students leaving school or graduating with the right of holding diploma are granted with the leaving certificate displaying the identity, diploma information and the transcript. This certificate is issued only for informative purposes and do not count as diploma and do not furnish any legal rights.

4.1.5 Guidance and counselling

The endeavours for covering the requirements of the pupils attending to secondary education institutions related to individual, educational and vocational education guidance by means of activities rendered in two courses: (1) Introduction and Orientation: The basic aim of this course is to assist the pupils in selection of the branch/field that the students are obliged to perform at the end of the 9th grade according to their field of interest and skills. (2) Guidance lessons are toward the achievement and competence in the educational, vocational personal development fields. Guidance services in the schools also contain the measurement and evaluation to understand the students and support to teachers and the parents, and support to the students handicapped and need special provisions.

Furthermore, the Guidance and Research Centres (*Rehberlik ve Araştırma Merkezleri*-RAM) are established in all provinces and in some districts depending on the population in order to ensure effective execution of guidance and psychological counselling services. There are sufficient number of

psychological counsellor, psychologist, curriculum specialist, social work specialist, child development and instruction specialist and the professionals on special education fields commissioned in these centres. These centres provide professional support for educational institutions.

4.1.6 Teachers and trainers

Secondary school teachers are specialized in a subject matter/subject matters. All teachers instruct the courses in their branches. The teachers teaching the same courses constitute branch teachers' board (*zümre öğretmenleri*). These teachers work cooperatively on the courses execution. They may instruct more than one class. Union of that teacher with a class is limited for the duration of the course.

It is prerequisite for a teacher at least having bachelor's degree and attend teacher training education. Teacher training education consisted of theoretical and practicum courses, besides the branch and general cultural knowledge lessons. Beginner teachers are called as Intern teachers (*stajyer öğretmen*) and instruct with or under the supervision of an experienced teacher. Most of the teachers working in public schools are permanent status and full-time civil servant. But, contractual teachers have also been employed since 2005.

The duration of attending in-service training of the teacher are not determined legally and attending is not compulsory. MEB (Ministry of Education) organizes the in-service training courses on the subject needed and invite or charge the teacher to participate in service-training by provide sheltering and nutrition.

4.2 Vocational upper secondary education

Vocational and technical secondary education institutions consist of nearly 30 different types such as industrial and technical, trade and tourism, social work and religious service. Most common types are Technical and Vocational High School, Health Vocational High Schools, Trade Vocational High Schools and Theology High Schools (*Teknik ve Meslek Liseleri, Sağlık Meslek Liseleri, Ticaret Meslek Liseleri, İmam Hatip Liseleri*). These schools have bilateral goals both preparing students to tertiary education and employment.

The secondary education institutions offering vocational and technical training enclose compulsory courses in the 9th grade, Information and Communication Technology course and an elective course of three hours. The pupils are allocated to branches in the 10th grade and vocational branch in the 11th grade and attend to these branches in the 12th grade and graduate.

4.2.1 Admission

Access and admission procedure to vocational education schools is very similar to general secondary education. For details see 4.1.1.

4.2.2 Organisation of time, groups and venue

In this sub-section, the subject special to the vocational and technical high schools are mentioned. For detailed information on the other subjects (organizing school year, holidays, school days and determining course hours, composing the classes, textbook, etc.) related with this sub-dimension, see sub-section 4.1.2.

In vocational and technical education institutions, the pupils receive education in institutions during the 9th grade. Pupils attending to 10th, 11th and 12th grades receive theoretical and practical education in institutions for two days per week and skill training in enterprises for the remaining three days. Pupils attending to Anatolian vocational high school on hotel management and tourism, however, receive training in institutions for 6-month period between October-March and receive skill training in enterprises

for 6-month period between April-September. Thereby, it is possible to benefit from the opportunities of master instructors/tutor staff expert on the machinery, devices of the enterprise and its profession.

In principle, vocational education in enterprises is conducted during daytime. However, the vocational education can also be conducted during night-time, provided not to exceed 24:00 upon resolution of the provincial education board adopted taking into consideration the characteristics of the sector and the type of curriculum and prevailing climatic conditions and the enterprises running in definite periods of the year.

4.2.3 Curriculum

The branches in vocational and technical education institutions could be classified as (1) industrial and technical branches, (2) branches related to commerce, tourism and communication, (3) branches related to social services and (4) branches related to religious services. Every institution type implements branches/curriculum for specific profession. Furthermore, each branch comprises of different sub-branches. Classification of the institutions is performed according to the predominance of these curricula from vocational aspect. For example, Vocational High schools on Commerce only contain branches such as accounting, banking, insurance trading, etc.

In terms of preparation and application procedures of vocational education curricula are the same to a great extent with general secondary education. See sub-section 4.1.3 for detailed information on curricula of general and vocational education schools.

4.2.4 Assessment, progression and certification

Assessment, progression and certification procedures are very similar to general secondary education. For details see section 4.1.4.

4.2.5 Guidance and counselling

Guidance and counselling services in vocational education are very similar to those in general secondary education. For details see section 4.1.5.

4.2.6 Teachers and trainers

Initial and in-service teacher training and allocation of teachers are very similar to those of general secondary education. For details see section 4.1.6.

5. POST-SECONDARY NON-TERTIARY EDUCATION

Not applicable for Turkey

6. TERTIARY EDUCATION

Main structure of tertiary education was legally determined by articles 130 and 131 of the Constitution (1982) and the Higher Education Law (*Yükseköğretim Kanunu* No: 2547). Turkish tertiary education system consists of 'universities' and 'higher technology institutes' (ISCED 5A-B, 6). All tertiary education institutions are affiliated to universities/higher technology institutes. Only exception of this is some vocational higher schools (*vakıf meslek yüksekokulları*) run by foundations (ISCED 5B). Presently, there are eight vocational higher schools of this type.

Universities/higher technology institutes consist of vocational schools (*meslek yüksekokulları*) which provide two year-education leading to associate degree, faculties (science and literature, engineering, etc.) and vocationally oriented higher schools with four year-duration leading to bachelor's degree, faculties (medicine and dentistry) with five-six year-duration leading to master's degree, the institutes (graduate schools) awarding master's/doctorate degree. Universities/higher technology institutes may be divided into two groups in administration and financing: public and private (foundation) universities. The students of foundation tertiary education institutions constitute only 8,3 percent of all tertiary education students. The share of graduate students (master and doctorate) of foundation tertiary institutions is 5.7 %.

6.1 Admission

In general, admission to higher education programmes and entrance require diploma from previous educational level and success in the entrance examination. Higher education programmes and conditions of entrance can be handled in two groups: (1) Associate degree and bachelor's degree programmes and (2) graduate programmes.

6.1.1. Admission to associate degree and bachelor's degree programmes

As a general principle, entrance to any stages of higher educational programmes is conditional upon graduation from a general or vocational-technical upper secondary schools and achievement in national standardised exams. With the exception of programmes requiring special talent (arts, music, physical education etc.) higher educational institutions do not have authorizations in conditions of entrance and selection of their students. Entrance conditions and procedures of higher education programmes at any stages are determined centrally with regulations made by the Higher Education Council (*Yükseköğretim Kurulu-YÖK*) based on the Higher Education Law (*Yükseköğretim Kanunu*).

Generally, acceptance to the associate degree and bachelor's degree programmes depends on the results of the centrally organised examinations and secondary education Grade Point Average (OBP). Entrance examinations are conducted by the Student Selection and Placement Centre (*Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM*) affiliated to YÖK. Graduates of any secondary education schools and students who are at the last grade and ready for graduation can take the examinations. Examinations are in a multiple-choice test form and intended to measure field knowledge and general competencies. Examinations consist of questions in five basic fields (Turkish, Social Sciences, Mathematics, Science, and Foreign Language). The candidates who get the predetermined base score or more for associate degree and bachelor's degree programmes may apply for placement in accordance with the special conditions of the programmes that applied. ÖSYM ranks the candidates according to the placement scores composed of the OBP and Entrance Examination score by the achievement sequence of the candidate and handle them to place as from the first preference. To calculate OBP, different coefficients are used according to the school and programme type. Candidates are placed to a higher education programme according to the rank and quota of the programme. However, these common applications have some differences for the graduates of vocational and technical secondary schools and the candidates who plan to enter the programmes requiring special aptitudes.

As an exception of the common practice described above, students graduating from vocational and technical high schools can be placed in a continual of the programmes they graduate from in higher vocational schools without examination.

This form of examination and placement is intended for student placement to programmes that require special ability such as sports, fine arts etc. So as to enter for special ability examinations and placement process entering for ÖSS and having the score of predetermined minimum score for special ability programmes or over for the candidates is a prerequisite. Candidates who fulfill this prerequisite and prerequisites of the programme (for example for sports field not being physically handicapped) can apply for a concerned higher education institution. Institutions hold an applied special ability examination in accordance with the principles that are set by Higher Education Council and arrange candidates according to their achievement ranks and place them within the quota.

One of two criteria is used for the acceptance of foreign students to associate and bachelor's degree education in Turkey. The first of them is the result of the Examination for Foreigner Students (*Yabancı Uyruklu Öğrenci Sınavı-YÖS*) conducted by ÖSYM and the second is the results of internationally accepted examinations (SAT 1, GCE-A level, ACT, ABITUR etc.). The minimum scores related these are determined by YÖK (Higher Education Council).

6.1.2. Admission to graduate programmes

Graduate education can be handled in two groups: (1) Master, Doctorate and Proficiency in Arts programmes and (2) Medical Specialty programmes and Dentistry Specialty programmes. Every university accepts students by means of its own examination to the programmes in the first group and by means of central level Medical Specialty Examination (*TUS*) and Dentistry Specialty Examination (*DUS*) to the programmes in the second group.

The access and achievement criteria for the programmes in the first group (Master, Doctorate and Proficiency in Arts programmes) are determined by frame regulations conducted by the Inter-university Board (*Üniversitelerarası Kurul-ÜAK*). Each university prepares its own regulation by means of the regulations conducted by its senate on the basis of the frame regulation. Universities and departments are able to set additional conditions by the resolutions of their own senates and raise the minimum conditions. Therefore entrance to graduate programmes may differ per university.

General application conditions for all tertiary education graduate programmes are; (1) candidates should have a bachelor's degree diploma for master and master diploma for doctorate and bachelor's degree diploma for unified doctorate, (2) get minimum score or more on ALES (the Academic Personnel and Graduate Education Examination), (3) having proficiency in a foreign language (proficiency in a foreign language is determined by the central level proficiency examinations). Some universities may not necessitate the proficiency in a foreign language or may not ask for proficiency in a foreign language however, the students who succeed in the entrance examination but are ineffective in a foreign language may be given additional time to improve the proficiency in a foreign language.

The success in the entrance examinations is determined by the contribution of these components: (1) predetermined portion of ALES (Academic Personnel and Graduate Education Examination), the effect of ALES can not be lower than 50 %. (2) Predetermined portion of the CGPA of the candidate (commonly the contribution of CGPA is 20 %) (3) Predetermined portion of the examination conducted by the department (oral or both oral and written examination) (commonly the contribution of this examination is 30 %). If desired, universities may accept student to the graduate education only by using ALES. Every university or the department may decide the minimum achievement score.

Procedures and rudiments on student admission for master degree programmes in teacher training fields, evaluation and diplomas to be granted, guidelines for the minimum joint lessons and applications of these programmes are determined by the Higher Education Council (*Yükseköğretim Kurulu-YÖK*) considering the views of Ministry of Education and Interuniversity Council.

In the second group graduate programmes, only medicine faculty graduates can apply for the Medical Specialty programmes and only graduates of dentistry faculty can apply to Dentistry Specialty programmes. Diplomas from these programmes are equivalent to doctorate degree.

One the two criteria is used for foreigner students to be accepted to graduate education in Turkey. The first, is LES/ALES results administered by ÖSYM, second, the results of international level approved examinations (GRE, GMAT etc.). The minimum scores of these are determined by university senates.

6.2 Students' contributions and financial support

6.2.1. Fees

According to the article no: 46 of the Higher Education Law (*Yükseköğretim Kanunu No. 2547*), education in higher education institutions is subjected to tuition fees (contribution to current service costs) for everyone. Current service costs are determined per student by YÖK according to the quality and duration of the educational branches and the specialty of tertiary education institutions. A part of this amount to be determined by Cabinet is supplied by the government and registered as appropriation in the concerned higher educational institution' budget in the name of the student. Rest of the amount is paid by the student as tuition fee. The amount to be supplied by the government can not be less than half of the current service costs. In addition, the students who complete the education regularly pay more.

Students who attend second shift (evening) programmes pay more fees compared to students of normal day programmes. Tuition fee of these students cannot be less than half of the current service costs that are determined for normal day programmes. Tuition fees of second shift (evening) graduate education student are determined by YÖK in relation to the suggestion of the related department and in deference to costs. Out of tuition fee students pay no other fee such as registration fee, examination fee etc. All graduate students except the ones working as research assistants at higher education institutions have to pay tuition fees.

6.2.2. Grants/loans and other supports

Financial supports are provided to students in various ways by public and private institutions. These supports are in forms of grants/scholarships, student loans for living costs, student loans for tuition fees, financial supports for living expenses (accommodation, food, etc.). The determination, organization, pursuance and repayment operations of the public support to the students are accomplished by Higher the Education Credit and Dormitories Institution (*Yükseköğretim Kredi ve Yurtlar Kurumu –YURTKUR*).

Grant is the money given without remuneration for supplying living expenses of the higher education students during their education terms who are successful and in need of support (determined based on the parents income and assets). Grants can be given students who attend programmes on any stage and level including graduate programmes without making any distinction between public and private university students. On the condition of continuation of study and provided that there is not an impediment to grant the student can be granted scholarship as long as the normal education term for the education institution he/she continues. In 2009, 191.798 students receive grants form YURTKUR.

Student loan is the 'repayment' loan money that is granted during the normal education period of the higher education so as to provide support for the living expenses of the students from associate degree programmes to doctorate programme students by YURTKUR. As of 2009, loan is provided to 625.904 formal education programmes (day programmes) by YURTKUR.

Student loans for tuition fees (*Öğrenim harcı kredisi*) is the support given by YURT-KUR on the demand of the students by means of paying the tuition fee to the higher education institution of the student by debiting the tuition fee in the name of the student. Second shift education students (evening programmes), master and doctorate education students and students who attend private universities

are not given the student loans for tuition fees. In 2009, this type of credit is provided to 483.993 students.

When the number of students who applied for the student loans for tuition fees and student loans for living costs is more than the fund allocated, students supported are determined by their income and need level evaluation. Students have to pay the loans they got with the legal interests after two years from the end of normal education period within half the time he/she got loans (calculated by applying increase in the wholesale price index).

Among the students whose families live other than the place of school that they receive education, students in need are provided with sheltering and nutrition support in dormitories affiliated to YURT-KUR and in some university dormitories. These supports to students are in the form of sheltering and nutrition supports that are under cost and cheapened by subsidization. In addition, some private universities provide accommodation, education costs and living expenses to a limited number of successful students who would like to study in those universities.

In all public institutions of higher education lunches that are discounted by subsidization are given to students. Additionally, students, who are not within the scope of any social security or assurance, are provided with health and psychological counselling service for free at the Student Health Centres.

Reduction is provided to students with their id cards in local public service vehicles, theatres, movies, museums and some other artistic activities.

No financial support is provided to parents of the students.

6.3 Organisation of the academic year

In higher education institutions academic year is arranged on a school term (semester) basis, except the faculties of medicine and dentistry and foreign language preparatory classes. In these faculties, academic year is arranged on a year term basis. One academic year consists of three semesters (fall, spring and summer). Courses are structured according to fall and spring terms. There is not any lesson determined for the summer period. Departments and teaching staff can open the courses among the ones opened at fall or spring periods by declaring beforehand. Summer period is an arrangement mostly to provide an opportunity for students who accomplish the courses in which they are unsuccessful thus preventing loss of a school term and for students who would like to accomplish school earlier.

One term consists of 14-16 weeks and two weeks general examination period. General examinations are administered at the end of the year in the faculties where academic year is organized on a year basis. Besides, in these faculties, there is a make up examinations period for the students who were unsuccessful in the general examinations. Though beginning times of the terms differ from university to university, generally fall half term begins at the last week of September ends at the end of January, spring term begins at the second week of the February and ends at the second week of June, summer term begins at the first week of July and ends at the end of August. Two week-term vacations are in between fall and spring terms. Summer vacations last three months for students who do not take lessons in summer term, for the ones who take lessons it lasts for about a month. Universities are entitled to determine their own academic calendars.

Lessons are conducted in day-time and in the evenings in accordance with the second shift education. Day-time programmes are in between 8.30 – 18.00 and evening lessons are generally 16.00 – 22.00. In mandatory cases, lessons and examinations can be done at weekends (Saturday – Sunday).

6.4 Assessment, progression and certification

Higher education institutions in Turkey are entitled to grant their own diplomas or degrees. In this context, all universities arrange their educational, instructional and evaluation processes, principles and

rules by education and examination regulations. Evaluations are done generally on course and half term basis in faculties and higher educational institutions excluding medicine and dentistry faculties and preparatory schools. In these faculties evaluation is done on committee (conjoint modules) and year basis. While generally theoretical and practical studies about courses are evaluated in associate degree and bachelor's degree programmes, in master degree programmes in addition to these studies evaluations on thesis and proficiency are included.

Course evaluations are accomplished basically through examinations. Generally three examination types can be mentioned for evaluation: mid-term examinations, final examinations and make-up examinations. These examinations can be accomplished either orally or written, or orally and/or practically. Projects, exercises, presentations, laboratories, workshops and similar studies within courses can replace examination. The effect of these examinations on the achievement score and lower limits of the minimum scores required are determined by regulations.

Course or class achievement of students is determined by achievement score. Course achievement score is obtained by the evaluation of both the scores that the student exhibits within the half-term/school term (with midterms, homework, practiced studies etc.) and in final examination/make-up examination. There are differences between universities because the effect of these examinations on achievement score is determined by the regulations that are issued by universities.

Not any prior learning experiences (work experience, community services, etc.) are recognised in any programmes.

The diplomas/degrees assigned by the universities and the duration of them are as follows:

Higher Vocational Education Diploma (*Meslek Yüksek Okulu Diploması*): Students who fulfil the foreseen requirements for graduation from a higher vocational education programme are entitled to obtain 'Associate Degree/Higher Vocational Education Diploma'. The duration of regular education is 2 years (or four semesters).

Associate Degree (*Ön Lisans Diploması*): Students who fulfil the foreseen requirements at least four semester of a faculty or higher school programme are entitled to obtain if they want 'Associate Degree Diploma'.

Bachelor's Degree (*Lisans Derecesi*): Students who fulfil the foreseen requirements for graduation from a faculty or higher school programme (eight half terms/four years) are entitled to obtain 'Bachelors Degree Diploma'.

Medicine and Dentistry Diploma: Students who fulfil the foreseen requirements for graduation from a faculty of medicine (duration of regular education is 6 years) are entitled to obtain diploma for medical doctor (*tıp doktorluğu diploması*) and faculty of dentistry (duration of regular education is 5 years) are entitled to obtain diploma of dentistry (*diş hekimliği diploması*).

Master Degree (*Yüksek lisans derecesi*): Students who accomplish master programme (duration of regular education is 4 semester) based on the undergraduate programme are entitled to obtain 'Master's Degree/Master of Arts Diploma. Students who accomplish minimum ten half terms education programmes of faculties of education are entitled to obtain 'Master's Degree/Master of Arts Diploma.

Doctorate Degree (*Doktora Derecesi*): Students who accomplish doctorate programmes of institutes that conduct graduate education and fulfil the graduation requirements are entitled to obtain the 'Doctorate Degree'. 'Proficiency in Art' Degree is granted to the ones who graduate from arts fields of these programmes. Students who accomplish proficiency in medicine and dentistry programmes are entitled to obtain the (Specialty Diploma (*Uzmanlık Diploması*)).

All above mentioned degrees are certified with a diploma. The qualifications awarded and rights attached to these diplomas are determined by legislative and administrative documents.

6.5 Guidance and counselling

The guidance services provided for students in higher education institutions can be handled in two groups as academic and vocational. An advisor is assigned on a class or branch level for students who are registered in bachelor's degree or associate degree programmes. Academic advisors provide support and advisory in academic issues such as taking courses, orientation to optional courses, educational activities. These advisors also provide support and advisory services to students on loans, scholarship, accommodation etc. A courses advisor is assigned for graduate students after they registered in their programmes and in programmes with thesis before they advance to thesis a thesis supervisor is assigned.

The Higher Education Law (*Yükseköğretim Kanunu*), No. 2547 foresees that higher education institutions support the graduates in employment issue in collaboration with the public and private institutions (Article 47). Career Consultancy Centers were founded in some of the higher education institutions in order to provide these services. Vocational presentation meetings are held and participation of the representatives of private sector institutions to these activities is provided through these centers by various units. In this way students and employers are tried to be brought together.

Students familiarize with their professions, learn about employment opportunities, and interact with the employers mostly through work place practice components which are a necessity for programmes. Education and training practices at work are applied in bachelor's degree and associate degree programmes prevalently. In many programmes this practice is mandatory as per the field.

6.6 Academic staff

There are three types of teaching staff:

- Faculty members: assistant professors, associate professors and professors
- Lecturers and instructors
- Teaching assistants: Research assistants, specialists

Faculty members: They are academic staff holding Ph.D. To be appointed to be a teaching staff out of faculty members, it is necessary to have at least a bachelor's degree.

'Associated professors' and 'professors' among the teaching staff in higher education institutions in Turkey are employed in the status of permanent position. Whereas, assistant professors, instructor, lecturers, experts, research assistants, education planners is employed on the temporary basis.

All teaching staff has the public officer status and rights. Appointment conditions of the academic staff are determined by the Higher Education Law (*Yükseköğretim Kanunu*).

In service training for teaching staff is not obligatory in common. However, universities may organize some in service training activities for them (for example, trainers' training, computer skills, etc.).

7. CONTINUING EDUCATION AND TRAINING

Continuing education and training for adults is conducted in two main categories as vocational development and self-development oriented activities. These activities are carried out by both public and private educational institutions. People from any age groups and education level depending on their interests can benefit from self-development oriented courses. Vocational training aims to increase employability opportunities of the participants. Vocational training is maintained in cooperation with work places/enterprises. Vocational education and training is mainly actualized for the young people who completed primary education by means of apprenticeship, headmanship and mastership training and short term vocational courses.

Continuing education and training activities organized out of formal education institutions are mainly conducted in the Adult Education Centres (*Halk Eğitimi Merkezleri-HEMs*). These centres realize non-formal education activities by means of literacy courses, vocational courses and social-cultural courses. Besides these, there are distance education institutions to have further education for the persons who did not have an advantage of formal education at the required ages. In 2008/09 school year, the number of the attendees to continuing education programmes was 7.062.429 (Male: 3.725.436, female: 3.336.993).

Formal and non-formal vocational education practices were regulated with the Vocational Education Law (*Mesleki Eğitim Kanunu*), No. 3308 issued in 1986. With this law, apprenticeship education was reorganized, dual vocational education (vocational education in schools and in the enterprises) was established and non-formal vocational education courses to prepare the youth out of the formal education were included within the scope of this law.

Objectives of non-formal education are to acquire literacy to illiterate adults, to conduct study to ensure national unity and strengthen the democracy, develop the skills of unemployed or persons who wants to change their career, to make educational studies to help adaptation of those who migrate from rural areas into urban areas, to make them appreciate and get used to spending spare times in a useful way.

Basic principles related with the non-formal education are as follows: openness to everybody, need based, openness to innovation and improvement, education everywhere, openness to vertical and horizontal transitions, participation of the stakeholders to the decision process, integrity in the vocational and technical education (formal, non formal, apprenticeship).

Target groups of non-formal education include all citizens: children, youths and adults. These can be individuals who have never benefited from formal education services, who are currently students or who graduated from any educational grade, employed or unemployed.

Educational services for adults are considered in the respect of "lifelong learning" approach in line with the developments in the world and new regulations are made constantly. The objectives of these regulations can be summarized as follows: to enhance continuous vocational education, establishment of vocational standards, unification of formal and non-formal vocational education services, flexible structures allowing horizontal and vertical transitions both between common and vocational education and between formal and non-formal education programmes and modular programmes as well as considering enterprises as an educational institution.

Life-long learning participation rates are 2.6 % for women and 1.4 % for men (YPK, 2009)

7.1 Policy and legislative framework

Non-formal continuous education includes the organization and the activities to satisfy the needs of continuing education of every individual at any age – youth and adults. The continuity in education and education everywhere principles are included in the basic principles of the Basic Law of National Education (*Milli Eğitim Temel Kanunu No. 1739*).

In Turkey, education rights of individuals are ensured by the Constitution (1982). Pursuant to article No 42 of the Constitution, 'nobody can be deprived of education right.' So that, education for adults is a right for individuals and responsibility for the government. The government tries to accomplish this responsibility by means of opening non-formal education institutions, organize the programmes (general and vocational) for all adults of all ages or organizing the courses cooperatively with the other public or private institutions.

For the employers, enterprises employing twenty or more staff are obliged to provide vocational education (skill training) or contribute to the vocational education. Additionally, enterprises employing 50 or more staff are obliged to provide courses in the work place or ensure their personnel to attend other courses ensuring professional development of their personnel.

The main policy organ related with the formal, non-formal and apprenticeship education is the Vocational Education Board (*Mesleki Eđitim Kurulu*). This board is chaired by the Undersecretary of the Ministry of National Education and comprises various public institutions, vocational organizations, labour and employer corporations' representatives. All parties related with non-formal vocational education participate in the decision process in this board. Additionally, all parties related with non-formal education by means of participating the National Education Councils (*Milli Eđitim Őurası*) represent their organizations and institutions' opinion and affect the decision making process. At the same time, the institutions such as employer organizations, labour syndicates, vocational organizations, non-governmental social organizations, etc. affect policy making process by means of reports on adult education and meetings in Turkey.

Adult education activities in Turkey are related to more than one regulation. In this context, five basic laws and three regulations may be mentioned. These are:

The Basic Law of National Education (*Milli Eđitim Temel Kanunu No. 1739*) regulates the context, objectives of non-formal education and the subject of cooperation with the other institutions and coordination.

The Law of Organization and Duties of the Ministry of National Education (*Milli Eđitim Bakanlıđı Teŝkilat ve Grevleri Hakkında Kanun No. 3797*) defines the units responsible for non-formal education and duties of that organization (*Őıraklık ve Yaygın Eđitim Genel Mdrlđ-Directorate General of Apprenticeship and Non-formal Education*).

The Vocational Education Law (*Mesleki Eđitim Kanunu No. 3308*) is the basic law to cover every type and level (formal, non-formal, apprenticeship) of vocational education. It contains the subjects related with adult vocational education (headworkers and masters' education, planning vocational education, participants of vocational education, and responsibility of private practice on vocational education, financing the vocational education, etc.).

The Law on Making the Illiterate Citizens Literate who are out of the Compulsory Primary Education Age (*Zorunlu İlkđrenim Őađı DıŐında KalmıŐ Okuma-Yazma Bilmeyen VatandaŐların Okur-yazar Duruma Getirilmesi Hakkında Kanun No. 2841*) regulates the subject related with making illiterate adult citizens literate and make them have primary school diploma.

The Institution on Vocational Qualifications Law (*Mesleki Yeterlilik Kurumu Kanunu No. 5544*) by means of this law adopted in 2006, education, national vocational standards and certification subjects gained a new dimension. This development will direct new regulations on non-formal education activities (programmes, qualifications, professional standards certification, etc.).

The Regulation on Non-formal Education Institutions (*MEB Yaygın Eđitim Kurumları Ynetmeliđi*) is the basic document to regulate non-formal education. Basically it is related to the courses organized by the Public Education Centres (*Halk Eđitim Merkezleri -HEM*).

The Regulation on Vocational and Technical Education (*Mesleki ve Teknik Eğitim Yönetmeliği*) contains non-formal vocational education and integrity with the apprenticeship education, regulations on vocational and technical education (curriculum and objectives, evaluation, certification etc.).

The Directive on Non-formal Education Courses of Public Institutions and Organizations, Municipalities, Foundations (*Kamu Kurum ve Kuruluşları, Belediyeler, Vakıflar ... Yaygın Eğitim Amaçlı Kurslar Yönergesi* (2006)) contains the subjects related with the unpaid educational programmes organized by public institutions out of MEB (Ministry of National Education), institutions such as municipalities, foundations, associations, chambers, etc. These programmes are under the control of MEB.

Apart from these legislative arrangements, there is the Private Education Institutions Law (*Özel Öğretim Kurumları Kanunu* (2007)) that handles private educational institutions.

The 9th Development Plan 2007-2013 (*Dokuzuncu Kalkınma Planı*) accepts that education system should be handled with lifelong learning perspective and it enhances the development of non-formal educational opportunities, including e-learning.

Parallel with the 9th Development Plan, MEB proposes as medium and long-term objectives to encourage every kind of non-formal education opportunities that help society to internalize life long learning idea.

Life-Long Learning Strategy Document and Action Plan for Turkey's Life-Long Learning Strategy (*Hayat Boyu Öğrenme Strateji Belgesi and Türkiye Hayat Boyu Öğrenme Stratejisi Eylem Planı*) were put into implementation in 2009 to expand life-long learning in the society.

7.2 Distribution of responsibilities

Non-formal education comprises a wide range of fields. But, in non-formal education main responsible body and basic service provider is the Ministry of National Education (Milli Eğitim bakanlığı-MEB). MEB actualize this responsibility through the General Directorate of Apprenticeship and Non-Formal Education (*Çıraklık ve Yaygın Eğitim Genel Müdürlüğü*). Continuing education and training activities organized out of formal education institutions are conducted in the Adult Education Centres (*Halk Eğitimi Merkezleri-HEMs*) affiliated to this general directory to a great extend. Besides that and as pointed out above, main policy organ related with the apprenticeship and non-formal education is the Vocational Education Board (*Mesleki Eğitim Kurulu*). This board consists of the representatives of the organizations such as MEB, Ministry of Internal Affairs, Ministry of Public Works and Settlement, Ministry of Health, Ministry of Labour and Social Security, Ministry of Tourism, State Planning Organization, Turkey Confederation of Tradesmen and Artisan, Chambers of Commerce Employer's Unions Confederation, Turkish Confederation of Labour, Banks Association, etc. The board takes the role of planning, developing and evaluating national level vocational and technical education (including non-formal education). Determining the needs of vocational education, forming opinion on the curriculum and duration of vocational programmes, preparing regulation proposal related to the examinations and examination commissions and offering them to MEB may be listed among the duties of the board.

At provincial level level, the board is organized as the Province Vocational Education Board (*İl Mesleki Eğitim Kurulu*). The decisions of the board are implemented by MEB units and vocational institutions.

Activities regarding curriculum content and development, teaching methods, quality assurance, supervision are prepared and implemented by MEB generally taking the recommendations of the related institutions and organisations.

MEB is the coordinating body between non-formal education providers (public, private, voluntary, etc.)

The institutions related to non-formal education out of MEB and the role of them can be outlined as below:

The Ministry of Labour and Social Security (*Çalışma ve Sosyal Güvenlik Bakanlığı*) is responsible for precaution to ensure vocational education of employees. As an employment institution, the main duty of the Turkey Labour Institution *İŞKUR (Türkiye İş Kurumu)* is to develop national employment policy, save and develop employment and prevent unemployment. In this context, institution is responsible for organizing skills training for unqualified labour force, and it develops and implements vocational education and labour adjustment programmes for employees. The responsibilities of the chambers affiliated to the Union of Chambers and Commodity Exchanges of Turkey (*Türkiye Odalar ve Borsalar Birliği – TOBB*), one of the biggest vocational organizations may be listed as organizing the courses, helping the courses organized and supporting the activities to develop vocational education. Large enterprises have the responsibility of forming education unit to train their personnel. Additionally, there are instructional services provided by private sector requiring payment. These programmes are also carried out under the supervision of MEB (approval of curriculum, acceptance requirements, standards, duration and certification, etc.).

7.3 Financing

The non-formal education is mainly financed by the public fundings. These fundings are: the funds allocated to the non-formal education from government budget and province special administrations' (*il özel idareleri*) budgets. In addition, there are also revenues (course payment) from the courses organized under the frame of revolving capital fund (*döner sermaye işletmesi*) and voluntary donations (as money or goods). On the other hand, non-formal vocational and technical education is supported by the special fund known as Vocational and Technical Education Development and Spread Activities Support Fund (*Çıraklık, Mesleki ve Teknik Eğitimi Geliştirme ve Yaygınlaştırma Faaliyetlerinin Desteklenmesi*). The source of this fund is MEB revolving capital funds' profits, donations and helps. Except for the literacy courses, a small fee is generally required for the publicly provided education services.

The institutions out of MEB such as municipalities, foundations, associations and chambers give direct support to formal education by means of the courses open to public benefit.

Business enterprises contribute to financing of non-formal education by means of undertaking the education expenditure of its own employers (in its own business or purchasing service from other institutions) or donation.

Fees of the courses provided by private institutions are paid by the participants.

There are indirect support and incentive mechanisms such as payment of social security expenditures (retirement, health etc.), pass (discounted transportation), free lodging (boarding education), and free lunch for the persons who participate in non-formal education. Only medical examination expenditures are paid by the institutions' administrations for the people who do not have social security.

7.4 Programmes and providers

Non-formal education curricula are organized in the two main categories:

General education programmes are accomplishment programmes, health, family life, mother child education programmes, citizenship education programmes, self-satisfaction programmes and social and rural development programmes.

Vocational and technical education programmes are grouped as profession gaining programmes, basic skills development programmes and using technology programmes.

Profession gaining courses programmes are developed and applied by MEB and the non-formal education programmes for employment are developed and applied by the centres (HEM and METEM) cooperatively with the related sector.

It is essential that vocational education programmes should be prepared as modular programmes in compliance with national standards.

One of the basic principles of non-formal vocational and technical education is to assimilate individuals lifelong learning and continuous vocational education.

Learning and teaching methods and techniques are used in the non-formal vocational education activities to change according to characteristics of the vocational activity; therefore, generally teaching methods peculiar to vocational branch are used.

MEB (Ministry of National Education) organizes special vocational courses preparing people in need of special education for business life. Interest, needs and skills of these people are taken into consideration in application and organization of these courses. Within the courses organized for the handicapped persons, disability category of people is taken into consideration, and programmes are prepared and applied accordingly.

In principle, participation to continuous education is voluntary. Therefore, no priority is given to any groups in providing education. When there are enough applications for any programmes, they are opened.

Registration and admission procedures for the non-formal education institutions are executed in accordance with the provisions of the Law of Vocational Education, Regulation on Non-formal Education Institutions and Regulation on Vocational and Technical Education (*Mesleki Eğitim Kanunu, MEB Yaygın Eğitim Kurumları Yönetmeliği ve Mesleki ve Teknik Eğitim Yönetmeliği*).

Registration admission conditions for courses are as follows:

- To be citizen of the Republic of Turkey. However, foreigners, in certain conditions (e.g. stateless or refugees, foreigners having permit to work in Turkey and their relatives) can also participate in courses. To have received education at certain level according to nature of the course (except for the literacy courses), it is required to be graduated from minimum primary school. Acceptance for Vocational Development Institutes (*Olgunlaşma Enstitüsü*), it is required to graduate from vocational high school for girls or handcraft practice school for girls.
- It is required to complete the compulsory education age (14 years of age) to attend non-formal vocational and technical education courses.

The diplomas obtained abroad and document/certificates indicating previous education experience are taken into account in the acceptance process to non-formal education. These acceptance procedures are conducted by related institutions taking the directives of the Turkish Board of Education (*Talim ve Terbiye Kurulu*).

The activities in the course centres are carried out in 12 months. The activities may take place during weekend if necessary. The activities are stated at the annual work programme determined by the province national education directorate.

The duration of education and training programmes is determined in accordance with the course place and the condition of the person attending the course. Duration of a lesson hour is 40 minutes. Unified lessons may be possible in the course. The duration of unified lesson is 80 minutes.

The courses toward non-formal education are conducted in HEM (Adult Education Centre), METEM (Vocational and Technical Education Centre), work places, and places of public or private institutions, formal education institutions, hospitals, prisons and any other suitable places. Non-formal education can also be conducted by means of distance education.

Distance vocational education is conducted through the Vocational and Technical Open Education School and Vocational Open Education High School (*Meslekî ve Teknik Açık Öğretim Okulu ve Meslekî*

Açık Öğretim Lisesi) affiliated to MEB. These institutions use distance education technologies and provide education in a centralized system.

7.5 Quality assurance

There is no independent quality assurance institution for non-formal education. However, subjects related with standard of professions, curriculum and duration of the programme, exams, certificate and supervision are under the control and supervision of MEB (Ministry of National Education). So that, a series of process may be mentioned insuring the quality in non- formal education.

In addition, the Vocational Qualifications Institution and Turkish Accreditation Institution (*Mesleki Yeterlilik Kurumu ve Türk Akreditasyon Kurumu*) founded in 2006, will be quality insurance institutions for non-formal education programmes.

It is also important to note that the Ninth Development Plan 2007-2013 (*Dokuzuncu Kalkınma Planı*) stipulates the developing quality assurance system, determining quality standards and developing a performance based model in educational institutions to expand high quality educational opportunities.

7.6 Guidance and counselling

Psychological guidance and counselling services are provided to the participants attending a course in the institutions providing adult education. Special Education' support services for adults, except for students, are provided through Provincial and Sub-Provincial Guidance and Research Centres (*Rehberlik ve Araştırma Merkezleri -RAM*) and guidance and psychological counselling services.

In general, no institutionalised guidance and counselling services are provided for any groups for any specific purposes.

7.7 Teachers and trainers

There are no teacher training programmes for only non formal education. Teacher education function is held by faculty of education and faculty of vocational bound to universities. These institutions provide bachelor's degree (4 years) programmes. Besides, if 'job pedagogy' course is taken, graduates of higher vocational school (2 years), general high school and vocational high school may be employed as trainers in non-formal education programmes.

Curriculum and the standards of all teacher education programmes are organized by Ministry of National Education (Milli Eğitim Bakanlığı-MEB) and Higher Education Council (Yükseköğretim Kurulu-YÖK) cooperatively.

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